Examining the Transformational and Distributive Leadership Styles of Secondary

Principals: A Mixed Methods Study

by

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The purpose of this page is to acknowledge my Wife, who sacrificed, shared and gave of herself to enable me to complete this study. My three daughters, Adrianna, Jannae-Leigh, and Keanna, who continue to remind me that serving, charity, fellowship, and leadership starts at home.

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ABSTRACT

Abstract: Secondary school principals face numerous challenges in public education.
Twenty first century leadership involves navigating state and federal accountability
mandates, which has created a paradigm shift within the educational system. Secondary
principals and educators alike are also faced with embracing the changing student
demographics that will continue to grow throughout the 21st Century. Hodgskinson
(2000) projects that by the year 2025 the Hispanic and Asian population will represent
61% of the United States total population. The purpose of this study is to examine
secondary principals and educators who serve as transformational and distributive
leaders, further examining those that value, foster, and develop school communities to
meet the educational needs of students and teachers. The study includes the
administration of the Leadership Behavior Inventory Questionnaire to secondary
teachers, assistant principals and principals. Purposefully selected participants
contributed to the collection of qualitative data. This study utilizes an explanatory
sequential mixed method design to chart transformative leadership in secondary schools.

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CHAPTER I

INTRODUCTION

This study explores the Distributive and Transformational leadership styles of secondary school principals, assistant principals, and educators and the impact of said leadership styles in culturally diverse and non-culturally and linguistically diverse schools in the Southwest United States. Additionally, this study focuses on faculty and staff perceptions of school leadership of by principals assigned to culturally and linguistically diverse schools. This study uses a mixed method design, involving qualitative data analysis and a transformational theoretical lens. This chapter will include the statement of the problem, significance of the study, purpose of the study, a theoretical overview of the research questions pursued in this research, definitions utilized in this study, as well as limitations and delimitations.

Statement of the Problem

The constantly evolving role of secondary principals entails facing many challenges, including state accountability progress and achievement measures as well as mandates for individual ethnic and economic subgroups of students. Therefore, secondary principals and educational leaders must be purposeful in developing new leadership skills and practices that ensure that their schools meet the educational needs of all cultural, linguistic, and ethnic student populations in the 21st century. Tirozzi (2001) believes that educational leaders must have an adept understanding and assessment of the demographic, economic, social and educational trends that are on the horizon. Hodgskinson (2000) projects that by the year 2025 the Hispanic and Asian populations

will represent 61% of the United States total population. As a result, public schools will face the challenge of educating the significant percentage of students who will enter secondary schools speaking languages other than English. It will become increasingly imperative for school leaders to equip themselves with the ability to execute leadership skills and practices that enable the development of instructional methods, resources, and programs that will foster the process of evolving a school culture in which teachers and leaders can meet the educational needs of an increasingly diverse group of students.

Rationale for Study

Secondary public schools in the 21st century are faced with the challenge of educating students who are gradually becoming more diverse. Jensen (2011) states that nationally, the United States is experiencing a decline in the total white population from 76% in 1990 to 69% in 2000; with a total combined projection of African Americans, Asian Americans, and Latinos to account for more than half the U.S. total population by 2044. Current literature (Shields, 2000; Shields & Sayani, 2005) suggests that educational leaders must embrace this cultural and linguistic diversity as a valuable educational resource rather than as a detrimental complication.

The National Center for Educational Statistics, NCES (2011) longitudinal test data from 1992 to 2009 reveals that African American and Hispanic students' achievement scores in math and reading continue to remain significantly lower than White secondary students ranging from 8th grade to 12th grade. The achievement gap of African American to White students in 1992 for 8th graders was -30 in reading and -33 in math scaled achievement scores; the achievement gap of African American to White

students in 2009 for 8th graders was -26 in reading and -32 in math scaled achievement scores. The achievement gap of African American to White students in 1992 for 12th grade students was -24 in reading with no data available for math; the achievement gap of African American to White students in 2009 for 12th grade students was -27 in reading and -30 math scaled achievement scores. Therefore, academic achievement for the subject of math and reading has been minimal and stagnant for African American students (Cooper, 2009).

The data on Hispanic student populations in secondary schools in the United States present similar statistics in regard to the achievement gap of Hispanic to White students: In 1992, for 8th grade students, the gap was -26 in reading and -24 in math scaled achievement scores; the achievement gap of Hispanic to White students in 2009 for 8th graders was -24 in reading and   -26 in math scaled achievement scores. The achievement gap of Hispanic to White students in 1992 for 12th grade students was -19 in reading with no data available for math; the achievement gap of Hispanic to White students in 2009 for 12th graders was -22 in reading and -23 for math scaled achievement scores (NCES, 2011). With the new trend in ethnic demographics, stagnant national achievement gaps, and divergent achievement scores for secondary schools, educational leaders are prompted to lead schools differently. Cooper (2009) believes that educational leaders must strive to become cultural change agents that equip themselves with current knowledge, support, strategies and valor to make curriculum, instruction, student engagement, and family partnership culturally responsive.

Background

For more than a century, numerous stakeholders, such as educators, scholars, politicians, and citizens, have debated the purpose and practice of our public school system and how to reform it. Throughout the 20th century, it became more evident that our public system would continue to go through multiple changes, yet the same issues and challenges also remained. One of the key issues that continues to surface is that our educators lack a clear consensus on what is needed to ensure that all of our schools are able to perform at high levels and that all of our students achieve success (Muhammad, 2010).

A direct result of the reauthorization of the Elementary and Secondary Act (ESEA) in 2001, which is also known as No Child Left Behind (NCLB), was a paradigm shift in public education in regard to accountability in public schools in the United States: "Holding schools, local educational agencies, and states accountable for improving academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education" (No Child Left Behind, 2002). This law was a paradigm shift from parents being solely responsible for their children's academic achievement and success, to schools being judged based upon student outcomes, not educator intentions. Moreover, as the age of accountability within the 21st century for public school education continues to grow, educators must continue to work wiser to improve in all facets and dimensions within our educational structure (Green, 2010; Muhammad, 2009).

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Educational leaders and principals today are obligated by federal and state guidelines of (NCLB) to move the school organization from their current conditions to a vision that is shared by all stakeholders. While working diligently to educate America's youth within public schools, school leaders and principals must strive to become more collaborative in their leadership styles, practices, and approaches. When working with internal and external populations, educational leaders and principals need to become more cognizant of how their leadership approaches, styles, and views towards colleagues set an educational, instructional, and emotional standard for the entire school community. Some educational researchers believe that educational leaders and their followers are assigned to fulfill specific organizational responsibilities, duties, and obligations according to local, state, and federal guidelines and statues (see, Eaker, 2008; Green, 2010; Leithwood, Mascall & Strauss, 2009; Spillane, 2006). If this research is accurate, educational leaders and their followers have specific goals professionally as an organization and as individuals within the profession. Personally, educational leaders and their followers have their own measures of success and failure as well as aspirations within and without the organization that they are attempting to achieve. Accordingly, a complicated situation develops in which school leadership must work to interact with their charges in such a way as to ensure the execution and completion of all organizational goals, while at the same time being mindful of individual staff members' goals, both personal and professional (Eaker, 2008; Green, 2010; Leithwood, Mascall & Strauss, 2009; Spillane, 2006).

The specific interactions and behaviors displayed by school leaders while directing an individual or group of individuals to complete tasks for the common good

and/or for the purpose of achieving school goals and/or outcomes is classified as their style of leadership. Historically, educational leaders in the United States have executed various leadership styles in an attempt to achieve the organizational goals and objectives of the school. In reality, different schools and the school dilemmas specific to each state, city, district, and campus inherently present unique challenges; different leadership styles have the potential to have varying effects on followers. If educational leaders are successful in identifying, adapting, and executing the appropriate leadership style in a given situation, it then becomes a valuable leadership quality. Therefore, further research is vital and necessary in the area of educational leadership practices in relation to what is considered effective or ineffective school leadership (Green, 2010; Spillane, 2006; Stodill & Coons, 1957).

Significance of the Study

Cited literature (Green, 2010; Muhammad, 2009; Spillane, 2006) prompts continued research in regard to examining how transformational leadership and distributive leadership must co-exist in order for schools and educational organizations to maximize the potential of all stakeholders involved in the educational process. There is a lack of research being conducted on secondary campuses over transformational leadership and distributive leadership. Another gap within the literature discloses no current research arguing that educational leaders should execute and display both transformational leadership and distributive leadership characteristics to carry out the educational tasks that public schools in the 21st century must fulfil.

Purpose of the Study

The purpose of this study is to collect and analyze data through questionnaires and interviews of practitioners of various leadership styles practiced with students who vary culturally and linguistically on secondary public school campuses in the Southwest United States. As the accountability for public schools continues to grow and evolve, so must our leadership and educational practices to improve the performance of student, teacher, and school leaders. Present day studies indicate that in the 21st century, school or district initiatives cannot afford to solely rely or depend on the charisma, efficiency or energy of an exceptional principal, superintendent, or teacher leader. The fact remains that initiatives will come and go just as leaders will come and go. These studies (see, Eaker, 2008; Green, 2010; Spillane, 2006) support a belief that one of the primary goals of public school educational leaders in the 21st century of educational leaders is to lead schools with the purpose of sustained and substantive improvement. The populations of our schools will continue to diversify and so must our leadership styles and behaviors. This type of school improvement will require school leaders to be committed to empowering others, to distributing and dispersing leadership responsibilities, and to create strategic systems and school cultures that enable ordinary people to accomplish extraordinary things.

Theoretical and Conceptual Framework

This study utilizes transformational and distributed leadership styles theory as the theoretical framework for examining leadership styles of principals at linguistically and culturally diverse schools. Historically, the educational leader or principal has been viewed by the general public as one who practices a managerial style of leadership that

oversees the mundane and managerial tasks within the school community. Both English (2003) and Fiedler (1967) state that the founding model of educational leadership was strongly influenced by work of Fredrick Taylor. This style of management is also known as "Taylorism," in which the leader's primary role within an organization with followers is to ensure that workers are efficient and productive. The earliest literature taught to aspiring school principals was embedded with theoretical frameworks and leadership practices profoundly influenced from this scientific perspective/lens.

Researchers agree that paradigms have shifted away from the traditional "top-down" approach of educational leadership as managerial, authoritarian hierarchies, focused on followers being productive and efficient. Current research suggests that in order for educational leaders and followers to be effective in closing the educational gap, in compliance with No Child Left Behind (NCLB), for all students in the 21st century, they must effect a more collaborative leadership approach. School leaders must be able to successfully utilize interpersonal skills that empower others within the school community. Leaders must also develop an instructional expertise to better serve a diverse population of students in order to enhance teaching. Secondary principals must be comfortable and confident in delegating power to other educational experts within the school community to carry out the leadership behavior or activity necessary to enhance teaching and learning (Behar-Hornstein, 1995; Eaker, 2008; Green, 2010; Leonard J. & Leonard P,1999; Kirby, Paradise, & King, 1992; Martin, 2000; McGough, 2003; Muhammad, 2009; Spillane, 2006; Tirozzi, 2001).

Research literature by Fiedler (1967) and Hershey & Blanchard (1977) provided an early contribution to the paradigm shift of organizational management/leadership,

from managerial and task-oriented behaviors, to leadership behaviors which are determined by the situation. Both Bass (1998) and Burns (1978) continued efforts to transcend the paradigm shift of organizational leadership, which emerged into transformation leadership theory. Transformational leadership theory consists of 4 components: 1.) Charismatic leadership: The leaders' behavior is conducive to being role models for their followers; the leaders are usually admired and well respected by their followers. 2.) Inspirational motivation: Transformational leaders are those who empower their followers to face organizational tasks and duties in a genuinely inspiring manner. 3.) Intellectual stimulation: Transformational leaders are successful in attempting to tackle old scenarios in new and innovative ways that are conducive to followers being stimulated and inspired to take risks and be creative for the sake of the organization. 4.) Individualized consideration: Transformation leaders take a genuine interest in their followers' personal career goals and professional goals in regard to the organization (Bass, 1998; Burns, 1978).

Several research scholars in education believe that in the public educational setting, a transformational leader is identified as the principal or teacher leader who attempts to succeed in raising colleagues, subordinates, followers, clients, or constituencies to a greater awareness about the issues of consequence. The heightening of awareness requires a leader with vision, self confidence, and inner strength to argue successfully for what he or she sees is right or good, not for what is popular or acceptable according to established wisdom of the time. It is imperative that educational leaders are charged with being catalysts for educational processes and change in the 21st century that will empower teachers, as well as internal and external stakeholders. As a result,

educational leaders will encourage these constituents to be actively involved in the educational growth process and to be part of the transformation (see Green, 2010; Martin, 2000; McGough, 2003).

According to Green (2010), transformational leaders lead with knowledge of individuals inside and outside of the schoolhouse. They have a vision for the future of the school organization, can effectively communicate that vision to followers, and are able to convey the importance of its attainment. In addition, transformational leaders are able to inspire followers to deeply commit to the school vision and work in an interdependent manner towards its attainment.

Distributed leadership theory is another aspect that transcends the traditional managerial leadership style and continues to build on Burn's transformational leadership theory. Educational researchers define distributive leadership theory as the interdependence of the individual and the environment, showing how human activity is distributed in the interactive web of actors, artifacts, and the situation as the appropriate unit of analysis for studying practice. The leadership practice and behavior is distributed through material and cultural artifacts of the environment and through other people in collaborative efforts to complete complex tasks (Latour, 1987; Pea, 1993; Spillane, 2006). School leaders must be successful in the process of practicing distributive leadership characteristics which will enable them to share and relinquish power to proficient individuals who will carry out the educational leader's vision and goals for the school community. Green (2010) states that consequently, if distributive leadership is to be effective, school leaders must create a trust-based culture wherein teachers are

satisfied to the point that they collaborate with the school leader and assume leadership roles and responsibilities for enhanced student achievement and growth.

Research Questions

This study will examine the leadership styles of secondary school principals. It will also compare the leadership styles of school leaders who serve primarily culturally and linguistically diverse students to school leaders who serve primarily non-culturally and linguistically diverse students. While conducting this study, one may be able to see the congruencies and/or disparities of the leadership styles practiced between school leaders and principals of the two different student populations. The participants will be given a Leadership Behavior Inventory to complete, and eight participants will be purposely selected to take part in a semi-structured qualitative interview. The following questions will be addressed:

1.) How do secondary principals describe their leadership style?

2.) What are the faculty and staff perceptions of school leadership?

3.) Do secondary principals' descriptions of their leadership styles differ from faculty and staff perceptions?

4.) What factors do faculty and staff perceive to influence the leadership style of principals?

5.) In what ways do secondary principals assigned to culturally and linguistically diverse schools describe their leadership style differently than secondary principals assigned to non-culturally and linguistically diverse schools?

6.) How does the cultural make-up of the school influence the leadership style as perceived by faculty and staff?

7.) In what way do the qualitative findings help to better reveal the leadership styles of principals at culturally and linguistically diverse schools compared to non-culturally and linguistically diverse schools?

Definition of Terms

The following is a list of terms frequently used in this study:

• Academic Excellence Indicator System Reports (AEIS): Academic Excellence Indicator Systems are annual school and district reports of school progress and achievement. Texas Educational Agency AEIS reports will be used to identify, classify, and determine the demographic percentage breakdown of student groups such as African American, Hispanic, Whites, Economically Disadvantage, Limited English Proficient (LEP), and students with high or frequent mobility.

• Culture: A collection of patterns that are obtained and transferred by characters over time that ultimately becomes shared within a faction and corresponds to new constituents of the group to serve as a cognitive guide or framework for future actions (Black & Mendal 1990).

• Distributive Leadership Theory: Spillane (2006) states three essential core elements of Distributive Leadership Theory: 1). Leadership practice is the paramount concern. 2). Leadership practice is derived of interactions of followers, leaders, and their situation in which each constituent is vital for leadership practice. 3).The leadership role and practice is defined by the situation. Therefore, the leadership practice and role may vary and change over time. The educator's expertise and not his or her official title within the school community/hierarchical position determine the leadership role and practice.

• Culturally Diverse School: For the purpose of this study, a school population consisting of a proportion or combination of more than 40% of African American, Hispanic, and/or Asian students within a school campus.

• Diversity: This term refers to the differences that exist between students such as ethnicity, culture, social class, personal development, disability, academic ability, and gender. For example, differences between students include Caucasians, Native Americans, Asians, African-Americans, and non-English speaking students (Green, 2010).

• Explanatory Research Design: Participant Selection Model: Qual emphasized: The terms are used to identify the specific mixed method research design used within this study. The steps include quantitative data collection, quantitative data analysis, quantitative results, qualitative participant selection, qualitative data collection, qualitative data analysis, qualitative results, and interpretation (Creswell & Plano-Clark, 2006).

• Mixed Methods: A methodological approach that combines or associates both qualitative and quantitative methods within the research study. It entails the philosophical assumptions and utilizes both qualitative and quantitative approaches and the mixing of both approaches within the study (Creswell, 2009).

• Non-Diverse School: For the purpose of this study, a school population consisting of a proportion or combination of less than 40% of African American, Hispanic, and/or Asian students within a school campus.

• School Culture: Shared beliefs and values within an organization. The culture within the school has potential and capacity of having effects on multiple features of the school community and its environment (Getzel, 1968).

• Transformational Leadership Theory: Bass (1998) and Burns (1978) involve four components: 1.) Charismatic leadership 2.) Inspirational motivation 3.) Intellectual stimulation 4.) Individualized consideration. Leaders within this theory are effective in implementing their visions within schools or organizations. These leaders are successful in developing within their followers a common set of beliefs, values and norms that foster the attainment of that vision. This theory indicates leaders that share their power, distribute leadership tasks, and inspire others to take on leadership roles (Green, 2010).

• Transformative Leadership Theory: Leaders within this theory execute leadership practices that entail their being transparent and self-reflecting on the potential biases that they may have within their practice. This will enable them to systematically analyze the schools that they are leading. This type of leader is also involved in confronting inequalities caused by race, ability, gender, language, class and/or sexual orientation that tend to exist both internally and externally in regard to the school community. The leader's ultimate goal in this theory is social transformation of schooling (Cooper, 2009; West, 1999).

Limitations

Limitations: The process of developing and demonstrating trustworthiness involves the
 researcher realizing the limitations of the study. Being able to detail these circumstances helps readers to understand the nature of the data (Glesne, 2006).

• Because the Leadership Behavior Inventory is completed through self-reporting of attitudes, it assumes that participants will respond honestly to the items.

• This study only consists of studying secondary principals in the large southwest area of the United States rather than including samples from various geographical regions or areas in other states.

• A purposeful, convenience sample will be utilized for this study. Therefore, generalizations cannot be made about all principals in secondary schools, but the data still provides an opportunity for future research on other principals in primary and secondary schools.

Delimitations

•All of the data will be gathered from secondary public schools in Texas.

•All participants will be teachers, assistant principals, counselors, and principals in the summer and fall of 2011 from secondary schools in the Southwest United States.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The defined role of the school principal is a continued work in progress. With the constant changes in regarding school demographics, public demands, accountability laws and statues, school principals and others within the school community are compelled to be actively involved in formal and informal leadership roles. This chapter addresses the literature on educational leadership with the following considerations: 1.) historical overview of educational leadership and the principal as a manager, 2.) theoretical framework, 3.) principals as managers v. principals as leaders, 4.) instructional leadership 5.) characteristics of effective principals, 6.) distributive leadership, 7.) comparing transformational leadership with distributive leadership. Figure 2.1 provides a conceptual framework of comparing and contrasting the paradigm shift of leadership theory and practice from Modernism Leadership Theory: 1950-1990 to Post Modernism Leadership Theory: Post 1990.

Transactional
Leadership Theory

Instructional
Leadership
Theory

Situational
Leadership
Theory

Transformational
Leadership Theory

Distributive Leadership
Theory

Transformative
Leadership Theory
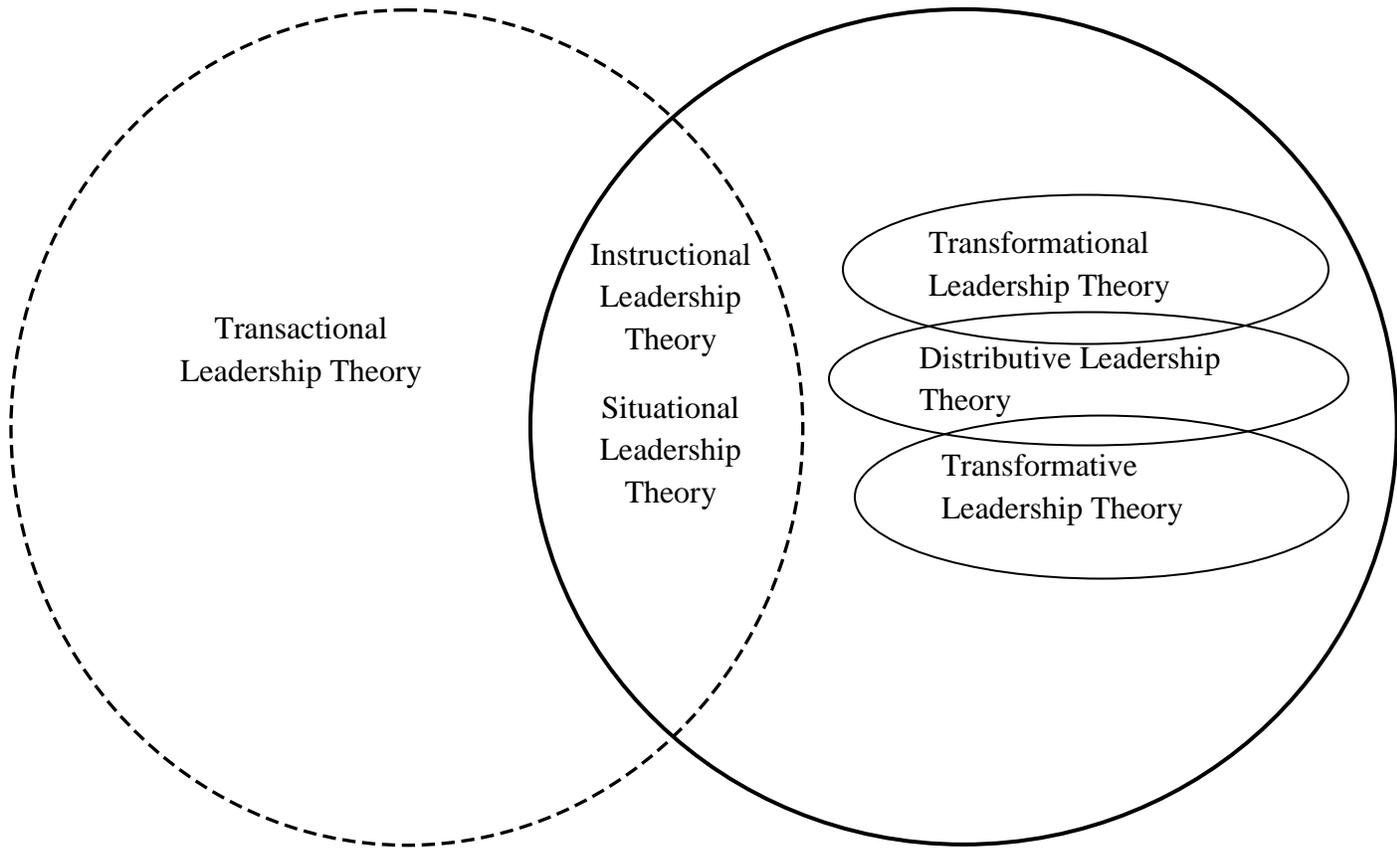
Figure 2.1 *Comparing and contrasting leadership*

Modernism Leadership Theory:
1950-1990.

Post Modernism Leadership Theory:
Post 1990.

Historical overview of educational leadership and principal as manager

During the mid 20th Century in the United States, modernism and its mono-method/single narrative approach played a major role in the establishment of school administration such as the superintendent and principal (English, 2003; Fiedler, 1967). *Webster's Dictionary* (2011) defines modernism as a modern practice or belief, a thing of current or recent date. "The founding pioneers in educational administration were infatuated with establishing a science for schools based on the gathering of factual data produced by quantitative measurement. This tendency was given new impetus with the work of Taylor and the national publicity surrounding his work" (English, 2003, p.44). At the university level, aspiring superintendents and principals were embedded in course work that was strongly influenced by Taylor. Taylorism is the coined scientific phrase that elaborated on Fredrick Taylor's modernist and positivist influences. The school administrator was trained as being a manager who solely focuses on his or her followers being productive and efficient. The study of the field of educational administration during this time period described by English (2003) was historically grounded and continued to be centered in theories that were compatible with bureaucratic order and control.

At the turn of the century, postmodernist T.B. Greenfield and Christopher Hodgkinson's research literature had a tremendous influence on educational administration. Postmodernism, described by English (2003), is the ideas and beliefs that involve the process of challenging and opening up the central premise that only one set of

borders is possible to define and support professional practice in educational

administration. Greenfield (1980) states that educational administrators were constantly

faced with the dilemma of building moral order, the appropriate curriculum/course work

was not behavioral, positivistic science nor even management theory, but liberal studies

in law, history, and philosophy. Hodgkinson (1978) stood firmly on his convictions and

beliefs that management was concerned with science, facts, quantitative analyses and

details, whereas administration qualitative in nature, was centered on art, policy, values,

philosophy and reflection. His research approaches and findings to educational

administration were the development of a deeper and more constructive conception of the

kind of theorizing, empirical work and values that are in harmony with this general point

of view and are appropriate for educational administration (Hodgkinson, 1978).

English (2003) disclosed four major implications of the postmodern turn in the

field of educational administration: 1.) The first implication is problems with the concept

of the knowledge base. Littrell and Foster (1995) argued that the promise of a stable

knowledge base for educational administration is a fable of positivistic science.

Postmodernists deny the existence of this sort of stability by which a knowledge base

could be erected. The language used in its construction is inherently unstable and

imprecise making a mockery of the best efforts to attain foundational status. 2.) The

second implication is the dilemma of the best and reflective practices in preparing

practitioners. 3.) The third implication is the question of legitimacy and boundaries at the

university level; historically, colleges and university adopted scientific management

practices by Taylor as foundational theories to educate aspiring educational

administrators as well as the formation of the Interstate Leaders Licensure Consortium

(ISLLC) are responsible for setting the state and federal standards for principal and

superintendent license/certification. 4.) The fourth implication is the continuing

paradigmatic blind spot of understanding leadership; many professors and a large bulk of

practitioners and their professional associations continue to believe in a world of

modernity as the pillars of their practice and their continued control of the school.

Theoretical Framework

This study is informed by two theories, transformational leadership and

distributed leadership. Several researchers help contribute to the paradigm shift of

organizational management/leadership, from managerial and task oriented behaviors, to

the leadership behavior being determined by the situation (see Fiedler, 1967; Hershey &

Blanchard, 1997). There have also been continued efforts to transcend the paradigm shift

of organizational leadership which emerged into transformation leadership theory.

Transformational leadership theory consists of four components: 1.) Charismatic

leadership: The leader's behavior is conducive to being a role model for its followers; the

leaders are usually admired and well respected by their followers. 2.) Inspirational

motivation: Transformational leaders are those who empower their followers to face

organizational tasks and duties in a genuine inspiring manner. 3.) Intellectual

stimulation: Transformational leaders are successful in attempting old scenarios in new

innovative ways that are conducive to followers being stimulated and willing to take risks

and be creative for the sake of the organization. 4.) Individualized consideration:

Transformational leaders take a genuine interest in their followers' personal career goals

and professional goals in regarding to the organization (Bass, 1998; Burns 1978).   Figure

2.2 displays the framework and characteristics of Transformational Leadership model in regard to educational leadership expressed by Leithwood (1998).

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                    ┌─────────────────────────┐
                    │       Modeling          │
                    │                         │
                    │    High Expectations    │
              ┌─────┴─────────────────────────┴─────┐
              │         Culture Building            │
              │                                     │
        ┌─────┴─────────────────────────────────────┴─────┐
        │                  Vision                         │
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        │               Shared Goals                      │
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  │                                                             │
  │                  Individualized Support                     │
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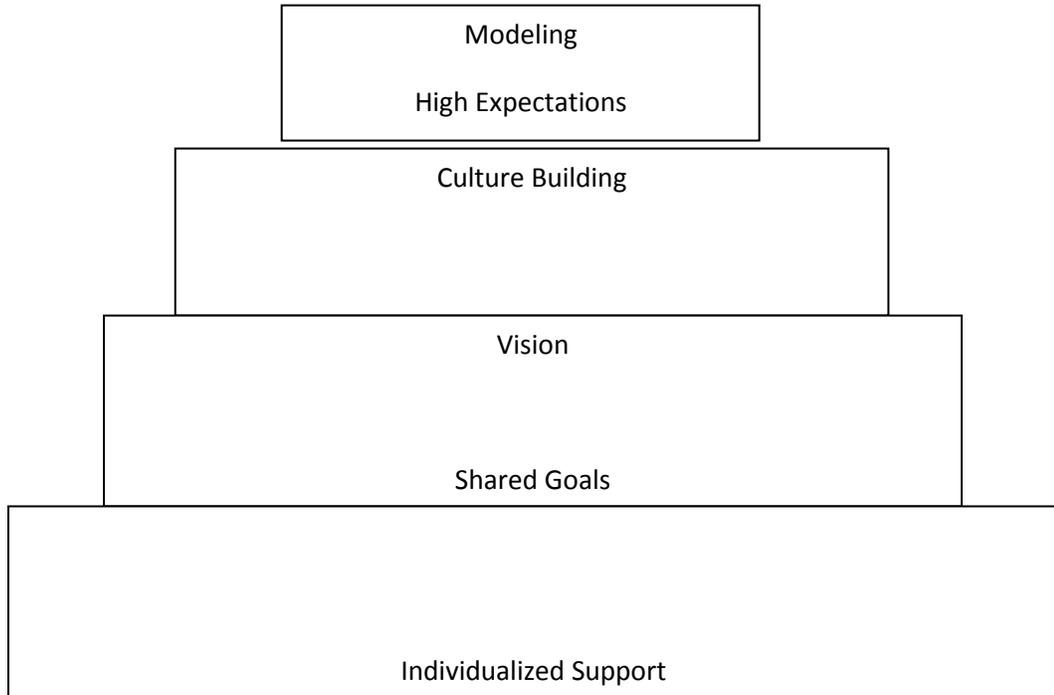
Figure 2.2 *Transformational Leadership Model in relation to educational leadership*. Adapted from "Conditions fostering organizationl learning in schools," by K. Leithwood, L. Leonard & L. Sharratt 1998, *Educational Administration Quaterly*, *34,* p.245. Reprinted with permission

The paradigm shift from transactional/managerial shift leadership in schools to educators implementing and adopting transformational leadership practices according to Leithwood (1998) occurred in the late 1990s. Educational leadership research on transformational leadership was a general reaction in opposition to the top-down leadership theory and policy-driven changes that predominated the 1980s. The seven components of transformational leadership further conceptualized by Leithwood are individualized support, shared goals, vision, intellectual stimulation, culture building, rewards, high expectations and modeling. This transformational leadership model represents the conceptual belief that school leaders influence people by building and leading them from the bottom-up rather than from the top-down (Leithwood, 1998).

Some researchers believe that in the public educational setting, transformational leaders are identified as principals or teacher leaders who attempt to succeed in raising colleagues, subordinates, followers, clients, or constituencies to a greater awareness about the issues of consequence. The heightening of awareness requires a leader with vision, self confidence, and inner strength to argue successfully for what he or she sees is right or good, not for what is popular or is acceptable according to established wisdom of the time. It is imperative that educational leaders are the catalysts for educational process and change in the 21st century that will empower teachers and other internal and external stakeholders. As a result, educational leaders encourage these constituents to be actively involved in the educational growth process and transformation (see Green, 2010; Martin, 2000; McGough, 2003).

Green (2010) continues further to elaborate on the foundations of transformational leadership and applies them directly to public schools; transformational leaders lead with

knowledge of individuals inside and outside of the schoolhouse. They have a vision of the future of the organization, can effectively communicate that vision to followers, and are able to convey the importance of its attainment. In addition, transformational leaders are able to inspire followers to deeply commit to the vision and work in an interdependent manner towards its attainment.

Distributed Leadership Theory is another aspect that transcends the traditional managerial leadership style and continues to build on Burn's Transformational Leadership Theory. Distributive Leadership is the interdependence of the individual and the environment, and it shows how human activity as distributed in the interactive web of actors, artifacts, and the situation as the appropriate unit of analysis for studying practice. Leadership tasks are distributed through an environment's material and cultural artifacts and through other people in collaborative efforts to complete complex tasks (Latour, 1987; Pea, 1993; Spillane, 2006). A School leader must be successful in the process of practicing transformational leadership which will enable him or her to share and relinquish power to proficient individuals who will carry out the educational leader's vision and goals for the school community. Green (2010) states that consequently, if distributive leadership is to be effective, school leaders must create a trust-based culture wherein teachers are satisfied to the point that they collaborate with the school leader and assume leadership roles and responsibilities for enhanced student achievement and growth.

Leadership practice from a distributed perspective is a product of the joint interactions of the school leader, followers, and the aspect of their educational situation, which includes tools and routines. Distributive leadership is not just a form of shared

leadership, but it is a collection of interactions among leaders, followers and their

situation that is vital.   "The situation of leadership isn't just the context within which

leadership practice unfolds; it is the defining element of leadership practice" (Spillane,

2006, p.4). The triangles in the following diagram represent the leadership practices that

occur daily for educators. The top of the triangle identifies the leader and varies over

time. Figure 2.3 gives a figurative description of distributive leadership. The leader could

be a teacher, counselor, principal, or even a student. The educational situation or dilemma

will determine who plays the role of the follower and the leader.

Leader

Leader

Leader

Leader

Leadership Practice

Leadership Practice

Leadership

Practice

Follower

Follower

Situation

Follower

Follower

Time
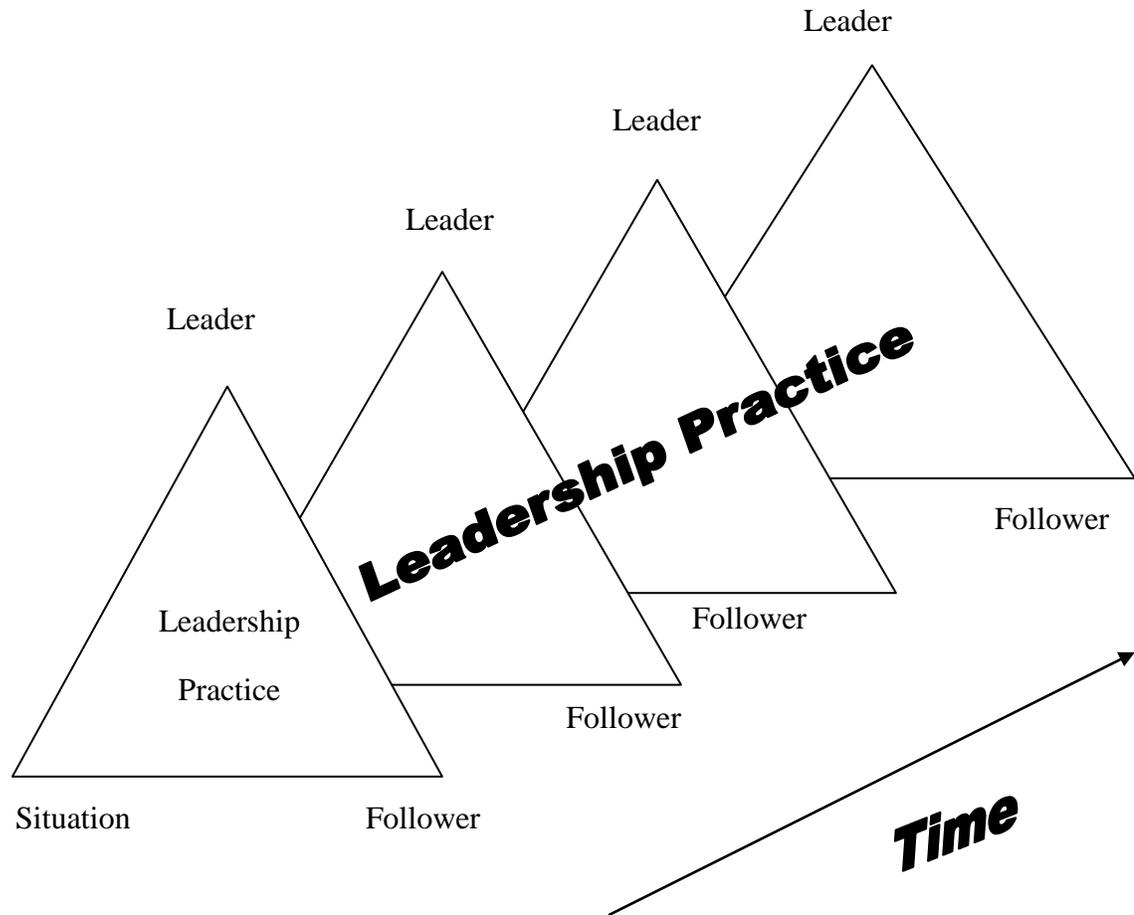
Figure 2.3 *Leadership Practice from a Distributed Perspective*. Adapted from

"Distributed leadership," by J.P. Spillane, 2006. Copyright 2001 by New York and

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The School Principal as a Leader

Transactional Leadership

By the end of the 20th Century, a new leadership paradigm emerged in the military

and business organizational sectors in the United States called transactional and

transformational leadership. Burns (1978) states that this intrinsic definition of

leadership would transcend how leadership would be practiced in business organizations,

the armed forces, and public schools. Leadership defined by Burns focuses on leader's

interactions with their followers; the leader's interaction entails empowerment, which

induces the followers to reach for specific goals that represent the values and motivations,

the wants and needs, the aspirations and expectations, of both the leaders and their

followers.

Transactional leadership was the first implementation of Burns's new leadership

paradigm that would have a less significant impact on the fields of organizational and

educational leadership. The foundational function of transactional leadership occurs when

the leader rewards or disciplines the follower depending on the adequacy or productivity

of the follower's performance or progress. Therefore, transactional leadership was

broken down into three distinct components. The first is contingent reward: the

interaction between the leader and follower is described as a constructive transaction.

This interaction involves the leader assigning or coming to an agreement with the

followers on the goals of the organization. The leader promises rewards or actually

rewards the followers in exchange for successfully carrying out the task or assignment.

Bass (1998) believes that this method of leadership proved to be reasonably effective in

comparison to the other two components of transactional leadership, but not nearly as

effective as any of the four components described later in transformational leadership, which involves the leader motivating their followers to achieve higher levels of development and performance (Bass, 1998; Burns, 1978).

The second component in transactional leadership is management-by-exception. This corrective transaction tends to be more ineffective than contingent reward or the contingents of transformational leadership. The corrective transaction may be active management-by-exception or passive management-by-exception. When the leader is practicing active management-by-exception, he or she arranges to actively monitor deviances from standards, expectations, mistakes, and errors that may occur in the followers' assignments and must take corrective action as necessary if, for example, progress is below 73 percent accuracy, which is viewed as being inefficient. Leaders may be required to practice passive management-by-exception when they are faced with the challenge of supervising large numbers of subordinates and are unable to watch or view every action (Bass, 1998; Burns, 1978).

The third component in transactional leadership is *laissez-faire* leadership, which is the avoidance or absence of leadership and is, by definition, the most inactive, as well as the most ineffective in comparison with the other components of transactional leadership and transformational leadership (Bass, 1998; Burns, 1978). Although *laissez-faire* leadership has been classified as a component to transactional leadership by Burns and Bass, it can also be considered an oxymoron. "As opposed to transactional leadership, *laissez-faire* leadership represents a non-transaction. Necessary decisions are not made. Actions are delayed. Responsibilities of leadership are ignored; authority remains unused" (Bass, 1998, p.7).

Burns's transactional approach and contingent reinforcement to leadership was considered a tremendous breakthrough in leadership theory and practice. Bass (1998) and many other historians, theorists, political scientists, and sociologists concurred with the belief that leadership transcends way beyond the contingent reinforcement theory of rewarding or punishing the followers' work efforts within organizations. They believed that leaders must be more than just cognizant, that rewarding those under their leadership is vital and healthy in a work/business relationship, but leadership must also acknowledge and address the follower's sense of self-worth in order to genuinely engage in commitment and involvement in the task at hand. Burns (1978) defined this new approach to leadership as transformational leadership, which is an extension of the grassroots paradigm shift of transactional leadership.

Transformational Leadership

There are four components to transformational leadership: charismatic leadership, inspirational motivation, intellectual stimulation, and individualized consideration. The first component, charismatic leadership, can be described as leaders behaving as active role models for their followers. The followers tend to identify with the leaders, and as a result, they want to emulate them; leaders are endowed by their followers with having extraordinary capabilities, diligence, and determination. Leaders also display the eagerness and willingness to take risks that is consistent rather than arbitrary (Bass, 1998; Burns, 1978).

The second component to transformational leadership is inspirational motivation. Bass (1998) refers to leaders behaving in creative ways that motivate and inspire those around them by providing a challenge to their followers' work. In result, team spirit and

morale within the organization is aroused; followers are ambitious, optimistic and eager to be working for the organization due to leaders allowing them the opportunity of being actively involved in the vision and future plans of the organization. The idea of a shared vision emerges between leader and followers.

The third component to transformational leadership is intellectual stimulation in which leaders are successful in stimulating their followers to be innovative and creative through the process of questioning assumptions, reframing problems, and challenging and approaching old scenarios/situations in new ways. Leaders are also able to empower followers to be creative and take risks in this process without any public reprimand or criticism for making mistakes. In a sense, leaders enable followers to become independent change agents for their organization and are not punished or criticized if their vision or new approach is not aligned with the leaders' ideas.

The fourth and final component to transformational leadership is individualized consideration. "Followers and colleagues are developed to successively higher levels of potential. Individualized consideration is practiced when new learning opportunities are created along with a supportive climate. Individual differences in terms of needs and desires are recognized. The leader's behavior demonstrates acceptance of individual differences" (Bass, 1998, p.6). The role of the leader involves being responsible for their followers' individual professional growth and achievement.

Consequently, contributions by Bass (1998) and Burns (1978) to transactional and transformational leadership theories solidify two foundational leadership models that have a continued impact on all types of organizations. For the last thirty years Educational researchers worldwide continue to adopt, adjust, test, and implement the four

components of transformational leadership. There are significant studies ranging from

quantitative, qualitative, and mixed methods studies that disclose sufficient results and

evidence in favor of transformational leadership having a positive impact on how schools

should be led within the 21st century. The continued debate on whether schools should be

managed or truly led differently by educational administration is still a reputable

argument in which current literature favors those who embrace collaborative, distributive,

instructional, and transformational leaders within the schoolhouse (see Carver &

Sergiovanni, 1973; Eaker, 2008; Green, 2010; Leithwood, Mascall & Strauss, 2009;

McBeth, 2008; Spillane, 2006).

Principals as Managers v. Principals as Leaders

Verma and Kamlesh (2001) reemphasize a heated argument and debates that have

taken place historically both nationally and internationally regarding the difference

between leadership and management. Verma and Kamlesh (2001) make a profound

claim that not all leaders can manage, nor are all managers leaders. The authors went on

to claim that just because an organization provides its managers with certain formal rights

or privileges does not guarantee any assurance that they will be able to lead effectively.

Leaders are successful in 1.) bringing about congruence of goals among the members of

their organization, 2.) commiting to bring about a balance to the group's resources and

capabilities with environmental demands, 3.) providing a group structure that is essential

to focus information effectively in solving problems, 4.) making certain that all needed

information is available at a decision centre when required.

When defining management, the authors make an astounding claim that

leadership is synonymous in many aspects to management. "The overlap is seen most

when one considers the human factor and the interpersonal activities involved in

managing and leading; skill as a leader in relating to others is a most important

requirement at all levels of management" (Verma and Jain, 2001, p.481). Although the

authors did not execute any research to test their claims in regards to leadership and

management, they did attempt to support their arguments by conceptualizing prior and

current studies conducted on leadership from 1900 thru 1989. Verma and Kamlesh

(2001) codified the numbers of studies and discovered that two-hundred and twenty-one

studies were conducted with a formal definition of leadership in comparison to three-

hundred and sixty-six studies which were conducted without a formal definition of

leadership.

The authors expand on their belief that there is an overlap between leading and

managing organizations as a means of survival. Similarly, Benis (1989) states "To

survive in the twenty-first century, we are going to need to meet a new generation of

leaders and managers. The distinction is an important one. Leaders conquer the volatile,

turbulent, ambiguous surroundings while managers surrender to it" (p.7). Bennis (1989)

formalizes the major characteristic differences between managing and leading. A

Manager was also known as a person who administers; maintains and focuses on systems

and structure; relies on control with a short range view; asks how and when; has eyes on

the bottom line; imitates; accepts the status quo; is a classic good soldier; does the right

thing. In comparing managers to leaders, Verma and Kamlesh (2001) state that leaders

are characterized as being charismatic; tend to draw strong feelings from others affiliated

with them; possess strong interpersonal skills; and send out clear signs and signals of

their goal, purpose and mission. Verma and Kamelesh's literature review helped develop

a solid argument and theory that the role of leadership and management as a duo incorporate responsibility and obligation that transcends the current and prior studies of educational leadership. The development and role of the school leader/principal is to develop equilibrium between leading and managing which is a major component of distributive leadership perspective.

Behar-Horenstein (1995) establishes a legitimate topic that discloses weaknesses that exist on the collegial level while educating potential aspiring educational leaders/principals. She states that the traditional approach of educational leadership being managerial, authoritarian, and top down is a thing of the past. A more collaborative approach of school leadership displaying such characteristics as being empowering, possessing interpersonal skills, and displaying instructional expertise better serves a diverse population of students and enhances teaching. This must be implemented in their course work experience before potential leaders are placed on school campuses. Therefore, graduate coursework for aspiring school leaders should not be refined but redefined from beginning to the end. Courses must include extensive educational rhetoric and teaching which focuses on interpersonal skills, administrative leadership, effective instructional leadership, curriculum pedagogy, and staff development.

With student accountability being the barometer of school success, educational institutions must redesign the competencies and research that foster an enduring understanding of school leaders becoming transformational leaders as well as experts in learning rather than managing. This article serves its purpose well in placing responsibility on the educational institutions that train aspiring school leaders.

Instructional Leaders

As the 20th century approached, educators continued to embark upon the educational trend and paradigm shift of the age of scientific management, which was soon replaced with another theoretical lens of leading and supervising school. Glickman (2004) named this framework professional supervision, more commonly known as Instructional Leadership, which entails educational leaders being proficient in the classroom subject content being taught by teachers in order to recommend ways that teachers' could improve instruction for student academic success. Glickman (2004) outlines five outcome- targeted goals and behaviors established through Instructional Leadership: 1.) A collaborative relationship rather than a hierarchy between teachers and principals, 2.) Supervision that is shared between teachers as well as formally designated principals, 3.) The educational focus on teacher development rather than teacher compliance, 4.) An educational community in which teachers are collaborating in sharing effective instructional teaching strategies, 5.) Teachers encouraged by leaders to be actively involved in ongoing reflective inquiry.

Friedkin and Slater (1994) explored what is considered the most effective way to approach school leadership and performance. Friedkin and Slater (1994) believe that a social network of educators who work together collaboratively can cultivate and nurture a healthy learning environment that will increase student performance. The authors conducted a data sample from 17 elementary schools in California, in which the subjects (teachers and principals) were given questionnaires with questions regarding effective school and social network items and practices. Their findings supported their beliefs that school leaders must become more accessible and attentive to matters concerning teachers

and that collaborative problem solving in regards to instructional matters must be decided

on a mutual level between teachers and principals. This article offers some guidance on

how school leaders need to focus more on becoming instructional leaders/specialists in

bridging the learning and understanding gap/wedge that has been placed between

teachers and school leaders. Friedkin (1994) states that the major gap in the literature is a

profound understanding of the examination of the current conditions in which schools are

operating in a more egalitarian approach where teachers' insight and professionalism is

valued as well as implemented in the schools functioning.

Krajewski (1979) delves into the topic of role effectiveness of school principals,

in which he argues that the traditional historic perception of principals was viewed by

teachers as being too apprehensive. In result, teachers have viewed principals in general

as a part of the out group that truly does not understand what is going on in the

classrooms on a daily basis, ultimately deeming the role of the principal as ineffective. In

order for a principal to be viewed as an effective school leader, Krajewski poses two

theories that lay the foundation of the article. His first theory or belief is called the

administrative theory, in which the school leader must persist on becoming an

instructional leader rather than a traditional leader who spends the majority of his time

managing.

The instructional leader is to implement instructional strategies such as having a

more hands on approach of consistently being in classrooms, analyzing instruction, and

providing proper effective instructional support. Krajewshi's second theory or belief is to

focus on building a rapport nurturance, which consists of a harmonious relationship with

teachers as well as supporting, nurturing, cultivating and encouraging teachers to

collaborate with principals which will ultimately enhance the quality of curriculum and teaching. The principal's effectiveness is measured and ultimately determined by how successfully he or she can implement a valid and reliable administrative theory into practice, and by the relationships or rapport nurturance that is established with the teachers. This article offers valid evidence and recommendations on how educational leaders can foster a cultural change within a school organization.

Gaziel's (2003) work incorporates quantitative and qualitative methods of research study to answer three main questions: 1.) How do principals perceive their worlds and how do their colleagues perceive them? 2.) Do male school principals differ from female in the frames that they employ? 3.) Do frames associated with effectiveness as a manager differ from frames associated with effectiveness as a leader as perceived by school principals and their colleagues?

Gaziel generates four approaches on how school leaders/principals are classified for the purpose of the research study: 1.) The *structural leader*: one who values analysis and data, and always attempt to solve organizational problems through the introduction of new policies and rules, 2.) The *human resource leader*: one who values relationships, feelings, and leads by empowering others, 3.) The *political leader*: one that is an advocator and negotiator for social justice, 4.) *The symbolic leader*: one who instills charisma and enthusiasm to influence change within the framework of the school.

The qualitative portion of the research was conducted by interviewing 20 primary principals about their leadership style. The quantitative portion of the research consisted of 240 subjects who were given questionnaires. The research findings showed that there was not a correlation between how principals perceived their world in relation to how

their colleagues see them. Male principals were viewed as being more structural leaders, while female principals were viewed as being more human resource leaders. The article offers valuable information on four relevant theories on school leadership. The major gap in the literature suggests the necessary importance of further studies in relation to school principals executing multiple leadership styles to solve school problems; schools are complex and dynamic organizations, calling for various patterns of school management.

Situational Leaders

While past and contemporary studies have proclaimed suitable or effective styles of leadership in leading public schools, it is essential to acknowledge the contributions that Hershey and Blanchard (1977) add to the knowledge base and theoretical foundation of organizational leadership. Their central argument and conceptual belief maintains there is no concrete, normative or single best style of organizational leadership. Therefore, leadership becomes relative or situational. They define situational leadership as, "using different behaviors, such as telling, selling, participating, and delegating based on the readiness levels of the followers" (Hershey & Blanchard, 1977, p. 208-209).

The four leadership behaviors guiding situational leadership are described as 1.) Telling: the leadership practice in which the leader informs or tells the followers what to do in a directive fashion, 2.) Selling: the leadership practice that involves the leader giving the follower directives but also listening and understanding the follower's feelings and creative ideas, 3.) Participating: the leadership practice in which the leader shifts leadership tasks and responsibilities to the followers and facilitates change and decision making, 4.) Delegating: the leadership practice in which total autonomy is delegated and

given to the followers with little or no support from the leader (Hershey & Blanchard, 1977, p.209-210). Situational leadership dictates the type of leadership practice utilized in the field. This theory provides an extension and important alternative lens to leadership theory which is a catalyst for distributive leadership and a true transformative practice.

Characteristics of Effective Principal

Glasman (1984) poses a concrete argument in which the author correlates student achievement to how effective or ineffective a principal may be. The principal is defined and described through four different dimensions. The first dimension of a school principal is one who is directly involved in the instruction or known as the instructional leader. The second dimension of a school principal is a political leader, one who should be able to deal effectively with environmental forces and relate to all participants in the community. The third dimension of a school principal is one who is seen as the man in the middle; the principal ought to focus simultaneous by on demands of the larger organization and to needs of the immediate work group. The fourth dimension of a school principal is one who is a change agent able to adapt and adjust to the past, current, and recent changes in educational reform.

The author supports this conclusion with a study that included 10 principals, 5 superintendents, and various teachers from 85 elementary schools in California. Glasman (1984) included a significant conclusion by most educators that an intensified belief in the positive effect of sharing of student achievement data with teachers may account for increased sharing. An increased experience with sharing may account for the intensification of the belief in the need to use data in evaluating teachers. Intensified

belief in the need to use the data in evaluating teachers may account for increased use,

and increased experience with using data in evaluating teachers may account for the

intensified belief in the efficacy of such use in influencing teachers' classroom practices.

This article discloses a rich history/inquiry into study of the school leader in America and

how studies have continued to emerge due to testing accountability.

Cable and Judge (2002) conducted a qualitative research study that delves into

two distinct styles of leadership from a business organizational perspective. The first

type of leadership that was used in conducting this research study was a Transformational

or Charismatic leader. This style of leadership encompasses characteristics such as being

able to motivate, inspire, and stimulate others to action by articulating a clear, appealing,

and inspiring vision. The second style of leadership used for this research study was a

Laissez-faire style of leadership; further research supports the belief that this style of

leadership tends to be the least effective leadership style, displaying negative correlations

with effective leadership.

The sample subjects range in ages from 23-63, possess an MBA, and currently

hold supervisory/managerial positions. Self reflective surveys were given to the

participants over a two year span. Three instruments were used while conducting this

research study: 240-item NEO personality inventory, 1998 agent version of the Influence

Behavior Questionnaire (IBQ), and MLQ (Form5x) used to measure transformational

leadership. The authors' research revealed that the business managers' personalities and

their specific jobs had a significant correlation to which style of leadership style they

displayed and exercised within the workplace. Their recommendations based on their

research findings suggest that supervisors and managers need to be more reflective and

cognizant of the impact that their personality and leadership style has on their

organization. This article offers some guidance on how much of an influence a leader,

manager, or supervisor can have on an organization directly, as well as indirectly.

Sather's (1999) research findings expand on two very distinct educational

leadership styles. Yet through her research, she was able to correlate and merge their

similarities. The author builds on her hypothesis by conducting a qualitative research

experiment over two high schools. STHS's demographic break down consisted of 91% of

the student population being minority with over 85% of the students on free or reduced

lunch. MLHS's demographic consisted of 90% of the student population being Euro-

American and or Caucasian, with 39% of its students on free or reduced lunch. At STHS,

the principal's leadership style consisted of his being a transformational leader, in which

he inspired the teachers, students, and parents to have high expectations for their school.

He often modeled the desired behavior that he wanted everyone to embody. The

principal at MLHS displayed a more relaxed style of leadership, in which student/leaders

and teacher/leaders had a great influence on how the school functioned and operated.

Throughout the article, the author establishes major themes that were codified for

her qualitative research project such as empowerment, ownership, collaboration, and high

student achievement for all students and stakeholders involved in the educational

community. This article offers alternative practices that are practical and useful for

leaders who are striving to change the traditional status quo of the typical school leader.

Shamir, House and Arthur (1993) expand into the genre of organizational

leadership known as Charismatic, Transformational, and Visionary or Inspirational

leadership. Over the past fifteen years, extensive research theories have emerged to

identify some of the characteristics that a charismatic leader possesses; these

characteristics include one who can transform the needs, values, preferences, and

aspirations of followers from self-interest to collective interests. The authors' main

purpose of this article is to offer a motivational theory to account for the effects of

charismatic leaders on their followers. An intrinsic shift in the paradigm of a traditional

manager/leader to a more charismatic/transformational leader is vital to improving

overall organizational effectiveness of followers. In order for this to happen, the authors

argue that three changes must occur from the leader within the organization. First,

transformational or charismatic leaders are able to elevate follower's needs from lower to

higher levels in Maslow's hierarchy. Second, leaders are able to raise followers to higher

levels of morality. Third, such leaders are successful in motivating followers to

transcend their own self-interest for the sake of the team, the organization, or the larger

polity.

Shamir, House, and Arthur (1993) believe that there was a problem with the

current and past literature on charismatic leadership and transformational leadership,

which does not provide any explanation of the process to support the theories. According

to the authors' longitudinal analysis of studying charismatic leadership, they are

convinced that there are no motivational explanations to explain how charismatic leaders

bring about changes to followers' values, goals, needs and aspirations. As a result, the

authors' developed a motivational theory to supplement the current theories of

charismatic leadership that will be able to better explain the relationship between leaders'

behaviors and effects on followers, and to account for the transformational effects of

charismatic leaders. The theory has four main parts: 1.) leaders behaviors, 2.) effects on

followers' self-concept, 3.) further effects on followers, 4.) the motivational processes by which the leaders' behaviors produce charismatic effects. Although the article did not consist of the researchers testing their motivational theory that encompasses charismatic leadership and transformational leadership, their overall goal did not contradict existing models of motivation; rather, they suggest the existence of additional mechanisms without which the transformational effects of charismatic leadership cannot be explained.

Kirby, Paradise, and King (1992) continue to expand and build on the Burns (1978); Bass (1998) model of transformational leadership. The authors used Bass's research instrument called the Multifactor Leadership Questionnaire (MLQ), an 80-item questionnaire consisting of six leadership factors and two outcome scales. Four of the six factors in the MLQ are characteristics that embody transformational leadership theory including charisma, individualized consideration, intellectual stimulation, and inspiration. The two remaining factors in the MLQ are characteristics that exemplify transactional leadership. Contingent reward, involves a mutual exchange of appropriate rewards for meeting agreed upon objectives between the leaders and the followers. The second factor is management by exception in which the leaders leave the followers or organizational members by themselves to complete their jobs, and the leader only intervenes when they have to correct, sanction, or criticize a specific behavior.

Kirby, Paradise, and King (1992) state that the study was split into two separate phases. The first phase was quantitative and served the purpose of determining the degree to which educational leaders were perceived to employ transformational and transactional leadership behaviors. The second purpose of the first study was to determine which specific behaviors were best able to predict follower satisfaction and leader effectiveness.

The sample consisted of 103 practicing educators from six different school districts in which they answered the MLQ in relation to their immediate supervisor. The sample consisted of 88 (88.4%) teachers K-12th grade, 7 (6.8%) principals, and 8 (7.8%) assistant principals. All the subjects involved in the study were enrolled in graduate classes in education, and the leaders that they were describing included 88 (85.4%) principals, 3 (2.9%) superintendents, and 12 (11.7%) other central office administrators. The results of the scores revealed that transformational leadership was apparently associated with high levels of performance and satisfaction. Two criticisms evolved in regard to the first study. The MLQ suffered from single-subject bias, and charisma appeared to overwhelm the other MLQ factors in explaining perceived outcomes.

The second phase of the study consisted of the researchers conducting narratives of a sample of educators who were asked to think of an extraordinary leader in education and write a narrative that best exemplified that person's leadership. The purpose of the second phase was to clarify aspects of transformational leadership that could not be examined on the basis of the quantitative dated collected earlier. The sample of 58 educators were selected separately from the first phase in response to the two criticisms that surfaced during the first study as well as to increase the researchers overall understanding of extraordinary leadership. 9 out of 58 students revealed that they did not have any difficulty in identifying and describing an extraordinary leader in education and were purposely selected for further investigation.

The 9 narratives were further disaggregated and analyzed using a qualitative technique called constant comparative analysis which developed themes across the narratives. The characteristics of the leaders revealed synonymous characteristics that

embodied transformational leadership. "Characteristics ascribed to extraordinary educational leaders also varied. In general, they were viewed as people oriented ("caring", "personable", "supportive"), knowledgeable, through experience ("she knows from whence she speaks"), and having a positive outlook ("enthusiastic," "optimistic"). All but one was explicitly described as "committed"- both to the organization and to the task at hand" (Kirby, King & Paradise, 1992, p.307). Although transformational leadership and transactional leadership theory were created to influence and impact business and military organizations, the authors add to the knowledge base and literature that transcend into educational leadership.

Jason's (2000) literature continues to add to the knowledge base and literature supporting the beliefs that transformational leadership practices are vital in educational leaders' repertoire in the 21st century. "According to Smith (1996), the vision and responsibility for maintaining ideals and programs that are responsive to racial, ethnic, linguistic, cultural, religious, and gender diversity has become one of the leadership challenges of the coming century" (pp.33-34). The practice of transformational leadership by the principal can help promote a culture which is conducive to meeting this challenge" (Jason, 2000, p.1). Jason (2000) cited Burns (1978) to establish transformational leadership practices imperative for school principals to embrace and execute as they strive to continue to be effective in a school environment that is challenged and changing due to diversity. Jason (2000) states that transformational leaders in education are school principals who are open to change, more deeply involved in embracing culturally diversity, and realize that school improvement is inextricably connected with the personal and professional development of themselves and their staffs.

Other themes discussed in this article that are synonymous with transformational leadership theory and how it transcends into educational leadership practices include the focus on professional growth, self-efficacy, and empowerment. Jason (2000) states that the empowerment of colleagues is exercised through transformational leadership, which can be viewed from professional development and political aspects; therefore, when a school principal promotes a school culture where self-efficacy and empowerment are linked, individuals and groups will ultimately grow in confidence that they can solve problems and achieve as groups. This article is a meta-analysis of several prior studies over transformational leadership and how it was implemented, studied, and tested for validity, reliability, and trustworthiness in relation to the school principals. The success of the analysis solidifies Jason's argument and claims.

While the implication for transformational leadership continues to transcend into how principals and educational leaders should be leading schools, supporting theories continued to emerge. Although transformational leadership has been beneficial principals and educational leadership in prominent roles, the need for transferring and extending the leadership roles, duties, and responsibilities must surpass formal leadership roles in order to ensure that all stakeholders are involved in the educational process and improvement of schools in the 21st century. Spillane (2006) states that the practice of constructing and selling a vision for instructional and educational improvement in a school cannot be understood by focusing solely on the actions or reactions of the school principal alone; Spillane further states that instead of leadership being know as actions and reactions, leadership must be carried through interactions amongst various stakeholders which offers a distinctively different perspective on leadership practice.

Distributive Leadership

Spillane (2006) created, tested, and proposed another perspective or theory on how schools should approach leadership called Distributive Leadership Perspective. A prescribed definition of distributive leadership includes activities that are tied to the core work of an organization; that are designed by organization members to influence and impact the motivation, knowledge, affect or practices of other organizational members; or that are understood by organizational members as intended to influence their motivation, knowledge, effect, or practices. "The term *leadership* is reserved… for activities that administrators, teachers, or students understand as influencing them, all in the service of the organization's core work" (Spillane, 2006, p.12). The framework for distributive perspective on leadership involves two main aspects: the leader-plus aspect and the practice aspect. Although the cornerstone of distributive leadership perspective is the leader-plus aspect, it is ineffective or insufficient if practiced without the practice aspect. Spillane (2006) stated that the leadership practice aspect shifts the focus from aggregating the actions of individual leaders to the interactions among leaders, followers, and their situation.

The first main aspect of distributive leadership perspective, the leader-plus aspect, in which Spillane (2006) suggests, that leadership does not reside in the principal's office any more than it does in the chief executive or the corner office of a multinational corporation. Therefore, the leadership role is defined, determined, and carried out depending on the leadership function or routine, the subject matter, the type of school, the school's size, and a school leadership team's developmental stage. A school leadership function or routine includes the head principal and, to a lesser extent, the assistant

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principals who carry out daily routines and roles such as instructional leadership

functions, building management functions, and boundary spanning functions. The subject

matter of what is being taught in classrooms also determines how and who upholds

leadership duties and interactions. The type of school encompasses whether the school is

charter, private, public, magnet, or Catholic. Spillane (2006) argues that regardless of the

type of school, leadership is critical in seven key areas: instruction, management, human

resources, micro-politics, external development, culture, and strategic planning. The

school size plays a major factor of determining the distribution of leadership in which the

larger the school would have more informal leaders than smaller schools due to the sheer

volume of leadership work.

Spillane (2006) disclosed three arrangements of leadership responsibilities:

division of labor, co-performance, and parallel performance. Based on Spillane's

longitudinal studies of principals and assistant principals, he believes that a single

leadership position rarely takes the responsibility for a particular leadership or school

function. An archetypal example of this would involve principals distributing

responsibilities and duties in regard to assistant principals for instruction, discipline, and

activities. Therefore, a precise division of labor is imperative in school's to help identify,

predict, and curtail potential barriers to the schools success. Co-performance involves

two or more leaders performing a leadership function individually or through

collaboration. Parallel performances consist of two or more leaders performing a

synonymous leadership duty but in separate spheres.

Spillane (2006) stated that there are three arrangements in which leaders are

distributed in a school or an organization: by design, by default, and by a crisis.

Leadership distributed by design is executed when formal leaders or teachers, together or alone, create and make design decisions, which can happen in two ways: "First, creating formally designated leadership positions or reframing existing positions can shape the distribution of leadership amongst formal leaders and teachers. Second, creating structures and routines that enable the distribution of responsibility for leadership and develop teachers as leaders can also influence the distribution of leadership" (Spillane 2006, p.42). Distribution of leadership by default typically occurs when internal and external stakeholders take the responsibility of leadership functions or routines that are not fulfilled by others within the school community. Distribution of leadership by crisis occurs when a school leader has to immediately react to a specific situation due to the situation requiring an immediate response or action.

The practice aspect is the second component to Spillane's (2006) distributive leadership perspective, which involves the people dimension.

People, whether in leader or in follower roles, are central to any analysis of leadership practice. What people do—the actions they take—are critical. But all too often, attempts to analyze leadership practice never go beyond that actions of individuals—usually, individual leaders—or some attempt to aggregate the actions of two or more leaders. In a distributed approach, it is also critical to look how leadership practice takes shape in the interactions between leaders and follower. (Spillane, 2006, p.57)

Therefore, continued research regarding interactions amongst leaders and followers has been identified in three types of interaction distributions (see Spillane, Diamond & Jita, 2000, 2003; Spillane, Diamond, Sherer & Colderen, 2004).

The first type of interaction distribution is *collaborated distribution.* This type of distribution characterizes leadership practice that is extended over the work of two or more leaders who work in collaboration with one another to fulfill the same leadership routine. "The co-practice in this situation is similar to that in basketball, in which players must interact with one another, passing to teammates when they stop dribbling and working to set one another up to shoot" (Spillane 2006, p.60). The second type of interaction distribution is c*ollective distribution.* This type of distribution characterizes practice that is extended over the work of two or more leaders who perform a leadership routine by working separately but interdependently. "The interdependencies are akin to those in baseball or cricket, in which players at bat perform alone, but their actions in interactions with that of the pitcher or bowler collectively produce the practice" (Spillane, 2006, p.60). The third type of interaction distribution is *coordinated distribution.* Spillane (2006) refers to leadership routines that involve activities that must be performed in a specific sequence. "The interdependency in this situation is similar to that in a relay race in track; the co-performance of the relay race depends on a particular ordered sequence" (Spillane, 2006, p.60).

All three types of distribution interaction—collaborated, collective and coordinated- involve various sorts of interdependencies that create both similar and different challenges for leadership practice. Thompson (1967) defines three specific types of interdependencies that should occur between leaders and followers: *reciprocal interdependencies*, the process in which every activity entails input from the other; *pooled interdependencies*, the process in which activities distribute or produce common

resources but are otherwise independent; and *sequential interdependencies*, the process in which some of the activities depend on the completion of others.

Copeland (2003) developed a longitudinal research study of leadership within a sample of 16 schools in the San Francisco Bay Area of California which was given a 5 year grant to implement a new style of leadership practices titled "The Bay Area School Reform Collaborative." The primary focus and goal of this educational process was to shift from the traditional paradigm role of the principal being the primary leader to one that places leadership responsibilities on stakeholders involved internally and externally within the school community. These stake holders include teachers, faculty, principals, counselors, and parents.

Copeland (2003) alludes to these elements of leadership as distributed school leadership: collective activity, focused on collective goals; the spanning of task responsibility and power of boundaries between traditionally defined organization roles; the reliance on expert rather than hierarchical authority. From the traditional leadership paradigm, the principal would feel that his power is being threatened or relinquished, but the distributed style of leadership states that although the principal has the power to hire and fire personnel, the principal's active role and influence on the culture and focus of the school has shifted to being the catalyst for change, the protector of vision, and leader of inquiry. By year four of the research project, qualitative evidence was collecting through principal observations, interviews, and teacher surveys. The cultures within 91% of the schools have become more collaborative. With teacher and parent leaders playing prominent roles in the direct and indirect decision making process in educating students. This article disclosed information in regard to the importance of implementing the

necessary cultural/educational changes that are imperative to enhance principal, teacher, and student achievement in the field of education.

Spillane, Halverson and Diamond (2001) develop a phenomenon on how school leaders should consider approaching school leadership as a distributed perspective. In a distributed perspective, school leaders approach daily tasks, challenges, and educational goals/objectives from a sense of shared responsibility with all the stakeholders involved directly in the school community. The traditional paradigm of a school leader/principal being the sole person who makes all of the decisions is replaced with a collaborative shared involvement both directly and indirectly by assistant principals, counselors, teachers, and curriculum specialists. The authors distributed perspective is synonymous to transformational leadership, in which one of the main goals of a school leader is to posses the ability to empower others. Another shift in the traditional paradigm of a school leader/principal that the authors argue is that school leaders are not independent micro managers who oversee the safety and structure of a school but that school leaders are macro/micro task managers who are responsible for the instructional practices or theories that are in use within the school. As research continues to emerge and evolve regarding educational leadership practices, this article offers a valid argument that challenges the lack of a shared vision and offers a more distributed approach to educating students in comparison to the archaic paradigm of one person knowing what is best for the entire school community.

Transformative leadership theory

In the beginning of the 21st century, U.S. political and social government has been committed to ratifying a public stance in educating all children regardless of their culture and ethnic background through the federal mandate of NCLB. With these standards, educating all children has become a historical landmark in identifying the importance of sanctioning an inclusive educational system. The struggle and challenge has been the implementation process starting with the educational leaders who are to carry out these mandates in public school buildings. Contemporary educational scholars argue that conscious efforts by the U.S. public educational system and public educators will fail without the intervention of implementing strong educational leaders who strive to curtail marginalizing forces and inequalities that have been perpetuated in education (Larson & Ovando, 2001; Shields & Sayani, 2005; Zhou, 2003).

This process is called transformative leadership theory. Its theoretical framework was informed by Cornel West who originated the theory based on his beliefs of social justice and critical philosophies (West, 1999). As literature continues to emerge on transformative leadership theory, scholars have been able to operationally define the theory. "Transformative educational leadership involves one's engaging in self-reflection, systematically analyzing schools, and then confronting inequalities regarding race, class, gender, language ability, and/or sexual orientation. Upon doing so, one works towards the social transformation of schooling" (Brown, 2004; Cambron-McCabe & McCarthy, 2005; Cooper, 2009, p.696; Dantley, 2003; Lopez, 2003; Marshall & Olivia, 2006; Quantz, Rogers, & Dantley, 1991; Theoharis, 2007a).

Cooper (2009) refers to transformative leadership theory to guide her study. The author argues that it is vital for students in culturally diverse schools to be led by educational leaders who are adept in being advocates and are well equipped change agents. This type of educational leader embodies core knowledge, strategies, student engagement, support and bravery to make curriculum, instruction, and family partnerships culturally responsive. Educational leaders within this theoretical lens are also responsible for discarding ideologies and practices that are deliberately biased to transform schools. The research design for the study consisted of the author conducting a comparative case study examining two North Carolina primary schools that had experienced swift student and family demographic changes. The data collected and reported consisted of educators' and families' responses to the cultural diversification and their views in regard to family-school relations.

Cooper's (2009) findings suggested that the paramount goal is for educational leaders to embrace student demographic changes by embodying transformative leadership practices. The first act educational leaders must execute is to uncover their blind spots to understand, view, and counteract inequity. This will enable educational leaders to inspire and assemble followers to cross or deconstruct borders that keep school stakeholders stratified. Educational leaders are to then focus their energies of curtailing the social and cultural chasms of faculty and staff working in isolation and oppression in order to working in an educational climate and community that fosters collaboration and democracy.

Cultural work is the action in which transformative leaders are engaged that involves the following:

…an educator who validates and draws on knowledge that is critical,

multicultural, and interdisciplinary. She or he recognizes and cultivates cultural

capital among culturally and linguistically diverse students and families, forges

collaborative relationships with school community members, and shares

leadership while forming alliances with those who hold similar vision of equity

and inclusiveness. A cultural worker is also a transformative educational leader

who maintains political clarity, demonstrates courage, and takes risks to advance

social justice. Accomplishing these objectives is essential when leading culturally

diverse and demographically changing schools. (Cooper, 2009, p.178)

A Comparison of Transformational Leadership with Distributive Leadership

Transformational leadership and distributive leadership theories are synonymous

in the fact that their overall purpose and goal is to improve/enhance teaching and

learning. I believe that they are both interdependent due to their purposes jointly linking

them to one another. The underlying purpose of transformational leadership is to

empower others to be actively involved in improving and enhancing teaching and

learning; the fundamental purpose of distributive leadership practice and focus is for

leaders and followers to be actively involved in improving and enhancing teaching and

learning. Collaboration stretched amongst internal and external stakeholders is vital to

executing both theories. It is imperative that within both theories/practices that co-

leadership, formal and informal leadership roles emerge and are established to meet the

instructional, cultural, physical, and educational needs of teachers and students.

Although transformational and distributive leadership share many similarities, one

must be cognizant of the fundamental differences that exist between the two. The major

difference between the two theories involves those who are responsible for initiating, establishing, and determining who are in leadership positions. In transformational leadership, Kirby and Paradise (1992) state that a leader's focus and goal is on the individual development of faculty members which will enhance their performance, in turn, leading to school improvement and growth; whereas, in distributive leadership the leadership role, act, duty, or routine is determined by the educational situation. Spillane (2006) stated that the distributive view of leadership recognizes that leading schools requires multiple leaders; occasionally, this may consist of schools having co-principals who share or divide up responsibilities for running a school. In retrospect, leadership is more than what individuals in formal leadership positions do; a strong leader's actions and interactions, both formally and informally, cause stakeholders to take roles and responsibilities in leadership activities.

There are three major gaps in the literature dealing with school principals and leadership styles. Further research in examining the importance of fostering professionalism and egalitarianism within schools is of key theoretical importance; the process of embracing teacher expertise in major leadership situations and roles is imperative in enhancing educational achievement for principals, teachers, and students. The second major gap in the literature is the process of a further examination of understanding how and to what extent a principal's leadership style impacts directly or indirectly the school climate, culture, and teachers' effectiveness or ineffectiveness. The third major gap in the literature involves the need for research studies that examine the similarities and differences between transformational leadership theory and distributive

leadership theory (Bogler, 2001; Cable, 2003; Copland, 2003; Friedkin, 1994; Gaziel,

2003; Glasman, 1983; Kirby, 1992; Mc Gough, 2003; Sather, 1993; Spillane, 2006).

Synthesis of the Research

The current literature that is impacting educational leaders within public

education can be traced back to Burns and his theory on organizational leadership theory

in the late 20th century. A range of researchers concur with transformational leadership

theory and distributive leadership theory having a tremendous impact on educational

leadership theory and practices in the 21st century. The educational era in which one

person leads whether they are a gifted orator or an effective manager, has become

archaic. In order for educational leaders to be successful in closing the educational gaps

for all students, they must strategically collaborate with followers. Educational leaders

must interact with followers in a fashion that encourages and utilizes the strengths for the

greater good of student enhancement and achievement, while guiding them to the

necessary resources, professional development, and leadership opportunities to emerge as

aspiring educational leaders (see Behar-Hornstein, 1995; Eaker, 2008; Green, 2010;

Leithwood, Mascall and Strauss, 2009; Leonard J. and Leonard P., 1999; Kirby, Paradise,

and King, 1992; Martin, 2000; Mc Beth, 2008; Mc Gough, 2003; Muhammad, 2009;

Spillane, 2006; Tirozzi, 2001).

Muhammad (2009) alludes to school culture with the 20th century evolution of

public education in American school as the old contract. Under the old contract, teachers

dictated what was taught and the pace in which educational instruction would take place.

The teachers also played the vital role in which they were given the right from federal

and state government to be the sole assessors to determine student proficiency and

success of instructional content.   Another key characteristic of the old contract was teacher interaction with colleagues; ultimately, teachers had the right to refrain from any type of collaboration or interaction with other teachers. In many instances, teachers who worked in isolation were well respected by their peers.

Muhammad (2009) describes how a school culture functions in the 21st century, which he calls the new contract. Under the new contract, curriculum and educational standards for achievement are determined and created by a state department of education rather than local teachers within a school district. Teachers in public schools are operating with an emphasis on working and collaborating together with colleagues as a new strategy to help student academic performance. A key characteristic of the shift of school culture and reform consists of student proficiency and success of course content which is determined by standardized academic exams. In result, the new contract creates an educational atmosphere holding teachers accountable for students that fail the standardized academic exams; whereas, the old contract places the responsibility of student proficiency on the student. Therefore, paradigm shift of school culture changes, teacher practices, and educational leadership styles emerges.

Critical Analysis

The Cable and Judge (2003) study distributed a survey and prepaid return envelopes to a random sample of 1,501 individuals who had obtained their MBA's within the last 10 years from a business school in the Southeast region of the United States. The purpose of the survey was to assess individuals' demographics and personality traits. Five hundred and ninety-nine people (40 percent) responded. Within a year a second survey was sent out to each of the 553 individuals in which 258 responded (47 per cent);

the second survey measures their supervisors' leadership style. The demographic

breakdown of the respondents for the survey is as follows: seventy percent of them were

male, 88% were Caucasian, 4.5 % were Hispanic, and 3% were Asian. The age of the

average respondent was 36 years old.

Cable and Jude (2003) placed each of the respondents into a high or low category

in each of the personality traits from their first survey, and then created a variable that

represented every possible combination of personality traits. Analysis of variance

(ANOVA) was used across each influence tactic where the factor was the variable

representing the 32 possible combinations of personality traits. The results showed that

individuals that worked in sales and marketing were more likely to use tactics that

focused on inspirational appeal, exchange, personal appeal, and ingratiation; whereas,

individuals in the finance and accounting fields were more likely to use tactics that put an

emphasis on pressure, legitimization, ingratiation, and consultation.

Copland (2003) Basic Area School Reform Collaborative (BASRC) theory is a

multifaceted study with the primary focus of implementing distributed leadership,

continual inquiry of practice, and collective decision making of schools within the

California Bay area. Quantitative and qualitative data analyses were conducted during

the two different phases in the study. Phase 1 consists of survey findings of school

principals; additional survey data was collected from a sample of teachers within the

BASRC schools. Phase 1 also consists of qualitative observational findings derived from

BASRC principals which were collected, and analyzed. Phase 2 consists of sixteen

BASRC leadership schools, purposely sampled, which were recommended by BASRC

personnel or identified by members of the research team as potentially information/data

rich examples of schools that possess and display more advanced reform efforts disclosed through the research evidence by their use of inquiry to inform and improve educational practice.

Copland's (2003) findings from a retrospective survey that was given to principals (N=63) within the BASRC leadership schools revealed positive changes in the development of teachers' leadership capacity to schools' involvement. Teacher leadership capacity was defined based on distributive leadership characteristics: principals' perception of the extent to which teachers have an active voice in regard to school decisions related to instructional change and improvement; and teachers actively involved in sharing and developing a consensus about the immediate and long term needs within the school. The principal survey also revealed that 91% were in agreement that their school's BASRC involvement strongly contributed to changing teacher leadership, while 97% of the principals were in agreement that BASRC involvement promoted teachers' involvement and consensus on needed areas for school change.

Copland's (2003) teachers surveyed from 18 diverse BASRC leadership and membership schools responded to questions in relation to principal leadership within their particular schools. The teacher responses to the survey disclose a significant correlation with responses to principals' questions of teacher engagement in data analysis and the general examination of school performance; use of cycle inquiry, use of data decision making, presence of a shared school-wide vision of reform, school-wide encouragement of inquiry, and school responsiveness to making decisions based on student needs were strongly and positively correlated with principal responses about the extent of teachers' regular examination of school performance. "Strong corresponding

evidence of the development of distributed leadership across BASRC schools surfaced

through analysis of qualitative data obtained through interviews and observations on site.

Sharing the work of leadership in the context of the whole school reform" (Copland,

2003, p.384).

Friedkin and Slater (1994) collected and utilized data from teachers and principals

in regard to their relationship with all other certified/licensed staff at their schools;

attitudinal data derived from teachers about their schools and principals; and data from

school performance from the California State Department of Education. This data was

collected during the spring of 1990 from a sample of 20 elementary schools in California;

quantitative surveys were given to principals and teachers in the sample of schools; a

follow up supplemental questionnaire was sent to principals to collect data in regard to

enrollment and test scores.

Friedkin and Slater (1994) used the analysis technique of degree of centrality to

measure the principals' network of centrality for this study. "Degree of centrality may be

computed as the number of ties incoming to a person (in-degree) or outgoing from a

person (out-degree); in comparing the degree of persons from different networks, on

standardizes degree of centrality by dividing the raw degree by the maximum possible

number of incoming or outgoing ties" (Friedkin & Slater 1994). Findings reveal that

there is an association between teachers' network cohesion and school performance,

which is directly associated with the principals' influence. The study suggests that the

relationship between the principal and teachers should focus on accessibility and

attentiveness to matters concerning teachers and collaborative problem solving and

decision making on instructional issues in context of mutual respect.

Gaziel's (2003) study in Israel over school principals and how they perceive their world in the school building and how their personal/profession perception impacts/influences their effectiveness as managers and leaders includes both qualitative and quantitative research methodologies. The qualitative research subjects were twenty primary school principals who were chosen randomly from an exclusive list of sixty principals (30%) who were enrolled in an in-service training program in educational administration at Bar Ilan University (Israel) during the 2001-2002. The twenty principals were interviewed by a trained research assistant. The duration of each of the twenty interviews was 60 minutes. Principals were asked various questions related to their job perceptions, factors that contributed to their responding to problems and situations that tend to occur on the job at school, work experiences, and any other lessons learned from their educational experiences. All interviews were taped, transcribed, and analyzed by two senior researchers considering subtleties of how school leaders think and how they frame their experiences. The final statements of the interviews were used in formulating the quantitative survey called School Leader Orientation Questionnaire.

240 teachers answered the School Leader Orientation Questionnaire, which contained 24 items with a five-point response scale Gaziel (2003). "For validity measure, a factor analysis with varimax rotation was run with an Eigen Value > 1" (Gaziel, 2003, p.479). The research findings disclose significant differences between school principals' reports regarding the frame (structural, human resource, political, symbolic) they use most frequently and their colleagues' (teachers') reports. Male principals differed from female principals in the frames they used but despite this, there were no significant differences in regard to gender. The human resource frame was consistently the most

powerful as it predicted management effectiveness. Managerial effectiveness was strongly associated with the structural frame. The four frames were also used to predict 72% and 73% of the variance in perceived leadership effectiveness, and 64% and 67% of the variance in perceived managerial effectiveness.

Kirby, Paradise and King (1992) study considered the results of two investigations of school principals' leadership behaviors and characteristics associated with extraordinary performance. The first study involved 103 practicing educators from six different school districts who responded to a quantitative research questionnaire called the Multifactor Leadership Questionnaire (MLQ). The respondents answered the MLQ as a self report of how they view their immediate supervisor. The sample consisted of 88 (85.4%) teachers K-12, 7 (6.8%) principals, and 8 (7.8%) assistant school administrators. Every subject involved in the study was currently enrolled in graduate course work. The leaders who were being described in the MLQ by the 103 practicing educators consisted of 88 (88.5%) principals, 3 (2.9%) superintendents, and 12 (11.7%) other central office administrators. "Scores for the MLQ were calculated by averaging item scores for each factor. Means for each of the MLQ leadership subscales were near the midpoint (2.0 on a 0 to 4 scale) with standard deviations near 1.0. Pearson product-moment correlations between MLQ leadership factors and outcome variables revealed that charisma, individualized consideration, intellectual stimulation, inspiration, and contingent reward were significantly related ($p < .001$) to perceived effectiveness of and satisfaction with the leader" (Kirby, Paradise & King, 1994, p.305).

The second study consisted of a second sample of educators from 15 different schools in one southern state; 60% of the sample were teachers and 40% of the sample

were administrators who were not exposed to rhetoric or literature such as transformational or situational leadership theories. Narratives were recorded and transcribed in relation to subjects describing in detail a particular situation or event, how it was initiated, what parties were involved, objectives/goals, the leader's action, and the outcomes. Upon completion of the narrative, the subjects responded to Likert-scale items that assessed the challenges or difficulty in trying to describe an extraordinary leader in education, rating or describing whether the leader was effective in accomplishing goals and whether the employees that worked under this leader were satisfied.

Research findings disclose that only 9 out of 58 students had no difficulty in identifying and extraordinary leader in education Kirby, Paradise and King (1994). The 9 narratives were further analyzed to determine if there were any extra-ordinary characteristics displayed in the data. Data analysis included examining the data within and across coding categories to discover themes and patterns of responses. The completed findings were compared with the conclusions of the quantitative study. In comparing the quantitative findings to the qualitative findings, intellectual stimulation was a important factor that had a statistically significant, positive correlation with effectiveness and satisfaction in the quantitative study, whereas, a leaders' ability to encourage and expect followers to change their old ways and replace them with new ways were the key ingredients in extraordinary leadership in relation to the second study.

Leithwood and Jantzi (2006) conducted a study over primary schools in England. Two representative samples of 500 schools were selected; one of the samples was exclusively drawn to provide evidence from teachers about National Literacy Strategies (NLS) while the other sample was exclusively drawn to provide evidence about National

Numeracy Strategies (NNS). Both samples were drawn randomly from England's

National Foundation for Educational Research (NFER) data base of schools with the

intention of being representative of England's primary school population in regard to

school type, national curriculum test results, region, and proportion of students on free or

reduced lunch.

Leithwood and Jantzi (2006) used two types of teacher surveys. Both instruments

were based on 5-point response Likert scale. One scale focused on NLS and the other

NNS. Surveys were sent out to headteachers with proper instructions on how to

distribute them to all staff. Both sets of surveys were analyzed at the individual and

school level by using an analysis of the means, reliability coefficients (Cronbach's alph),

standard deviations, and correlation coefficients. SPSS was also used to total individual

responses by school, as needed. To compare the mean ratings of NLS and NNS

respondents, an independent sample of t tests was used to determine whether differences

were statistically significant. "LISREL was used to assess the direct and indirect effects

of leadership on motivation, capacity, and situation, as well as the effects of all these

variables on altered teacher practices. This path analytic technique allows for testing the

validity of casual inferences for pairs of variables while controlling for the effects of

other variables" (Leithwood & Jantzi, 2006, p.210).

Liethwood and Jantzi (2006) data from this study reveals three significant

findings/conclusions. The first finding/conclusion was that school leadership has a major

influence on the possibility that teachers will change their classroom practices. The

second finding/conclusion alludes to transformational leadership theoretical approaches

to school leadership which seem to hold considerable promise for this purpose. The third

finding/conclusion reports that there is a significant gap between classroom practices that are "changed" and practices that hold weight to stimulate and promote greater pupil learning; the influence of leadership for increasing student learning is dependent upon the specific classroom practices which leaders must be able to stimulate, encourage, and promote.

Sahin's (2004) educational research study in Izmir, Turkey in sampled 50 school principals and 950 teachers working in 50 primary school out of a total of 364 primary schools within the 2002-2003 academic school year. The sampling technique used was the irregular layer sampling method.

> "The data were collected using the Personal Data Form distributed and the Scales of School Principals' Leadership Styles and School Culture developed by the researcher. The first section of the scale consists of demographic information about teachers, principals, and schools. The second section consists of 24 items about transactional leadership. The scale of Transactional Leadership indicates two dimensions of autocratic leader and status quo leader found by factor analysis. The final section consists of 48 items about school culture. The Scale of school culture is composed of four dimensions as Co-operative Culture, Educational Development Culture, Social-Educational Culture and Traditional Culture" (Sahin, p.389).

Sahin (2004) analyzed the data in this study considering means, standard deviations, correlation coefficients and test statistics. Cronbach Alpha readability scores were tested with a coefficient of .96 for Transformational Leadership; .79 for Transactional Leadership; and .94 for School Culture. The internal consistency

coefficients of the scales were .60 to .83 for the subscales of transactional leadership, and .94 to .59 for the subscales of school culture. The results of the study revealed that teachers and principals exhibited more leadership characteristics found within transformational leadership than transactional leadership. Compared to teachers, principals tend to have less positive perceptions of school culture. The school principals believed that there was a positive correlation between transformational leadership-style and the dimensions of co-operative culture.

Summary of Review

There are five major gaps in the literature dealing with school principals and leadership styles. Continued research is vital to examine the importance of fostering professionalism and egalitarianism within schools; the process of embracing teacher expertise in major leadership situations and roles is imperative in enhancing educational achievement. The second major gap in the literature involves the further examination of understanding how and to what extent a principals' leadership style directly or indirectly impacts the school climate, culture, and teachers' effectiveness or ineffectiveness. The third major gap in the literature involves the need for research studies that examine the similarities and differences between transformational leadership theory and distributive leadership theory (see Bogler, 2001; Cable, 2003; Copland, 2003; Friedkin, 1994; Gaziel, 2003; Glasman, 1983; Kirby, 1992; Mc Gough 2003; Sather, 1993; Spillane, 2006). Green (2010), Muhammad (2009), and Spillane (2006) favor the belief of continued research in relation to examining how transformational leadership and distributive leadership must co-exist in order for schools and educational organizations to maximize the potential of all stake holders involved in the educational process. The fourth gap in

the literature is the lack of research being conducted on secondary campuses over

transformational leadership and distributive leadership.   The fifth gap in literature is that

no current research argues that educational leaders should execute and display both

transformational leadership and distributive leadership characteristics to carry out the

educational tasks of public schools in the 21st century. By further examination of this

phenomenon, policy makers would be compelled to think about measuring individual

student, teacher, school and school leaders' educational growth, effectiveness, and

educational gains from year to year.

Conclusion

The intention of this study is to make further contributions and impact educational

leadership in the complex secondary school environment. This study also intends to add

to the knowledge base of what is known about the phenomenon of emerging distributive

leadership styles. By examining the leadership practices of secondary principals in Texas

through the lens of culturally and linguistically school settings. This study also aims to

bridge the gap of providing current research that supports the belief that educational

leaders in secondary school settings should execute and display both transformational

leadership and distributive leadership practices to carry out educational tasks of

secondary public schools in the 21st Century.   Additionally, the mission of this study is to

inform, encourage, and empower educators with empirical evidence of effective

educational strategies. The final aim of this study is to promote educational growth and

achievement for students, teachers, parents, and other stakeholders who are directly and

indirectly involved in student achievement.

CHAPTER III

METHODS

Introduction

The purpose of this chapter is to describe the research methods used to answer the research questions guiding this study. First, an overview of the research questions and mixed methods research design are provided. Second, the research methods associated with the quantitative phase are discussed. Third, an overview of the methods associated with the qualitative phase is provided. Finally, a synopsis of the inference process is presented.

Research Questions

1.) How do secondary principals describe their leadership style?

2.) What are the faculty and staff perceptions of school leadership?

3.) Do secondary principals' descriptions of their leadership styles differ from faculty and staff perceptions?

4.) What factors do faculty and staff perceive to influence the leadership style of principals?

5.) In what ways do secondary principals assigned to culturally and linguistically diverse schools describe their leadership style differently than secondary principals assigned to non-culturally and linguistically diverse schools?

6.) How does the cultural make-up of the school influence the leadership style as perceived by faculty and staff?

7.) In what way do the qualitative findings help to better reveal the leadership styles of principals at culturally and linguistically diverse schools compared to non-culturally and linguistically diverse schools?

Research Design

This study was guided by an explanatory sequential mixed methods design (Creswell, 2006). In the first phase of this study, participants were given a quantitative questionnaire called the Leadership Behavior Inventory questionnaire. The goal of findings for this phase is to test the leadership frequency characteristics encompassed in distributive and transformational leadership by examining the relationship among the variables. The second phase of the research design, interviewing selected participants, will be executed sequentially after the quantitative data collection is gathered and analyzed. The participants for the second phase were purposefully selected from the survey participants frequency scores (See Fig 3.1). The Rationale for mixing methods is that the quantitative research facilitates qualitative research. This study utilized the quantitative research data findings to select distinct participants that enhanced the qualitative portion of the study.

Figure 3.1

Visual diagram of the study

quan data collection: Secondary principals, assistant principals, and teachers in Texas were given the Leadership Behavior Inventory Questionnaire on paper and digitally through Qual-trics software.

quan data analysis: The data was analyzed using SPSS 19.0 to determine the frequency scores of the leadership practices as reported by principals and assistant principals. Counselors and teachers rated their principals' frequencies of leadership practice according to the questionnaire. Both versions of the questionnaire scored and rated the frequency levels of principals displaying transformational and distributive leadership characteristics.

quan results: Results are then finalized that revealed mean frequency scores of principals' perceptions of their leadership styles. And faculty and staffs mean frequency scores of their perceptions of their principals' leadership styles. T-test was executed that disclosed the differences between principals compared to faculty and staff perception of leadership.

QUAL participant selection: Principals, assistant principals and teachers were purposefully selected based off of their quantitative data findings. Eight participants were involved in semi-structured interviews that developed thick descriptive narratives that build on quantitative data findings. Four principals and assistant principals were selected for interviews, and 4 teachers were selected for interviews.

QUAL data collection: Seven face to face and 1 phone interview were conducted. Questions for the semi-structured interviews were developed and asked to these selected principals, assistant principals and teachers that built around answering the qualitative research questions.

QUAL data analysis: The data from the principal, assistant principal and teacher interviews were transcribed by the researcher and member checked by all eight participants through email correspondence.

QUAL results: The results were coded, and six themes emerged from the data.

Interpretation: The final data results were interpreted that disclosed the congruencies and disparities that were prevalent in the leadership styles of principals assigned to culturally and linguistically diverse schools compared to principals assigned to non-culturally and linguistically diverse schools.

Quantitative Phase

Research Design

The first phase used a survey research design. This design involved using a
questionnaire that collected data from a convenient sample that was selected to represent
a population to which the findings within this data analysis can be generalized (Gall, Gall
& Borg, 2007).

Participant and Sampling

The participants involved in the quantitative phase of the study included teachers,
faculty, principals, assistant principals, and counselors from culturally and linguistically
diverse secondary schools and non-culturally and linguistically diverse secondary
schools. The quantitative phase of this study executed convenience sampling strategies.
Staff development gatherings, secondary schools and educational service centers were
academic venues for data collection using a Qualtrics online questionnaire.

Measures

The survey instrument was the Leadership Behavior Inventory that collected data
answering the quantitative research questions. The questionnaire used determined
whether school principals displayed or performed high or low frequency characteristics in
their leadership behavior in relation to transformation and distributive leadership theories.
The instrument consisted of 39 statements characterized by leadership behavior
advocated for 21st century school leaders. The questionnaire consisted of 13 core
competencies/subscales that described leadership behavior. The text below contains a

description of each subscale along with sample items. Each of the 13 core

competencies/subscales had three item statements that further described the leadership

behavior in multiple educational settings. A 5-point Likert scale was used to determine

the frequency of the behavior: always (A), frequently (F), occasionally (O), seldom (S),

or never (N) (Green, 2006).

Summary of Leadership Behavior Inventory Questionnaire Subscales

 (See APPENDIX A for complete Sub-scale tables)

Assessment

   Definition: Educational leaders must be effective in using various strategies to monitor

   student progress/achievement and continuous learner development.

   Sample Item: using a formal plan to assess student progress for the purpose of

   enhancing student achievement

 Collaboration

   Definition: Educational leaders must be effective in dialogue and behaviors that

   Engage all stakeholders in the process of creating a caring, safe community that values

   self-motivation, active inquiry, and positive social interactions. The leader is effective

   in multicultural environments and can enhance student achievement while working

   with individuals who have diverse views and interests.

   Sample Item: working in concert with individuals who have diverse opinions

Curriculum and Instruction

   Definition: Educational leaders must be effective in understanding the importance of

   the implementation of a coherent curriculum that focuses on student success and

pedagogic leadership. The leader is effective in keeping the school focused on teaching and learning by laying a foundation of curriculum that contains research-based strategies which are sufficient to meet the needs of all students into practice.

Sample Item: recommending curriculum that focuses on individual student needs

Diversity

Definition: Educational leaders must be effective in constructing an educational climate in which the moral and ethical imperatives of learning in a democratic society are valued embraced, and upheld. All unjust treatment and inequalities are recognized and eliminated.

Sample Item: respecting the diverse ideas of teachers when working with

Inquiry

Definition: Educational leaders must be effective in promoting an educational environment that channels continuous improvement of the school organization.

Sample Item: examining research to identify best practices for use in responding to school related issues

Instructional Leadership

Definition: Educational leaders must be effective in assisting others within the educational community in the application of current knowledge in learning and human development. The leader must be able to use data to make instructional program decisions that meet the needs of all students.

Sample Item: collaborating with school-based personnel in analyzing data for the purpose of identifying programs to improve instruction

Learning Community

Definition: Educational leaders must effectively promote and create a learning environment that supports stakeholders and constituents in being innovative, their being involved in decision making, and continuing professional development.

Sample Item: supporting teachers when they provide the leadership for student learning and performance

Organizational Management

Definition: Educational leaders must be effective in the continuous process of improving culture of the school by utilizing the principles and practices of effective organizational management. The leader is successful in structuring the school organization in a way that communicates high expectations for adults and students and effectively uses material resources.

Sample Item: assisting teachers in seeing the relationship between their roles and function and the vision for the school

Professional Development

Definition: Educational leaders must be effective in promoting a campus culture that encompasses the belief that educators are lifelong learners who demonstrate a commitment to their own professional development and renewal. The leader ensures t that faculty and staff members are engaged in implementing the best research based practices that influence student learning and achievement.

Sample Item: designing professional development activities to keep teachers educationally informed to best practices.

Professionalism

Definition: Educational leaders must be effective in displaying and demonstrating

ethical/moral leadership characteristics and a continuous commitment to development of the profession. The leaders' behavior conforms to the ethical/moral standards of the profession. The leader then puts a system into practice that influences the members of the school organization to behave in a synonymous manner.

Sample Item: behaving in a way that reflects value for ethical standards in the educational profession.

Reflection

Definition: Educational leaders must be effective in reflecting on prior, current, and past results with the purpose/intent of modifying future practices as needed.

Sample Item: making it evident that they reflect on their practices with focus on improving their effectiveness.

Unity of Purpose

Definition: Educational leaders must be effective in developing a unity of purpose within the school community that embraces and includes all stakeholders and focuses on student learning. The leader is successful in gaining the commitment of faculty and staff members around a single focus and aligns behaviors/activities that foster goal attainment.

Sample Item: assisting teachers in aligning their activities to facilitate the accomplishment of the vision of the school

Visionary Leadership

Definition: Educational leaders must be effective in demonstrating/displaying commitment, energy, and enthusiasm that influence a faculty and staff to display faith and trust in their decisions and to assist in the transformation process.

Sample Item: influencing teachers to have faith and truth in their directions.

Green (2006) and Ivie (2007) validated the Leadership Behavior Inventory while studying the relationship between teacher job satisfaction and school leaders' behavior informed by the aforementioned 13 core competencies/sub scales. The instrument was validated by peer judgments made by school leaders and teachers. Twenty (20) principals from various elementary middle, and high schools, and, subsequently, 136 teachers fully completed the instrument. After minor changes, the inventory was field tested using elementary, middle, and high school teachers. The respondents indicated that the survey was easy to complete and easy to understand.

Green (2006) granted Ivie (2007) permission to test reliability for the Leadership Behavior Inventory for Principals instrument and found a high reliability score during her research study of school leaders. Two hundred questionnaires in the study were completed by elementary, middle, and high school teachers, and 136 were fully completed. Reliability for the study was calculated for the Leadership Behavior Inventory instrument using means with Chronbach's alpha. Chronbach's alpha coefficient compared the rating of one question to the ratings of all the remaining questions based on the theory that if a rating were low for one item; it most likely would be consistently low across other items. The final result of the study found a high level of internal consistency with an alpha of .905 (Green, 2006 & Ivie, 2007).

Data Collection Procedures

The initial process of data collection procedures which followed the expected deadlines and recommendations for research consisted of submitting a research proposal through the Texas Tech University Institutional Review Board. The researcher

corresponded with public schools, school district superintendents, principals, and educators throughout Texas. The quantitative instruments used in this study were administered both face to face and online through Qualtrics, an online survey software program available for Texas Tech students. Participants were provided an opportunity to take the survey face to face at a location of their choice. The average amount of time to complete the survey was eight minutes (Green, 2006).

Data Analysis

A t-test or t-statistic was used in this study to identify the congruencies and disparities in the descriptions of secondary principals' perception of their leadership compared to faculty and staff perceptions of leadership. A two tailed independent sample test was executed to determine the equality of the principals' means scores in comparison faculty and staff. The t-test data analysis procedure was executed by using SPSS 19.0 student edition.

<div align="center">

Qualitative Phase

</div>

Participants and Sampling

The participants involved in this phase of the study were purposefully selected faculty/staff based on their scores from the quantitative instrument. Purposeful sampling addresses specific purposes related to the research questions stated within a specific study. The sample size for this study consisted of 8 participants: 4 faculty/staff from culturally and linguistically diverse schools and 4 faculty/staff from non-culturally and linguistically diverse schools (see page 96 for complete descriptions of participants).

Data Collection Procedures

The participants were interviewed in a semi-structured format, which involved the researcher asking a series of structured questions and then probing deeper with open-ended questions to obtain additional information from each participant based on the findings/results of the quantitative data (Gall, Gall, & Borg, 2007). The participants were given the opportunity to select the setting in which the interview was conducted. Face to face and phone interviews were optional and conducted dependent upon participant availability. All interviews were at least 30 minutes and were digitally recorded and transcribed by researcher. (See Appendices D and E for Interview protocol)

Data Analysis

In the qualitative portion of this study, interviews were transcribed verbatim and read through precisely. The coding and sorting of qualitative data into analytic files and themes were formulated from the collected data. The process of coding transcribed data involved several stringent steps/techniques: 1) organizing the text/material into chunks or segments of text before bringing meaning into the information, 2) taking the text data during data collection, 3) segmenting the sentences or paragraphs into categories 4) labeling the categories with terms which readers would expect to find, based on the past literature (Creswell, 2009). A constant comparison analysis was executed throughout the qualitative phase, which enabled the researcher to continually compare the different pieces of data, refining or tightening up the categories; this allowed the researcher to move on to higher conceptual levels by providing evidence to answer the qualitative research questions.

Inference Process

The process of making inferences for a particular study consisted of the researcher making sense out of the results of the data analysis. Inferences are also known as interpretations and conclusions that were made on the foundation of collected data in this research study (Creswell, 2009).

Questionnaire

The researcher must be careful not to choose weak quantitative results which would pose a threat to validity to follow up on with for the qualitative portion of the study (Teddle &Tashakkori, 2009). Creswell (2009) stated that the threat of statistical conclusion validity arises when the researcher's assumptions of the study are inaccurate due to inadequate statistical power or violation of statistical assumptions.

Interviews

External validity consisted of the researcher executing thick descriptions that captured the participants' responses to the semi-structured interview questions. Member checks were performed, which allowed the participants to review their statements in the text/report for accuracy and completeness. The errors that were discovered by the participants were amended by the researcher alleviating discrepancies (Gall, Gall, and Borg, 2007).

The methodology outlined in this section described central components of the study, such as the theoretical framework, research questions, and instruments used. This chapter also introduced a mixed-method research design. This section of the leadership described the populations for both the quantitative and qualitative sections and outlined

the process for the data collection which included completion of surveys and interviews.

Data analyses as well as methods to ensure the reliability and validity of the study were

mentioned in this chapter.

CHAPTER IV

FINDINGS

Introduction

The purpose of this chapter is to present data collected for this study and report the questionnaire and interviewing portions of the study. The research design which guided the study was an explanatory sequential mixed methods design (Creswell, 2006). The questionnaire represented the quantitative and first phase of this study in which 106 secondary teachers and principals were given the Leadership Behavior Inventory questionnaire, Ed to complete. The second phase of the study consisted of individual interviews with selected individuals. Participants for the qualitative phase were purposefully selected from the teacher and principal pool that completed the questionnaire during the first phase. This chapter presents the data findings and analyses from the completed questionnaire and the themes which emerged from analyzed qualitative data gathered from the interview phases of the study.

Quantitative Phase

Data from completed questionnaires displayed in Table 4.1 is the demographic descriptions of the participants from the study. The total number of participants for this study is N=106, in which 43 were male, 60 were female, and 3 were recorded as unknown. The educational position for participants in this study consisted of 45 principals and 61 teachers.

Table 4.1

Principal and teacher demographics of participants

Gender	N	Percent
Male	*43*	40.6
Female	*60*	56.6
Unknown	*3*	2.8
Educational Position		
Principal	*45*	42.5
Teacher	*61*	57.5
Total	*106*	

Research Question:

    1.) How do secondary principals describe their leadership style?

Research questions 1 through 3 address the quantitative portion of the study. Table 4.2 displays the principals' mean scores for all 13 core competencies and their standard deviations. The subscale means were ranked in ordinal fashion. The highest competency means score was Reflection at 3.40. The lowest competency means score was Curriculum and Instruction at 2.94. The range between Reflection and the Curriculum and Instruction means was .46.

Table 4.2

Principals Descriptive Statistics grouped by the Thirteen Core Competencies

Core Competency	*M(SD)*
Reflection	3.40 (.44)
Diversity	3.27 (.46)
Visionary Leadership	3.21 (.42)
Learning Community	3.17 (.50)
Professionalism	3.17 (.63)
Professional Development	3.16 (.51)
Assessment	3.13 (.59)
Organizational Management	3.10 (.50)
Inquiry	3.08 (.68)
Unity of Purpose	3.02 (.64)
Collaboration	3.01 (.62)
Instructional Leadership	2.99 (.74)
Curriculum and Instruction	2.94 (.65)

Research Question:

 2.) What are the faculty and staff perceptions of school leadership?

 Table 4.3 displays the faculty and staffs' mean scores for all 13 core competencies and their standard deviations. The subscale means were ranked in ordinal fashion. The highest competency mean score was Reflection at 3.57. The lowest competency mean score was Professional Development at 3.21. The range between Reflection and the Professional Development means was .36.

Table 4.3

Faculty and staff descriptive statistics grouped by the Thirteen Core Competencies

Core Competency	*M* (*SD*)
Reflection	3.57 (.57)
Visionary Leadership	3.49 (.67)
Inquiry	3.43 (.54)
Learning Community	3.43 (.60)
Diversity	3.37 (.68)
Organizational Management	3.34 (.70)
Professionalism	3.34 (.76)
Curriculum and Instruction	3.33 (.75)
Unity of Purpose	3.33 (.68)
Assessment	3.30 (.65)
Collaboration	3.28 (.74)
Instructional Leadership	3.22 (.72)
Professional Development	3.21 (.74)

Research Question:

  3.) Do principals' descriptions of their leadership styles differ from faculty and

  staff perceptions?

Table 4.4 displays the principals' and faculty and staffs' mean scores for all 13 core

competencies and their standard deviations. The subscale means were ranked in ordinal

fashion. The highest competency mean score was Reflection at 3.50. The lowest

competency mean score was Instructional Leadership at 3.12. The range between

Reflection and the Instructional Leadership means was .38.

Table 4.4

Principals, faculty and staff descriptive statistics grouped by the Thirteen Core

Competencies

Core Competency	*M* (*SD*)
Reflection	3.50 (.52)
Visionary Leadership	3.37 (.59)
Diversity	3.33 (.59)
Learning Community	3.32 (.57)
Inquiry	3.28 (.63)
Professionalism	3.27 (.71)
Organizational Management	3.24 (.64)
Assessment	3.23 (.63)
Unity of Purpose	3.20 (.68)
Professional Development	3.19 (.65)
Curriculum and Instruction	3.17 (.73)
Collaboration	3.16 (.70)
Instructional Leadership	3.12 (.73)

Table 4.5 displays the principals', and faculty and staffs' mean score differences for all 13 core competencies. The subscale means were ranked in ordinal fashion. The two highest core competency mean differences were Curriculum and Instruction at .39 and Inquiry at .34. The two lowest core competency mean differences were Professional Development at .05 and Diversity at .09. The range between between Curriculum and Instructional and Professional difference was .34. A consistent cluster of mean difference scores ranged from .27 to .23 for Visionary Leadership, Collaboration, Learning Community, Organizational Management and Instructional Leadership. Another consistent cluster of mean difference scores range from .18 to .17 for Assessment, Professionalism, and Reflection.

Table 4.5

Subscale mean difference between principals, faculty and staff

Core Competency	*M's*
Curriculum and Instruction	.39
Inquiry	.34
Unity of Purpose	.31
Visionary Leadership	.27
Collaboration	26
Learning Community	.25
Organizational Management	.24
Instructional Leadership	.23
Assessment	.18
Professionalism	.17
Reflection	.17
Diversity	.09
Professional Development	.05

A t-test was used to examine the differences between the opinions of teachers and principals who took the survey. The Levene's Test for Equality of Variances was not significant, indicating that the variances of the two groups were equal and normal procedures for the t-test could be used. The means tested indicated that principals' opinions (M=3.13, SE=.07) about Instructional leadership, curriculum and instruction were much lower than the teachers' (M=3.36, SE=.08). This difference between the principals' and teachers' overall mean-scores was significant t(104)=2.156, p=.03. The effect size for the t-test was d=-.43, meaning that there is a medium practical significance according to Cohen d to determine the effect size. Therefore, while the actual mean difference between the two groups is small but statistically significant, the effect size is strong, 17 percentile points beyond no difference. From statistical and practical significance perspectives, overall teachers' and principals' opinions vary greatly.

Participant Selection Based on Quantitative Results: The following tables provide data for the highest and lowest mean scores of participants in comparison to a representative sample of principals N=45 and teachers N=61 overall average means for this study (see tables 4.2 for principals and 4.3 for faculty and staff). Tables 4.6 – 4.13 provide the standard deviations and mean scores for all 13 core competencies for each selected participant.

Table 4.6 displays that Mr. Victor self-reported 10 out of 13 core competency mean scores which were lower than mean average scores from the principal sample of the study. The three highest core competency mean scores were Diversity, Professional Development and Reflection.

Table 4.6

Mr. Victor's participant selection mean scores

Core Competency	*M(SD)*
Assessment	2.33(.58)
Collaboration	2.67(.58)
Curriculum and Instruction	1.67(.58)
Diversity	3.67(.58)
Inquiry	2.33(.58)
Instructional Leadership	2.33(2.08)
Learning Community	3.0(1.00)
Organizational Management	2.67(.58)
Professional Development	3.33(1.15)
Professionalism	2.67(1.15)
Reflection	4.0(.00)
Unity of Purpose	2.67(.58)
Visionary Leadership	2.33(1.53)

Table 4.7 displays that Mr. Schultz self-reported 13 out of 13 core competency mean scores higher than all the mean average scores of the principal sample of the study.

Table 4.7

Mr. Schultz's participant selection mean scores

Core Competency	*M(SD)*
Assessment	4.0(.00)
Collaboration	4.0(.00)
Curriculum and Instruction	4.0(.00)
Diversity	4.0(.00)
Inquiry	4.0(.00)
Instructional Leadership	4.0(.00)
Learning Community	4.0(.00)
Organizational Management	4.0(.00)
Professional Development	4.0(.00)
Professionalism	4.0(.00)
Reflection	4.0(.00)
Unity of Purpose	4.0(.00)
Visionary Leadership	4.0(.00)

Table 4.8 displays that Mr. Potts self-reported 11 out of 13 core competency mean scores higher than mean average scores from the principal sample of the study. The two lowest core competency mean scores were Diversity and Professional Development.

Table 4.8

Mr. Potts's participant selection mean scores

Core Competency	*M(SD)*
Assessment	3.33(.58)
Collaboration	3.67(.58)
Curriculum and Instruction	3.67(.58)
Diversity	3.0(.00)
Inquiry	4.0(.00)
Instructional Leadership	3.67(.58)
Learning Community	3.33(.58)
Organizational Management	3.67(.58)
Professional Development	3.0(.00)
Professionalism	3.33(.58)
Reflection	3.67(.58)
Unity of Purpose	3.33(.58)
Visionary Leadership	3.33(1.15)

Table 4.9 displays that Mr. Griffin self-reported 11 out of 13 core competency mean scores which were lower than mean average scores from the principal sample of the study. The two lowest core competency mean scores were Diversity and Reflection.

Table 4.9

Mr. Griffin's participant selection means scores

Core Competency	M(SD)
Assessment	2.67(.58)
Collaboration	2.67(.58)
Curriculum and Instruction	2.67(.58)
Diversity	3.33(.58)
Inquiry	2.33(.58)
Instructional Leadership	2.33(.58)
Learning Community	3.0(.00)
Organizational Management	2.67(.58)
Professional Development	3.0(1.00)
Professionalism	2.67(.58)
Reflection	3.67(.58)
Unity of Purpose	3.0(.00)
Visionary Leadership	2.67(.58)

Table 4.10 displays that Ms. Wall reported that her principal displayed 13 out of 13 core competency mean scores which were lower than all the mean average scores from the faculty and staff sample of the study.

Table 4.10

Ms. Wall's participant selection mean scores

Core Competency	*M(SD)*
Assessment	1.0(1.0)
Collaboration	.67(.58)
Curriculum and Instruction	.33(.58)
Diversity	1.0(.00)
Inquiry	1.67(.58)
Instructional Leadership	.67(.58)
Learning Community	1.0(.00)
Organizational Management	1.0(.00)
Professional Development	.33(.58)
Professionalism	.33(.58)
Reflection	1.0(.00)
Unity of Purpose	1.0(1.0)
Visionary Leadership	1.0(.00)

Table 4.11 displays that Ms. Smith reported that her principal displayed 10 out of 13 core competency mean scores which were higher than mean average scores from the faculty and staff sample of the study. The three lowest core competency mean scores were Instructional Leadership, Learning Community and Professionalism.

Table 4.11

Ms. Smith's participant selection mean scores

Core Competency	M(SD)
Assessment	4.0(.00)
Collaboration	3.67(.58)
Curriculum and Instruction	3.67(.58)
Diversity	3.67(.58)
Inquiry	4.0(.00)
Instructional Leadership	3.0(.00)
Learning Community	3.33(.58)
Organizational Management	4.0(.00)
Professional Development	3.67(.58)
Professionalism	3.33(.58)
Reflection	4.0(.00)
Unity of Purpose	4.0(1.0)
Visionary Leadership	3.67(.58)

Table 4.12 displays that Ms. West reported that her principal displayed 13 out of 13 core competency means scores that were lower than all mean average scores from the faculty and staff sample of the study.

Table 4.12

Ms. West's participant selection mean scores

Core Competency	M(SD)
Assessment	3.0(.00)
Collaboration	2.33(.58)
Curriculum and Instruction	2.33(.58)
Diversity	2.67(.58)
Inquiry	2.67(.58)
Instructional Leadership	1.67(.58)
Learning Community	2.67(.58)
Organizational Management	1.67(.58)
Professional Development	2.33(.58)
Professionalism	2.0(1.0)
Reflection	2.67(1.15)
Unity of Purpose	1.33(1.15)
Visionary Leadership	2.0(1.00)

Table 4.13 displays that Mr. Jordan reported that his principal displayed 13 out of 13 core competency means scores which were higher than all mean average scores from the faculty and staff sample of the study.

Table 4.13

Mr. Jordan's participant selection mean scores

Core Competency	M(SD)
Assessment	4.0(.00)
Collaboration	3.33(.58)
Curriculum and Instruction	.33(.58)
Diversity	4.0(.00)
Inquiry	3.67(.58)
Instructional Leadership	4.0(.00)
Learning Community	4.0(.00)
Organizational Management	4.0(.00)
Professional Development	4.0(.00)
Professionalism	4.0(.00)
Reflection	3.67(.58)
Unity of Purpose	4.0(.00)
Visionary Leadership	4.0(.00)

Qualitative Phase

The interview and qualitative phase of this study focused on answering numbers 4-7 of the research questions: 4.) What factors do faculty and staff perceive to influence the leadership style of principals? 5.) In what ways do secondary principals assigned to culturally and linguistically diverse schools describe their leadership style differently than secondary principals assigned to non-culturally and linguistically diverse schools? 6.) How does the cultural make-up of the school influence the leadership style as perceived by faculty and staff? 7.) In what way do the qualitative findings help to better reveal the leadership styles of principals at culturally and linguistically diverse schools compared to non-culturally and linguistically diverse schools?

The data presented in Table 4.14 presents demographics from eight participants purposefully selected from the questionnaire phase of this study based on their voluntary participation in a semi-structured interview. The data in Tables 4.6- 4.13 provides mean scores, standard deviation for each select participant. This data provided further grounds for participant selection.

 Interviews were conducted at the participants' choice of location. Each participant was given twelve scripted open-ended questions chronologically in an attempt for the researcher to elicit views and opinions from the participants (Creswell, 2006). The participants were informed of their consent to participate and to terminate the interview at any time upon their request. All eight interviews were digitally recorded and transcribed by the researcher. Upon completion of the transcription, peer examinations for all eight participants were conducted by allowing selected colleagues to comment on the findings as they emerged and reviewed a draft of the developed qualitative themes.

The process of member checking was performed by the researcher with all eight research participants reviewing their own transcriptions for accuracy and completeness. Reflections, emails and phone calls, post member checking with each participant, provided additional deep and rich qualitative data. To complete the triangulation process, the researcher discussed reflections of the interviewing phase that disclosed the researcher's sensitivity in relating to the situation being studied, and discussed role relationships and assumptions, theoretical orientation, worldview and position toward the phenomenon being investigated (Gall, Gall & Borg, 2007).

Table 4.14 displays the demographic data of the eight participants' who participated in the interviewing and qualitative phase of this study. Geographically, the range in which the participants reside covers a large portion of the state in which many of them worked in more than one school district, both in rural towns and urban cities.

Table 4.14

Demographics of participants from interview phase

Pseudo Name	Position	Gender	Years of experience	Middle or High School	Diverse or Non-Diverse campus
Mr. Victor	Principal	Male	11+	High School	Diverse
Mr. Schultz	Principal	Male	6-10	High School	Diverse
Ms. Wall	Teacher	Female	1-5	High School	Diverse
Ms. Smith	Teacher	Female	11+	High School	Diverse
Mr. Potts	Principal	Male	6-10	Middle School	Non-Diverse
Mr. Griffin	Principal	Male	11+	Middle School	Non-Diverse
Ms. West	Teacher	Female	6-10	High School	Non-Diverse
Mr. Jordan	Teacher	Male	11+	High School	Non-Diverse

With Dr. Reginald Leon Green's permission, the researcher added the following two additional questionnaire items to the Leadership Behavior Inventory questionnaire to further categorize data:

- Questionnaire Item 40: Do you feel that your school is culturally diverse? (A.) Yes, my school is culturally diverse; (B.) No, my school is not culturally diverse.

- Questionnaire Item 41: Best describe the minority student population percentage that is present on your campus. (A.) 20% or less; (B.) 30% or less; (C.) 40% or less; (D.) 50% or less; (E.) More than 50%

The purpose of adding these two additional questions to the questionnaire was to enable the participants the opportunity to self-identify and disclose their perception of the cultural make up and student diversity that may be present on their school campuses. The questions also helped the researcher categorize data of participants necessary for connecting and transitioning the quantitative results with the qualitative participant selection process.

Operational definitions from Chapter I were used to guide the purposeful selection of participants. A Culturally Diverse School, for the purpose of this study was defined as a school population consisting of a proportion or combination of more than 40% of African American, Hispanic, Native American and Asian students within a school campus and the Non-Diverse School was defined as a school population consisting of a proportion or combination of less than 40% of African American, Hispanic, Native American and Asian students within a school campus.

Six of the eight participants responded to Questionnaire item 40: Do you feel that your school is culturally diverse? (A.) Yes, my school is culturally diverse; (B.) No, my

school is not culturally diverse. The responses to this item were congruent with the

operational definition of culturally diverse and non- culturally diverse campuses used in

this study. Perceptions of student populations on campus were further highlighted by

responses to Questionnaire Item 41. Ms. Wall responded to Questionnaire item 40 as

"No, my school is not culturally diverse," yet responded to Questionnaire item

41indicating that 50% or more of her school campus had a student population that was

congruent to the operational definition of being a culturally diverse school. Mr. Griffin's

response, on the other hand, to Questionnaire Item 40, was yes, his school was culturally

diverse; however, the response selected to Questionnaire Item 41 of 30% or less indicated

his school campus had a student population congruent to the operational definition of

being a non-culturally diverse school. Responses for Questionnaire Items 40 and 41 in

Table 4.7 depict selected participant culturally diverse or non-diverse responses as

compared to their actual state Academic Excellence Indicator System (AEIS) report with

exact minority student percentages. The intent of purposefully selecting eight participants

for this study was to capture rich thick contextual settings, and perceptions of culturally

diverse schools.   The contributors were deliberately selected for their significant

information in educational leadership that will best answer research questions and cannot

be obtained as well from other choices (Creswell, 2006; Tashakkori & Teddlie, 2003).

Table 4.15

Interview participant responses for questionnaire item 41

Pseudo Name	Percentage of minority students on campus	AEIS percentage of minority students on campus
Mr. Victor	50% or more	95%
Mr. Schultz	50% or less	46%
Ms. Wall	50% or more	98%
Ms. Smith	50% or less	46%
Mr. Potts	30% or less	13%
Mr. Griffin	30% or less	13%
Ms. West	30% or less	46%
Mr. Jordan	30% or less	35%

The participants selected and the information they provided on perceptions of non diverse and diverse campuses serve as a basis to establish a context of the leadership practiced by the principals interviewed. Tables glean their perceptions and provide a starting point to set the stage for the interviews. The praxis of responses, perceptions and realities of the transformative practice of leadership in both culturally diverse and non diverse schools are thematically examined in this next section. The interview protocol for principals and teachers was developed to aid, guide and answer the qualitative research questions. (See appendices D and E)

Accompanying the demographic and qualitative data gathered for the study, it is imperative for the researcher to disclose a self-reflection of personal and educational experiences as life biases may have a direct or indirect influence on data interpretation of the inductive portion of this study. It is necessary for researchers to acknowledge and clarify the bias brought to a study. This process is known as reflectivity and known as a core characteristic of qualitative research (Creswell, 2006). This study continues to acknowledge the experiences or culture, family and education of the researcher to further position the critical dialogue of educational leadership. This mixed method study allowed for a reflexive examination of the skills, practices, and leadership experiences of the researcher.

Having being raised in a military family provided the fortunate blessing to experience a cultural and educational experience that was truly global and arguably well rounded. Residing in states such as Oregon, Georgia, Oklahoma and Washington provided various educational and cultural contexts. Between the multiple tenures of living in the United States, as a family the country of Germany served as home on two different occasions. The first tenure was during primary years of schooling from first to second grade before the Berlin Wall was destroyed. The second tenure was toward the end of high school. After the Berlin Wall was destroyed and symbolically unified both East and West Germany.

Being immersed in various cultural and educational experiences in the crucial formative years of my development provided ample experiences for cultural and educational growth. Having stayed and graduated from a high school in Germany would have kept me fluent in German, as it was a part of the educational curriculum. Diverse

schooling experiences on my lineage of family educators. The role and impact of

grandparents, specifically grandmother, the matriarch who was an educator in public

schools for over forty years, made a strong impression on my personal and professional

career. Grandmother spent countless summer hours tutoring and mentoring students with

learning challenges. School facilities, whether contracted with the district or off duty,

were used by my family to help students in need. Throughout the neighborhood and the

community, she was known as a woman who loved and cherished all children, despite

cultural and ethnic differences. Many of her experiences still resonate with our family of

educators.

As with many students, it was an educator who influenced my educational

outlook. In this case, it was a 6th grade teacher in Oklahoma, Mr. McCall. He was an

Anglo teacher who was the first and only educator that administered corporal punishment

on me; that changed my life. It also set a point of consent to view the amount of impact

and influence that an educator possesses. These two fellow educators—as different as

they were–made a significant impression on my thinking and my educator practice. The

importance of understanding leadership goes beyond the principal. Leadership and

education are commonly practiced in transformative and distributive fashions throughout

the school community by various educators who impact the daily practice of school.

As an African American male, my role in education is to promote the importance

of a school culture that is collaborative and inclusive. The belief that educators should

relish the learning and educational opportunities that diversity provides for all stake

holders involved in the educational community is my passion; to grow and develop

change agents that have an enduring impact on students is my mission. The current

educational journey which guided my outlook involved several teaching and

administrative tenures on various secondary campuses within the same school district.

Teaching history, both in the middle school and high school levels for five years, while

coaching various sports allowed me to view schools from an alternative lens. The last

five years has also afforded me the opportunity to serve as both middle school and high

school administrator. Throughout the duration of my educational career, the privilege to

educate and lead both students and teachers on campuses which are culturally and

linguistically diverse and campuses that are non-culturally and linguistically diverse has

provided me contrasting contextual experiences of educational leadership.

The transcription process with secondary educators provided an opportunity to

relive my own experiences. The broad range of topics and ideas that were discussed by

all eight participants brought the various contexts of secondary school to life through the

processes of aggregating and contrasting the congruencies and disparities which emerged

between the teachers and principals assigned to culturally and linguistically diverse

schools. The teachers and principals assigned to non- culturally and non- linguistically

diverse schools provided the intersection to continue expanding the knowledge of

transformational leadership and distributive practice in the field.

Research questions guided the qualitative phase: 4.) What factors do faculty and

staff perceive to influence the leadership style of principals? 5.) What ways do

secondary principals assigned to culturally and linguistically diverse schools describe

their leadership style differently than secondary principals assigned to non-culturally and

linguistically diverse schools? 6.) How does the cultural make-up of the school

influence the leadership style as perceived by faculty and staff? 7.) In what way do the

qualitative findings help to better reveal the leadership styles of principals at culturally and linguistically diverse schools compared to non-culturally and linguistically diverse schools? After revisiting transcriptions, reflecting and coding, and conducting peer examinations of the raw interview data, six initial themes emerged: 1). Educators' inspiration to the field; 2). Philosophy and culture of secondary schools; 3). Factors influencing leadership styles; 4). Reflections of secondary school leadership; 5). School wide interventions ; 6*).* Recommendations for leading secondary schools in the 21st Century. The following sections of this chapter provide the rich and thick descriptions of experiential knowledge which serve as a platform for the voices of secondary teachers and principals in the field,

Educators' inspiration to the field: The first theme that materialized consistently highlighted significant people and life choices that played a major role in choosing education as a career. The information throughout this theme provided the foundation to this study. Participants shared authentic dialogue about the people who impacted them and described in detail the characteristics that are synonymous with transformational, transformative, and distributive leadership theory.

Mr. Victor, a secondary school principal on a diverse school campus, shared his insight in which two teachers in different subjects and different grade levels made conscious efforts to push him to his potential. This had an enduring impact on his pursuing education as a lifelong career.

The fourth grade teacher was the one who really had me hone in on math, and I became probably the best math student in that class. And of course that went on to the next year, when I had a history teacher, tell me back then why was I in a certain group.

We had level one, level two and level three which was basically the medium group, the high group and the low group. I was in the medium group and she said that you did not need to be in here, you need to be with these other kids. I thought from that point on, and I guess it really inspired me about sixth grade that teachers have that much power. And if a teacher has that much power to change me from what I was at that point in time, how much power can I have influencing kids. So I really think that triggered me to pursue the educational field—the power of what we have.

Mr. Schultz, a secondary school principal on a diverse school campus, was able to recount the defining moment of his change of major in college due to a positive experience in teaching a church youth group. It provided the inspiration to become an educator.

I was a business major in college and volunteered to help at a church to teach a youth bible program. They assigned me to some junior high boys' class—kind of a little leadership class. I really, really enjoyed it, and I could tell that I just hit it off with those guys. They really enjoyed me as the teacher; of course, being young, this made me feel good in my mind. I just kept thinking that I really love this. I am one of those blessed people. I am doing what I think my given talents and strengths are complemented by the profession that I chose. That is really where it began. I recall when I did my first unit presentation when I became an education major walking into a classroom that I felt like I had returned home. I felt like this is where I belonged. And so that is really what started my career.

Ms. Wall, a secondary teacher on a diverse school campus, attributed her inspiration of becoming an educator to the success of homeschooling her children prior to their attending public school.

As a parent, I played a very active role in my children's education. I have four children. Doing my time as a PTA parent, I volunteered and also assisted wherever needed. I also homeschooled prior to enrolling them in public school, and all my children are advanced in pre-AP classes. Even my oldest daughter Jasmine skipped a grade level. After saying all of that, I believe the relationship that I had with them and the ability for them to think and act upon their prior knowledge enabled them to do extremely well. I thought to myself, hey I may be really good at this thing. So I decided to choose it as a career, and I became an educator.

Ms. Smith, a secondary teacher at a diverse school campus, credits divine inspiration for her pursuing a career in education.

I didn't want to go into education. I love to read; I wanted to be a writer. With a bachelors degree there is nothing you could do and authors starved before they get published. God said, "Do you want to eat?" And I was like, yes! God says to me, "Than you better think about this." I had a divorce and he was like, "Are you ready?" I was like no, but I will go anyways. He opened the doors and that is how I got here. I have always thought that this is where he wants me to be. My obligations' are to him first, then to the district and to the students; it is real hard between the district and the students because the district wants certain things. I feel that I am supposed to make a connection with those kids if at all possible.

Mr. Potts, a secondary head principal at a non-diverse school campus, shared insight that his inspiration for pursing education was from teachers who instilled the importance and belief of making a positive impact on people.

My choice in education goes back throughout school, in the town that I grew up in; I grew up in a very small rural community. The biggest impact on my life was in high school. I was surrounded by good educators that actually cared. They knew I had the capability to achieve. A few teachers had a huge impact on my life; it's funny when I was in school it wasn't counselors that drove me to college or the principal. It was actually was teachers that I worked with everyday that helped me and gave me the pathway to go to college. I originally started off as a computer science major [in college]. I just really didn't feel a connection with what I was trying to learn. By the time I was a sophomore in college, I changed my major and went into History; I decided I wanted to go into education because I wanted to impact other people like the teachers who impacted me while I was in school. I chose education as my career path and while in college everything just fell in place. I haven't regretted a moment since. I made that commitment to become an educator.

Mr. Griffin, an assistant principal and non-culturally diverse school campus, was inspired to pursue education as a career because of his religious conviction. His call in life was to teach math. This pathway led him to the principalship.

I was a lab technician in physics working on integrated circuits and computers that we have today. I worked there for four years. I realized that was not my

calling in life. I mean it was interesting, but it was boring; it was boring because

there were no people involved. I had two choices, I could either continue with the

math thing, get a job in the big city or I could go into education, because just

about every town is going to have a school. So that is what I did. I enjoyed

sports so I got a P.E. degree, a driver's education degree to teach drivers

education and a Math Degree so I could teach Math all the way up through high

school.

Ms. West, a secondary school teacher on a non-diverse school campus, believed

that her family lineage inspired her to carry on the legacy of educators in her family.

First of all I feel like I'm a people person and very few careers have you as

actively involved with people as education. Also I came by it naturally. Both of

my parents are educators and I come from a family of educators, so it comes

natural.

Mr. Jordan, a secondary school teacher on a non-diverse school campus, reflected

on his inspiration for pursuing a career in education which centered on sports, friends and

coaches.

When I was younger, probably an 8th or 9th grader, I always enjoyed basketball. I

wanted to be an architect at one time. Then talking to a buddy from high school,

he said," Why don't you want to coach?" Then it kind of hit me, that it would be

fun. I talked to a few coaches when I was in high school that walked me through

it. I always enjoyed my coaches. I had a few teachers who really inspired me, and

I enjoyed being in their classrooms. The one main thing is I have always enjoyed being around kids. Basketball is probably one of the main reasons for me going into education.

Overall, three of the participants attributed their inspiration to pursue education as a career to one or more teachers throughout their kindergarten to high school experience. Two of the participants attributed it to family; one of these participants said that the family's career lineage of being educators was the main factor. Three participants confirmed that their religious convictions and beliefs inspired them to become educators. Relationships, trust, role models, and authentic care of students came through in the interviews. The purpose and intent of recapturing this data was to gain an authentic insight and unveil the enduring impact the educators had on the career choices of their students. Four out of eight participants attributed teachers or educators as determining factors in their pursuing careers in education.

Philosophy and culture of secondary schools: The second theme which emerged revolved around the participants' educational philosophy which provided disclosure of skills and perspectives on educating students. A subset of this theme is the participants' description of secondary school culture from multiple lenses and points of view which impacted secondary schooling and their overall philosophy.

The importance of not denying students' identity was emphasized by Mr. Victor, especially within the school's mission and philosophy. "I think our philosophy is not to try to take away what kids have been…not to take away from their identity." His philosophy and experience in secondary schools examined the understanding of school

culture; "We should work with students and not ignore what they bring to school with them, but rather strive to understand them as individuals."

Mr. Victor challenged faculty and staff assumptions that their students' were raised within the same physical, social and economical parameters as the educators in the building and often fall short in understanding the complexity of the challenges students face. "Short term and short lived success are followed by thoughts of doubt and fear"; Mr. Victor acknowledged the common and mutual attitudes equally expressed by teachers, principals, and students in his school.

> We have people who grew up and had it all and that's the way it has been for them all along. They assume that our kids who come in here have the same type of values, qualities, opportunities and understanding of life. Bless their hearts, I wish maybe life would be simple if we had it that way, but it's not. A lot of our kids are kind of leery of having something good happening to them. That sense of a good feeling and sense of comfort as far as safety and increasing scores. I think our teachers get that way too because everything is good, and if having been here a long time you hear teachers say, "Okay, so many good things are happening something is bound to happen that is going to be negative." I hate that train of thought, but they have been here a long time and they know that from every mountain top there is a valley.

Mr. Schultz describes how his philosophy of education has changed over a thirty year span starting in the early 1970's to present time.

When I first began teaching, I was taught that it was my job to be the best bridge to knowledge. So I prepared myself in my subject area. I would invite the students to learn.

Now through the years this has changed to the point that I believe that it is my responsibility as an educator to see that learning occurs and to evaluate, to really assess, and understand if a student is learning or not.

Mr. Schultz reflected on his trajectory of being a student, counselor and administrator on the same campus. This time frame enabled him to see the cultural and educational transformations that occurred within the school. Mr. Shultz reflected on the transpiring changes and challenges during his tenure: "So I say that our culture is resilient, but it is growing. It is solidifying and if people ask what kind of culture we have, I say a culture of teaching and learning."

I was actually a student [at the school], then twenty years after I graduated, I came back and worked as a counselor. Over a nine year period, I worked as an assistant principal and then the associate principal. When I left the school, it was not a very diverse school to be honest. . . . When I came back the culture was not good. It was fragmented . . . . there was a lot of confusion. I saw a lot of it around a failure to adjust to too many that occurred in the school: changes in the accountability system, changes in teaching philosophy, changes in leadership, and changes in clientele. There was a very diverse and poor response to it all. A lot of cultural insensitivity, I saw people resistant to change. I am talking about teachers resistant to change, confused by the change. They were retreating to what they considered were "the good old days" you know bathing in nostalgia.

Ms. Wall shared her perspective on her own educational philosophy and the culture of school from the lens of a teacher striving to serve a diverse population of students. She further asserted, "My educational philosophy is that every child has the possibility of reaching their fullest potential." She provided thoughts on her secondary school reality and the culture which she described included less than half of the teachers committed to the holistic success of their students.

> My role as an educator is to bring forth a rigorous curriculum through inter-
> disciplinary and contextual learning. Our school is 85% African American and
> 15% Hispanic students. We are located in an area that is low income, high
> poverty, and the crime rate is extremely high compared to surrounding cities.
> Most of our students come from single parent homes, broken homes and
> guardianships are given up. Grandparents step in and take the role of being the
> parent. In regards to the teachers, the culture toward the students, well the
> majority of teachers come into the building just to teach. Meaning, they give the
> curriculum, they give the information and give grades. In their minds they are
> doing the best that they can. You only have about 15% of them who really want to
> get involved with students; and what I mean by that is a establish a relationship
> with students because these students are going through a lot.

Current mismatched efforts in the home to meet student needs explained Ms. Smith's expressed educational philosophy and experiences of school culture."The many [students] that seemed very apathetic through their educational journey and experience," also further shaped her current position.

Not everyone needs to go to a 4 year college. There is just as much money to be made in becoming a plumber. You know, becoming a blacksmith. I want them to find what they feel that they would want to do. If you become a lawyer but you hate being a lawyer, what good is that? You know, I want them to find what they want, not where I feel that they need to go. The administration is trying. But I don't think that at any level we understand why we are losing—what seems like an even larger portion of the student population. You know when I was young there was just a real small portion. And now that I am teaching and I am in education, it seems like this group over here who are anti-establishment or anti-whatever; I am not sure what all they are anti and against. But they [students] are not buying into the urgency of obtaining an education. This current culture of our kids, the micro culture in their homes and the interacting on or acting upon their parents, or especially if their parents aren't there or whatever is going on has an impact. We now have this group of students and honestly, I think and I may be wrong but I think it is across ethnicities. I think it is across economics and ethnicities that kids are controlling the parents or the parents have given over leadership.

Mr. Potts clearly stated that culture of his school enabled him to be a servant leader which required him to ensure his students were given the necessary tools to be successful. Mr. Potts addresses the cultural make up of the population he is serving and the strong parental involvement which has been the norm for his secondary school experience.

My educational philosophy, especially in the role that I work in would be more of a servant leader. Making sure that every student that I work with has the educational opportunities guaranteed to them and ensure those working with students provide things that are effective in the work with students each and every day. Although the population has changed over time, we have become a little more diverse in our student population. About thirty percent of our students are classified as Hispanic and less than 5 percent are African American and the rest our Anglo with a few Asians. I think that it has become more culturally diverse over time. I also think it is a very "neighborhood" school, a true neighborhood school. Even though we do have a lot of transfer students, everyone buys into the culture of the school. There is a lot of pride in the school, and there is a lot of pride within our students that they are a part of the school. I see that with our parents; our PTA is a very strong PTA, probably the strongest one that I have ever been around within my years of education while working on four different campuses.

Mr. Griffin seemed very candid in describing his educational philosophy. He discussed the changing demographics starting to occur on his campus and the transition that his teachers are experiencing while addressing the needs of these particular students.

My philosophy is that anybody can learn something every day. If you have an opportunity and you stay open, you can learn from anybody, whether it is someone who has been teaching for thirty years or somebody that is fresh out of college.

Issues discussed in a past staff development were a reexamination of school culture. Mr. Griffin recounted the discussions lead by the head principal on the demographics of the school which had changed as he reflected on the ethnic and class breakdown which changed over the years.

> Before, you had the real rich kids wearing the custom clothes. Then you had the kids that had just barely enough to wear something on their backs. There were major cultural clashes that went on between these kids and those kids. The culture today is more mixed. We don't have that clash, it's kind of a middle area now, but some of our teachers especially some of our veteran teachers have never worked with some of "those" kids. They never had the opportunity to work with that population. They have been here or at another school similar to this one and they have not worked at any other school before. So they don't know how to work with these kids; so our culture is going to be changing as far as belief system on the fact that you don't define a kid by what he wears but by what he is on the inside. We [teachers] need to develop a relationship with the kids.
>
> It's easy to care for somebody whose parents are college degree people who may be the majority of them. You might only have three or four kids in your class that were transported by buses, and it is harder to care for somebody who comes from broken homes. You don't understand what they are going through. You don't understand to get to school every day some of them walk two or three miles to come to our school. You get on them for not having their math work or their history paper.

Ms. West reflects, "I think we have become a lot more diverse than we used to be." She shares her insight on her educational philosophy and describes her school culture in regards to these greater challenges.

I think education is about helping people become who they are supposed to be. It is not just did you learn some content, or did you learn some facts; it's also about functioning in society. It's about choosing the right path for yourself and figuring out who you are. I really feel like teachers and educators in general should be facilitators for students, not just people who give them facts to memorize.

The sudden changes in demographics of the students they are educating caused Ms. West to examine this change in her school.

I feel like the socio-economic status has changed. The fact is the population has changed. I think we have to adjust from being the teachers of kids who have super involved parents and who would do anything and pay for anything to becoming more working families, single parent homes, a lot more children working within the home because it is necessary for the family. I don't want to say that these diverse kids are the only ones because that's not true. But it's harder whenever you have those gaps, high mobility, single parent homes; those kids are the ones that have the gaps. I don't know the numbers, but I feel like there are a lot more faces of color. My one regret is they are not necessarily in my AP courses. I wish there were more. I would love to encourage students to reach up to that.

Mr. Jordan's lack of a father in his life helped shaped his educational philosophy and worked to fill the similar void in his students' lives.

I think for me it's more of my growing up, my experiences in life. The trials and tribulations that I had as a kid growing up, you know, mom working two and three jobs. No dad in the picture at all. So my heart goes out to those types of kids when I get to know them. One, I don't necessarily try to figure out their background but more of just knowing that each kid has their own story like mine. I want to try to give them as many chances as possible. I try to build them up. There are a lot of them that have walls that you are not going to knock down, but if you try you can reach them in any possible way. I will always try my best in this. I always try to bring up situations that have occurred in my life and things that I have gone through to try to let them understand that these are the paths that you are on, and not alone.

Mr. Jordan acknowledges the strengths of the school, "Our school has been blessed with a great budget," and the changing demographics and stability of personnel in the school. He describes the culture of his school and educator turnover rates.

I feel like the school has grown since I have been here. I think maybe in the last few years, culturally, we may have increased a little bit on the Hispanic aspect and maybe a little bit in the African American aspect, but not much. In terms of our staff, from 1993 to 2003 we had one [principal] come in, stayed one year and got moved up to administration, and this current one [principal] is starting her 7th year. Not really a high turnover ratio as far as head principals. It's the same way with coaches on the boys and girls side. It's really a lot like this with our teachers. We don't have a high turnover rate.

Data from participants working in diverse and non diverse campuses provided congruencies and disparities in secondary school practice and leadership. Two key beliefs were present on both campus settings. The first congruency involved the overall philosophy toward education. It revolved around student success. The second congruent belief involved participants' belief of changing and increasing student demographics and the impact on schooling.

Disparities were prevalent in relation to teacher apathy and lack of cultural sensitivity in meeting the needs of secondary students. This was made clear by participants and mentioned amongst all four participants from culturally diverse campuses. A first participant stated that although campus administration was making a conscious effort to meet the educational needs of their diverse student populations, the students' were resistant to accepting their services. A second participant stated teachers and students were constantly pessimistic toward school success due to experiencing cyclical failures. In contrast, the perception of school culture described by the four non diverse school participants shared insights to other aspects of school culture, citing low teacher and principal turnover rates, pride in school and school culture and high rates of parental involvement.

Factors influencing leadership styles: This theme emerged and provided data, from the lens of the principal, to further explain the congruencies and disparities present in the diverse and non-diverse secondary campuses in this study. Exploring the principals' self- perceived leadership style added to theoretical underpinning of transformational, transformative and distributive leadership framing the study. These underpinnings are amplified with Mr. Victor. He believes that leadership goes beyond

himself and that every stakeholder within the school community has value in the process of student achievement.

> I think I am one of those people who try to distribute leadership. I think that's what it is all about. I think that anyone you talk to would say the Mr. Victor is not controlling. He's kind, but don't mistake his kindness for weakness. I think my way of leading not only impacts kids but janitorial staff and even the community is watching other people evolve and trying to pull out the best in them. I think that others would say that Mr. Victor is the type that distributes those qualities and characteristics in order to touch other peoples' lives.

Mr. Victor explains that multiple factors play a role in his leadership style. He also asserts the cultural make up of his school has compelled him to play multiple significant roles for students and community.

> Some of them, we try to put a dent in them [laughs]. There are state factors, federal factors and local factors in regard to the superintendent and everyone who works in that cabinet. Sometimes the things you feel work best for your school and your leadership style may not be feasible due to things you cannot control.

Mr. Victor constructs his community and their influences, the treatment of students in the community, and his role in supporting the community, the school, and the home.

> In this community they are not going to question your dealings with the child. If I was in a different community, it may be "that's not your child, we take care of those problems at home." Here I have to be a nurturer and a father to a lot of kids because they don't have one at home. My leadership style more than ever is now

influenced by the surroundings, more than what I want to be sometimes. Like I

said before, our community has to have a voice. Probably in a different area I

wouldn't be that voice because my personality is reserved, it's do not speak unless

spoken to. But I know that this community doesn't have a voice, so I have to

stand up a lot of times for it. A lot of people ask me, "Why are you trying to be

the devil's advocate?" Well, I have to do it because I don't have the community

standing up to do it for themselves. They can do it for themselves, but people

are just shying away.

Mr. Victor's completed his thoughts on his leadership and school community;

 "I think this community makes me step it up more than I ever had to just because

I know I have to be a voice for them."

Collaborative, transparent, and being comfortable with not having all the answers

described Mr. Schultz and his leadership style. He examines situations which arise as

opportunities to look to others.

I am a collaborative leader. I was so relieved when I began to do some research

and study site based management; this spans back probably twenty years when I

was a counselor. Of course I am relational. I read what brought Japan from ashes

to an incredible manufacturing machine and incredible economy. After World

War II, they all got together, shared and rebuilt. This is what has been troubling

me. I considered leadership, that somehow the only kind of style was

authoritarian, where I somehow am supposed to know how to teach math as good

as the math teacher, and I don't. I think I am a good social studies teacher, a good

speech teacher, but I am in no way a good math teacher.

I have to be very transparent [as a leader] but at the same time it's still necessary, and it has nothing to do with pride or ego, but it's still necessary for everyone to understand that there is somebody ultimately that is responsible or in charge. A teacher I worked with years ago and I started a collaborative site-based committee in a little rural school. He was a retired navy man, and he took me aside and said you can't run a school with a committee. You have to run the school. I said, I am running the school but we are going to do this together. I will never forget in about a month he came back and said, "This is great, this is amazing." He said, "I was wrong, I wanted it top-down. I wanted you to just tell me what to do, and I will do it just like I did in the navy." That is my belief and my style, we do it together. It is very transparent and very collaborative.

Mr. Potts prior tenure working at a more diverse campus helped him reflect on the disparities that emerged on non-diverse campuses. He also stated that communication and listening are vital: "As an educator and a leader you have to be prepared to be a listener and communicate; again it's all about being able to communicate to be an effective leader" while striving to make decisions that are in the best interest of students.

I think when I look at the philosophy of my leadership style, I have had to adjust to the schools I have worked at. I think when I came to this school, having been to some of the tougher schools, you have to work harder to motivate kids. What's also important in my philosophy in leadership is listening to everyone and then making the best judgment for the success of all students. Everything has to revolve around how it impacts students and is it for their success. That's the way I approach the decisions I have to make on this campus: "is it what's best for kids.

Sometimes if it is changing a bell schedule or looking at programs or bringing monies in or using monies I have on the campus and I am seeing how it is going to be tied to student learning and student success, that is what I try to base all of my decisions on and make sure I listen to everyone involved in making that tough decision.

Mr. Griffin stated that stakeholders such as teachers, students, and parents and where they are in their life experiences are the determining factors of the type of leadership style or approach he executes.

I think that the factors that influence my leadership style have to do with the makeup of the student body and the makeup of the teachers. Most of the teachers in this school are twenty or thirty years younger than me and in some cases forty years. I have to adapt to that in where they are at and their experiences. I need to understand that they don't have the background that I have. The parent involvement also makes a difference as far as what my leadership is going to be. I am going to listen to the parents, but I want an open door policy to where they feel comfortable to see me and talk to me. The age and experience level of the teaching staff that I have and parent involvement factors. These factors will dictate the type of leadership style/approach that I will use. You cannot lead the school in just one way. You can't be a micro manager in this educational setting anymore because there are too many things that you have to be in touch with. There are too many variables here and you can't be an expert in all of them.

Examining congruencies and disparities that surfaced between the two principals from diverse campuses and the two principals' from non diverse campuses provided

evidence in the roles they fulfilled; they were different. Principals at the diverse

secondary schools stated their leadership styles ranged from being distributive to

collaborative, and established transparency. Factors that influence their leadership styles

involve federal, state, and local statutes. One of the principals stated that he played

multiple roles in students' lives such as the parent, the nurturer and a voice for the

community because he felt that voice and presence was absent. Both principals from the

non-diverse campuses stated they adjusted their leadership styles to meet the needs of

their students. Contributing factors to the leadership styles of practicing principals

included the age and experience of their teachers, the degree of parental involvement, and

the level of work and effort in non diverse campuses versus diverse campuses to motivate

the student populations being served.

Reflections of secondary school leadership: The lens of secondary teachers in

diverse and non-diverse campuses provided data for theme development and further

examination of congruencies and disparities present in secondary schools. Teacher

perception and view of secondary school leadership added constructs to the many

contexts and roles principals fill in school. Assessing leadership style, leadership practice,

and the secondary school leadership space provided a secondary teacher's perspective of

the theoretical underpinnings of transformational, transformative, and distributive

leadership practiced by principals.

Ms. Wall was candid and skeptical of secondary leadership. She described it as

managerial where the majority of leadership time was spent on disciplinary problems and

issues leaving little or no time for anything related to academics, student success, or

curriculum and instruction. Ms. Wall points to the failed relationships principals have in

secondary schools with the students on her campus: "Many of the students on our campus do not even know who the principal is in the administration."

> I believe that our principal has a more disciplinary approach to leadership because of the behavior that happens within the community which filters into the school. Many times the energy is focused on prevention, safety issues and things of that nature. The majority of the leadership here is based on discipline. I would have to say that instruction is truly not focused on by the principals but the main focus is on the discipline. A lot of times he [principal] doesn't respond or sometimes political excuses are made and says that is out of their control and will see what they can do but nothing basically ever gets done.

> You don't see instructional leadership. You don't see the passion of a principal that wants to lead his students instructionally. You don't see innovative ways of principals trying to get students to buy in to the curriculum. You don't see the principal saying, "These are some guided tools that I want you to implement. I want you to come back to me and discuss how the students reacted to this." We don't have that type of dialogue.

> Ms. Wall recounts the absent relationship between secondary students and the administration at her campus. She stated, "Without him being visible there is no relationship in the building."

> A lot of our students didn't even know who the principal was. When they did see him, he would walk the halls and ask students to go to class. They would look at him and say, "Who do you think you are talking to. I don't know you [principal] or him. Who is this?"

Ms. Smith described her principal as being a religious person and central office administration dictating his leadership style. Her observation of his leadership came from tendencies to micro manage teachers and from limited classroom visits.

> From my experience with him, I believe central office and then secondly, from my point of view, his belief in God is how he leads. His tendency is to be a micro manager, but because I am in my own little world with our web/computer based curriculum, he has not micro managed. It's almost like he says, "I am here," but I only go to him when I have issues. He is there for guidance and for clarification and stuff like that. I do like that he is not constantly in my room, but I would like for him to be in there a little bit more.

Ms. West perceives her principal as being personable with teachers and students. She stated he is not an authoritative leader but emphasized the importance of building positive relationships with stakeholders, and striving to be visible throughout the school community.

> He is concerned with the person. I don't think he sees a student that misbehaves in his office as somebody who is wrong and should be gotten rid of. He sees them as a case that can be worked with. I think that that is how he is; he strikes me as a very gently man and somebody who really cares about people and not necessarily as someone who slams his fists down and says it's my way or the highway. He's a lot more giving and understanding. I think that he is the right man for the job right now because we are in a turbulent time as far being at the end of the No Child Left Behind thing. With the beginning of this new idea of trying to be teachers

that focus on yearly growth rather than a snapshot test day, he is really good at facilitating that because he is really wanting us to be effective on our jobs all of the time and not just one day. I also feel like he has tried really hard to be good in the hallways with students as far as trying to talk with students on addressing them and trying to know them personally. This affects the rest of the administration because he leads by example. Culturally, just getting to know students, being present and having them aware that, hey, there goes our principal and knowing them by name really helps.

Mr. Jordan asserted the principal gets along well with those who are on her good side, but those on her bad side have disciplinary actions that will follow. He also noted the principal as hands off with discipline and distributed that responsibility towards her five assistant principals. The principal was observed as collaborating well with others within the school community and being an advocate for her staff.

I think that our head principal is very good about allowing everybody to do their jobs. She is not big on discipline because she has five assistant principals that handle it all. So she is big into doing whatever administration does: she hires teachers to do their job. I mean she is very stern. If she asks you to do something, you do it; otherwise, she will write you up. If she tells me to do something, I am going to do it because I know for a fact that she fights for me. Anything I ask her to do, she will do and fight for me. She is not a micro manager but collaborative, definitely. The one thing I know is if you are on her good side, you are not going to have any problems. She cares for you, and she cares for all of our teachers. If there is something going on, she will call you, text you or email you and say hey

take care of this or else. You know that you better do it and that's the last of it. After that she will cut up and joke with you. She is very good about that. I love her. She is the best principal that I ever had. She makes me want to be a better teacher, coach just a better person in general. I think for her [principal] it's more that she's got good people that work below her and the school just kind of runs itself.

Upon examining the congruencies and disparities that surfaced between teachers from diverse campuses and teachers from non diverse campuses, the roles of the principals at these different types of secondary schools are apparent; they are executing different roles to staff and their campuses. The congruency was also in what teachers did not mention; in all four campuses teachers failed to mention a strong correlation of the principal being a true instructional leader or anything related to instructional leadership. Four disparities were discovered between two campuses. The teachers from the non-diverse campuses described their principals as having a more "hands off" approach or having a leadership style that was more *laissez faire*. In contrast, one principal on the diverse campus was described as being authoritarian without any control over students, while the other principal on the diverse campus was described as being dictated to by either central office or God as his leadership style.

The second disparity disclosed through the data was that out of four principals, only one campus leader at a non-diverse campus was mentioned as using distributive leadership. These efforts were to complete a task with circumstances involving student discipline. The third disparity involved teachers from diverse campuses stating principals were not visible or present enough, while teachers from non-diverse campuses made

various comments of their principals being present and available on the campuses. The fourth disparity emerged through conversations of collaboration and relationships which existed between the teachers and principals on non-diverse secondary campuses, while there was no significant evidence that relationships existed between teachers, principals and students in the diverse campuses.

School wide interventions: Each participant was able to illustrate and elaborate on interventions, practices and efforts to engage a changing population that their secondary school was currently using or was in the process of implementing to meet the needs of their diverse, non-diverse, English Language Learners and Special Education students. The data from all eight participants was included in this theme to extract and build on the congruencies and disparities present in the diverse and non diverse secondary school campuses in this study.

Mr. Victor stated the mindset and approach to school interventions in his school had been punitive and authoritative in nature. He believed that in order for an intervention to really be effective, student insight, feedback and recommendations need to be a part of the process.

> I think a lot of this has changed. I remember the days we use to have Tuesday and Wednesday school for kids who were failing, but it was punitive. I just felt like it was a punishment. Whenever you are rounding up kids during the last few minutes of the school day and trying to corral them like wild mustangs and they are bucking everywhere you go, it's punitive. When kids start coming to you, it's an intervention. When kids are not feeling like, "oh my gosh!" you targeted me again, it's an intervention. A lot of people don't look at it that way. A lot of

people's version of an intervention is that you are going to do what I tell you to do

and that is the way it's going to work. Just think about that, if that's the way a

person who is on drugs came to an intervention meeting, would they stay there?

No, they have to be able to talk and give their own ideas in what they think works

for them. Then they have to have that accountability group. I feel like that is why

we are here. We are talking to kids. We are taking surveys to get a feel about

what works best for students and allowing students to take ownership in their

intervention.

Mr. Victor further explained past practices of the school community and beliefs

which existed in regard to the instruction of English Language Learners. He discussed the

changes over time.

We have two people and we are hoping to have even more people trained on our

staff. Both of them are ELA in the English field as far as teaching. Our district

and school for years would send kids to a certain school rather than keep them on

their home campuses, which was a great disservice. Like me, when I was a kid,

and they were pulling me out of 5th grade telling me to go somewhere else or in

another room because, "we can't help you."

Mr. Victor reflected back to prior years at his school on how students were not

properly served due to support teams not being utilized or executed. He explained how

that mindset and belief is changing.

I know for a fact that some kids have been able to fall through the cracks over the

years. This year I probably attended more support team meetings than I ever had

before in my life. Some of these kids were not special education classified, but they were so close to it they needed support.

Mr. Victor complained that engagement is a continuous battle with many of his students due to lack of parental support, student disbelief/discouragement, teacher empowerment, and the indifference that their students cannot finish high school and beyond.

I think engagement could be so much better if our kids had a vested interest into it. They could carry a class for the teacher, but for some reason we don't do it. I think so many of our kids are in that self-fulfilling prophesy mode because they get battered and bashed everyday at home. You are nothing and will never be anything. You're going to be just like your worthless father. As much as they hear, they eventually start believing it and so our kids don't get a fair shot at the beginning at times of college. We have to give it to them here. Some of my teachers have their pre-conceived ideas whether the kid is going to make it or not. Some of our kids here think no matter what they attempt to do, they will never be able to go to college.

Mr. Schultz, on the other hand, seemed very optimistic about his school's intervention practices which included multiple faculty and staff member contributions.

I am mostly excited about our administrative team, which can collaborate and work with the kids. I like the fact we have student support functions, especially our student support team meetings where we bring teachers, students together, parents together, administration and counselors together.

That plan may be tutorials or it may be some kind of discipline action. Sometimes that referral may disappointingly be a referral to an alternative campus placement to help and redirect the student. That is not just punitive in nature. We are trying to mold the student, to help the student. Ongoing academic intervention, inclusion, you know we have with many of our students; there are any myriad of those type of things. Not only directly affecting our special education kids but also affecting other kids who are not being served by special education but happen to be in those inclusion classroom environment.

Mr. Schultz acknowledged facts impacting the educational needs of some diverse students. In order to meet secondary school interventions and tutoring, he believed they must take place within the captured day due to public transportation needs of many students.

The old days we would say come in early or stay late. The football player who didn't take care of business and couldn't be out of practice joined hands with a teacher who kept him in after school; that worked in the old days. In this day and time, many of these kids have very little to hang their hat on. If you take that away from them, it becomes a combative, frustrating situation. Also with a lot of kids, you have to get in the intervention during the captured day because they ride school transportation to school. They get here just as school is starting and are going to leave as soon as school is over.

Mr. Schultz endorsed the importance of being reflective, empathetic and transparent which he argued some of his faculty and staff fall short of many times.

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Where we sometimes were short sighted is we want to take responsibility for all

of the adjustments to that diversity, and we don't include the diverse in it. We're

all a part of the diversity. I mean we all are, but we have cultural ways that we

bring. It's who we are; we have our sacred cows. We have our things that we

protect; we have our sensitivities. Some of those things are broadly cultural, and

some of them you don't know until you meet the individual. The mistake we

make quite often is that we don't evolve.

Mr. Schultz celebrated that his school culture and beliefs about student failure are

not optional. They are a work in progress for the betterment of all students.

I think we need to get to the point now where we continue to see that in spite of

the kid's behavior or involvement, we have to say, "No, I am not going to give up

on you." You're not going to give up on you. We are going to keep going. I think

that we are better than where we were two years ago, but we still got a ways to go

with that.

As an intervention, Ms. Wall reflected on the framework for interventions and

Professional Learning Communities which were prevalent on her campus, but not

enforced nor functional due to the lack of strong administrative leadership.

We have before and after school tutoring which are mandatory for teachers and

offer that twice a week. We also have several tutoring agencies that come in as

part timers who come both before school and after school. Students are rewarded

with incentives for coming to tutoring. Some are given Ipads, Ipods, computers

and things of that nature; that has been pretty successful for some. Professional

Learning Communities are a part of our other duties, but the leadership of our

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principal just didn't have the attitude to care about what was going on, so that fell by the wayside.

Ms. Wall also shared her insights on the secondary schools' failure to meet the educational needs of English Language Learner and Special Education students.

Unfortunately there is none! Our school really doesn't cater to the needs of our English Second Language or English Language Learners. I hate to say this, but I want to give you honest information. There is just really no one there to take that role upon "you know this kid is failing what we are going to do." To be honest with you, we have a lot of those situations, and these kids are English speaking who are about to fall from the wayside. When you talk about students with language barriers and our school community meeting their specific needs, it's just way down the list, not a major priority. We actually have several special education teachers who work together and collaborate with each other. I don't know what you call it, but they have a case load. Their job is to come to classrooms and to work with these students while they are in the classroom. They also keep their information outside with the teachers to check weekly to see how they are doing or progressing, but again, none of this ever happens.

Ms. Wall provided insight on how students feel when their attempts in pursuing learning are met with the cynicism from teachers. This she claims deters any type of positive interaction and engagement with students. As a result, student educational and emotional aspirations of college are derailed, primarily by the reluctance of teachers taking ownership of their students' learning.

The student's are like, "Why should I try to do this when I don't even understand what she is talking about?" Most of the students are afraid to say they don't understand because sometimes teachers say that this is something you should have learned before. So now you have students not raising their hands because now they don't want to be embarrassed. On the other hand, you also have some teachers who feel that if parents aren't getting them prepared mentally and physically for college, "Why should I?" These are the teachers who are not willing to go the extra mile to see if the student will ever consider going to college or even discuss that option, so it is kind of two-fold.

We have a couple of counselors who meet with the students weekly, sometimes on a monthly basis just trying to get an understanding of where students are with their college plan and how are they doing personally and things of that nature. But as a whole, as far as teachers and principals, I don't see them truly engaging students. I just don't see it.

Ms. Smith candidly disclosed her view of interventions occurring on her campus. She believes educators must continue offering viable alternatives for students to obtain an education.

I thought the restructuring with principals and counselors was part of the intervention in an attempt of trying to have relationships with the kids. I know that bringing in the computers with the digital curriculum was a way of reaching kids by offering students a different methodology. That's how I see it you have the standard methodology in school, but we have a group of kids who don't like that. For whatever reason they are choosing something else, whether it is to go out

and have a smoke or to go drinking or whatever. We have to offer them

something different.

Ms. Smith also noted special education interventions on her campus were neither

equipping nor preparing students to become more self-sufficient independent learners.

I know that we have the special education classes, but I have gone in there and

their job is hard. They have a bunch of students with very limited support. As far

as their curriculum, teachers are all over the place. Students want her to help. The

other thing is that some of the students, by being in special education and going

through it with the structure that it has now made some of them darn lazy. It's

like anything, if we can tell somebody to get us the remote, then we will tell them

to go get the remote and we will just sit there. And then our muscles will atrophy.

Well it's like they are doing that with their brain.

Ms. Smith shared her religious convictions emphasizing educators do not have the

right to judge students due to the multiple variables and challenges they face. Her

thoughts and comments also move towards federal, state and local laws which promote

college and career readiness. She concedes they have made her grow callous due to not

providing students with other alternative educational opportunities.

I think we need to examine ourselves. We need to truly go back to that of, you

know, be careful how you judge because that is how our Lord is going to judge

you. You are going to go there and I think we need to get to where we can

differentiate. Even like when some of our kids keep going back to the wall and

they get themselves locked up. Yes, maybe they are using drugs, and more than

likely they are, but they are still his child and we have to let them know that I

don't approve of what you do, but you still have value. As educators we are

deceiving ourselves and them a good bit of the time. As educators we know that

even if we could get every one of our students into the university, there are not

enough jobs to support them. I think because of what the district is pushing, what

No Child Left Behind is pushing, we are being forced to focus all this, you know,

go to college and blah blah blah…and go to college. I think that that is part of the

problem with reaching the students. We are not being allowed to offer them a

solid, viable alternative.

   Mr. Potts, described how interventions have been implemented on his campus and

the types of students included in their interventions with added efforts from secondary

schools.

Interventions are big on our campus. Students are categorized within three tiers.

Tier 1 kids are your normal students who are struggling daily in which our

teachers provide tutoring to help fix their problem. Then you have your Tier 2

kids who are struggling kids. They may need a little more than just a day or two

of tutoring. They may need a week or some more drilling down of why kids

didn't get the specific student expectation which is clearly defined in the Texas

Essential Knowledge Skills (TEKS) from their common assessments. Tier 3

intervention is for those kids who are needy and haven't been successful on

whatever assessment that we are using for data. They need more intense support,

whether it is semester long or a year- long in trying to get them caught back up

with the rest of their peers.

Mr. Potts also provided information on the school's plan to meet the needs of special education students who fail to turn in work in a timely manner and ESL and ELL students.

Even in special education we have inclusion and support facilitation and coaching. We make sure that our accommodated kids or modified kids are given the same educational opportunities that our regular students are learning but with additional support. We have a program for kids who have zeroes and who didn't turn in work after a week. We had after school detention, basically having the teacher there with an administrator to help facilitate and make sure that the child is working until they finish. We communicate with parents to let them know what is going on. In the past, when we had students who were struggling ESL learners, they were farmed off to different campuses to receive the ESL language and strategies that were important for their success. Every campus is now responsible for creating and establishing a home campus ESL team. No longer will students be farmed out to another school. In other words, if the students are in your school community, then you will have to take care of them and not a neighboring campus that has an ESL team.

Mr. Potts and his school's approach to engaging diverse students included making the content relevant to the student and a school wide advocacy program that focused on the at-risk student population. Although he strives for total teacher participation for the advocacy program, some teachers are not fully on board with this leadership initiative.

When we look at the diversity of our students, of course it is engagement in the classroom. You want to make sure that the lessons that are being provided to

students are for all students because we live in a digital age today. The other

thing we do on our campus is we have an advocacy program. We have students

that are at-risk and are identified at the beginning of the school year and have a

mentor. The child has an adult that they can go to and the adult cares about them

and works with them. We hope for 100 percent faculty participation and

sometimes it's there on paper but I don't know how effective it is. You can have

a teacher who meets up with the kid but some just "kind of meet with them" they

don't try to set goals or things for the child. The student that does have a caring

mentor on our campus, it's very successful. We have seen some turnarounds for

some of our kids that were at-risk or struggling either academically or behavior

wise. When they knew that they had someone that they could come to talk to and

get some help from, there was a lot more success for those students.

Mr. Potts strongly asserts that his leadership efforts led him to believe that he has

a well equipped administrative team of counselors and principals that are meeting the

educational needs of their diverse and at-risk students. Mr. Potts further stated that the

majority of parents at his school have the mindset that their children will attend college

immediately after high school.

My administrators and counselors do an excellent job in working with all types of

students from all different diverse backgrounds. I am very blessed that I have

teachers and administrators who have had experience working with very diverse

populations, low socioeconomic, struggling learners, students who are at-risk

from their teaching experiences and careers. I think, here on our campus, I think

for the most part I would say that 99.9 percent of our parents who send their

children here have the idea that their child is going to go to college. I think that it

is really important that we kind of push that as far as that college mentality on our

campus.

Mr. Griffin points to the intervention program set up based off their school's

philosophy of not accepting zeroes for any student work.

Our intervention program entails a mandatory tutorial, an hour and a half

everyday afterschool until they get their homework done. We have it in the

library. Students have a quiet place to do their work. There are two or three

teachers in there if students have questions over the material. We established the

belief that zeroes are not accepted. If you fail a class for not knowing the

materials, that's what morning and afternoon tutoring was for, but zeroes weren't

accepted. So students stayed in there, and they had to do that until five-thirty

every day except for Friday.

Other school wide interventions described by Mr. Potts involved student support

programs that target struggling students, Professional Learning Communities as a

collaborative effort amongst teachers for planning, and data discussions and a

mentor/advocacy program that targets at-risk students.

We are in the process of setting up a student support program for those kids that

we realized that day in and day out they are not getting the material. By the end

of the first six weeks, they got several classes that they are failing or struggling in;

the teachers give us the information. Johnny is coming into the class, and he

doesn't understand it in class. He's really struggling; we have had tutorials and

stuff. We also have PLC's set up this year so that they can meet every day for a

regular classroom period. PLC's and Interventions will meet in a classroom setting every day. Two or three days a week, they are going to be planning and looking over data, looking at kids and where they are having shortcomings. We have the advocacy program for kids that spend a lot of time in my office for certain situations. A lot of it is that they didn't bring their homework or they didn't bring their paper, pencils or they were late to class. These are things that teachers can take care of.

Mr. Potts stated that past central office administration chose to bus or house ESL or ELL students on specified campuses, but all schools are now responsible for serving these on their home campuses.

We are in the process of establishing shelter teams for these kids that come in. Historically we haven't had at this campus any ESL kids, and as a district what we would do is locate them in two or three central campuses. Now we are trying to do away with that so that every campus is equipped to do that. The same way with our special education classes; we will be in year one of having sheltered teams.

Mr. Potts outlined the school strategy for engaging diverse students, involving integrating technology into daily lesson to stimulate students. His belief was firm that every student, whether they are diverse or non diverse, deserved an opportunity to go to college.

We are training our teachers in how to incorporate this technology so that we can get the kids involved. They can't just sit at their desks and zone out. They are going to have to get involved. We are also going to be out as much as possible

out in the hallways and classrooms, getting to talk with the kids and visit with the

kids to get the kids engaged.   The other thing is that we need to make the lesson

relative to the students. The only way to do that is that have to know the students.

Not just know their name but know who they are and what they are about and

where they are coming from. Just saying, "you got to learn this because I said so"

won't work anymore. It's not that our diverse kids are not smart; it's just that

they didn't have the opportunities growing up that some of our non diverse kids

do. I think our teachers and administration here feels that all of our kids, diverse

and non diverse, are college material and that everybody can learn.

In the developmental stages of implementing a school wide intervention, Ms.

West stated that their school targets students who have not had success on state mandated

tests.

I know that we are developing a school wide intervention program in which we

will be having teachers helping students who are working on test scores. I am still

trying to wrap my brain around how we are going to do all of that because it's

new.

Ms. West also provided examples of how principals have taken it upon

themselves to mentor specific students throughout the duration of the school year to help

meet the needs of their diverse secondary students.

I have noticed that certain principals, I don't know if they are assigned particular

students or if they just naturally are, but they take a certain interest in a hand full

of students. They try very hard to work with these students throughout their years

of school. Trying to know who they are and trying to influence them in a way that

would benefit them positively. I think that this is a positive way that our

administration has tried to involve themselves in the changing population.

Ms. West stated that the numbers of ESL and ELL students were not noticeable

and that some of their teachers have been trained to meet these students' needs through

interventions.

I think we don't have as many or they are not as evident I think as I would expect.

This is probably a good thing because we don't want them to stand out. We also

don't have as much of a migrant population as maybe some other schools do, but I

think that teachers who have been trained and who understand and can appeal to

those students, they are doing a great job. I am really amazed by that.

Ms. West stated that the number of students placed in special education has

decreased significantly.

I know that several of our students have been put into regular education classes in

which they have been mainstreamed. I heard a statistic this morning that 23

percent of those students are now mainstreamed versus 9 percent before. I think

that's incredible because those students need the social interaction and the cultural

interaction just as much as they need the instruction. So it's a good experience.

Ms. West strongly recommended that her teaching staff look into implementing a

school wide mentoring program for all students regardless of their cultural differences to

build relationships. She clarifies the need for teachers to increase awareness and

communicate more with their diverse secondary students.

First of all I think a mentoring program would be really good. I think that if every

teacher were assigned two or three students per year to make a special inquiry,

this will give teachers a rapport with these students. To talk to them and say hey I
am your mentor. I think an opportunity for something like that personally would
be good for the students. It would be really good for the teachers to get to know
some students maybe out of the realm of their classroom, some just other students
that they don't have in class. I think that we could do a better job of maybe
communicating with our minority students. I know people that bend over
backwards at this school trying to help these students get there. I think that our
diverse students need to be made more aware of all the educational resources and
opportunities provided at our school.

Mr. Jordan alluded to his head principal being the sole person in charge of their
school interventions. Teachers are instructed to embrace and promote communication
with parents to keep them informed about the academic progression or regression that is
occurring at school.

The principals put this on us, and she will say any time a kid is failing that we
have to make a parent contact, somehow or some way, whether it's an email or a
phone call, it does not matter. She would prefer a phone call over an email. She
also said if teachers develop a relationship with certain parents, then an email
would be sufficient. We have to turn in some type of parent contact sheet. I don't
know, once every six weeks or week, I don't remember.

To add to the secondary school experience, Mr. Jordan stated he was unclear or
not well informed of the interventions and programs that their campus uses to meet the
needs of their ESL and ELL students.

When it comes to responding to questions in regard to language and achievement gap interventions, I can't really answer that one. I am certain we do, but honestly with the classroom situation I am so far out of the loop about what they are doing. I know they have something, but I would be lying if I said that I knew what it was.

When it comes to interventions regarding their Special Education students, Mr. Jordan stated the ultimate goal and focus is to make their educational experience as inclusive as possible.

The one thing we try to do with our adaptive kids is that we try to main stream them. We try to get them into any type of education class that we can and feel like they can benefit to help them when they leave the school. We are allowed to keep those kids until they are twenty-one. They are a little older so we try to get them to adjust a little bit.

Outside of sports and extra-curricular activities, Mr. Jordan believed that the school struggles with trying to keep diverse students engaged and have a sense of belonging in the school. Many diverse students and students of lower social economic status face scrutiny and lack a sense of belonging by non-diverse students who are on the high echelon in relation to socio-economic status.

I think it's hard to do that if they are not involved in any types of extra-curricular. Whether it's choir, band, athletics, National Honor Society you name it, it's hard because I think kids not in involved don't have a sense of school pride. They come to school because it's a must for them. They would rather stay at home or they would rather work because their families need it. I don't have a solution on

how to get those types of kids to be pulled in. I think if you could get them involved. I think school pride is a must for some of those kids. If there is a way to get them to understand, I know it's hard with this age of kids. They are so bad with saying "Look at that pair of jeans he has or that shirt they are wearing." As soon as they see you, they have already sized you up and down. You're poor, you're this you're that.

Mr. Jordan's made an honest claim that at times the teachers also seemed to label and filter their diverse students based on their appearance, culture, and socio-economic status.

I think a lot of that has to do with how you are brought up. It's sad because as teachers, we know that too. We know the culture. We think we know what this kid is about and his economics. Teachers clique them too, you know, well that kid is a skater, this kid is a jock. It's sad. I wish there was a way that we could do that, but again, we are human too, and we see it as much as the kids do.

In terms of promoting college readiness for their diverse students, Mr. Jordan agreed it was important, but the overall goal is for students to graduate.

I think our teachers and principals have absolutely done this. They think that every kid has a chance. We are pushing them to graduate from high school. That's our number one goal. Then the next thing is to try to get them into college, because we offer so many college hours in the high school and we push those kids to do that. If they choose not to, and they don't want to go that route, then that is fine too. That is just fine; let's just graduate.

In regard to intervention and engagement, data revealed two congruencies and several disparities that developed between the principals and teachers from diverse campuses and principals and teachers from non-diverse campuses. The first congruency revealed by the data was that seven out of the eight participants stated they had school wide interventions. The only outlier was a participant from a non-diverse campus who stated that the principals made teachers responsible for calling parents of students who were at risk of failing. The second congruency showed that six out of seven participants had interventions in place for ESL or ELL or were in the developmental stages of training additional staff to meet the needs of these students.

In secondary schools with diverse teaching and student populations, the disparities were prevalent. With diverse campuses, two out of four stated that special education interventions were not functional; three out of four diverse campus participants viewed student engagement as a struggle and challenge; and three out of four diverse campus participants had a negative perception on college readiness for students. Disparities which emerged on non-diverse campuses in comparison to diverse campuses included three out of four non-diverse campus participants stating they had a functional mentor program for at-risk students. Two out of the four non-diverse participants agreed that their schools' overall purpose and focus of special educational programs was to construct it to be as fully inclusive as possible. Half of the non-diverse participants believed that their campuses used instructional strategies that made content relevant to diverse students as an effective strategy for engaging diverse students. Two of the non-diverse participants' campus interventions were set up for a zero tolerance policy for

incomplete work. One fourth of the participants on non-diverse campuses experienced a philosophy focused on college readiness for all students.

   *Recommendations for leading secondary schools in the 21st Century :*This theme was developed by the participants' willingness to share their thoughts and views of how secondary educators are to lead diverse secondary schools as they proceed into the 21st Century. All eight participants were included in this inquiry to extract and build on unique contexts and spaces of secondary schools. The congruencies and disparities presented from both diverse and non diverse school campuses are found in the participant quotes and the concluding thoughts of this section.

   Mr. Victor argued against content knowledge without understanding people as individuals and for striving to be more culturally competent. Instead, many educators pursue higher degrees in education that do not help them become more effective in their educational careers in secondary public schools. Mr. Victor also made the claim that many educators need cultural sensitivity training.

> I think as far as content knowledge, you can have all of the content knowledge in
> the world. But if you don't know how to reach that particular student whether it's
> because of their ethnicity or whatever it may be, you might as well continue to go
> to school and make your job as being a career student because I have seen people
> do that. Many educators are hindered in their educational practices due to them
> not knowing people and understanding cultures. I believe that many have become
> desensitized to our students and are in dire need of sensitivity training. I think
> there has to be some cultural awareness classes. It always has to be a least one
> that you went through. Here is your one semester of cultural awareness class and

then they throw you to the dogs. People hold up all of these classes about school finance, pedagogy and all of this other stuff. We are not even to this point because I can't understand the life styles of my students.

Mr. Victor emphasized the importance of building a genuine relationship with students. He iterates this imperative before the process of learning can take place.

If I am going to be able to reach people, I am going to have to know their heart before you can know their mind or before you can even engage in their mind, especially kids.

The thing about high school and middle school is that who cares if you know everything? Who cares if that teacher was the best teacher in the world, but if that teacher treated me wrong and broke my heart, I would never let that teacher in my mind. So I think we have to be able to get in their hearts before we can know their minds.

Mr. Victor regarded teacher relevancy of content as essential in engaging students. More importantly, the key to increasing engagement, especially with diverse students, is to honor and value the prior knowledge that they already know about the content. He also believed that as a significant priority, educators must make content applicable to the world that they are currently living in within the 21st century.

So you have to know what drives this kid. I think we don't get enough training on this. We get all of the content training in the world. I think we need to go back to where we get capstone training because here is the other part of it. You have teachers who have all of the knowledge in the world but they don't know how to tie all of that knowledge that they have learned into real world situations. I think

that is why we can't reach the culturally diverse kids because we have bored them to death. And they are like, you just think that I am stupid but really I know all of this stuff because the same kids that failed all of these classes this year are finished in four days with a whole semester of class in summer school. Some of them have finished three classes in less than three weeks.

Mr. Victor closed his recommendations by stating that educators must be more pragmatic in teaching and committed to being lifelong learners. He also proclaims that educators must constantly remember why they chose to go into this field, to impact the lives of our youth.

We have a long way to go because we people are stuck in some old ways of doing things, and we have to think outside of the box. Education, in a sense, shouldn't stop for educators when you become a teacher. You should keep your mind wide open because that is why you went into education. Do your thinking outside of the box. Remember why you went into it, but most importantly think of the precious souls that we have so much power to impact. They can be world changers.

Mr. Schultz claimed leadership skills needed to lead diverse schools within the 21st century included collaboration, high ethical standards and help building trust between parents and others within the school community.

An emphasis of being more collaborative, and I am not patting myself on the back. I am talking about myself, but it takes a lot of guts to lead a school. I think you have to have guts to put yourself out there. You have to love people enough to be very, very honest to confront them. Your ethical standards have to be there so that people will trust you. Trust you with their children, trust you with their

career, and trust you with all these decisions. The ethical standards have to be unquestionable. But you have to exercise those ethics.

Mr. Schultz felt that although confrontation is inevitable especially in school leadership, one should not thrive on it, but execute it with caution and charisma. He expressed a vivid analogy of the importance of confrontation in education.

I wonder about a person who likes confrontation. You know I just think 'oh my goodness.' But they're both to me equally as cruel, the one that likes it, relishes it, they set it up. They want to put people in their place. They are the top down type of leaders you know. They want everybody to think, yeah that's the boss, here comes the boss, a little fear in there you know, instead of trust. Then you have the other person who just walks around. Extreme laissez-faire kind of leader that walks around and they are not confronting and just let messes build up. You know the true laissez-faire person; they determine whether they should act on something by it becoming a big mess. If it becomes a big mess then they will go in and try and clean it up. How much time have you wasted and who have you hurt in the process? What hospital administrator out there if they had a doctor who was killing people who would fail to confront that situation? Well, we have teachers that are in the business of killing kids academically. Why would you fail to confront that? Confrontation is just an example of the guts that the leader has to have. You got to have courage, you got to have stamina, and you got to be a constant learner yourself. The ethical component is the basis of it all. People have to see that and you got to manifest that too every day.

Closing comments from Mr. Schultz suggested he enjoys his work and what he does. Despite the continuous challenges, it is something he looks forward to daily.

I am here because of the kids and because of the people I get to work with. My dad said, find a job or career where you are whistling on Friday about what might happen on Monday. That is where I am at. Although it is burdensome, tiring, it takes a lot of stamina. It's ongoing, never quits, even in the summer time, it doesn't quit. But that's okay, because I know what it is all for and what it is all about.

Ms. Wall elaborated on her beliefs on what educational leadership should entail while leading diverse schools for the 21st century.

A leader who has a transformational type of leadership skills will be very important to lead students and teachers. This type of person encourages individual growth and a learning community of creativity. The leaders who can keep the line of communication open so that the staff feels free to share ideas and be part to the process of moving the school forward. The principal serves as a role model. I believe that they should model the behavior of what they expect. If I am the principal, I am going to model behavior that I expect from my teachers. If the staff respects and trusts the leader, I believe that they will buy in, intrinsically share their ideas, and bring their vision to fruition.

Ms. Wall also suggested it is important for the principal to go beyond their office within the school. It must transcend classrooms and extracurricular activities for students, to build relationships with teachers and students.

I think if that leader comes in and evokes this information to the teachers lead by example, be in the classrooms, walk the halls, develop a rapport with the students, and the teachers see that, I believe that it is a win-win situation. Not only are principals involved in the educational process, but principals should also be involved in the extra curricular process. Go to some of the games.

Ms. Wall alluded that educators must develop a cultural competence, genuinely knowing and understanding the social, cultural, and economic variables impacting diverse students to better meet their needs of becoming successful.

If you do these things as well and get involved in keeping those teachers accountable, saying hey, I want you to support in that endeavor just as you see me, you have a whole collective body supporting the students. This is what is missing with our students, in particular those who come from impoverished areas and are low socio-economic status. There is a dire need of acceptance. They are in dire need of being validated. They are in dire need of being led by people who care about them. They have already been hurt, they have already been abused, and they have already been mistreated, so what is the easiest thing to do? To act up; we know that. It's the easiest thing for them to do because they are crying for attention. If I curse you out or act crazy, that is expected and you can already see where it is coming from. Educators must have tools and strategies to help develop ways of understanding our students so that we can be engaged in conversation of knowing, knowing that they come from a bad situation but I am here to help you. I care about you and here are some of things that we are going

to do to move you forward. To ensure you become a success because I am not going to give up on you.

Ms. Wall also argued educators must have a moral obligation and commitment to educate diverse students, promote hope, and genuinely believe they can be successful.

I think it is important we don't give up on our students because these kids are our future. I mean these students will be the next doctors, lawyers, and engineers who are going to help us when we get old and grey. If we don't take time out to educate them, not just educationally but as far as developing to be human beings imbedded in kindness and a sense of morals…it's our job; we have a lot to do as educators. They are important and if you really want to be in this type of role, as far as a career, you are going to have to roll up your sleeves and put in some work. You are really going to have to have a love for it.

Ms. Smith stressed the importance of making sure that diverse secondary students were valued and that for educators to be in a position to genuinely care about them.

Students don't have to think they are the brightest cookie in the bunch, but they have to know that we care, we honestly care. If you need to come and talk to me, I will talk to you and I value you. We need to give kids the message they have value. That is my skew and I do believe in God. I think that a lot of the issues are going on because as individuals we do not stay focused; we are supposed to positively touch these kids and let them know they have value. You know we can plant seeds now even if it's not harvested now. We're not doing that on a spiritual level. We're not doing that on an educational level.

In closing, Ms. Smith stated educational leaders need to embrace all students whether they are responsible for them or not and to be cognizant of their body language while working with diverse students. She also believes that educators are called to be missionaries for our schools.

We need to have good communication skills and be sensitive to not tell a kid, "oh no, you're not mine." As educators we need to be careful about our body language and our facial language. We understand we have bad days, but for the kid who is obviously having a bad day, well he wouldn't be sitting down here if he wasn't. We just have to keep trying to be better missionaries and better examples.

Mr. Potts affirmed effective educational leaders must be able to empathize with the people they are leading or serving and must be excellent communicators.

I think one of the most important things is the leadership skill that sometimes isn't always taught, to have empathy for people that you work with. I think sometimes we get so tied down as administrators, we are trying to get people in and out of the office that sometimes we forget. I think effective leaders who have that empathy are able to communicate well and they can diffuse a lot of situations. They kind of win people over.

People come in with their own problems and their own difficulties. Just like students when they come into the office. I think it is very important to see where the approach is coming from, examine what they are thinking about and adjust what you want to communicate with your expectations.

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Mr. Potts made an important claim for 21 century leadership. He advocated for leaders and educators to know their data in regard to the demographics, ethnicity of students, and students classified at-risk, to better serve the students.

It is imperative that educational leaders know who their school made up of. I think it is not only important for educators to know the data of the school and the ethnic makeup of the school, but what classifies a kid as being at-risk or all those types of things. Leaders need to understand their district and state because they need to understand the changing demographics of the school community since youth diversity is much more pronounced than the adult side of things in education.

Mr. Potts claimed that they failed to identify and address the changing demographics of the student populations in their schools and districts. As a result, his school district and even the state is now faced with greater challenges to meet the educational needs of diverse students.

Looking at census data, in the state of Texas you can see Hispanic students ethnically are the majority. That is just a fact. They are the fastest growing population age wise. So we have to be aware of those things. I think when you are not aware of those things, then all of a sudden your school is kind of caught off guard. I think that is the problem some of our other schools are facing in this district; they weren't prepared. They didn't realize the changing demographics of populations and by the time they did it, was a problem. Teachers weren't given the data and information to adjust until it was too late.

Mr. Potts shared his view on key characteristics that educational leaders must possess as they continue serving diverse student populations.

You have to be able to be an empathetic listener and learner; you have to be able to be an instructional leader as you need to know data and as much instruction as possible, and then, of course, an effective communicator.

In closing, Mr. Potts shared some insight on his feelings about the state of education both on the state and federal levels. As a result of these misperceptions of education and its importance to our society, the funds and resources are being spent elsewhere which is leaving many dedicated and impactful educators fearful of their jobs and futures.

I think that one of my biggest concerns in this state of education today is how people seem to devalue or want to use public education as a scapegoat. I think that today because public education is being looked upon as a scapegoat, sometimes we are spending too much money. The fact of the matter is if we do not invest in education, today and we do not adjust in the changing of our student demographics, we run the risk in the future of having more economic problems and social problems than we do today because we are not investing the time and the resources necessary for our current kids. As a state we are not focused on education. If we want to have the continuation of a strong democracy, we have to invest in education. I feel that that is my biggest concern today, that I don't think that a lot of our legislators and people in law making capacities priorities are somewhere else. They just don't realize how much of an impact educators make

on kids and they don't take that responsibility as law makers. I am just kind of fearful of what could possibly happen.

Mr. Griffin shared his views on aspiring educational leaders and how they need to be trained in the managerial side of leading school. Mr. Griffin also stated that they also need to be well trained in being more culturally competent and responsive to the various types of ethnicities and cultures that will be served.

Don't think that you know all that you need to know because you don't and things are changing. Our demographics are changing. I think that as you are going through college you are going to have to know how to do the budget and all of those things that involve running a school operational and managerial wise. You have got to know a little bit about culture and different types of culture. The English culture, Spanish culture, Black American culture, Indian culture; you have to have enough of an understanding about it to understand the people you are working with. You have to know what to look for as far as different cultures in your school; the different types of kids, parents, teachers and stuff.

You have to be more diverse as far as knowing the whole thing. The only way you can do that is by getting out and getting involved in it. So as teachers, counselors or principals who work with students, you are going to have to get out and put yourself outside of the box into different areas.

Mr. Griffin also believed that it was important that educational leaders be well trained and equipped in interpreting student data, curriculum and instruction. He also believes that the paradigm of teacher isolation is obsolete and that collaboration must be constant practice amongst teachers, principals, and counselors to better serve all students.

You also have to be able to look at the data that you are going to use to develop

your curriculum. So you can't just be one. You can't be where I was a long time

ago where all I do is disciplinary work and that kind of stuff.

Educators going from isolation to collaboration; you can't collaborate if all you

do is just sit in one room. You have a PLC but what you do is you go in and shut

your door and then you are isolated again. Then all you do in your PLC is sit and

bitch and gripe about what the kids are doing and not about looking at the data

and seeing what is going on with what students are doing and not understanding.

Let's find out what teaching strategies are working and how can we teach it

better. Teachers need to strive to become more like this and principals get out of

isolation and counselors also.

In closing, Mr. Griffin shared some key characteristics that educational leaders

must possess and display if they are to be effective in schools for the 21st century.

You have a responsibility to the kids and to the parents and to your teachers and

faculty that if you are going to talk the talk, then you are going to have to walk the

walk. You are going to have to live in what you believe. You cannot put out and

front and be two faced. You are going to have to be genuine in who you are

because the kids are going to see right through you. If you are trying to put up a

front that you care and you don't, you are not going to get anywhere with them.

These kids and teachers will do anything for you if you will show them that you

care.

Ms. West shared her views and insight about the importance of hiring female principals on her campus and also throughout the educational field to add to the diversity that is lacking.

> One thing that I think needs to happen and has happened at our campus is you don't just need male principals at our campus. We need females because of that kind of diversity. I think it's important for women to do the job also. The good old boy system just needs to go away; just because you done your time and, you know, paid your dues doesn't mean you should be automatically given a position of power that you might abuse. I also feel that a culturally diverse leadership team would really help our school culture and other schools also.

Ms. West also emphasized the importance of bilingual educators to help better serve their diverse students. She also stated that principals' leadership and their influence has to go beyond the wall of the school and throughout the community to be more effective, rather than people getting into the field to receive fringe benefits.

> It would help if we had people that are bilingual; people that are active in the community not just at school. I know it's so hard because principals are required to do so much. But maybe people can be active in their church or maybe their area or neighborhood that they live in. I think people who truly believe in kids are really important, not just somebody who does it because it's the highest pay grade in the district until you get to central office. I think that they're not in it for the paycheck, but somebody who is a good communicator because some people who can't talk or are unwilling to talk are not going to be successful in a leadership position.

In closing, Ms. West shared her views on the social and political climate of education for the 21st century.

> I know people are the important thing in education. I feel that a lot of times, other people brush us off as something that is an extra expenditure for the government. I worry about where our nation's leadership will be taking education; what will they be asking us to do next; because we who choose to be educators tend to do whatever we need to do anyways to bend over backwards. I feel and worry that no one is going to stand up for the educators while we stand up for kids all of the time, but who is going to stand up for us? I feel that the future for education is really a scary thing sometimes because I don't know if I can handle it personally if someone was going to pile more things on my back. There are people making decisions at the Capital and in Washington D.C. that have no idea of what we do. They still look in the lens of understanding that it's a job and we have a task to accomplish, and that's not how educators see it at all.

Mr. Jordan shared his views on the effective ways principals and educational can leaders can lead diverse students in the 21st century. Mr. Jordan also alluded to the lack of parental involvement as the reason why many of their diverse students are not involved or engaged in their educational career and experience.

> I think just getting the kids involved. If we can somehow get a kid involved and have school pride, then I think their outlook would totally change. If we can figure out a way of getting those kids involved. It doesn't have to be athletics, it can be anything. There are so many programs and clubs we have at the school that offer to those kids. They just got to have that want, and I think it comes all

the way back to the parents. They want to put everything on the teachers, and I

don't thinks it's that way and that it really needs to fall back on the parents. If the

parents aren't going to get involved, then these kids aren't going to get involved.

Mr. Jordan felt that their school and others would benefit from implementing a

school wide mentoring program. He also believes that if teachers took a genuine interest

in their students then it would help them become more successful in their educational

career and experience.

I think if we can… and we tried it one year, we did what we called mentors. With

all the teachers that we had, I think every teacher was given four kids I think,

maybe five. Teachers had to make contact with each kid. I think if teachers

would understand that we are here for the kids and it's hard because you will

always have kids who really do something that really makes you mad to where

you really don't want to come back to work or you just blow that kid off. I think

if we could figure out a way to turn that around, we can get that kid closer to us

instead of them pushing away. I think we as teachers can help our society

because you never know that one kid could make a difference.

In closing, Mr. Jordan recommended consistent punishment be used as a

disciplinary consequence and that principals would distribute discipline with equality

regardless of their economic background.

I think our students' would really benefit if corporal punishment was used a

disciplinary alternative. When I look back, and nobody likes it now and thinks

that it's so wrong, but if we look back in the past, we didn't have these problems

because when you got it at school you also got it at the house plain and simple.

You got in trouble at school, you also got in trouble at home. I knew right from wrong. We do not do corporal punishment at our school and across the district. I feel like if I were an administrator somehow, some way, not necessarily swat the kid all the time, I am not saying that. But I am saying being stronger on your discipline. If the kid screws up, I don't care who the kid is or I don't care how much money the kid's parents have. You know I don't care how much the parents are involved and not involved. You discipline that kid the same way you would discipline the other kid right there.

The data for this theme revealed three congruencies and four disparities amongst the participants. The first congruency prevalent amongst all eight participants bordered the necessary skills required to lead diverse school for the 21st century. A strong recommendation for educators to embrace diversity in secondary schools was clear with all participants. Transformative work recommendations entailed: professional development encompassing cultural competence amongst educators and a need for cultural responsiveness to better serve students. The second congruency among all eight participants was the need for a more collaborative approach. An important challenge for educators was bestowed by all participants; the work in school must be in a more collaborative approach in order to lead and teach students from diverse populations. Days of working in isolation are now obsolete in meeting the social and educational needs of diverse and non-diverse students in secondary schools. The third congruency discovered in the data was affirmation of the passion and committed work necessary to be an educator in today's secondary schools. All eight participants agreed and concluded that educators and educational leaders must genuinely believe their roles are more than a

contractual obligation to the school, district, state and students. Rather it is a moral obligation to the school, district, state and students to truly be transformative and distributive in secondary schools.

Qualitative findings also demonstrated disparities in the work to lead 21st century schools. A participant firmly believed consistent disciplinary actions and or corporal punishment should be used as a discipline alternative while leading 21st century schools with diverse populations. A second gap in practice involved a belief of inequality in discipline practices. Educational leaders were charged with practicing equality, ensuring both diverse and non diverse students were administered equal punishment for their disciplinary infractions. A third inconsistency involved participants advocating the increased recruitment and hiring of more women into leadership positions to increase diversity amongst school leaders, a statement firmly argued by a participant. Additional advice in secondary school practice was voiced by participants with a charge for educational leaders in 21st century schools to not deflect confrontation, but deal with it in a professional and constructive manner.

Conclusion

This chapter reported the statistical interpretation of the one-hundred and six participants consisting of 61 teachers and 45 principals for the questionnaire and quantitative phase. After conducting a T-test, the questionnaires gathered from principals and teachers revealed a significant difference between the $t(104)=2.156$, $p=.03$. The second phase of this explanatory, sequential, mixed method design consisted of the interview and qualitative phase of the study. Eight participants were involved: two teachers and two principals from diverse campuses and two teachers and two principals

from non-diverse campuses were purposefully selected. Through the interpretation and

analysis of the qualitative data, six themes emerged to continue filling in the gaps of

knowledge among the distributive and transformational practices of secondary school

leaders: 1). Educators' inspiration to the field; 2). Philosophy and Culture of Secondary

Schools; 3). Factors influencing leadership styles; 4). Reflections of secondary school

leadership; 5). School wide interventions; and 6) and Recommendations for leading 21st

Century secondary schools.

The incorporation of this explanatory sequential mixed method study enabled the

eight participants to expound on their core beliefs, perceptions, practices and perspectives

as educators currently teaching and leading secondary public schools. The amalgamation

of thick, rich descriptive data from both culturally diverse and non-diverse secondary

public educators solidifies the contrasting and legitimate argument outlining distinctive

differences that exist on these school campuses. The theoretical and social belief that

principals in secondary public schools can lead the same way they did 30 years ago has

become a fallacy. The demographics of secondary schools have changed. This was a

consensus across all eight participants. Their voices cemented the belief that promoting a

learning environment that embraces cultural diversity must be a vision of all educators

and must be a conscious and all-encompassing effort.

The data findings pose an argument. Secondary principals at diverse schools have

to wear multiple "hats" and play multiple roles in their schools and communities.

Principals are compelled to incorporate and execute leadership characteristics and

practices derived from transformational and distributive leadership theories themselves in

order to be truly transformative in the field. A principal at a culturally and linguistically diverse campus reflected on these principles.

> I have to be a nurturer and a father to a lot of kids. They don't have one at home. My leadership style more than ever is now influenced by the surroundings, more than what I want to be sometimes. I think I am one of those people who try to distribute leadership. I think that's what it is all about. I think that anyone you talk to would say that Mr. Victor is not controlling; he's kind, but don't mistake his kindness for weakness. I think my way of leading not only impacts kids but even the janitorial staff and even the community is watching other people evolve and trying to pull out the best in them.

The consensus data revealed that while principals and teachers at non-diverse schools are adjusting and adapting to the changing demographics of their student population, factors and challenges of leading their schools are different.

> When I look at the philosophy of my leadership style, I have had to adjust to the schools I have worked at. I think when I came to this school, having been to some of the tougher schools, you have to work harder to motivate kids. What's also important in my philosophy in leadership is listening to everyone and then making the best judgment for the success of all students.

The final chapter discusses the interpretation of the findings in conjunction to research questions for the study and provides implications for further research. The conclusions in Chapter 5 offer findings and further recommendations for transformational and distributive practice within the field of secondary public education.

CHAPTER V

DISCUSSION

Introduction

This chapter presents an overview of the study and the interpretations and findings which provided the synthesis for the following four sections. First, a review of the study provides a restated purpose of the study, a theoretical perspective, and an overview of the methodology and mixed methods research design. The second section includes research questions in conjunction with research findings and offers interpretations and results from the collected data to display the results of the study. Finally, a third section discusses a summary of the study findings, the statistical v. practical significance of the study, conclusions and recommendations for practice, and future studies in educational leadership.

Review of the Study

The purpose of this study involved collecting and examining transformational and distributive leadership data through the processes of questionnaires and interviews. The participants included principals and teachers from secondary public school campuses. The research focused on the leadership styles practiced by principals with both culturally and linguistically diverse and non-diverse students. Secondary public schools in the 21st century are faced with increased challenges in accountability, standardized testing, and ensuring all secondary students perform at a national standard. Educational leadership must evolve with the purpose of being inclusive and harnessing the educational

community to increase student, teacher and school leadership performance. The second

aspect secondary public schools are faced with is the changing demographics of student

populations which entails involvement and cultural sensitivity to a more diversified

school population in terms of ethnicity, culture, and languages. Current empirical

research specifies that leadership and teaching practices must transcend from a practice of

isolation to a more collaborative practice with growth oriented feedback in the

educational process. This type of improvement will require educational leaders to be

devoted to empowering others, sharing and distributing leadership responsibilities and

developing strategic systems and school cultures that enable ordinary people to

accomplish extraordinary things (Eaker, 2008; Green, 2010; Spillane, 2006).

The following quantitative and qualitative research questions were utilized to

guide this secondary school study:

1.) How do secondary principals describe their leadership style?

2.) What are the faculty and staff perceptions of school leadership?

3.) Do secondary principals' descriptions of their leadership styles differ from faculty and staff perceptions?

4.) What factors do faculty and staff perceive to influence the leadership style of principals?

5.) In what ways do secondary principals assigned to culturally and linguistically diverse schools describe their leadership style differently than secondary principals assigned to non-culturally and linguistically diverse schools?

6.) How does the cultural make-up of the school influence the leadership style as perceived by faculty and staff?

7.) In what way do the qualitative findings help to better reveal the leadership styles of principals at culturally and linguistically diverse schools compared to non-culturally and linguistically diverse schools?

Supporting the research were two theoretical frameworks, transformational and distributive leadership theories. These leadership theories served as theoretical underpinnings for examining the leadership styles of principals at culturally and linguistically diverse secondary schools and principals at non-culturally and non-linguistically diverse secondary schools. The earliest research literature for aspiring and practicing educational leaders was focused on a managerial style of leadership. During this Modernist era, educational leaders and principal practice were strongly influenced by Fredrick Taylor. The primary focus for leadership practice was to ensure that the followers were efficient and productive (English, 2003; Fiedler, 1967).

The challenges facing current secondary school administrators may still have managerial duties embedded but have multiple layers of accountability, assessment, performance, retention, and changing demographics, compounding an already complex educational position. As we embark upon the challenges that public educators face in the 21st century and beyond, our efforts to close the educational achievement gap for all students in core areas, especially math and literacy, will impact and dictate the need for adult educators in the building to be collaborative, transformative, and inclusive and to utilize strengths-based leadership practices in secondary schools.

Empirical research and educational leadership literature reveals an outcry for an essential paradigm shift in leadership practices from the traditional "top-down" managerial and authoritarian style which focused on efficiency and productivity, to a

more collaborative approach and practice with school leaders being encouraged to be

effective communicators empowering others within the school community. The

implementation and practice of this paradigm shift will enable others to be active

contributors in leadership practices that foster learning environments that focus on

educational expertise, teaching and learning rather than just being compliant members of

school communities (Behar-Horstein, 1995; Eaker, 2008; Green, 2010; Leonard J. &

Leonard P., 1999; Kirby, Paradise, & King, 1992; Martin, 2000; McGough, 2003;

Muhammad, 2009; Spillane, 2006; & Tirozzi, 2001).

For decades educational leadership research relied on quantitative methodology to

project success in schools to determine effective leadership practices. Research continues

to provide convincing arguments on deductive reasoning as the only way to obtain

significance in research due to its numeric soundness. As a result, opportunities for

obtaining thick, rich data to fill the gaps of knowledge which can be extracted from

human processes and experiential knowledge in the field are often neglected. Reichardt

and Cook (1979) state the true challenge for the researcher is to fit the research methods

to evaluate the problem without parochialism. This challenge calls for a combination of

qualitative and quantitative methodologies to best answer the research questions. The

purpose of integrating or mixing methods is to be executed in a way that has

complementary strengths and overlapping weaknesses (Johnson & Turner,

2003).Distinguishing between the two by using separate labels may serve only to polarize

them unnecessarily. This study also attempted to add to the body of knowledge in mixed

methods research practices in secondary school administrators. Mixed methodology

pedagogy and approaches can capture what is important in both the scholarship and practice of current secondary school leaders.

This study was guided by an explanatory sequential mixed methods design with an emphasis on the qualitative findings (Creswell, 2006). Participants in the questionnaire and quantitative phase consisted of secondary teachers, assistant principals and principals who were given the Leadership Behavior Inventory questionnaire. Four teachers and four principals were interviewed and provided rich, thick data for the qualitative phase. After the quantitative data was collected and analyzed, eight participants completing the questionnaire were purposefully selected to participate in a semi-structured interview.

Results of the Study

The findings from the quantitative phase of the study included a T-test from the scores from the principals and teachers. The test revealed the difference between the principals' and teachers' overall mean scores was significant $t(104)=2.156$, p=.03. The difference between the mean scores of the principals and teachers showed staff development .09, and diversity .05, as the two lowest responses of the 13 core competencies. The difference between the two highest mean scores of the principals and teachers were curriculum and instruction .39, and inquiry .34. The range between the difference of the principals' and teachers' mean scores was .39 to .05. The test indicated that principals' and teachers' opinions in regard to staff development and diversity and should be further examined.

Six qualitative themes were found in the study: 1). Educators' inspiration to the field; 2). Philosophy and culture of secondary schools; 3). Factors influencing leadership styles; 4). Reflections of secondary school leadership; 5). School wide interventions; and 6). Recommendations for leading secondary schools in the 21st Century. These provided a platform for deeper level of analysis. Mixed methodologies in the study allowed for traditional empirical quantitative techniques and qualitative methods to delve deeper into secondary school leadership behavior and practices. The intertwining and combination of data through deeper analysis provided useful in creating the interpretations and naming of categories which emerged from the findings of both data sets: 1). Secondary school leaders must have a holistic and inclusive understanding of the students they are serving. 2). Secondary school leaders must incorporate and implement transformational leadership characteristics which embrace collaboration and invigorate faculty and staff to become involved change agents for the school community. 3). Secondary school leaders must actively promote genuine relationship with students being served. 4). Secondary school leaders must guide the school community to resist isolation and transform the culture into a collaborative one that strives for distribution of effective practices. 5). This critically conscious and continuous work of the secondary school leader will involve going through a critical leadership conversion process: moving from transformation to distribution, to truly becoming transformative (the work and process to lead secondary schools).

A finding or result of the study indicated leaders must have a holistic and inclusive understanding of the students they are serving. Tirozzi (2001) believes that educational leaders must have an adept understanding and assessment of the

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demographic, economic, social and educational trends on the horizon. Mr. Potts,

secondary principal at a non-diverse school supports this in the field.

> When you look at census data, you will see that right now ethnically in the state
>
> of Texas our Hispanic students are the majority. That is just a fact. They are the
>
> fastest growing population age wise. So we have to be aware of those things. I
>
> think when you are not aware of those things, and then all of a sudden your school
>
> is kind of caught off guard. I think that that is the problem some of our other
>
> schools are facing in this district is thatthey weren't prepared. They didn't'
>
> realize the changing demographics of populations and by the time they knew
>
> it…well, the problem was that the teachers weren't given that data and
>
> information to be able to adjust until it was too late.

Mr. Griffin, also a secondary principal at a non- diverse school, acknowledges

this awareness and adept understanding that Triozzi (2001) argues. Mr. Griffin also

believed it is important that educational leaders be well trained and equipped in

interpreting student data, as well as applying curriculum and instruction. He also believes

that the paradigm of teacher isolation is obsolete and that collaboration must be in

constant practice amongst teachers, principals, and counselors to better serve all students.

> You have got to know a little bit about culture and different types of culture. The
>
> English culture, Spanish culture, Black American culture, Indian culture; you
>
> have to have enough of an understanding about it to understand the people that
>
> you are working with. You got to know what to look for as far as the different
>
> cultures in your school; the different types of kids, parents, teachers and stuff.

You have to be more diverse as far asknowing the whole thing. The only way

you can do that is by getting out and getting involved. So as teachers, counselors

or principals who work with these students, you are going to have to get out and

put yourself outside of the box into different areas.

Leaders must incorporate and implement transformational leadership

characteristics that embrace collaboration and invigorate faculty and staff to become

involved as change agents for the school community and betterment of the students we

are serving. The transformational leadership model supports the conceptual belief that

school leaders influence people by building and leading them from the bottom-up rather

than from the top down (Leithwood, 1998). Ms. Wall, who is a secondary teacher at a

diverse school, shared her insight on what she believes educational leaders need to

display to be effective in secondary schools.

A leader who has a transformational type of leadership skills will be very

important to lead students and teachers. This type of person encourages individual

growth and a learning community of creativity. The leaders who can keep the line

of communication open so that the staff feels free to share ideas and be part of the

process of moving the school forward. The principal serves as a role model. I

believe that they should model the behavior of what they expect. If I am the

principal, I am going to model behavior that I expect from my teachers. If the

staff respects and trusts the leader, I believe that they will buy in, intrinsically

share their ideas, and bring their vision to fruition.

The combination of data also revealed an important finding that materialized in

the fact that leaders must promote a school community culture that resists isolation and is

transformed to collaboration that strives for distribution. Mr. Griffin stressed the

importance of educators embracing collaboration and resisting isolation.

> Educators going from isolation to collaboration; you can't collaborate if all you
>
> do is just sit in one room. You have a PLC, but what you do is you go in and shut
>
> your door and then you are isolated again. Then all you do in your PLC is sit and
>
> bitch and gripe about what the kids are doing and not about looking at the data
>
> and seeing what is going on with what students are doing and not understanding.
>
> Let's find out what teaching strategies are working and how can we teach it
>
> better. Teachers need to strive to become more like this, and principals get out of
>
> isolation and counselors also.

This critically conscious and continuous work of the leader will involves a

foundation of transformational leadership with distributive actions leading to

transformative practice (the work and process to lead secondary schools). Spillane and

Diamond (2001) state that a distributed perspective, in the way school leaders approach

daily tasks, challenges, and educational goals/objectives from a shared responsibility of

all the stakeholders involved will directly impact the school community. The traditional

paradigm of a school leader/principal being the sole person who makes all of the

decisions is replaced with a collaborative shared involvement both directly and indirectly

by assistant principal, counselors, teachers, and curriculum specialists.

The work of transformative and distributive leaders requires that they actively

conscious and aware of the population they are serving while keeping faculty, students,

teachers and other school community members adept in being culturally competent to

serve students. The research literature of Cooper (2011) states that a leader recognizes

and cultivates cultural capital among culturally and linguistically diverse students and families, forges collaborative relationships with school community members, and shares leadership while forming alliances with those who hold a similar vision of equity and inclusiveness.   Mr. Griffin shared his view on the changing demographics and how educators must respond, therefore becoming congruent to Cooper's (2011) research in leading diverse schools in the 21st century: "Don't think that you know all that you need to know because you don't! Things are changing. Our demographics are changing!"

The significance of this study is to further examine the phenomenon of secondary principals practicing leadership behaviors associated with transformational and distributed leadership theories. Several conclusions can be drawn from this mixed method study that deserve consideration with respect to secondary leadership practices within diverse school settings. The fallacy that educators can be successful working in isolation rather than in collaboration will result in a debacle for both the educators and students and will continue widening achievement gaps. Educators must gain a continuous understanding of the diverse population that they are educating. Therefore, secondary school principals must hone themselves first and be a moral compass and culturally competent school leader for their community to become the transformative change agents that embrace changes and opportunities that come with diversity.

Implications for practice and recommendations

These studies (see, Eaker, 2008; Green, 2010; Spillane, 2006) support a belief that one of the primary goals in the 21st century of educational leaders in public school is to lead schools with the purpose of sustained and substantive improvement. The populations of our schools will continue to diversify and so must leadership styles and behaviors. This type of school improvement will require school leaders to be committed to empowering others, to distribute and disperse leadership responsibilities, and to create strategic systems and school cultures enabling ordinary people to accomplish extraordinary things. Therefore, leadership goes beyond one sole individual; it must be truly distributive. The process of this systemic change must begin with secondary school leaders.

The research finding also supports a belief in principals taking the lead role in becoming instructional leaders. That is not to say that they are experts at having advance core knowledge of all subjects, but educational leaders must have a keen understanding of content and pedagogy toward student engagement. As the quantitative data disclosed, the need for staff development for educators to understand student engagement, especially with diverse students, becomes imperative for successful implementation of embedded strategies for student engagement. This also requires secondary principals to be in classrooms more than once a semester and to provide constructive and growth inspired feedback. Increasing the amount of walkthroughs in classrooms and educational leaders giving high quality, honest feedback will promote valuable dialogue that will increase teacher effectiveness and student achievement.

Another recommendation discovered in the quantitative, statistical findings involved diversity. Principal and teacher responses and the differences in their mean scores support the need for educators to understand the importance of being culturally responsive with students they are serving, a true current challenge for secondary school educators and leaders. The practicality of this phenomenon is further described by Mr. Victor.

> I think as far as content knowledge, you can have all of the content knowledge in the world. But if you don't know how to reach that particular student, whether it's because of their ethnicity or whatever it may be, you might as well continue to go to school and make your job as being a career student because I have seen people do that. Many educators are hindered in their educational practices due to them not knowing people and understanding cultures. I believe that many have become desensitized to our students and are in dire need of sensitivity training. I think there has to be some cultural awareness classes. It always has to be a least one that you went through. Here is your one semester of cultural awareness class and then they throw you to the dogs. People hold up all of these classes about school finance, pedagogy and all of this other stuff. We are not even to this point because, "I can't understand the life styles of my students."

The importance of becoming transformative leaders is a critical and alternate lens educators must embrace to better serve students of diverse school populations. It is vital for students in culturally diverse schools to be led by educational leaders who are adept in being advocates and are well equipped change agents. This type of educational leader embodies the core knowledge, strategies, student engagement, support and courage to

make curriculum, instruction, and family partnerships culturally responsive. Educational leaders within this theoretical lens are responsible to transform schools by discarding ideologies and practices that are deliberately biased or color-blind traditions. The metamorphosis of educational leaders striving to become truly transformative leaders is a continuous ongoing process moving from transformational leaders to distributive leaders. Embedded staff development in areas of diversity and transformative leadership practices is vital and necessary in secondary schools.

Implications for future research

A limitation of this study was the sample size for the quantitative phase of the study. This study consisted of a complete sample size of 106 participants that included 45 principals and 61 teachers. A larger sample size could lead to more variance between the mean scores. Another limitation of this research was the regional and state approach of the study. A national quantitative study for secondary school principals and their transformational and distributive practices in various secondary school settings (urban, rural, suburban) would provide empirical data to match with mixed methodologies to further fill the complex knowledge needed to lead and transform secondary schools across the country.

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APPENDIX A

The Thirteen (13) core competencies grouped Items (Green, 2006).

ASSESSMENT	
3	advocating the use of a variety of strategies that can be used to monitor student performance and continuous leadership development
22	using a formal plan to assess student progress for the purpose of enhancing student achievement
30	using assessment processes to identify areas of student achievement that needs improvement
COLLABORATION	
8	engaging school personnel in the creation of a community of individuals that value positive social interaction
25	working in concert with individuals who have diverse opinions
37	demonstrating a willingness to collaborate with school-based personnel for the purpose of improving student achievement
CURRICULUM AND INSTRUCTION	
35	showing evidence of having knowledge of curriculum components that keep the school focused on student learning
2	demonstrating an understanding of the relationship among curriculum coherence , student success, and pedagogic leadership
11	recommending curriculum that focuses on individual student needs
DIVERSITY	
6	creating an environment in which the ethical and moral imperatives of schooling in a democratic society are valued
16	respecting the diverse ideas of teachers when working with them

32	eliminating inequities

INQUIRY

7	examining research to identify best practices for use in responding to school-related issues
29	using data to guide you in making decisions
31	assisting teachers in clearly understanding outcome expectations

INSTRUCTIONAL LEADERSHIP

13	exhibiting knowledge of processes that can be used to enhance teaching and learning
19	designing instructional programs to improve student achievement
36	collaborating with school-based personnel in analyzing data for the purpose of identifying programs to improve instruction

LEARNING COMMUNITY

33	empowering teachers to participate in the decision-making process
5	supporting teachers when they provide the leadership for student learning and performance
18	keeping teachers focused on student learning

ORGANIZATIONAL MANAGEMENT

12	performing tasks in a manner that enhances the climate of the school
34	supporting teachers when engaged in a project or activity with them
39	assisting teachers in seeing the relationship between their roles and function and the vision for the school

PROFESSIONAL DEVELOPMENT

9	demonstrating a commitment to professional development
38	recommending professional development activities that energize teachers
21	designing professional development activities to keep teachers educational informed to best practices

	PROFESSIONALISM
23	making teachers feel valued as professionals
17	behaving in a way that reflects a value for ethical standards in the education profession
24	demonstrating, thorough behavior, a commitment to being a moral agent in the profession of education
	REFLECTION
4	reflecting on past practices for the purpose of improving future practices
14	evaluating the results of work completed for the purpose of improving future practices
20	making it evident that they reflect on their practices with focus on improving their effectiveness
	UNITY OF PURPOSE
10	using data to assist school-based personnel in achieving their goals
26	assisting teachers in aligning their activities to facilitate the accomplishment of the vision of the school
27	influencing teachers to support student learning and performance
	VISIONARY LEADERSHIP
1	influencing teachers to assist in the transformation process
15	influencing teachers to have faith and truth in their directions
28	influencing teachers to commit to assisting in accomplishing the vision of the school

APPENDIX B

LEADERSHIP BEHAVIOR INVENTORY FOR PRINCIPALS

Leader Behavior Inventory

Gender: M or F

Years of Teaching Experience: 1-5 6-10 11+

Years of Principal Experience: 1-5 6-10 11+

Educational Level: BA MA MA+ ED.D/PH.D

Current Position: Principal Assistant Principal Other_____

Name of Current School:_____

Directions: The following 39 statements characterize leader behavior advocated for 21st century school leaders. Please read each statement and indicate your perception on both the importance you place on the behavior and the frequency to which you exhibit the behavior described in the statement. Record your response by shading in the corresponding box.

IMPORTANCE						Statement	FREQUENCY				
U	L	M	I	V	1	influence teachers to support student learning and performance	N	S	O	F	A
U	L	M	I	V	2	demonstrate an understanding of the relationships among curriculum coherence, student success, and pedagogical leadership	N	S	O	F	A
U	L	M	I	V	3	advocate the use of a variety of strategies that can be used to monitor student performance and continuous leader development	N	S	O	F	A
U	L	M	I	V	4	behave in a way that reflects a value for ethical standards in the education profession	N	S	O	F	A
U	L	M	I	V	5	reflect on past practices for the purpose of improving future practices	N	S	O	F	A
U	L	M	I	V	6	create an environment in which the ethical and moral imperatives of schooling in a democratic society are valued	N	S	O	F	A
U	L	M	I	V	7	examine research to identify best practices for use in responding to school-related issues	N	S	O	F	A
U	L	M	I	V	8	engage school personnel in the creation of a community of individuals that value positive social interaction	N	S	O	F	A
U	L	M	I	V	9	recommend professional development activities that energize teachers	N	S	O	F	A
U	L	M	I	V	10	influence teachers to commit to assisting in accomplishing the vision of the school	N	S	O	F	A
U	L	M	I	V	11	recommend curriculum that focuses on individual student needs	N	S	O	F	A
U	L	M	I	V	12	assist teachers in clearly understanding outcome expectations	N	S	O	F	A
U	L	M	I	V	13	exhibit knowledge of processes that can be used to enhance teaching and learning	N	S	O	F	A
U	L	M	I	V	14	assist teachers in seeing the relationship between their role and function and the vision for the school	N	S	O	F	A

Importance columns: Unimportant, Of Little Importance, Moderately Important, Important, Very Important. Frequency columns: Never, Seldom, Occasionally, Frequently, Always.

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U	L	M	I	V	15	support teachers when they provide the leadership for student learning and performance	N	S	O	F	A
U	L	M	I	V	16	respect the ideas of teachers when they work with you	N	S	O	F	A
U	L	M	I	V	17	demonstrate a commitment to professional development	N	S	O	F	A
U	L	M	I	V	18	keep teachers focused on student learning	N	S	O	F	A
U	L	M	I	V	19	design instructional programs to improve student achievement	N	S	O	F	A
U	L	M	I	V	20	demonstrate, through behavior, a commitment to being a moral agent in the profession of education	N	S	O	F	A
U	L	M	I	V	21	perform tasks in a manner that enhances the climate of the school	N	S	O	F	A
U	L	M	I	V	22	use a formal plan to assess student progress for the purpose of enhancing student achievement	N	S	O	F	A
U	L	M	I	V	23	design professional development activities to keep teachers educationally informed of best practices	N	S	O	F	A
U	L	M	I	V	24	make teachers feel valued as professionals	N	S	O	F	A
U	L	M	I	V	25	work in concert with individuals who have diverse opinions	N	S	O	F	A
U	L	M	I	V	26	make it evident that you reflect on your practices with focus on improving your effectiveness	N	S	O	F	A
U	L	M	I	V	27	assist teachers in aligning their activities to facilitate the accomplishment of the vision of the school	N	S	O	F	A
U	L	M	I	V	28	influence teachers to assist in the transformation process	N	S	O	F	A
U	L	M	I	V	29	use data to guide you in making decisions	N	S	O	F	A
U	L	M	I	V	30	use assessment processes to identify areas of student achievement that need improvement	N	S	O	F	A
U	L	M	I	V	31	use data to assist school-based personnel in achieving their goals	N	S	O	F	A
U	L	M	I	V	32	eliminate inequities	N	S	O	F	A
U	L	M	I	V	33	evaluate the results of work completed for the purpose of improving future practices	N	S	O	F	A
U	L	M	I	V	34	support teachers when they are engaged in a project or activity with you	N	S	O	F	A
U	L	M	I	V	35	show evidence of having knowledge of curriculum components that keep the school focused on student learning	N	S	O	F	A
U	L	M	I	V	36	collaborate with school-based personnel in analyzing data for the purpose of identifying programs to improve instruction	N	S	O	F	A
U	L	M	I	V	37	demonstrate a willingness to collaborate with school-based personnel for the purpose of improving student achievement	N	S	O	F	A
U	L	M	I	V	38	empower teachers to participate in the decision-making process	N	S	O	F	A
U	L	M	I	V	39	influence teachers to have faith and truth in your directions	N	S	O	F	A

APPENDIX C

LEADERSHIP BEHAVIOR INVENTORY FOR TEACHERS

Leadership Behavior Inventory

Gender: M   or   F

Years of Teaching Experience: 1-5   6-10   11+

Educational Level: BA   MA   MA+   ED.D/PH.D

Position: Reg. Edu. Teacher   Spec. Educ. Teacher   Other

Name of Current School:

Directions: The following 39 statements characterize leader behavior advocated for 21st century school leaders. Please read each statement and indicate your perception on both the importance your principal places on the behavior and the frequency to which he/she exhibits the behavior described in the statement. Record your response by shading in the corresponding box.

IMPORTANCE (Unimportant / Of Little Importance / Moderately Important / Important / Very Important)					#	Statement	FREQUENCY (Never / Seldom / Occasionally / Frequently / Always)				
U	L	M	I	V	1	influence teachers to support student learning and performance	N	S	O	F	A
U	L	M	I	V	2	demonstrate an understanding of the relationships among curriculum coherence, student success, and pedagogical leadership	N	S	O	F	A
U	L	M	I	V	3	advocate the use of a variety of strategies that can be used to monitor student performance and continuous leader development	N	S	O	F	A
U	L	M	I	V	4	behave in a way that reflects a value for ethical standards in the education profession	N	S	O	F	A
U	L	M	I	V	5	reflect on past practices for the purpose of improving future practices	N	S	O	F	A
U	L	M	I	V	6	create an environment in which the ethical and moral imperatives of schooling in a democratic society are valued	N	S	O	F	A
U	L	M	I	V	7	examine research to identify best practices for use in responding to school-related issues	N	S	O	F	A
U	L	M	I	V	8	engage school personnel in the creation of a community of individuals that value positive social interaction	N	S	O	F	A
U	L	M	I	V	9	recommend professional development activities that energize teachers	N	S	O	F	A
U	L	M	I	V	10	influence teachers to commit to assisting in accomplishing the vision of the school	N	S	O	F	A
U	L	M	I	V	11	recommend curriculum that focuses on individual student needs	N	S	O	F	A
U	L	M	I	V	12	assist teachers in clearly understanding outcome expectations	N	S	O	F	A
U	L	M	I	V	13	exhibit knowledge of processes that can be used to enhance teaching and learning	N	S	O	F	A
U	L	M	I	V	14	assist teachers in seeing the relationship between their role and function and the vision for the school	N	S	O	F	A
U	L	M	I	V	15	support teachers when they provide the leadership for student learning and performance	N	S	O	F	A

U	L	M	I	V	16	respect the ideas of teachers when you work with them	N	S	O	F	A
U	L	M	I	V	17	demonstrate a commitment to professional development	N	S	O	F	A
U	L	M	I	V	18	keep teachers focused on student learning	N	S	O	F	A
U	L	M	I	V	19	design instructional programs to improve student achievement	N	S	O	F	A
U	L	M	I	V	20	demonstrate, through behavior, a commitment to being a moral agent in the profession of education	N	S	O	F	A
U	L	M	I	V	21	perform tasks in a manner that enhances the climate of the school	N	S	O	F	A
U	L	M	I	V	22	use a formal plan to assess student progress for the purpose of enhancing student achievement	N	S	O	F	A
U	L	M	I	V	23	design professional development activities to keep teachers educationally informed of best practices	N	S	O	F	A
U	L	M	I	V	24	make teachers feel valued as professionals	N	S	O	F	A
U	L	M	I	V	25	work in concert with individuals who have diverse opinions	N	S	O	F	A
U	L	M	I	V	26	make it evident that they reflect on their practices with focus on improving their effectiveness	N	S	O	F	A
U	L	M	I	V	27	assist teachers in aligning their activities to facilitate the accomplishment of the vision of the school	N	S	O	F	A
U	L	M	I	V	28	influence teachers to assist in the transformation process	N	S	O	F	A
U	L	M	I	V	29	use data to guide them in making decisions	N	S	O	F	A
U	L	M	I	V	30	use assessment processes to identify areas of student achievement that need improvement	N	S	O	F	A
U	L	M	I	V	31	use data to assist school-based personnel in achieving their goals	N	S	O	F	A
U	L	M	I	V	32	eliminate inequities	N	S	O	F	A
U	L	M	I	V	33	evaluate the results of work completed for the purpose of improving future practices	N	S	O	F	A
U	L	M	I	V	34	support teachers when you are engaged in a project or activity with them	N	S	O	F	A
U	L	M	I	V	35	show evidence of having knowledge of curriculum components that keep the school focused on student learning	N	S	O	F	A
U	L	M	I	V	36	collaborate with school-based personnel in analyzing data for the purpose of identifying programs to improve instruction	N	S	O	F	A
U	L	M	I	V	37	demonstrate a willingness to collaborate with school-based personnel for the purpose of improving student achievement	N	S	O	F	A
U	L	M	I	V	38	empower teachers to participate in the decision-making process	N	S	O	F	A
U	L	M	I	V	39	influence teachers to have faith and truth in their directions	N	S	O	F	A

APPENDIX D

INTERVIEW PROTOCOL FOR PRINCIPALS

1. What inspired you to choose education as a career?

2. How would you describe your educational philosophy? What is your school's philosophy on teaching/leading students who are culturally and linguistically diverse? What about the student's who are non-culturally and linguistically diverse?

3. How would you describe the culture of your school?

4. What school factors do you feel influence the leadership style?

5. In what ways does the cultural make up of your school impact your leadership style?

6. What types of interventions does your school community (principals, assistant principals, counselors and teachers) take to aid students who are failing or have disciplinary challenges/concerns? What about with a language or achievement gap? What interventions does the school community take with students who have exceptional learning disabilities?

7. In what ways do you think diverse students can be engaged (by teachers? by principals?) to be active members of your school community?

8. In your opinion, do teachers/principals see your diverse/non diverse students as "college material" or do they feel that a college education has little or nothing to do with realities from which they come?

9. In what ways are teachers/principals and counselors fully engaging and validating diverse/non-diverse students schools?

10. In what ways are principals and teachers recognizing that not all students can be expected to learn or to get involved in secondary school life in the same way?

11. From your experience, what leadership skills do you think are needed to lead schools with diverse populations and lead the school community (teachers, counselors, Assistant Principals) who work with these students?

12. Do you have any closing remarks or comments?

APPENDIX E

INTERVIEW PROTOCOL FOR TEACHERS

1. What inspired you to choose education as a career?

2. How would you describe your educational philosophy? What is your school's philosophy on teaching/leading students who are culturally and linguistically diverse? What about the student's who are non-culturally and linguistically diverse?

3. How would you describe the culture of your school?

4. What school factors do you feel influence the leadership style of your principal?

5. In what ways does the cultural make up of your school impact the leadership style of your principal?

6. What types of interventions does your school community (principals, assistant principals, counselors and teachers) take to aid students who are failing or have disciplinary challenges/concerns? What about with a language or achievement gap? What interventions does the school community take with students who have exceptional learning disabilities?

7. In what ways do you think diverse students can be engaged (by teachers? by principals?) to be active members of your school community?

8. In your opinion, do teachers/principals see your diverse/non diverse students as "college material" or do they feel that a college education has little or nothing to do with realities from which they come?

9. In what ways are teachers/principals and counselors fully engaging and validating diverse/non-diverse students schools?

10. In what ways are principals and teachers recognizing that not all students can be expected to learn or to get involved in secondary school life in the same way?

11. From your experience, what leadership skills do you think are needed to lead schools with diverse populations and lead the school community (teachers, counselors, Assistant Principals) who work with these students?

12. Do you have any closing remarks or comments?

APPENDIX F

DESCRIPTIVE STATISTICS FOR PRINCIPALS AND TEACHERS SEPARATE

Descriptive Statistics

source		N	Mean	Std. Deviation
99.00	Assessment	45	3.1259	.59156
	Collaboration	45	3.0111	.62401
	CurrInstr	45	2.9407	.64858
	Diversity	45	3.2741	.45665
	Inquiry	45	3.0815	.68223
	Instr_lead	45	2.9889	.73547
	Learn_Comm	45	3.1704	.50062
	Org_Man	45	3.1037	.51159
	Prof_dev	45	3.1630	.50564
	Prof_ism	45	3.1704	.63014
	Reflection	45	3.4000	.44153
	Unity	45	3.0222	.64118
	Vision	45	3.2148	.41533
	Valid N (listwise)	45		
999.00	Assessment	61	3.3033	.64801
	Collaboration	61	3.2760	.73842
	CurrInstr	61	3.3333	.75277
	Diversity	61	3.3661	.67688
	Inquiry	61	3.4317	.54210
	Instr_lead	61	3.2186	.71721
	Learn_Comm	61	3.4262	.59979
	Org_Man	61	3.3388	.70315
	Prof_dev	61	3.2131	.74295
	Prof_ism	61	3.3388	.75643
	Reflection	61	3.5683	.56877
	Unity	61	3.3333	.68313
	Vision	61	3.4863	.66548
	Valid N (listwise)	61		

APPENDIX G

DESCRIPTIVE STATISTICS FOR PRINCIPALS AND TEACHERS COMBINED

Descriptive Statistics

	N	Mean	Std. Deviation
Assessment	106	3.2280	.62797
Collaboration	106	3.1635	.70147
CurrInstr	106	3.1667	.73355
Diversity	106	3.3270	.59269
Inquiry	106	3.2830	.62707
Instr_lead	106	3.1211	.73049
Learn_Comm	106	3.3176	.57161
Org_Man	106	3.2390	.63705
Prof_dev	106	3.1918	.65052
Prof_ism	106	3.2673	.70736
Reflection	106	3.4969	.52301
Unity	106	3.2013	.68030
Vision	106	3.3711	.58612
Valid N (listwise)	106		

APPENDIX H

T-TEST RESULTS

Notes

Output Created		05-JAN-2012 06:38:02
Comments		
Input	Data	C:\Users\hburley\Desktop\cooper193 principal_working.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	106
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=source(99 999) /MISSING=ANALYSIS /VARIABLES=FreqMean /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Group Statistics

	source	N	Mean	Std. Deviation	Std. Error Mean
FreqMean	99.00	45	3.1283	.44648	.06656
	999.00	61	3.3571	.59957	.07677

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Variances assumed	.755	.387	-2.156	104	.033	-.22887	.10614	-.43935	-.01839
Equal variances not assumed			-2.253	103.984	.026	-.22887	.10160	-.43035	-.02739