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Cultural Proficiency Initiative

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HOOD COLLEGE

Leadership Style, Leader–Follower Congruence, & the Implementation of a Cultural Proficiency Initiative

A DISSERTATION

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by
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Leadership Style, Leader–Follower Congruence, & the Implementation of a Cultural Proficiency Initiative

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ABSTRACT

Principals play a critical role in addressing the institutional inequities that prevent students from fully accessing the benefits of public education. School leaders must work in concert with their staff to transform their school into inclusive environments where the social, emotional, and academic needs of all children are met. This case study on the phenomenon of leader–follower congruence examined the leadership style (LS) and culturally proficient leadership style (CP LS) of 11 principals in Pre K–12 settings and their staff in a large mid–Atlantic school district. The study took place at the end of the first year of implementation of a school–based cultural proficiency (CP) initiative. The study’s purpose was to determine principal–staff perceptual congruence of LS and CP LS; principal and staff questionnaires were used to collect data. The questions explored were: How does a principal’s LS influence his or her staff’s perception of the implementation of a school–based CP initiative? How is the principal’s leadership style perceived by themselves and their staff? How does the principal’s leadership style influence the implementation of a CP school district initiative? What influence does leadership style have on a principal’s ability to implement a CP initiative in a manner that engages and supports staff? A conceptual framework was used to guide the study and answer these questions. Overall, findings show that principals’ perception of their LS is incongruent with staff perception across all leadership factors. Principals were viewed as leaders of the CP initiative by the majority of their staff in schools where principal–staff perceptual congruence of transformational LS and CP LS was high. The study informs: (1) leader–follower descriptions and perceptual congruence of LS;

(2) the principal's implementation of a CP initiative; and (3) the influence of transformational LS on staff perception of their principal's leadership of a CP initiative. This study illuminates the importance of principals' awareness of their LS and its influence on staff in their efforts to create inclusive schools for all students.

CHAPTER ONE: INTRODUCTION

School administrators face the challenge of meeting the academic, social, and emotional needs of an increasingly diverse student population. How to eliminate achievement and opportunity gaps between student groups, based on demographic identifiers such as ability, ethnicity, gender, race, and socioeconomic status, also continue to confront school principals. However, additional factors, such as age, family structure, gender expression, gender identity, language, national origin, religion, and sexual orientation (Gardiner & Enomoto, 2006; Lindsey, Nuri-Robins, & Terrell 2009) are significant elements that impact students' abilities to view school as a place where they believe they are safe, valued, and able to succeed academically. The role of principals is critical; principals must recognize the increasing diversity in their schools, as "American school students have always been culturally diverse regardless of whether they are schooled in the midwestern United States or the southwestern border states, or whether they are from a predominant racial-ethnic group or a variety of cultural groupings" (Gardiner & Enomoto, 2006, p. 560). The same components that make students unique make staff distinctive in the experiences and perspectives they bring to the work they do with students, their families, and colleagues.

A report released by the U.S. Department of Education (2016), using data gathered from The National Center for Education Statistics (NCES, 2015), predicted the following on race and ethnic diversity in public schools:

- White students will represent 46% of public school students in 2024, a drop from 51% of the student population in 2012.
- During the same 12-year time frame, the proportion of Hispanic and Asian/Pacific Islander students is projected to increase.

- Hispanic public school students are projected to represent 29% of total enrollment in 2024 (compared to 24% in 2012) and Asian/Pacific Islander students are projected to represent 6% of total enrollment in 2024 (compared to 5% in 2012).
- Black students are projected to be 15% of all public school students in 2024, which is a slight decrease from 16% in 2012 (U.S. Department of Education, 2016, p. 5).

In contrast, the report presents data on the lack of diversity in the elementary and secondary school teacher workforce, finding the teacher “workforce in the United States not as racially diverse as the population at large or the students” (U.S. Department of Education, 2016, p. 6).

The following was presented in the report:

- In the 2011–12 school year, 82% of public school teachers were white. In comparison, 51% of all 2012 elementary and secondary public students were white (Snyder, de Brey, & Dillow, 2016).
- In contrast, 16% of students were black, (Snyder et al., 2016) and 7% of public teachers were black.
- While 24% of students were Hispanic, (Snyder et al., 2016) 8% of teachers were Hispanic.
- In the 2011–12 school year, the racial demographics of elementary school teachers were similar to those of secondary school teachers.
- In addition, K–12 educators were less likely to be black or Hispanic than early learning educators (particularly those teaching in Head Start or teaching without a bachelor’s degree) (Saluja, Early, & Clifford, 2002).
(U.S. Department of Education, 2016, p. 6)

Although a gap exists between race and ethnicity demographics of teachers and students, it is important to acknowledge differences between students and staff on personal identifiers such as ability, gender, socioeconomic status, family structure, gender expression, gender identity, language, national origin, religion, and sexual orientation. These differences also influence how teachers and students interact with each other and the need for culturally competent educators aware of the diverse backgrounds and perspectives of their students in an increasingly diversifying society (Patel, 2017).

School-based administrators must acknowledge the various forms of diversity in their students and staff to ensure the school's practices contribute to achievement and opportunity for all students. Administrators who do not change practices, do not engage all students, and do not consider the cultural, economic, linguistic, and racial diversity of a rapidly changing student population will continue to fail students (Perie, Grigg, & Donahue, 2005). In his work with schools across the United States, Howard (2007) found that, transforming schools into places where all students believe they are safe and can academically thrive starts with "educators before it can realistically begin to take place with students" (p. 18). Howard (2007) asserts, that to serve all students well, many education leaders are working to transform themselves and their schools. To build their capacity and that of their staff, some principals infuse equity-based initiatives into professional learning (PL) opportunities offered to their school personnel.

Background of Study

The achievement gap. In 1971, detailed information on academic achievement gaps began to circulate within the education community because of the report completed by the National Association of Educational Progress (NAEP) (Perie, Moran, & Lutkus, 2005). However, it was not until the federal reauthorization of Title I of the Elementary and Secondary

Education Act or the No Child Left Behind Act (2002), that schools across the U.S. were required to publicly communicate accountability measures and work toward closing achievement gaps. Efforts to eliminate achievement gaps are multi-faceted, with one of the dimensions focused on preparing educators for culturally diverse classrooms (Anderson, 2011; Scott & Mumford, 2007). Cultural proficiency (CP) is one approach some school districts and school-based administrators began to incorporate into their work with students. CP provides educators with an opportunity to develop a lens to examine their instruction and interactions with students. It also supports efforts to eliminate persistent achievement gaps between student groups in their district and schools (Quezada, Lindsey, & Lindsey, 2013).

Delores B. Lindsey (2009), in her book *Culturally Proficient Learning Communities*, lists five elements found in schools that possess the potential to increase efforts to support the achievement of diverse student populations successfully. The elements found in these schools are: (1) a shared vision; (2) collaboration; (3) shared decision making; (4) participation in continuous learning; and (5) work in an environment with supportive leadership (Dufour & Eaker, 1998; Hord & Sommers, 2008; Louis & Kruse, 1995). According to Terrell and Lindsey (2009), successful implementation of these elements requires supportive leaders whose words and actions are congruent; they assert that “bridging achievement gaps is a complex undertaking that requires leaders who have knowledge of the social dynamics within society and...schools” (p. 13).

According to Lindsey, Roberts, and CampbellJones (2013), a distinguishing characteristic of culturally proficient leaders is their ability to advocate for “people because it is the right and moral thing to do irrespective of whether or not the subjects of the advocacy are in the room at the time” (p. 90). School administrators who advocate and inspire transformative actions,

understand the importance of changing how they and others work in diverse environments and embrace the belief that CP requires personal transformation (Lindsey et al., 2013). Principals, along with their staff must work together to create inclusive schools; therefore, it is essential that principals examine if their LS motivates staff to engage in transformative practices. Shepherd–Jones and Salisbury–Glennon (2018) found “that the manner in which teachers perceived their principal’s style of leadership related to the motivation they experienced at work” (p. 124). A principal’s LS and how they are perceived is an essential component of their ability to be seen as a culturally proficient leader; this leader–follower perceptual congruence was the focus of this case study.

Leadership style. Stogdill (1974, p. 7) states that “in a review of leadership research, there are almost as many different definitions of leadership as there are people who have tried to define it” (p. 2). For the purpose of this study, leadership is defined as “the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization” (House et al., 1999, p. 184). This definition shows the relationship between leadership and influence; void of influence, there is no leadership. Only in the interaction between leaders and those that follow them, are leadership behaviors observable (Jago, 1982). There are many different approaches to leadership that can be learned (Northouse, 2016). For the purpose of this study, the term leadership style (LS), is the approach and manner of leading (Newstrom & Davis, 1993).

Transformational leadership. Transformational leadership is one LS discussed in CP literature (Lindsey et al., 2009; Lindsey et al., 2013; Arriaga & Lindsey, 2016). Antonakis and House (2013) define transformational leaders as:

Agents of change by arousing and transforming followers' attitudes, beliefs, and motives from a lower to a higher level of arousal. They provide vision, develop emotional relationships with followers and make them aware of, and believe in, superordinate goals that go beyond self-interest (p. 8).

Principals leading a CP initiative must demonstrate behaviors and communicate beliefs that transform their staff's attitudes and beliefs about the diversity of the children in their classrooms. Better communication between leaders and followers is indicative of congruence between leader and follower perspectives on administrative effectiveness (Keyton, 2010). A CP initiative led by a principal whose perception of their transformational leadership is congruent with his or her staff's perception is better able to facilitate conversations on policies, practices, and structures that do not meet the needs of all students.

Importance of principals' leadership style. Lok and Crawford (2004) found that "organizational culture and leadership styles are important antecedents of job satisfaction and commitment" (p. 335). A 1970 U.S. Senate Committee Report on Equal Educational Opportunity (United States, 1972), still relevant today, addressed the role played by principals in teacher job satisfaction and commitment, stating, "it is the principal's leadership that sets the tone of the school, the climate for teaching, the level of professionalism, and morale of teachers, and the degree of concern for what students may or may not become" (S. Report 92-000, 1972, p. 56). In addition, Marzano (2003) states that "leadership could be considered the single most important aspect of effective school reform" (p. 172). Principals take the lead and influence reforms that transform their schools into places where teachers examine instructional practices and structures that best meet the needs of their diverse student population; multicultural education is one reform initially implemented by some school leaders.

Multicultural education. Ethnic studies programs were the first phase of multicultural education in U.S. public schools (Banks, 2013). The start of multicultural education can be traced back to the Civil Rights Movement of the 1960s when Black/African Americans and in turn other ethnic, gender, and race groups precluded from equal access to housing, jobs, and academic opportunities challenged discriminatory policies and practices (Banks, 1989; Davidman & Davidman, 1996). Following the Civil Rights Movement, Black/African Americans, Asian Americans, Mexican Americans, Native Americans, and Puerto Ricans demanded that “their histories, struggles, contributions, and possibilities be reflected in textbooks and in the school curriculum” (Banks, 2013, p. 74). Banks (2010) states that multicultural education is: (1) an idea or concept; (2) an educational reform movement; and (3) a process that “incorporates the idea that all students—regardless of their gender, social class, and ethnic, racial, or cultural characteristics—should have an equal opportunity to learn in school” (p. 3).

This study takes place in a school district that adopted a multicultural curriculum, incorporating content and resources that depicted children and community members from diverse racial and ethnic groups, and in the 1990s, hired a district level administrator to provide PL and support on multicultural education. School-based administrators and teachers in the district received PL on the cultural competencies of students not meeting state standards on standardized assessments and tools to “help students develop the knowledge, attitudes, and skills needed to function within their own microcultures, the U.S. macroculture, other microcultures, and the global community” (Banks, 2010, p. 25). A missing component of the PL was time for participants to reflect on their beliefs and attitudes about the diversity of students and learners in their schools and classrooms.

Persistent achievement and opportunity gaps lead the superintendent in 2015 to direct the district to be the first district in the nation to close the achievement gap. Instead of continuing the same multicultural PL program already in place, school district leaders saw the need to adjust. Ladson–Billings (2004) recommends that “multicultural education must be open to conflict and change, as is true of any culture and cultural form if it is to survive” (p. 63). With the introduction of the CP initiative, the school district changed processes and goals, resulting in a change in individual practices aimed at eradicating the achievement gap.

Ladson–Billings (2004) suggests teachers in K–12 classrooms “have to work back and forth between individual and group identities, while at the same moment taking principled stands on behalf of students who, because of some perceived difference or sense of otherness, are left behind” (p. 63). An element missing from the school system’s adoption of multicultural education was an examination of how individual and group cultures contribute to how students are instructed and experience school. Providing an opportunity for educators to examine individual identity allows for a consideration of “new ways to think and learn about human diversity” (Ladson–Billings, 2004, p. 63) and their influence in creating equal opportunities for all students. To examine the influence of individual and group identities, the school district implemented a CP initiative, which is “a model for shifting the culture of the school or district; it is a model for individual transformation and organizational change” (p. 4).

Cultural proficiency. I believe that to address persistent achievement gaps, school–based administrators must increase their awareness of how their cultural identifiers, culture, and experiences influence the work they do with students and teachers, while also learning about the various diversity factors represented in their school community. The CP initiative requires school leaders to model the values and behaviors that allow them and their school to work effectively

across cultures (Nuri-Robins, Lindsey, Lindsey, & Terrell, 2012). A focus of the initiative is a leader's ability to establish a culture in their school that respects and values the diversity of its members. Beer (2009) defines culture "as the assumptions, beliefs, values, and resultant behavior leaders invent or discover to solve problems in the external and internal environment" (p. 540). The problems that principals discover and attempt to solve lead to schoolwide changes, but leaders must be the first to change.

One way leaders transform themselves, and, in turn their schools, is by understanding their cultural history and its influence on their lives today, as well as that of their students and the communities in which they live. The CP model is one means some school leaders use to better understand their cultural history and that of their students and staff. Lindsey et al. (2009) claim that schools without "effective leadership focused on meeting the academic and social needs of all demographic groups of students enrolled" cannot become culturally proficient (p. 53). Nuri-Robins et al. (2012) define CP as:

the policies and practices of an organization or the values and behaviors of an individual that enable the organization or person to interact effectively in a culturally diverse environment. It is reflected in the way an organization treats its instructors, its learners, and its community. Cultural Proficiency is an inside-out approach to issues arising from diversity. It is a focus on learning about oneself and recognizing how one's culture and one's identity may affect others, not on learning about others (p. 15).

The developmental, inside-out approach of CP, requires school administrators to consider how their cultural identity and experiences contribute to how they support the needs of a diverse student and staff population. According to Terrell and Lindsey (2009), the inside-out

approach is about one's "ability and willingness to recognize that change is [a]...process in which we are students of our assumptions about self, others, and the context in which we work with others" (p. 20). To this end, one way leaders support the schools they serve is by communicating "a clear, culturally proficient vision to...teachers, and community members. [Such] leaders inspire and expect transformative actions by all members of the educational community" (Lindsey et al., 2009, p. 53). However, before school-based administrators can expect others to engage in transformative actions, they first must engage in inside-out transformative work.

Change initiative in P-12 school settings. Asking school staff to change their way of operating is a significant challenge. There is not a high success rate of changes within a work unit that result in a positive impact on employees (Herold, Fedor, & Caldwell, 2007). For organizations that successfully implement change, Van Dam, Oreg, and Schyns (2008) found that "changes stand a better chance of gaining employee acceptance in work situations that are characterized by close, supportive relationships between leaders and subordinates, and a climate that fosters continuous change and development" (p. 330). Within school districts, change impacts staff at various levels. Leaders are at the forefront of implementing systemic change; this is especially the case with school-based administrators. School principals play a significant role in maintaining a climate where staff perceives they are supported in their efforts to embrace and advance an initiative, in the midst of an implementation of systemic change (Pepper & Thomas, 2002).

Initiatives that lead to change within an organization involve a leader's ability to realign structures, management processes, people skills, and culture to implement a new direction for his or her work unit (Beer, 2009). Latham (2011) suggests there are three elements leaders must

incorporate into their implementation of new programs for them to be successful: (1) visibly demonstrate support of the program; (2) maintain the [organization's] culture by teaching and communicating its core values; and (3) encourage people to make errors (p. 66). It is my belief that a principal's ability to implement an equity or CP based initiative in their school, while incorporating the three elements Latham (2011) suggests, is based on their LS.

Since the success of many initiatives depends on how school-based administrators communicate and implement them in their school, it is important to consider implementation and fidelity of implementation briefly. Century and Cassata (2016) state that for many decades, educators have developed numerous innovations, technologies, and theories on how “to develop, enact, iterate, operationalize, institutionalize, and diffuse something that will” improve the education of students (p. 169). They define innovations as “programs, interventions, technologies, processes, approaches, methods, strategies, or policies that involve a change (e.g., in behavior or practice) for the individuals (end users) enacting them” (Century & Cassata, 2016, p. 170). For this study, the CP initiative is not a program or intervention, but an approach or process that involves school-based administrators and teachers reflecting on how the work they do with students, their families, and colleagues is influenced by their identifiers, culture, and experiences. Such reflection leads principals and their staff to change structures, policies, and practices that do not meet the needs of those within their school community.

While implementation of education initiatives has been researched for decades (Berman, 1981; Fullan & Pomfret, 1977; Penuel, Fishman, Cheng, & Sabelli, 2011; Scheirer, Shediak, & Cassady, 1995; Spillane, Reiser, & Reimer, 2002), it is still considered a relatively young field of scholarship in education, with implementation fidelity being viewed as execution of an initiative as intended (Century & Cassata, 2016). Research since 2000 presents findings that suggest

fidelity of implementation as being potentially beneficial in the implementation of initiatives to improve educational policies, programs, and structures (Domitrovich & Greenberg, 2000; Downer & Yazejian, 2013; Durlak, 2010). Sanetti and Kratochwill (2009) recommend that engagement of participants, the amount of the initiative delivered and/or received, and how well the initiative is delivered as contributing factors to fidelity of implementation. Five components of a program's integrity are identified by Dane and Schneider (1998): (1) adherence; (2) exposure; (3) quality of delivery; (4) participant responsiveness; and (5) program differentiation.

Most school system initiatives are communicated and delegated to principals and other school-based administrators in a train-the-trainer format in which they need to learn the new content, strategies, or approaches and adjust them to meet the specific needs of their school. Pancucci (2007) explains the PL train-the-trainer model as "...bringing one or more lead teachers to central workshops, training them in specific skills or programs, and requiring them to train their colleagues at their home school in the demonstrated skills" (p. 598); this is the primary way leaders are prepared to deliver systemic PL to staff in the school district in which this study took place.

Therefore, for this study, the fidelity of the CP initiative's implementation considered:

1. Who delivered the CP professional learning (CP PL)?
2. When and how was the CP PL delivered?
3. How much time was taken delivering the CP PL?
4. Were CP practices and approaches integrated into the school community outside of the CP PL delivered?

Teacher perception of initiative implementation. The ultimate goal of PL opportunities is to provide teachers with quality experiences that allow them to foster learning environments in

their classrooms resulting in academic achievement for all student groups (NSDC, 2001). The National Staff Development Council (2001) issued the following standards for staff development content:

- Equity: Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
- Quality teaching: Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- Family involvement: Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately (p. 2).

These PL content standards are infused in the CP work school administrators engage in with their staff. As principals engage teachers in PL, Mullen and Hutingger (2008) emphasize that "principals are encouraged to incorporate practices inclusive of all faculty members" (p. 227). This inclusivity is especially important during CP PL when the expectation is that all staff engage in self-reflection on their ability to work effectively across differences.

Zmuda, Kuklis, and Kline (2004) propose that "to be judged successful, staff development [PL] must result in staff members performing more competently individually and collectively, having a sense of professional pride in both kinds of performance" (p. 180). The CP initiative requires staff to engage in individual and collective reflection to determine whether

their practices best meet the needs of all students. Mullen and Huting (2008) argue that “principals are in the unique position to create conditions that foster teacher development and student learning” (p. 283); it is the principals’ ability to foster an environment where teachers feel safe engaging in personal and collective reflection that is an essential element of the CP initiative.

The essential factor in the success of staff learning groups and collective efficacy is the principal (Powell & Gibbs, 2018; Drago-Severson, 2004; Schmoker, 2006; Sparks & Hirsh, 1997). According to Murphy and Lick (2005), principals must prioritize what PL teachers receive, ensure they access growth opportunities that add to their practitioner knowledge and instructional repertoire, and learn alongside their teachers. Principals gain new information when they engage in analyzing student data, examining research-based strategies, and studying academic outcomes; in this environment, principals are fellow learners with their staff and promoters of PL (DuFour et al., 2004; Roberts & Pruitt, 2003).

For school-based administrators, leading and learning during CP PL with their staff is essential. Reflecting on individual and collective practices requires principals to learn and engage in the CP inside-out process, then model their learning for staff. Zmuda et al. (2004) discuss the role of principals leading and teaching in a school community where all become leaders in achieving their desired goals:

Leadership and teaching as distributed qualities come together. Shared leadership must guide and support teachers through the change process; teachers must have the opportunity to learn so that they can, in turn, improve student performance. Leaders must provide teachers access to one another to work through problems together and to learn from one another’s solutions (p. 169).

For these reasons, this study aimed to understand LS' influence on the implementation of a school's CP initiative.

School system initiative delivery method. This study occurred in one large mid-Atlantic school district, given the pseudonym Rolling Mountains School District (RMSD) for the purpose of this study. The school system consists of 68 schools, including 38 elementary schools, 13 middle schools, 10 high schools, three public charter schools, an alternative school, a special education school, career and technology center, and a flexible evening high school. There were 2,940 teachers and 140 principals and assistant principals employed in the district at the time of this study.

The expectation was that delivery of the school district's CP initiative to teachers be led by principals via the train-the-trainer model. The district equity team provided PL to administrators and a representative from their school (a classroom teacher, counselor, or media specialist) to prepare them for delivery of CP PL to their teachers. Another expectation was that administrators take the modules developed by the district level equity team and adjust them appropriately to meet the needs of their staff and school community, while maintaining the modules' core objectives and school system expectations for closing achievement gaps.

Statement of the Problem

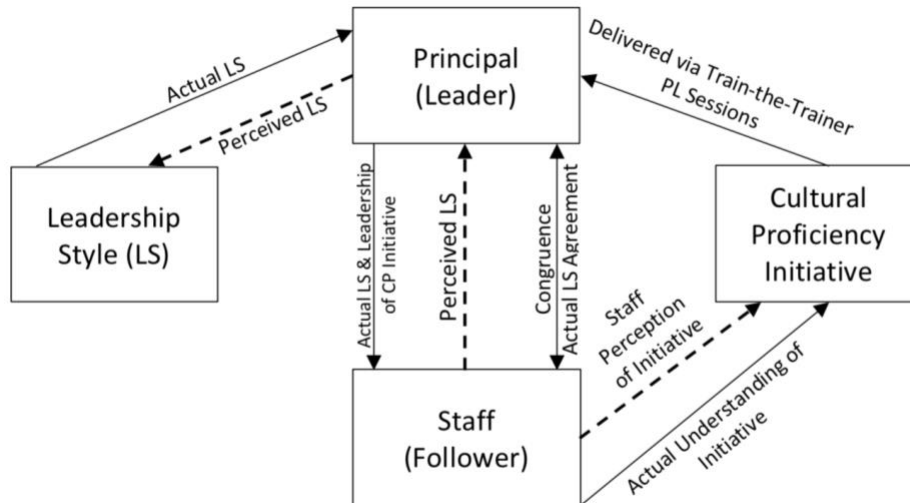
Principals face the challenge of leading a relatively homogenous teaching staff in the work of eliminating achievement gaps with an increasingly culturally diverse student population. Persistent achievement gaps have prompted the introduction of various initiatives and programs to assist schools with understanding the diverse student groups they teach and supporting the needs of all learners.

One model principals use to address the achievement gap is CP. Schools that incorporate CP initiatives engage in an inside–out approach that requires them to look at how their identifiers, culture, and background creates attitudes and beliefs that allow them to work effectively or ineffectively across differences. Educators self–reflecting on their ability to meet the needs of all children in their classroom must occur in an environment where they are willing to take risks; such an environment is fostered by principals who take the lead in: (1) acknowledging and integrating knowledge of new populations and cultures into their school; (2) changing practices, policies, procedures, and structures that exclude students from access to equitable opportunities and identify underperformance of student groups; (3) creating a school community where all members are valued; (4) serving the needs of all community members; and (5) setting clear expectations on the purpose of the CP initiative and its influence on all school system initiatives (Lindsey et al., 2013).

Therefore, the overarching question that guided the focus of this study was: How does a principal’s LS influence his or her staff’s perception of the implementation of a school–based CP initiative? To answer the overarching question the conceptual framework that guided this study investigated (1) principals and teachers’ description of LS and CP LS; (2) the perceptual congruence between principal and staff perceptions of LS and CP LS; (3) principal’s implementation of a CP initiative; and (4) the influence of LS on the implementation of a CP initiative, Figure 1.

Figure 1

Leadership Style, Leader–Follower Perceptual LS Congruence, and Staff Perception of Cultural Proficiency Initiative



Purpose of the Study

The purpose of this a study on the phenomenon of leader–follower congruence was to examine principals and teachers’ description of LS, leader–follower perceptual congruence of LS, and principals’ implementation of a school–based CP initiative. The study was guided by the following subquestions:

1. How is the principal’s leadership style perceived by themselves and their staff?
2. How does the principal’s leadership style influence the implementation of a CP school district initiative?
3. What influence does leadership style have on a principal’s ability to implement a CP initiative in a manner that engages and supports staff?

Significance

This research can inform administrators about LS that support the implementation of a CP initiative within their school. Findings from this study can be used to recommend

characteristics aligned with specific LS that contribute to a leader's ability to implement equity-based initiatives.

Principals' abilities to self-reflect on how their culture, personal identifiers, and background contribute to their ability to work effectively across differences in their work supporting the academic success of students may allow teachers to feel safe in engaging in such reflection. Teachers who perceive their principal engaged in personal leadership development and supporting them in self-reflection that causes implicit biases to surface, may lead to opportunities for professional conversations that result in changed instructional practices, classroom management procedures, and communication styles that currently fail to support the needs of all students.

Another area of significance is recommendations to principals on leadership characteristics that may assist in leading their staff in initiatives that require school communities to reflect on best practices that promote working effectively in culturally diverse settings. Leaders who possess characteristics found to contribute to the implementation of CP initiatives may want to build on their strengths. While those who do not currently incorporate leadership characteristics found to contribute to leading and facilitating a CP initiative may work to develop those qualities.

Significance to school district. The mission of RMSD is to reach, challenge, and prepare students for success in a global society. To accomplish its mission and work toward eliminating achievement and opportunity gaps, RMSD has five aspirational goals:

1. Equipping each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.

2. Hiring, supporting, and retaining staff who champion individual, professional, and student excellence.
3. Pursuing and utilizing all resources strategically and responsibly to achieve identified outcomes and inspire public confidence.
4. Nurturing relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system.
5. Promoting a culture fostering wellness and civility for students and staff.

The CP initiative is a core priority that contributes to the school district achieving its mission and aspirational goals, as it requires individual examination of how each staff member contributes to the overall success of each student. A progressive decrease in achievement and opportunity gaps is one desired result of the CP initiative; a longer-term outcome are changes to practices, structures, and policies that currently do not meet the needs of all students. This study contributes to understanding how principals' LS support the school district in achieving its goal of being the first in the United States to eliminate achievement gaps.

CHAPTER TWO: LITERATURE REVIEW

The purpose of this case study on the phenomenon of leader–follower congruence was to examine the impact principal–staff perceptual congruence of LS had on staff’s perception of their principal’s leadership of a CP initiative. Section one of this literature review provides a historical overview of federal actions and legislation that advanced United States public schools toward equitable opportunities and accountability for the success of all students. This historical overview is provided to show that instead of being proactive to the needs of an increasingly diverse student population, public school educators were reactive to federal mandates. Section two provides a review of the literature on the emergence and application of the CP model and leadership in public schools. The chapter ends with a review of the theoretical model on transformational leadership as a LS found in CP leaders and a discussion of leader–follower perceptual congruence.

Historical Overview of Changing Demographics in United States Classrooms Since the 1950s

In 1635, the first public school, in what would become the United States, opened in Massachusetts. Two hundred seventeen years later, in 1852, the nation passed the first compulsory school attendance law. However, such laws were not enforced in all forty–seven states until 1918 (Newman, 2006). Also, during the first half of the 19th century, student enrollment remained relatively low with roughly half of all five to nineteen–years old enrolled in school, the majority being male; during this same period, rates of enrollment for Black students were lower than for whites (Snyder, 1993). The start of the 20th century witnessed a steady increase in enrollment rates for males and females of all race and ethnic groups (Snyder, 1993).

A consideration of the federal government's involvement in the rise of United States public school initiatives addressing equitable opportunities and academic success for all students will provide the background for this study. Due to historical legislation desegregating public schools based on race, a review of public education's history in the United States will start in the second half of the 20th century.

United States public education in the 1950s. In 1950, a gap existed in gender, race, and ethnic demographics of students enrolled in American public schools (Snyder, 1993). Also, during the first half of the 20th century, many schools, primarily in southern states, engaged in segregating the education of students based on race and ethnicity until the Supreme Court ruling in the case *Brown v. Board of Education of Topeka, Kansas* (*Brown v. Board of Education*, 1954). In 1954, Chief Justice Warren delivered the Court's opinion on school segregation:

Education is perhaps the most important function of state and local governments.

It is the very foundation of good citizenship. Today it is a principle instrument in

awakening the child to cultural values, in preparing him for later professional

training, and in helping him to adjust normally to his environment. In these days,

it is doubtful that any child may reasonably be expected to succeed in life if he is

denied the opportunity of an education. Such an opportunity...is a right which

must be made available to all on equal terms... A sense of inferiority affects the

motivation of a child to learn... We conclude that, in the field of public education,

the doctrine of "separate but equal" has no place (Warren & Supreme Court Of

The United States, 1953, p 493).

The Court's ruling in *Brown v. Board of Education* (1954) set the stage for the desegregation of public schools and the diversifying of classrooms across the nation. However,

the ruling did not provide deliberate or speedy desegregation (NAACP Legal Defense and Educational Fund, 1952), nor did it specify guidance on how to support schools in teaching a diverse population. At the time of the Court's ruling, student enrollment across gender and races, those reported at the time, increased from 78.7% in 1950 to 86.2%, with white males comprising the majority of students enrolled (Snyder, 1993).

During the 1950s, another event, the Soviet Union's launching of Sputnik, indirectly influenced American public education. In the history of education in the United States, the National Defense Education Act (NDEA) of 1958, passed four years after *Brown v. Board* (1954), is viewed by some scholars as an important watershed moment (Bailey & Mosher, 1968). Funding for educational institutions was provided through the NDEA, with an emphasis on science, math, and foreign languages, in response to the Soviet Union's launching of Sputnik and fear that the United States was losing its technological advantage. The NDEA resulted in some educators promoting the idea that all high school students complete mandatory coursework (Kessinger, 2011). However, when the NDEA was enacted, a gap still existed in race and ethnic student enrollment (Snyder, 1993) and heterogeneous classrooms across the country did not exist.

In 1958, seven states still maintained school segregation: Virginia, South Carolina, Georgia, Alabama, Florida, Mississippi, and Louisiana (Baker, 1958). When NDEA was passed, a 1958 report published in the *Washington Observer*, found of the 8,000 school districts in the 17 states and the District of Columbia that had laws enforcing segregation before *Brown v. Board* (1954) ruling, only 764 were desegregated (Baker, 1958) as shown in Table 1. At the end of the decade, United States education was moving toward an increasingly diverse student population.

However, Urban and Wagoner (2009) assert that while “the specter of Brown loomed over the entire era...the issue of racial justice raised by Brown vs. Board has not gone away” (p. 351).

Table 1

Desegregation of 17 States and District of Columbia Enforcing School Segregation in 1954 and Desegregation of Schools by 1958

State	Total Districts	Biracial Districts	Desegregated
Alabama	111	111	0
Arkansas	423	228	9
Delaware	102	61	17
Washington, D.C.	---	---	2
Florida	87	87	0
Georgia	200	196	0
Kentucky	217	170	114
Louisiana	67	67	0
Maryland	26	23	21
Mississippi	151	151	0
Missouri	---	244	209
North Carolina	172	172	3
Oklahoma	1450	216	216
South Carolina	107	107	0
Tennessee	152	141	3
Texas	1458	722	123
Virginia	114	114	0
West Virginia	55	43	47
Total	8000	2889	764

(Baker, 1958)

United States public education in the 1960s. As noted by Urban and Wagoner (2009), the 1960s experienced turmoil in schools; however, African Americans achieved “tangible victories for...entrance into mainstream institutions, including the public schools” (p. 357). A provision under Title VI of the 1964 Civil Rights Act allowed for federal funds to be withheld from districts still segregating their schools. The success of African American students, ignited other ethnic, gender, and ability groups to seek equitable opportunities. For example, at the end of the 1960s, the Mexican American Legal Defense Fund worked on the behalf of Mexican Americans and succeeded in declaring them “an identifiable ethnic group to which Brown and its

successor decisions could be applied” (Urban & Wagoner, 2009, p. 361). Additionally, in 1973 the Supreme Court ruling in the *Keyes v. School District No. 1* (1973) desegregation case determined that Mexican American children had, like African American children, been illegally segregated in public schools (Urban & Wagoner, 2009).

Along with pursuing equitable opportunities for students of all racial and ethnic groups, action to address the needs of students living in poverty occurred during the 1960s. The Economic Opportunity Act (EOA) of 1964 led to the creation of the Head Start program to prepare children living in poverty for school. A year after the EOA, the most influential and transforming piece of American educational legislation, the Elementary and Secondary Education Act (ESEA) of 1965, was passed by Congress (Urban & Wagoner, 2009; McGuinn, 2015). ESEA was “the most costly and comprehensive federal education law that had ever been passed” and initially was enacted in response to “the educational problems of the poor” who were represented in almost all school districts (Urban & Wagoner, 2009, p. 373).

In 1968, Congress passed a Bilingual Education Act (BEA) which did not mandate bilingual programs. The BEA was enacted in response to a recognition that the low academic achievement of Spanish-speaking students was related to a lack of proficiency in the English language; the law resulted in some content being taught in English and Spanish. As with previous legislation, it was not until additional federal actions that progress toward improving bilingual education for students was made. The 1974 Supreme Court ruling in *Lau v. Nichols* (1974), filed on behalf of Chinese American children, spurred an emergence in the development of various approaches to bilingual education in public schools.

United States public education in the 1970s. Gender and ability were the focal points of two legislative Acts in the decade following the 1960s. In response to females being required to

earn higher test scores and grades for admission to colleges and universities, given less access to scholarships, and exclusion from male-dominated academic and sports programs (U.S. Department of Justice, 2012), Title IX of the Higher Education Act of 1972 prohibited discrimination on the basis of gender. While the impetus behind Title IX was for women in college and university settings, it provided equitable academic and athletic opportunities for females in public schools. Today, with the heightened awareness associated with the bullying and harassment of lesbian, bisexual, gay, and transgender (LGBT) students, "federal courts and agencies are increasingly holding school districts accountable under Title IX [for failure] to protect LGBT students from gender-based bullying" (Kimmel, 2015, p. 2006).

Rights for the inclusion of students with disabilities was "one of the most significant acts of educational legislation during the 1970s" (Urban & Wagoner, 2009, p 365). Passage of the Equal Educational Opportunities Act (EEOA) required schools to overcome barriers that prevented equal protection for all students by prohibiting discrimination of students with disabilities. Under the legislation, students with physical and special education needs are required to be taught in the least restrictive educational environment possible. The development of an Individualized Education Plan (IEP) for all students enrolled in special education programs was another outcome of the law to set, monitor, support, and ensure student growth toward academic objectives. The inclusion of students with disabilities was viewed by some as an unnecessary federal imposition placed on schools. Some teachers and parents with students not in need of special education services viewed the act as a distraction to the "education offered to the main body of students" (Urban & Wagoner, 2009, p. 365).

United States public education in the 1980s. Federal involvement in the rights of the individual was a shift from equitable access for race, ethnic, gender, language, and ability groups

seen during the three decades preceding the 1980s (Urban & Wagoner, 2009). Echoing back almost thirty years, in April 1983, the National Commission on Excellence in Education released the report, *A Nation at Risk: The Imperative for Educational Reform*. The report starts with the role education plays in the progress of the nation by stating:

All, regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the utmost. This promise means that all children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgement needed to secure gainful employment, and to manage their own lives, thereby serving not only their own interests but also the progress of society itself (Gardner, Larsen, Baker, Campbell, & Crosby, 1983, p. 9).

After opening the report by acknowledging the rights all children have to the benefits offered by education, the commission states, “We have even squandered the gains in student achievement made in the wake of the Sputnik challenge” (Gardner et al., 1983, p. 9).

A Nation at Risk was met with a range of criticism and support. Some viewed the report as an opportunity for the government and public to criticize educators, while others perceived it as an acknowledgment of the shift away from core academic instruction resulting in lower test scores in reading, mathematics, and science (Urban & Wagoner, 2009). Despite the continuum of views, states across the country adopted curricula and imposed higher academic standards for student achievement (Graham, 2013). One of the outcomes of the report would occur eighteen years later in the mandated attention of students’ growth, specifically in the areas of reading and math, in elementary and secondary schools (Mehta, 2015) and the requirement that states report disaggregated student performance results.

United States public education since the 1980s. To date, since 1965, ESEA has been reauthorized eight times. In 2002, the legislation was reauthorized and renamed, No Child Left Behind (NCLB). Unlike the 1994 reauthorization that set a Title I standards-based agenda and was a significant shift in accountability provisions (DeBray, 2006) for students living in poverty, “NCLB legislation identified specific ethnic and socio-economic subgroups and held districts accountable for their progress vis-à-vis other identified groups” (Groen, 2012, p. 5). Like federal actions prior to it, NCLB was met with a wide range of criticism and acceptance; the one requirement all public schools receiving federal funds could not escape was mandated testing (Urban & Wagoner, 2009). For the first time in American public education, schools were required to report how successful they were in educating all students; bringing to light education achievement gaps that had historically existed.

Since the opening of the first public high school in America, one hundred thirty-three years passed until federal actions that prompted the beginning of educational desegregation for the nation’s children. To date, 65 years have passed since the Supreme Court’s ruling that “it is doubtful that *any* child may reasonably be expected to succeed in life if he is denied the opportunity of an education” (Warren & Supreme Court Of The United States, 1953, p. 493).

This historical review does not encompass all federal actions related to ensuring equitable access to academic opportunities for all children within United States’ public schools; nor does it address all student groups. The goal is to offer an overview, without diminishing the value of any one group or elevating the significance of any one federal action. A consideration of the federal government’s role in the history of equitable opportunity in classrooms across the United States also illuminates our understanding that ensuring the academic, social, and emotional needs of a diverse student population did not primarily originate with public educators. However, in

response to federal actions, school districts across the nation have sought various resources, programs, and initiatives to assist in educating the diverse student population they serve. Judicial and legislative actions supported equity but did not consider institutional inequities and biases perpetuated by individuals and groups. Nor did federal actions consider the significant role of district and school-based leaders in implementing inclusive practices to meet the needs of all students. It is for these reasons that this study aimed to examine the role of school-based leaders in implementing a CP initiative that assists staff with providing instruction and opportunities that address the needs of all students in their diverse classrooms.

Cultural Proficiency

The seminal work of Terry Cross, *Towards a Culturally Competent System of Care* (1989), laid the groundwork for many of the CP tools used by school districts and schools. Cross's (1989) monograph was developed to assist states and communities in promoting appropriate care for children and adolescents regarding mental health. The monograph was written to support the work of "services providers, policymakers, and administrators of public and private child-serving agencies without regard to race, culture, or ethnicity" (Cross, 1989, p. 6). In recognition of the richness and complexity that results from diversity, organizations have adopted some of the culturally competent foundational components or tools Cross (1989) asserts are important; they include:

- training and technical assistance in conjunction with use of his published work (p. 6);
- defining cultural competence as "a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or amongst professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations" (p. 7); and

- a six–point cultural competence continuum (p. 7).

Nuri–Robins et al. (2012) credit Cross’ (1989) work with establishing “a major shift in responding to differences in preK–12 schools, universities, social agencies, law enforcement agencies, and healthcare providers across the country” (p. 3). For their work in preK–12 school settings, Lindsey et al. (2009) adapted the cultural competence framework to CP for several reasons:

- Cultural proficiency is proactive; it provides tools that can be used in any setting, rather than activities and techniques that are applicable in only one environment.
- The focus of cultural proficiency is values based and behavioral, not emotional.
- Cultural proficiency is to be applied to both organizational practices and individual behavior. (p. 4)

In contrast to the cultural competence definition used by Cross (1989), Nuri–Robins et al. (2012) define cultural proficiency as:

the policies and practices of an organization or the values and behaviors of an individual that enable the organization or person to interact effectively in a culturally diverse environment. It is reflected in the way an organization treats its instructors, its learners, and its community. Cultural Proficiency is an inside–out approach to issues arising from diversity. It is a focus on learning about oneself and recognizing how one’s culture and one’s identity may affect others, not on learning about others (p. 15).

This definition describes the cultural shift school districts and schools initiate in organizational change and individual transformation (Lindsey et al., 2009).

Culture and personal identifiers. For this study, culture encompasses the set of shared beliefs and practices of members of a particular group that distinguishes them from another; in addition to race and ethnicity, culture includes affiliations such as age, ancestry, gender, geography, physical and mental level of ableness, sexual orientation, and socioeconomic status (Lindsey et al., 2009; Terrell & Lindsey, 2009).

Using the work of Gardenswartz and Rowe (2008) as well as Loden and Rosener (1991), the studied school district adopted a model, the Diversity Wheel (see Appendix A), which illustrates personal identifiers. The school system also adopted and defined a student diversity wheel to foster and highlight the cultural diversity within the student population (see Appendix B). The identifiers each wheel represents illustrate an individual's uniqueness. Table 2 provides definitions for the four primary dimensions in which personal identifiers are grouped: (1) Personality; (2) Internal; (3) External; and (4) Organizational (Gardenswartz & Rowe, 2008; Loden & Rosener, 1991).

The CP approach requires organizations and individuals to examine their policies, practices, values, and behaviors instead of reversing the examination to focus on others and their ability to work effectively across differences (Nuri-Robins et al., 2012). Starting such an examination, with an understanding that each organization and person has their own culture, leads groups and individuals in the work needed to respond to others "in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each" (National Association of Social Workers, 2015, p 13).

Table 2

Four Dimensions of Individual Diversity for Staff and Students

Dimensions	Staff	Students
Personality	This includes an individual's likes and dislikes, values, and beliefs. Personality is shaped early in life and is both influenced by, and influences, the other three layers throughout one's lifetime and career choices.	This includes an individual's likes and dislikes, values, and beliefs. Personality is shaped early in life and is both influenced by, and influences, the other three layers throughout one's lifetime and career choices.
Internal	These include aspects of diversity over which we have no control (though "physical ability" can change over time due to choices we make to be active or not, or in cases of illness or accidents). This dimension is the layer in which many divisions between and among people exist and which forms the core of many diversity efforts. These dimensions include the first things we see in other people, such as race or gender and on which we make many assumptions and base judgments.	These include aspects of diversity over which we have no control (though "physical ability" can change over time due to choices we make to be active or not, or in cases of illness or accidents). This dimension is the layer in which many divisions between and among people exist and which forms the core of many diversity efforts. These dimensions include the first things we see in other people, such as race or gender and on which we make many assumptions and base judgments.
External	These include aspects of our lives which we have some control over, which might change over time, and which usually form the basis for decisions on careers and work styles. This layer often determines, in part, with whom we develop friendships and what we do for work. This layer also tells us much about with whom we like to spend time.	These include aspects of our lives which we have some control over, which might change over time, and which usually form the basis for decisions on careers and work styles. This layer often determines, in part, with whom we develop friendships and what we do for work. This layer also tells us much about with whom we like to spend time.
Organizational	This layer concerns the aspects of culture found in a work setting. While much attention of diversity efforts is focused on the internal dimensions, issues of preferential treatment and opportunities for development or promotion are impacted by the aspects of this layer.	This layer concerns the aspects of culture found in a [school] setting. While much attention of diversity efforts is focused on the internal dimensions, issues of preferential treatment and opportunities [for development and support] are impacted by the aspects of this layer.

Note. Based on the work of Gardenswartz & Rowe, 2008 and Loden & Rosener, 1991; Adaptations made for student definitions by school district in which case study was conducted.

An inside–out approach. Cross (1989) stresses that “it is important for an agency to internally assess its level of cultural competence” (p. 13). The inside–out approach referred to by Cross (1989) is expanded on by Terrell and Lindsey (2009) who affirm CP as being more about “who we are, than what we do” (p. 20). They stress the importance of organizations and individuals having a willingness to recognize their assumptions and that of others in addressing educational gap issues (Terrell & Lindsey, 2009).

According to Lindsey et al. (2013), school leaders engage in the inside–out approach by:

- recognizing their culture and its effect on others;

- describing their cultural norms and the cultural norms of their organization; and
- understanding how the culture of their school affects those with different cultures served by the school (p. 104).

This approach places the responsibility on individuals and groups to adapt, by asking existing members to engage in the inside–out process for learning about their own culture, the culture of their school, and the culture of the community they serve. The expectation is not for those new to a group or who have historically been excluded to reflect on group practices in order to acclimate. Applying the inside–out process results in individuals and schools reflecting on practices that allow them to interact across differences effectively (Lindsey et al., 2009; Nuri–Robins et al., 2012).

It is recognized that the CP inside–out approach is a process that organizations and individuals engage in to respond effectively and respectfully across differences (National Association of Social Workers, 2015; Lindsey et al., 2013; Nuri–Robins et al., 2012; Lindsey et al., 2009; Terrell & Lindsey, 2009).

The cultural proficiency continuum. Adapting Cross’s (1989) continuum for cultural competence, Lindsey et al. (2013) and Nuri–Robins et al. (2012) define the six components found on the Cultural Proficiency Continuum, Table 3. The continuum “portrays people and organizations who possess the knowledge, skills, and moral bearing to distinguish among healthy and unhealthy practices as represented by different worldviews” (Lindsey et al., 2013, p. 27).

Cultural proficiency is viewed as an approach and not a checklist for school leaders and their staff to use in the identification of culturally significant characteristics of individuals. However, as depicted by the continuum, it involves a transformation that requires organizations and individuals to take “time to think, reflect, decide, and act” (Nuri–Robins et al., 2012, p. 9).

Lindsey et al. (2009) acknowledges that culturally competent behaviors allow organizations or individuals to develop culturally proficient interactions. For culturally proficient interactions and practices to “take root and flourish” in schools, Lindsey et al. (2013) suggest it “requires leaders to both model and expect behaviors that are consistent” with culturally proficient values (p. 11).

Table 3

Culture Proficiency Continuum

Change Mandated for Tolerance			Change Chosen for Transformation		
Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Precompetence	Cultural Competence	Cultural Proficiency
Eliminating differences. Seeking to eliminate what differs or conflicts with the dominate group.	Demeaning differences. Tolerating cultural differences without respect or acceptance of the validity of those differences.	Dismissing difference as inconsequential. Focusing on cultural similarities without acknowledging the significance of cultural differences to nondominant groups.	Responding inadequately or inappropriately to differences. Understanding a need for change and committing to develop appropriate attitudes and skills for responding to differences.	Engaging with differences using the essential elements as standards for interactions individually and organizationally.	Esteeming and learning from differences as a lifelong practice. Recognizing that both the differences and similarities between cultures are important and learning from both.

(Nuri-Robins et al., 2012, pp. 4 and 5)

School administrators as culture proficiency leaders. Culturally proficient principals are aware of and embrace the diversity of their communities, acknowledge opportunities for educators in their buildings and communities to grow based on the wealth of diversity in their community, and recognize the existence of disparities in their schools leading them to “raise issues of bias, marginalization, preference, legitimatization, privilege, and equity” (Lindsey & Lindsey, 2014; Lindsey et al., 2013, p. 11). In raising issues of inequity, Nuri-Robins et al. (2007) claim that it is “the principal’s task to help colleagues and teachers understand and accept that despite their years of exemplary work, they need additional skills and different perspectives to provide effective learning services” to meet the needs of all students (p. 18). Due to shifts in

student demographics and society, principals must work and take the lead in meeting the needs of today's students and their families (Nuri-Robins et al., 2007).

In response to student diversity, principals must create learning environments that allow all students to make academic progress; this requires administrators to engage in a “rigorous developmental process, requiring specific knowledge and actions that will ultimately result in the creation of a learning community where diversity is valued and celebrated” (Dukes & Ming, 2007, p. 19). The developmental process culturally proficient principals engage in results in their ability to display behaviors and values that allow them to effectively interact with students, educators, staff, and their community (Lindsey et al., 2009; Terrell & Lindsey, 2009).

Referencing research from local school districts, corporate enterprises, and private businesses (Argyris, 1990; Banks, 2019; Collins, 2001; Heifetz & Linsky, 2017; Marzano, 2003; Senge, Kleiner, Roberts, Ross, & Smith, 1994; Senge, Cambron-McCabe, Lucas, Smith, Dutton, & Kleiner, 2012; Wheatley, 2006, 2009) Lindsey et al. (2009) found five key characteristics effective leaders consistently demonstrate:

- taking responsibility for one's own learning;
- having a vision for what the school can be;
- effectively sharing the vision with others;
- assessing one's own assumptions and beliefs; and
- understanding the structural and organic nature of schools (p. 49).

These five characteristics are found in the LS of principals who are culturally proficient.

Transformational Leadership Style and Leader-Follower Perceptual Congruence

Baptiste (2019) states that “the behaviors of school leaders profoundly impact the experiences of teachers as well as the overall performance of the school” (p. 7). The three

leadership styles discussed in this section consider the behaviors of transactional, transformational, and transformative leaders. Transformational leaders influence on their staff, and the transformational leadership model is also considered.

Transactional, transformational, or transformative leadership. Leaders who are culturally proficient guide their schools in the process of changing attitudes, beliefs, practices, and procedures that contribute to achievement gaps. Personal and group transformation are dependent on culturally courageous leadership (Browne II, 2012). Literature on culturally proficient schools emphasizes the need for transactional, transformational, and transformative leadership (Lindsey et al., 2009; Lindsey et al., 2013; Arriaga & Lindsey, 2016). Shields (2010) explains each type of leadership:

- transactional leadership involves a reciprocal interaction in which the intention is for agreement, and both parties benefit from the decision;
- transformational leadership focuses on improving organizational effectiveness; and
- transformative leadership recognizes that gaps in student literacy are found in inequities that are generational and correlated with students' demographic groupings (pp. 563–564).

Shields's (2010) comparison of transactional, transformational, and transformative leadership theories shows the distinctions between leaders who exhibit the three styles:

- transactional leaders ensure smooth and efficient organizational operation through transactions;
- transformational leaders look for motive, develops common purpose, focuses on organizational goals; and

- transformative leaders live with tension, and challenge; requires moral courage, activism (p. 563).

Considering the comparison of these LS, Shields concludes that transformative leadership holds “the most promise and potential to meet both the academic and social justice needs of complex, diverse, and beleaguered education systems” (p. 562). Transformational leadership, however, requires leaders who: (1) “meet the needs of complex and diverse systems”; (2) “understand organizational culture”; (3) exhibit key values of “liberty, justice, and equality”; and (4) are inspirational (Shields, 2010, p. 563). In contrast, Bass (1997) and Ibarra (2008) assert that transactional leadership and transformational leadership are often presented as dichotomous but are needed in schools today. For this investigation, the tenets of transformational leadership being “more concerned with end-values, such as liberty, justice, equality” (Burns, 1978, p. 426) will be considered.

Leaders who are transformational concern themselves with performance improvement and developing the potential of those within their organization (Avolio, 1999; Bass & Avolio, 1990). Improved performance and potential of staff engaged in a CP initiative occur when principals “lead by example through engaging selves and colleagues in deliberate and meaningful reflection and dialogue (Arriaga & Lindsey, 2016, p. 19). In light of the lack of explicit literature on the implementation of a CP school-based initiative, it is my informed opinion that during initial implementation of a CP initiative, principals must:

- ensure their school continues to run smoothly and efficiently;
- successfully meet the needs of their diverse student, staff, and community groups;
- understand the culture of their school, community, and district to set clear goals that in the process support the growth of their staff;

- inspire staff to grow from opportunities given to independently and collectively reflect on ways they effectively and ineffectively work across differences;
- liberate their school from structures, practices, and policies that are not focused on equity for all students; and
- reform their school to improve instructional practices that meet the needs of their diverse learners.

Transformational leaders must influence their staff to look beyond self-interest at the outset of an equity-centered initiative (Ibarra, 2008) by appealing “to intrinsic motivation and, in visionary fashion, appeal[ing] to the greater good” (Lindsey et al., 2009). Schools define the role they play in social justice efforts by engaging in personal transformation (Browne II, 2012); it is school principals that take the lead in the transformation process. For these reasons, transformational leadership will be the theoretic model used for this investigation.

Transformational leadership. Downton (1973) first coined the term transformational leadership in his discussion of charismatic qualities and magnetic personality that create a specific relationship in a leader–follower situation. The classic work of Burns (1978) was the first consideration of transformational leadership as an important approach to leadership and a leader’s role using the motives of followers to effectively reach his or her and followers’ goals.

According to Burns (1978), transformational leaders engage others in a manner that creates connections that increase both his or her and their followers’ level of morality and motivation. It is a form of leadership that is concerned with the collective good or purpose (Warrick, 2018) since transformational leaders suppress their interests for the sake of others (Howell & Avolio, 1992).

Before Burns (1978), a theory of charismatic leadership was published by House (1976) and is often synonymous with transformational leadership. In the seminal work of Weber (1964), charisma is defined as a quality reserved for a few since it is a personality characteristic of an exceptional or superhuman person. A brief consideration of charismatic leadership is noted here because it connects the self-concept of followers to an organization's identity offered in a revision to the theory proposed by Shamir, House, and Arthur (1993), who assert that charismatic leaders:

display self-sacrificial behavior in the interest of the mission. By taking risks, making personal sacrifices, and engaging in unconventional ideological behavior (Conger & Kanungo, 1987; Sashkin, 1988), charismatic leaders demonstrate their own courage and conviction in the mission and thus both earn credibility and serve as a role model of the values of the vision and the mission (p. 585).

The characteristics of charismatic leaders Shamir et al. (1993) describe are found in the inside-out approach of CP. Self-reflection propels leaders to share with their followers when they were courageous in taking risks and did not succeed in working effectively across differences. Culturally proficient leaders also share with their followers the moral imperative they believe they have to consider how their culture, personal identifiers, and background contribute to their "will and ability to form authentic relationships across differences" (Howard, 2015, p. 68).

The six leader behaviors associated with the charismatic component of transformational leadership are outlined by Shamir et al. (1993): (1) providing ideological explanations; (2) emphasizing collective identities; (3) reference to history; (4) reference to followers' worth and efficacy; (5) reference to collective efficacy; and (6) expressing confidence in followers (p. 581).

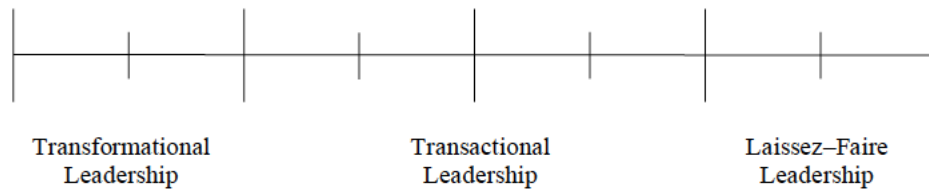
As leaders model the inside–out approach of CP for followers, it is essential that they reflect on how their culture, personal identifiers, and background influence their interactions with others. Engaging in this type of personal reflection often brings to the surface feelings of anger, guilt, or confidence, which may result in assigning blame and abdicating responsibility (Arriaga & Lindsey, 2016; Lindsey et al., 2009; Lindsey et al., 2013; Terrell & Lindsey, 2009). If a leader's behaviors do not contribute to conditions that allow followers to engage in, for example, the type of personal reflection CP requires, then the seven effects on follower's self–concept that Shamir et al. (1993) assert will not be achieved: (1) heightened self–esteem; (2) heightened self–worth; (3) increased self–efficacy; (4) increased collective efficacy; (5) personal identification; (6) social identification; and (7) value internalization (p. 581).

A transformational leadership model. A transformational leadership model was developed by Bass (1985), who extended the work of Burns (1978). Bass (1985) suggested that transactional and transformational leadership were not independent of each other but on a single continuum (See Figure 2). Focusing more on the needs of followers, rather than leaders, positive and negative outcomes could be the result of situations where transformational leadership was used (Bass, 1985). Also, Bass (1985, p. 20) claimed followers are motivated by transformational leaders to go beyond what is expected by:

- increasing levels of consciousness regarding the importance and value of idealized and specified goals;
- getting others to surpass their own self–interest for the sake of the organization or team; and
- moving others to confront higher–level needs.

Figure 2

Transformational to Laissez-Faire Leadership Continuum



Bass expanded his explanation of transformational and transactional leadership (Bass, 1985, 1990; Bass & Avolio, 1994); with clarification by Avolio (1999). It is appropriate to consider the expansion of Bass's transformational leadership model, in a discussion of leaders implementing an initiative like CP, since as Kuhnert (1994) asserts, transformational leaders typically possess internal values and ideals in conjunction with an ability to motivate followers to put aside their self-interest to support the greater good.

There are seven factors incorporated in the transformational and transactional leadership model: (1) idealized influence; (2) inspirational motivation; (3) intellectual stimulation; (4) individualized consideration; (5) contingent reward; (6) management-by-exception; and (7) laissez-faire. Table 4 shows the division of the seven factors and defines each.

Miner's (2005) summation of the four factors of transformational leaders suggests that they display a combination of idealized influence or charisma, intellectual stimulation, and individualized consideration, likely being high in all three factors. Inspirational motivation is considered a subfactor within charisma (Miner, 2005).

Table 4

Transformational and Transactional Leadership Factors and Definitions

Transformational Leadership	Transactional Leadership	Laissez-Faire Leadership
Factor 1 <i>Idealized influence</i> Charisma <ul style="list-style-type: none"> Leaders are strong role models for followers. Leader generally has high standards of ethical and moral conduct. Leader makes others want to follow their vision Followers want to emulate the leader. Leader is deeply respected by followers. Factor 2 <i>Inspirational motivation</i> <ul style="list-style-type: none"> High expectations are communicated by leader Followers commit to and take part in a shared vision because their leader inspires and motivates them to do so. Followers achieve more than they might if focused on own self-interest because leader uses emotional appeal and symbols. Factor 3 <i>Intellectual stimulation</i> <ul style="list-style-type: none"> Followers are stimulated by their leader to be innovative and creative Leader is open to their values and beliefs being challenged by followers and challenges followers' values and beliefs. Followers are supported when trying new approaches. Followers are encouraged to problem solve Factor 4 <i>Individualized consideration</i> <ul style="list-style-type: none"> A supportive climate where the leader carefully listens to the needs of individual followers. Leader gives advice and coaches followers. Followers are helped to grow through personal challenges due to leader delegating tasks 	Factor 5 <i>Contingent reward</i> Constructive transactions <ul style="list-style-type: none"> Leader attempts to obtain follower agreement by sharing what specific rewards will be given to those who complete a task. Factor 6 <i>Management-by-exception</i> Active and passive <ul style="list-style-type: none"> Corrective transactions Leader gives negative reinforcement and feedback, and corrective criticism. (Active) Leader takes corrective action after carefully watching followers for violation of rules or mistakes. (Passive) Leader takes corrective action after a problem has arisen or a follower has not met the standards. 	Factor 7 <i>Laissez-faire</i> Nontransactional <ul style="list-style-type: none"> Leadership is absent because the leader abdicates responsibility. Leader postpones decisions. Leader provides no feedback to followers, makes minimal effort to help them grow, and does not assist them in satisfying their needs.

(Northouse, 2016, p. 167)

Criticisms of transformational leadership theory. An impressive set of research findings have resulted in transformational leadership having a substantial impact on leadership research (Parry & Bryman, 2006). Bass's extended form of transformational leadership theory

resulted in an endorsement by Antonakis and House (2013) as a major theoretical breakthrough; however, they believe the behavioral side of the theory is weighted too heavily, not giving personality considerations of the leader enough attention. Conducting more research on the ability of transformational leaders to influence followers and organizations is suggested (Antonakis & House, 2013). Lord and Maher (1993) suggest that a critical evaluation of the transformational leadership construct should consider whether it categorizes someone as more than an effective leader.

Also, some research suggests (Cockcroft, 2014; Sow, Murphy, & Osuoha, 2017; Frieder & Wang, 2018) not all organizations and followers will be receptive to transformational leadership; it may be more accepted in organizations with a clan mode of governance, not those with bureaucratic or market modes of governance (Pawar & Eastman 1997). Jacobs (2015) provides further explanation claiming, “transformational leadership is more likely to shape a clan mode of governance (group culture) than either a market (developmental culture) or bureaucratic mode of governance (hierarchical culture)” (p. 227). School cultures can be compared to group cultures that develop their own identity over time (Şişman, 2007) with a personality consisting of common symbols, meanings, values, and beliefs shared by its members (Şişman, 2007). Within the group culture students, teachers, and the principal make sense of the environment (Karadag & Oztekin–Bayir, 2018) based on the traditions, norms, events, and interactions (Karpicke & Murphy, 1996; Lambert, 1988) established. Each school has a unique culture; therefore, in professional contexts, transformational leadership does not always operate in the same manner (Peters & Williams, 2002).

Theoretical constructs are not supposed to change unless it occurs in a predetermined manner specified by a theory. In Yukl’s (1999) critique of transformational theory, a concern

regarding the theory's constructs is raised, because the theory is based on an analytically derived factor structure, that can change based on several considerations. Miner (2002) asserts that based on organizational contexts, transformational leadership may take entirely different forms, differing in the motivational base but exhibiting similar behaviors.

Miner (2005) contends that the theory is weak on the negative aspects of transformational leadership and strong on the positive aspects, and notes that propositions Bass added to House's initial theory of charisma have not been tested, along with other aspects of the theory. Overall, Yukl (2013) concludes that the empirical research on the transformational leadership theory is supportive, in spite of criticisms, but the theory requires further refinement. Twenty-five years after the introduction of the transformational leadership theory, Berkovich (2016) states it is "highly relevant" (p. 617) and suggest that it "is currently an inseparable part of how educational administration scholars consider ideal school leadership" (p. 617).

Leader-follower perceptual congruence. Regarding social relations, White (1985) and Acitelli, Douvan, and Veroff (1993) found "that differentials between two dyadic partners play a crucial role in their mutual understanding" (Levkov, 2015, p. 892) and the degree to which individuals share perceptions about an idea (Heald, Contractor, Koehly, & Wasserman, 1998). Relationships, like that of leader-followers, thrive when there is mutual understanding between all members. Developing mutual understanding starts with the leader; those in leadership roles must focus on developing authentic relationships with their followers (Černe, Dimovski, Marič, Penger, & Škerlavaj, 2014). Leaders do not exist without followers as Avolio et al. (2016) indicate in their description of leadership as a relationship "socially constructed by both the actions and reactions of leaders and followers" (para. 1). Aarons et al. (2017) found that in cases where supervisors rated themselves more positively than providers the culture of an organization

suffered, in contrast to supervisors who rated themselves lower than provider ratings of their leadership. Also, Aarons et al. (2017) recommend that organizations focused on improving their culture and strategic initiatives should consider leadership and leader discrepancy.

Researchers have investigated the affect perceptual congruence has on the social relations between leaders and followers. Increased job satisfaction occurred when there was congruence about communication norms established between supervisors and subordinates (Hatfield & Huseman, 1982 and Eisenberg, Monge, & Farace, 1984). Arendt, Pircher Verdorfer, and Kugler (2019) found that increased job satisfaction existed when leaders' mindfulness in communication was perceived by their followers, thus aiding in interpersonal relations.

Guay (2011) reported that follower perceptions of transformational leadership are "positively related to supervisor perceptions of leader effectiveness" (p. 169). Additionally, transformational leadership was found to have a significant influence on followers' being more satisfied with their job (Guay, 2011). Aarons et al. (2017), found more supervisors rated their transformational leadership higher than their followers and that the direction of discrepancy between the leaders and followers on their ratings of "transformational leadership significantly influenced consensus culture" (p. 7).

Goldring, Mavrogordato, and Haynes (2015) found that when leader–follower perceptual congruence does not exist, the feedback principals receive does not guarantee improved performance as it can be "emotionally taxing" (p. 591). Instead of acknowledging weakness for improvement and celebrating strengths, when examining feedback, principals tend to compare their ratings with those of their staff (Goldring et al. 2015). To assist principals with improving their leadership practice, Goff, Goldring, Guthrie, and Bickman (2014) recommend that school districts provide coaches to support principals in creating actionable behaviors based on feedback

from their teachers. Two essential roles teacher feedback of principals' leadership is proposed by Goff, Goldring, and Bickman (2014): (1) it provides an alternative perspective on principals' leadership and (2) principals and their superiors can compare and contrast a principals' self-evaluation against teachers (p. 335).

Summary

The purpose of this study on the phenomenon of leader-follower congruence is to examine principals and teachers' description of LS, leader-follower perceptual congruence of LS, and principals' implementation of a school-based CP initiative. This chapter began with a historical overview of federal rulings and legislation that has influenced United States public schools providing equitable opportunities for all students since the 1950s. The next section discussed CP and explores its development as a school-based equity initiative that prompts staff to reflect on their ability to provide for the academic, social, and emotional needs of all students. Finally, a consideration of the LS discussed in the CP literature was examined, with a specific focus on transformational leadership, followed by a consideration of research on leader-follower perceptual congruence. To determine if transformational leadership influences a principal's ability to implement an equity based initiative, chapter three provides a comprehensive view of the research design for this study as well as the methods of data collection and analysis.

CHAPTER THREE: METHODOLOGY

The purpose of this case study on the phenomenon of leader–follower congruence was to examine principals and teachers’ description of LS, leader–follower perceptual congruence of LS, and principals’ implementation of a school–based CP initiative. Transformational leadership was the specific LS considered since, according to Shields (2010), it requires that leaders:

- meet the needs of complex and diverse systems;
- understand organizational culture;
- exhibit key values of liberty, justice, and equality; and
- are inspirational (p. 563).

The overarching research question guided the focus of this study: How does a principal’s LS influence his or her staff’s perception of the implementation of a school–based CP initiative? Given this question, qualitative methodology was the most appropriate type of research to study this phenomenon. A study on the phenomenon of leader–follower congruence was conducted to examine: (1) principals’ perception of their transformational LS and CP LS; (2) principal–staff perceptual congruence of LS and CP LS, and (3) staff perception of their principal’s leadership of a CP initiative. Using this methodological design, I was able to examine how principals and their staff describe LS and CP LS during the first year of implementation of a CP initiative.

Given my overarching research question, the research was also guided by the following subquestions:

1. How is the principal’s leadership style perceived by themselves and their staff?
2. How does the principal’s leadership style influence the implementation of a CP school district initiative?

3. What influence does leadership style have on a principal's ability to implement a CP initiative in a manner that engages and supports staff?

This chapter explains the study bounds, the research design, the participants, and the survey instruments. Also included are the data collection and analysis procedures and researcher bias.

Case Study Design

According to Merriam (1988) and Wolcott (1992), a case study is defined in terms of its end-product; Wolcott asserts that rather than being a method or strategy, a case study is the “end-product of field-oriented research” (p. 36). In addition, Merriam defines a qualitative case study as “an intensive, holistic description and analysis of a single instance, phenomenon, or social unit” (1988, p. 21). A case study on the phenomenon of leader-follower congruence was conducted because I wanted to understand if principals who saw themselves as transformational leaders in general and while they led the CP initiative were also seen by their staff as being transformational. If so, I wanted to know if this influenced their ability to positively lead the CP initiative in their school. Eleven principals and their staff in the RMSD, after undergoing the first year of their school's CP initiative, were selected; the specific phenomenon was the influence a principal's LS had on the implementation of the CP initiative.

Rationale for qualitative design. The CP initiative requires educators to individually then collectively, reflect on attitudes, beliefs, values, practices, and structures that allow staff to work with diverse groups of students, families, and colleagues. The reflection that causes personal and school transformation, to best meet the needs of all students, takes place in groups led by principals who have created an environment where staff believes they are valued and safe to explore equity-related issues. One challenge leaders face, as they engage staff in the self-

reflection CP calls for, is the lack of teacher ethnic and racial diversity within United States public schools in comparison to the student population (Taie & Goldring, 2018), along with a range of diversity factors for which there are no data.

A qualitative design was selected to best understand the phenomenon of leadership influence on an initiative from the perspective of the principal leader and teacher participants. The initiative required principals to self-reflect and lead their staff in self and collective reflection on their work with diverse groups.

The qualitative researcher's goal is to better understand human behavior and experience. They seek to grasp the processes by which people attach meaning and to describe what those meanings are. They use empirical observation because it is with concrete incidents of human behavior that investigators can think more deeply about the human condition (Bogdan and Biklen, 2007, p. 43).

Further, Creswell and Poth (2018) suggests that qualitative research offers the tools to understand the details of complex issues. Yin (2018) offers that a case study design should be considered when: (1) the focus of research is to answer how; (2) the behavior of participants cannot be manipulated; or (3) the researcher believes contextual conditions are relevant to the phenomenon under investigation.

Rationale for a case study on phenomenon. My rationale for selecting a case study on the phenomenon of leader–follower congruence was based on what Creswell and Poth (2018) stated, “In a phenomenological study, the participants may be located at a single site, although they need not be. Most importantly, they must be individuals who have all experienced the phenomenon being explored and can articulate their lived experience” (p. 153). All principals in the RMSD were expected to lead their staff in implementing the districts CP initiative during the

2017–2018 school year. Based on the unique LS of a principal, the diversity of their staff, and the challenge of engaging others in the internal and external reflection CP requires, each staff's experience with the implementation of the initiative would be different. For these reasons, I chose to use a case study research approach to examine the phenomenon of leader–follower congruence.

Setting. Rolling Mountains School District (RMSD) is in a large Mid–Atlantic school system that, according to its website, has a student population of 42,204, teaching staff of 2,940, and 140 school–based administrators. The racial and ethnic composition of the student body is found in Table 5. The number of teachers and principals during the 2017–2018 academic year, disaggregated demographically, is found in Table 6.

Table 5

2017–2018 Racial/Ethnic Composition of Student Body

Racial/Ethnic Group	%
Asian	5.4
Black/African American	12.1
Hispanic/Latino	16.5
Pacific Islander/Native Hawaiian	0.2
White	60.4
Two or More Races	5

Table 6

2017–2018 Diversity of District’s Teaching Staff and Principals

Ethnic Group	Teaching Staff		Principals	
	Number	%	Number	%
American Indian	37	1%	---	---
Asian	33	1%	1	1%
Black	96	2.80%	6	9%
Hispanic	74	2.20%	2	3%
Pacific Islander	9	0.20%	---	---
White	3186	93%	60	87%
Total	3435		69	

About 4,340 (10%) of the school system’s students receive Special Education services, English is not the primary language of 2,700 (6%) students, and 11,000 (26%) pupils are eligible for free or reduced–priced meals. Eleven of the school system’s 66 schools were asked to take part in this study, as described below.

Schools in case study. Purposive sampling of one high school from each of the school district’s geographic areas, urban, suburban, and rural, was used. Middle and elementary schools that feed into each high school were then chosen. The urban high school is located in an area of the school district the 2010 United States Census Bureau classified as urban. The suburban schools are located in a portion of the district outside of the urban city limits. The United States Census Bureau “defines rural as what is not urban” (Ratliffe, Burd, Holder, & Fields, 2016, p. 1); also, the school district is located in a county classified by the state as rural. The rural schools are located in a portion of the county that lacks public transportation and consists of numerous geographically isolated homes.

Two of the three high schools, suburban and rural, have primary (grades K–second) and intermediate (grades three–five) schools feeding into them. The two primary and two

intermediate schools, along with one elementary school, three middle schools, and three high schools totals the eleven schools in the study.

Participants' Confidentiality. Due to concerns about the confidentiality of participants and recommendations from the school district's Institutional Review Board (IRB), specific demographic information on principals and their staff, student and teacher populations, and other information that would identify participants and schools in this case were shared only with the dissertation committee. For the purpose of this study, schools were identified by their geographic location and level.

Participants. Eleven primary or elementary (n = 5), middle (n = 3), and high (n = 3) school principals and their staff voluntarily participated in this study. Each principal was contacted individually by email and consented to participate by selecting "OK" on the School Principal Questionnaire (SPQ) (see Appendix C). Permission from district leadership directors was also secured before the principals were selected. Principals, by email, invited their staff to participate in the study. Each staff member voluntarily participated and gave their consent by selecting "OK" on the School Staff Questionnaire (SSQ) (see Appendix D).

This study utilized two questionnaires administered through Survey Monkey, the SPQ and SSQ. Each participant was sent an email with a link to the questionnaire and invited to complete it on a device and location of their choosing. Schools were assigned a number for geographic area (1 = rural; 2 = suburban; 3 = urban) and letter for level (A = high; B = middle; C = elementary; D = primary) as pseudonyms (1A, 1B, 1C, 1D or respectively, Rural High School, Rural Middle School, Rural Elementary School, Rural Primary School). The self-designed sections one and three of the SPQ, all sections of the SSQ, and section two of the SPQ, taken from the MLQ (Bass & Avolio, 1992), were intended to address the research questions.

The sample of principals include female and male administrators leading schools in urban (n = 3), suburban (n = 4), and rural (n = 4) geographic areas. For all principals, the average number of years in principalship is roughly seven years; serving at their current school for an average of approximately five years. One principal only completed section one of the SPQ; leaving ten who completed all three sections. Specific demographic information collected in section one of the SPQ is not shared to protect the identity of participants. The geographic area of each school, level, and pseudonym for each principal is listed in Table 7.

Table 7

Schools Geographic Area, Level, and Principal's Pseudonyms

School (Geographic Area, Level)	Principal
1A (Rural, High School)	Monica
2A (Suburban, High School)	Dwight
3A (Urban, High School)	Craig
1B (Rural, Middle School)	LindaAnn
2B (Suburban, Middle School)	Kevin
3B (Urban, Middle School)	Wesley
1C (Rural, Elementary School)	Gary
2C (Suburban, Elementary School)	Chester
3C (Urban, Elementary School)	Paula
1D (Rural, Primary School)	Larry
2D (Suburban, Primary School)	Donna

The number of staff respondents to the SSQ, across schools, was 210, Table 8. There were 131 certificated classroom staff and 18 certificated non-classroom staff who completed all three sections of the questionnaire; 35 certificated staff only completed sections one and two of the questionnaire; 26 respondents identified themselves as support staff, leaving 148 valid responses, Table 8. To protect the identity of participants, the exact number of years as certificated staff, years working at the school, in the RMSD, and with their principal is not shared; instead, an average across schools is provided, Table 9. Section three, open-ended

questions, allowed for optional responses from staff; not all staff responded to the questions,

Table 10.

Table 8

Number of Staff Responses to SSQ

School	Total Staff Responses	Certificated Classroom Staff	Certificated Non-Classroom Teacher	Incomplete Certificated Staff Responses	Support Staff	Total Valid Certificated Staff Responses
1A	26	25	0	0	1	25
2A	15	9	1	2	3	10
3A	23	17	0	5	1	17
1B	23	19	0	2	2	19
2B	21	17	0	2	2	17
3B	28	15	4	7	2	19
1C	14	4	0	7	3	4
2C	8	4	2	2	0	6
3C	24	13	4	5	2	16
1D	17	6	4	1	6	10
2D	11	2	3	2	4	5
Total	210	131	18	35	26	148

Table 9

Averages for Certificated Staff Participants by School

School	Number of Certificated Staff Responses	Average Number of Years as Educator	Average Number of Years at Current School	Average Number of Years in School System	Average Number of Years Working with Principal
1A	25	19	11.2	16.8	6.1
2A	10	20.5	13.7	20.8	5.8
3A	17	14.4	10	12.5	2.5
1B	19	17.9	9.1	14.8	1.6
2B	17	13.9	7.6	14.6	4.6
3B	19	16.3	4.9	13.3	1.8
1C	4	18.3	18	18.3	3.7
2C	6	24.2	5.8	22.8	2
3C	16	11.9	4.5	11.5	2.1
1D	10	21.3	7.2	15.5	5.8
2D	5	25.8	10	25	7
Average	148	18.5	9.3	16.9	3.9

Table 10

*Total Certificated Staff Responses to SSQ Section
Three Open-Ended Questions*

School	Question One	Question Two	Question Three
1A	15	13	8
2A	8	6	4
3A	11	8	5
1B	12	8	7
2B	8	5	4
3B	9	3	8
1C	2	2	2
2C	3	1	2
3C	15	10	12
1D	9	4	4
2D	5	2	1
Total	97	62	57

First year of school-based cultural proficiency professional learning. The CP model is an RMSD initiative. The district equity team developed a train-the-trainer model to prepare principals and their staff equity representative to facilitate and lead the CP work in their school. The RMSD's equity and school leadership teams provided principals with a syllabus outlining the goals and purpose for the first year of CP PL with school-based staff. In part the syllabus states:

Sessions will require that participants not only look-out but look-in. Looking-in involves educators examining their instructional practices, how they have been impacted by their own culture and experiences, and how their background and experiences impact their interactions with others. Looking-out involves focusing our efforts primarily on instructional practices that promote achievement for each and every student, meaningful communication with students' families, and others to understand and explain differences in achievement.

As we address issues surrounding achievement gaps, an environment of trust must be established that fosters candid and open conversations. The commitment to

openly discussing instructional practices, culture, ethnicity, race, personal biases and stereotypes should lead to impactful conversations about the achievement gap and our individual and collective efforts to continue closing the gap (personal communication, April 11, 2017).

Principals were encouraged to share the syllabus with their teachers and components of the purpose were incorporated in the CP PL sessions developed for schools.

Researcher's Role

I, as the researcher, was mindful of the observer effect on participants (Bogdan & Biklen, 2007) as I planned and conducted the study. During the study, I served as my school district's achievement and equity supervisor. As the district supervisor leading the CP initiative and PL for district administrators, I serve as an outside evaluator for teachers in the school district, mediate alleged employee transgressions centered on inequities, and provide support for principals not implementing the initiative. I have a vested interest in the CP work taking place across the district and a bias toward how principals lead equity initiatives.

As a former classroom teacher, I was part of a team that developed and facilitated equity related PL for district administrators and school staff. When I was an elementary school assistant principal, I facilitated PL with staff on topics related to equity. My experience, as a district curriculum specialist, also informs how I view the use of resources that meet the needs of our district's diverse student population. In that role, I researched resources and facilitated PL sessions for principals, assistant principals, and teachers on instructional practices that engage all learners.

For these reasons, instead of conducting face-to-face interviews and observations, data were collected from principal and staff questionnaires, email input, and document analysis. Once

data were collected, they were analyzed, described, coded, and categorized into meaningful themes.

Purposeful sampling was limited to eleven schools in this study due to the time of year it was conducted, the amount of research conducted in the school district at the end of each academic year, and a request from the school district's IRB. Selection of schools was based on achieving a representation of geographic locations in the district: rural, suburban, and urban; along with level: primary, elementary, middle, and high. All levels are found in the district's three geographic areas.

Data Collection Methods

Merriam (1998) states, "By concentrating on a single phenomenon or entity (the case), the researcher aims to uncover the interaction of significant factors characteristic of the phenomenon" (p. 29). This study examined the phenomenon of a principal's LS during the first year of a school's implementation of a CP initiative. As the primary investigator, I systematically developed, gathered, analyzed, and reported the data. Data were collected through two questionnaires which triangulated principal and staff responses within a school, principal responses across all schools, staff responses across all schools, and within each questionnaire between sections. In addition, through an email invitation sent at the midway point of the questionnaire being open to respondents, all participants were offered the opportunity to share additional information relevant to the study (see Appendix E). Separate themes were developed from responses to the scaled and open-ended portions of the questionnaires.

To provide context for the preparation principals were given to lead the CP initiative with their staff, a document review of the CP PL modules the district equity team used to facilitate PL sessions with principals and those given principals to facilitate CP PL sessions with staff were

analyzed and coded. Leadership style, measured by responses to section two and the first 21 descriptive statements of section three of both questionnaires, and coding of open-ended responses, provided the formal analysis of the data collected.

Rationale for using a questionnaire. Merriam (1998) states, “unlike experimental, survey, or historical research, study does not claim any particular methods for data collection or data analysis,” rather a study can use “any and all methods of gathering data” (p. 28). Due to the sensitivity of the topic and my personal role in leading the CP initiative in the school district, questionnaires, instead of interviews, focus groups, and observations, were used to collect data. According to Marshall and Rossman (2016), interviews are conversations with a purpose, during which, participants should feel comfortable sharing their perspective, not the researcher’s views. The goal of an interview is to gain reliable and valid information. As an administrator in the district for over six years, my observation has been that principals are hesitant to discuss their LS and are less likely to discuss issues related to equity and CP during face-to-face meetings. Also, I believe open, purposeful conversations that principals and staff have with me are hindered since I am the administrator who planned, developed, and facilitated principal CP PL. In addition, I lead the team that plans and develops the CP PL principals were asked to facilitate with staff. For these reasons, along with my biases regarding LS’ influence on the implementation of the CP initiative, questionnaires were used to gather principal and staff perspectives about the influence of LS on the implementation of the initiative in their school.

Two questionnaires, the 58 item SPQ (see Appendix C) and 52 item SSQ (see Appendix D), were used to collect descriptive and open-ended response data from principals and their staff. Each questionnaire has three parts: (1) participant demographics; (2) leadership style (LS); and (3) culturally proficient leadership style (CP LS). In summary, the data for this study was

collected by administering questionnaires that provide descriptive data and open-ended responses on LS and CP LS.

Pilot process. To determine the readability, clarity, and bias in the instrument, eight administrators pilot tested the questionnaires. The pilot testers were: (1) Two elementary school principals from urban and suburban school settings; (2) Three assistant principals from an urban elementary school, and middle and high suburban schools; (3) Two school district administrators, one content specialist from a school system not part of this study; and (4) one PreK–12 specialized programs administrator. Additionally, the school district's IRB reviewed the questionnaires and made recommendations.

A change in the descriptive statements in section three of the SPQ and SSQ was made after consulting with my committee chair and before the questionnaires were pilot tested. The original statements were taken from a survey currently used by the school district to gather feedback from staff after PL sessions. The statements were changed to more closely align with the MLQ–6S, but adapted to focus on leadership of the CP PL and initiative.

Participants took 15 to 20 minutes to complete either the principal or staff questionnaire. The pilot process was conducted using a paper version of the questionnaire. Overall, participants expressed no concerns or confusion regarding the wording or format of either instrument. Suggestions were made on changing the order of questions in section one and eliminating the selection of a range of years, replacing it with exact years. The school system IRB requested the removal of demographic questions on race and gender and the college IRB requested that the following statement be included – Please complete the questionnaire on a device of your choosing (tablet, computer, or smartphone) and in a private location where you are comfortable.

Questionnaire data collection. Section three of the SPQ and sections two and three of the SSQ are adapted from section two of the SPQ, The Multifactor Leadership Questionnaire (MLQ) (Bass & Avolio, 1992). The MLQ is a 45-item questionnaire that measures individual LS. The MLQ is referred to as “one of the most widely used instruments to measure transformational and transactional leader behaviors in the organizational sciences” (Tejeda, Scandura, & Pillai, 2001, p. 31). It is used to methodically measure transformational leadership style considering the following seven factors: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration; while also measuring the contingent reward and management-by-exception factors of transactional leadership. Laissez-Faire leadership is the final style the MLQ measures. Tejeda, Scandura, and Pillai (2001) found substantive evidence that the MLQ is “a valid instrument across a number of validity types” (Vinger & Cilliers, 2006, p. 1). To track questionnaires from a specific school and level, each set was designated with a pseudonym.

SPQ: Leadership style. For this study, an abridged 21-item version of the MLQ, Form 6-S (MLQ-6S) was used in section two of the SPQ to measure principals’ LS. This version has been used in studies conducted by Alshammari (2018) to determine LS; Chatterjee and Mohanty (2017) as a self-report inventory completed by leaders; Mahmoud (2008) to obtain participants’ perceptions of their administrators’ transformational and transactional leadership behavior; and Vinger and Cilliers (2006) to measure transformational, transactional, and Laissez-Faire leadership styles. The MLQ-6S contains three items each for transformational, transactional, and Laissez-Faire LS, Table 11. Principals were asked to answer the MLQ-6S by rating how frequently each descriptive statement fit them, using a five-point scale (0 = not at all; 1 = once in a while; 2 = sometimes; 3 = fairly often; 4 = frequently, if not always).

Table 11

Questionnaire Item Coalition to Leadership Style

Questionnaire Section	Leadership Style	Questionnaire Item
SPQ: LS	Idealized Influence	13, 20, 27
	Inspirational Motivation	14, 21, 28
	Intellectual Stimulation	15, 22, 29
	Individual Consideration	16, 23, 30
	Contingent Reward	17, 24, 31
	Management-by-exception	18, 25, 32
	Laissez-faire Leadership	19, 26, 33
SPQ: CP Initiative LS	Idealized Influence	34, 41, 48
	Inspirational Motivation	35, 42, 49
	Intellectual Stimulation	36, 43, 50
	Individual Consideration	37, 44, 51
	Contingent Reward	38, 45, 52
	Management-by-exception	39, 46, 53
	Laissez-faire Leadership	40, 47, 54
SSQ: Principal LS	Idealized Influence	7, 14, 21
	Inspirational Motivation	8, 15, 22
	Intellectual Stimulation	9, 16, 23
	Individual Consideration	10, 17, 24
	Contingent Reward	11, 18, 25
	Management-by-exception	12, 19, 26
	Laissez-faire Leadership	13, 20, 27
SSQ: CP Initiative LS	Idealized Influence	28, 35, 42
	Inspirational Motivation	29, 36, 43
	Intellectual Stimulation	30, 37, 44
	Individual Consideration	31, 38, 45
	Contingent Reward	32, 39, 46
	Management-by-exception	33, 40, 47
	Laissez-faire Leadership	34, 41, 48

SPQ: CP leadership style. The first 21 descriptive statements of section three were adapted from the MLQ-6S and collected participants' responses to their perception of their CP LS. The 21 statements are similar to those found in section two except each was adapted to focus on the CP PL and initiative. For example, item 21 in section two is: "I provide appealing images about what we can do." In section three, item 42 is: *I provide appealing images about what we can do to engage our diverse student, staff, and school community.* The descriptive statements in section three contain three items each for transformational, transactional, and laissez-faire LS, Table 11. Principals were asked to respond to section three by rating how frequently each

descriptive statement fit them, using a five-point scale (0 = not at all; 1 = once in a while; 2 = sometimes; 3 = fairly often; 4 = frequently, if not always).

The last three items in section three are open-ended questions. These questions asked principals to consider the essential learning they gained from the CP PL conducted in their school, additional PL they believed they still needed, and an opportunity to provide additional information regarding how they led the CP PL and initiative.

SSQ: Principal leadership style. Section two of the SSQ contained 21 descriptive statements adapted from the MLQ-6S and collected participants' responses to their perception of their principal's LS. For example, item 21 in section two of the SPQ is: "I provide appealing images about what we can do." In section two of the SSQ, the statement is: *My principal provides appealing images about what I can do.* The descriptive statements in section three contain three items each for transformational, transactional, and Laissez-Faire LS, Table 11. Staff was asked to respond to section two by rating how frequently each descriptive statement fit their perception of their principal, using a five-point scale (0 = not at all; 1 = once in a while; 2 = sometimes; 3 = fairly often; 4 = frequently, if not always).

SSQ: CP initiative leadership style. The first 21 descriptive statements of section three were adapted from the MLQ-6S and collected participants' responses to their perception of their principal's CP LS. The 21 statements are similar to those found in section two except each was adapted to focus on the CP PL and initiative. For example, item 17 in section two is: *My principal lets me know how she/he thinks I'm doing.* In section three, item 38 is: *My principal lets me know how she/he thinks I am doing in regard to implementing CP approaches in the work I do for our school.* The descriptive statements in section three contain three items each for transformational, transactional, and Laissez-Faire LS, Table 11. Staff was asked to respond to

section three by rating how frequently each descriptive statement fit their perception of their principal's leadership of the CP initiative, using a five-point scale (0 = not at all; 1 = once in a while; 2 = sometimes; 3 = fairly often; 4 = frequently, if not always).

The last three items in section three are open-ended questions. These questions asked staff to consider their most essential learning from the CP PL conducted in their school, additional PL they believed they still needed, and an opportunity to provide additional information on their perception of how their principal led the CP PL and initiative. Responses to these questions were analyzed and coded separately from the descriptive statements.

Data Collection Procedures

According to Merriam (1998), the data collected and analyzed shapes the final case study, but if not stopped the process of collecting data can extend indefinitely. For the purpose of this study, data had to be collected at the end of the first year of schools implementing the CP model. Principals and their staff were sent the questionnaires before principal and school staff changes were announced and staff left for summer break (between May and June 2018). All questionnaires were created, delivered, and collected using the web-based tool Survey Monkey.

Before selecting and administering the questionnaires, I first met with district level directors about the study to allow them an opportunity to ask questions, provide suggestions for identifying principals who would be willing to participate at the end of the academic year, and gain support for the study to address potential concerns from principals about participating. During the meeting with district directors, a concern was raised about administering the questionnaire at the end of the school year. One director stated that since I was asking principals to participate, she did not foresee me having a problem acquiring participants due to the level of respect my colleagues have for my work in the district.

After my meeting with district directors, I selected eleven principals to participate in the case study. Principals were first selected based on the geographic location of their school. Additional factors considered in selecting principals were: gender, tenure, number of years at school, and number of years working in the school district. All communication with principals took place electronically.

I emailed the eleven principals seeking their voluntary participation in the study (see Appendix F); to prevent principals from knowing who was being asked to participate in the study, each was emailed individually. Nine of the eleven principals accepted the request to participate. One urban high school principal declined to participate due to completing their first year as an administrator in the school district. Although willing, one urban middle school principal requested their school not participate due to the number of surveys staff were asked to complete during the school year. At the request of both principals, another urban high school and middle school was selected. The new urban middle school selected feeds into the urban high school, but the urban elementary school does not feed into the middle school or high school.

After principals emailed their consent to participate, they were sent an email (see Appendix G) thanking them for participating, asking for their formal consent to participate in the investigation, and providing them with a link to the questionnaire. Participant consent was given by clicking on the questionnaire link and again by selecting “OK” on the SPQ.

After the principal email was sent, administrators were sent a second email to forward to their staff (see Appendix H). The staff email explained the study, provided “consent to participate” information, and included a link to the questionnaire. Participant consent was given by clicking on the questionnaire link and again by selecting “OK” on the SSQ.

Each school in the district has an equity representative who supports the principal in delivering CP PL and supporting staff on equity related issues; equity representatives are selected by principals and serve as classroom teachers, media specialist, or counselors. To assist principals with disseminating the email and information about the study, each school's equity representative was sent an email with information about the study and their principal's participation in the study (see Appendix I). To prevent equity representatives from knowing the other schools participating in the study, each was emailed individually. Each year, the school district's equity team sends a survey to equity representatives for distribution to staff to collect feedback on the CP PL they received; schools who participated in this study were not asked to complete the yearly staff survey.

The questionnaire remained open for ten days from the date principals received emails with links to both research instruments. A reminder email to participants, inviting them to provide additional comments regarding the investigation, was sent to principals and their equity representative to forward to staff five days before the questionnaire closed (see Appendix E). In the email, staff was invited to email me with additional comments regarding the study and informed that their emails would not be anonymous, but participant names and schools would not be used when reporting findings. Staff names are associated with emails sent using the school district's inter office email system, for this reason, staff was informed that their names and schools would be kept confidential.

Participants were prompted to complete the questionnaire in a location and on a device of their choosing due to the sensitive nature of the descriptive statements. The questionnaire asked staff to rate and discuss their principal's LS and their leadership during implementation of the CP

initiative; requiring staff to complete the questionnaire at their work location does not provide the privacy some may believe they needed.

To maintain confidentiality, participant responses were kept private. All information was secured on my personal computer and backed up on an external hard drive. Supporting documents were dated and coded with an assigned code so that specific school names or individual names of principals participating in the study were not used. Settings on the web-based questionnaire platform, Survey Monkey, were set not to collect the names or email addresses of participants. Data collection occurred in late spring of 2018, at the end of the first year of CP implementation in schools, with the approval of the school district and college's IRBs (see Appendices J and K).

Data Analysis

Document review. An advantage of documentary data for qualitative case studies is that it can “ground an investigation in the context of the problem being investigated” (Merriam, 1998, p. 126). Principals who participated in this study were not interviewed on their perception of the CP PL sessions developed for them a year before they were expected to lead the CP initiative in their building. Cultural proficiency PL sessions with principals and school-based CP PL sessions were not recorded. Instead, a review of the PL sessions, evident on Goggle slides (slide deck), the district equity team used to facilitate CP PL sessions with principals (see Appendices L and M for session description), and slide decks given principals to facilitate sessions with their staff (see Appendix N for session description) was completed. The document review provides an overview of the PL used to prepare principals to lead CP PL with their staff and the CP PL they were given to lead the CP initiative in their school.

Document review coding. All coding for this study was done manually. Saldaña (2009) suggests that small-scale studies should be coded on hard-copied printouts first, stating, “there is something about manipulating qualitative data on paper and writing codes in pencil that give you more control over and ownership of the work” (p. 26). The slides from each session were reviewed to determine what was communicated to principals during their CP PL and what principals were asked to communicate to their staff during school-based CP PL. Microsoft Word was used to organize key concepts from the slides.

Saldaña (2009) recommends descriptive coding as a first-tier coding method and pattern coding for second-tier coding. First, I separated the PL sessions into three categories: (1) 2016–2017 CP Principal PL; (2) 2017–2018 CP Principal PL; and (3) 2017–2018 CP School-based PL. Then, I looked at the objectives for individual PL sessions and text within all slide decks to describe the content of each session. The key phrases and content from each session were then categorized in my first-tier code. Next, I developed my second-tier code by analyzing patterns that emerged from the categories. Finally, I interpreted the patterns to identify and explain the themes that emerged from the documents creating a third-tier code. Once the themes were determined, I examined the magnitude and frequency of each theme per PL session.

Questionnaire analysis. Descriptive statistics and open-ended responses were used to answer the overreaching research question this study posed; specifically, the conclusions arrived at came from sections two and the first 21 items of section three of the SPQ and SSQ and the open-ended responses in section three of the SPQ and SSQ (see Appendix O for research question alignment to data source).

Descriptive statistics analysis. Sections two and three of the principal and staff questionnaires were analyzed as descriptive statistics. Data from section two of the SPQ

measured a principal's LS as transformational, transactional, or Laissez-Faire. Section three of the SPQ measured a principal's CP LS as transformational, transactional, or Laissez-Faire. The data from both sections was correlated to determine if a principal's perception of his or her LS and CP LS was congruent.

Data from sections two and three of the SSQ measured staff perception of their principal's transformational, transactional, or Laissez-Faire LS and CP LS. The data from both sections was correlated to determine if staffs' perception of their principals LS and CP LS was congruent.

Data from all staff responses were analyzed to determine the percentage of teachers, in a school, who viewed their principal's LS and CP LS as transformational, transactional, or Laissez-Faire. Data from sections two and three of the SPQ and SSQ were then correlated to determine the majority of staff in a school whose perception of their principal's LS and CP LS was congruent with their principal's perception.

Data in sections two and three of the SPQ and SSQ were analyzed using Survey Monkey and Excel.

Qualitative data analysis. The three open-ended questions in section three of the SPQ and SSQ were asked to gather beliefs of participants not ascertained from the descriptive statements in sections two and three (see Appendix P) each question was coded separately.

According to Saldaña (2009), "descriptive coding summarizes in a word or short phrase...the basic topic of a passage of qualitative data" (p. 70) and magnitude codes are supplemental to indicate the frequency of the descriptive code (Saldaña, 2009). Coding of the open-ended responses is similar to the process used in the document review of this study.

I analyzed questions separately by first combining responses from each school into a single table; each participant was identified by his or her school pseudonym and order of response to the questionnaire. Next, each response was read and categorized based on the primary topic of the response. Descriptive phrases were then selected to summarize a participant's answer and categorized in my first-tier code. Second-tier codes emerged from analyzing patterns from the summaries in first-tier coding. Patterns were then interpreted to identify and explain the themes that emerged from the responses. Once the themes were determined, I examined the frequency of a theme in participant responses. Separate codes were created for each open-ended question; code books are provided for principal and staff responses (Appendices Q and R).

Trustworthiness

Credibility. Multiple sources of data shed light on themes that emerge from a study (Merriam, 1998 and Creswell & Poth, 2018); to confirm the study's credibility, emerging findings were triangulated by inter and cross analysis of principal and staff scores on the LS and CP LS descriptive statements, and open-ended responses within and between schools and levels. I addressed the clarity of the questionnaire and data sources by conducting a pilot test of the principal and staff questionnaires and made revisions based on feedback from the college and school district IRBs.

Transferability. To ascertain if the findings of this study would transfer to schools of varying sizes and geographic areas, eleven schools were selected from three different geographic regions of the same school district, ranging in student and staff population, and multiple levels describing LS and CP LS during year one of a school's implementation of a district's CP initiative. Before selecting principals to participate, the purpose of the study was discussed with

district administrators who gave suggestions on schools fitting the geographic locations considered for the study.

Confirmability. An audit trail is one technique used to establish confirmability. An organized collection of materials and systematically maintained document system was established to store data generated and documents created during the study. As I collected data, having an organized method for storing responses allowed me to efficiently analyze and interpret findings. For this study, hard copies of data were kept at my home, and stored on a personal laptop, flash drive, and external hard drive. Schwandt (2015) claims an organized collection of the studies data and documents used to triangulate the data constitutes an audit trail.

Data were collected using a secure Survey Monkey account, questionnaire results were transferred from Survey Monkey onto Excel spreadsheets and documents. Results from the descriptive statements were scored in Excel, then principal and staff responses were placed into separate spreadsheets and compared. Manual coding of the document review and open-ended questions was conducted using a three-tier coding method for the document review and open-ended responses.

Researcher's biases. To address bias, according to Merriam (1998), researchers state their assumptions at the outset of a study. As the school system's equity supervisor, I lead, support, and facilitate PL for all principals on the CP model and the district's implementation of the initiative. My current work with principals informs my belief that transformational LS influences how administrators facilitate PL, specifically CP PL and implementation of equity-based initiatives in their school.

Limitations of the Study

The purposive sampling of principals for this study limits the generalizability of findings. Principals were selected based on the geographic location of their school within the school district. Once principals accepted the invitation to participate, they communicated information about the study to their staff. Some schools had a limited number of staff volunteer to participate in the study; this diminishes the strength of conclusions drawn about a principal's LS and CP LS in comparison with schools that had more staff who participated. Also, conclusions from this study were drawn from one point in time, at the end of the school year in which the CP initiative had been implemented, instead of collecting from a longitudinal data set. In addition, the study was conducted in one state and school district and is not generalizable to all elementary and secondary schools in all regions of the United States.

An additional limitation of the study was my dependence on principals and the equity representative in their school to distribute the questionnaire to staff. Though I sent follow-up emails to encourage participants to complete the questionnaire, aside from principals forwarding information about the study, they did not have to encourage staff to participate. The manner in which principals shared information could have skewed the number of participants per school. The anonymity of staff participants prevented me from contacting non-responders.

Another limitation of this study involved the instruments used to collect data. While section two of the SPQ, the MLQ, methodically measures transformational LS the descriptive statements in section three of the SPQ and sections two and three of the SSQ, adapted from the MLQ, were developed for the purpose of this study and validity has not been tested.

CHAPTER FOUR: FINDINGS

The purpose of this case study on the phenomenon of leader–follower congruence was to examine principals and teachers’ description of LS, leader–follower perceptual congruence of LS, and staff perception of their principals’ implementation of a school–based CP initiative. This chapter includes data findings and analysis of the study.

Statement of the Problem

Today, principals, in the United States, face the challenge of leading a staff not as racially and ethnically diverse as their student population (U.S. Department of Education, 2016). Factors such as gender, language, and socioeconomic status, along with factors about which public schools do not collect data on, such as family structure, gender identity, or religion, (Gardiner & Enomoto, 2006; Lindsey et al., 2009) also contribute to the diversity of the teaching staff and student population that has always existed within the United States (Gardiner & Enomoto, 2006). Cultural proficiency is a model some principals use to examine “the policies and practices of [their school] or the values and behaviors of [individual staff] that enable the [school] or [staff members] to interact effectively in a culturally diverse environment” (Nuri–Robins et al., 2012, p. 15). This study examined the LS and perception of 11 RMSD principals and how they led and implemented a CP initiative in their school.

This study presents document analysis of PL session slide decks, questionnaire results from 11 principals and their staff on LS and CP LS, principal–staff perceptual congruence of LS and CP LS, and data on principals’ leadership of the implementation of his or her school’s CP initiative. Principals in the RMSD school district were provided with nine PL sessions introducing them to the CP model and practices a year before school staff. During the first year of school–based implementation, five CP PL sessions were offered to principals. Four CP

modules were created by the RMSD equity team for principals to facilitate sessions with their staff. Principals were encouraged to facilitate sessions with a staff member, equity representative, from their school who also received PL from the RMSD equity team.

Participants

The principals in this study identified as female and male, with a range of years in the principalship, from one to 15 years. Before becoming a principal, the average number of years in education among participants was roughly 15 years, ranging from seven to 26 years. The average number of years serving as principal in their current school was five point five years. One principal served in at least four schools as a principal, the rest in one to two schools. Two of the principals held school leadership positions in other districts; the remaining participants have served as principal in one school district.

Based on demographic information collected from staff, there was a range of years, one to 36 years, as an educator. Across the 11 schools, the average number of years staff worked in their current school ranged from roughly five to 14 years; the average number of years working in the school district ranged from approximately 12 to 25 years. The average number of years staff worked with their principal, across all schools, ranged from two to seven years. The range of years in public education, working in their school, and with their principal indicates there was a balanced representation of staff perspectives across all schools. However, participation across schools is skewed; three of the 11 schools had four to six valid staff responses.

Data Sources

The overarching research question was: How does a principal's LS influence his or her staff's perception of the implementation of a school-based CP initiative?

The following sub-questions guided the research to achieve the purpose of this study:

1. How is the principal's leadership style perceived by themselves and their staff?
2. How does the principal's leadership style influence the implementation of a CP school district initiative?
3. What influence does leadership style have on a principal's ability to implement a CP initiative in a manner that engages and supports staff?

The findings of this study will first be shared in response to the individual research questions, followed by their application to the purpose of this study.

Document Review

During the 2016–2017 and 2017–2018 school years, RMSD principals participated in 14 CP PL sessions; all sessions were created and lead by the district equity team. Principals participated in nine sessions during the 2016–2017 (see Appendix L for session descriptions) and five sessions during 2017–2018 (see Appendix M for session descriptions). The district equity team created four CP PL school–based sessions for principals to facilitate with their staff during the 2017–2018 school year (see Appendix N for session descriptions). Each session slide deck was placed on Google slides and used to display content during sessions visually. Placing session content on a slide deck also allowed participants to review material on their own after the conclusion of a session.

All sessions took place at the same location and were co–facilitated by a member of the superintendent's cabinet and me. The sessions were conducted with approximately 120 district administrators in a variety of formats. During the 2016–2017 school year, some of the sessions were conducted whole group, with small group and one–on–one periods of collaboration. Senior leaders were asked to facilitate sessions with smaller cohorts of principals, comprised of approximately 15 to 20 administrators, during the 2017–2018 school year; district leaders

determined the cohorts. The district equity team developed the PL and prepared senior leaders to facilitate sessions; sessions were comprised of whole group and one-on-one periods of collaboration.

During CP PL sessions, principals were introduced to the CP model and definition. Sessions required principals to define and examine aspects of diversity such as, but not limited to, ability, age, ethnicity, gender, gender expression, gender identity, language, national origin, political affiliation, position within the district, race, religion, sexual orientation, and socioeconomic status. Participants engaged in self-reflection to determine if they were meeting the needs of their school community, by examining their ability to effectively or ineffectively interact in diverse settings. Principals were asked to consider inequitable in district policies, structures, and practices, and the role of leaders to eliminate institutional inequities. Principal CP PL sessions were between 60 to 90 minutes.

Principals were instructed to facilitate four sessions with their staff during the 2017–2018 school year; they were encouraged to co-facilitate sessions with their school's equity representative. The district equity team developed all the school-based modules in conjunction with eight teachers, from elementary, middle, and high schools, from across the district who volunteered and were compensated for their time. Principals were directed when to facilitate sessions so that all school staff across the district received PL during the same month. Sessions were scheduled for the first semester, August and November, and the second semester, January and April, of the school year. A month before each session was to be facilitated in schools, the district equity team met with principals and separately with all district equity representatives to guide them in preparing to facilitate sessions. Principals and school representatives were instructed to meet and prepare how they would adapt each session to meet the needs of their

staff, without altering the session objectives. School-based CP PL sessions were between 50 to 60 minutes.

As the primary platform used to deliver content on the CP initiative, the slide decks contained resources for principals and staff to access and facilitate discussion on topics related to CP. A document review was conducted to determine significant themes of the CP PL sessions developed by the RMSD equity team. The slide deck for each session was printed, which allowed me to examine hardcopies, to determine the core objectives, content, and themes of the PL sessions. My rationale for conducting a document review was to analyze and gain a deeper understanding of the essential curricular documents used to prepare principals to lead the CP initiative in their school. The document review also allowed for an examination of the PL principals were expected to deliver to their staff. As Merriam (1998) suggests, the document review places a study in the context of the problem, or in this case phenomenon, that was studied.

A three-tier coding process was conducted to determine the main themes addressed during each principal and school-based CP PL session. An initial reading of each session's slide deck allowed me to determine and list the content objectives. After determining the initial codes, based on each session's objectives and content, the second-tier of coding emerged after analyzing patterns between sessions. The final tier of coding took place after an additional reading of each session's slide deck and the common themes that emerged during the second-tier coding. The coding process for principal and school-based sessions was the same.

The first series of slide decks coded were from the 2016–2017 principal CP PL sessions. Session slide decks are designated by the school year and order of session within that year, for example, P1617S1 is Principal 2016–2017 Session one and S1718S1 is School-based 2017–

2018 Session one. First-tier descriptive coding of slide decks was based on the core objectives, content, and activities. Session P1617S1, for example, revealed the following initial descriptive codes:

- Courageous Leadership;
- Introduction to CP/Equity initiative
- Each and every student succeeds
 - Eliminate achievement gaps
- CP
 - Defined
 - Individual and collective journey
 - Group and individual stories matter
- CP Tools
 - Diversity Wheel
- Individual and small group reflection

After analyzing all 2016–2017 session slide decks and a second reading of the P1617S1 slide deck, the following patterns emerged creating the second-tier coding:

- Leadership Responsibility
- Focus on Each and Every Student
- CP Tools
- Inside–Out Approach (Reflection)

The third tier of coding (see Appendices S and T for code map) did not take place until the slide deck for each session was completed. After the initial first and second-tier codes were determined, patterns between all session's second tier codes were analyzed for common patterns

and defined. This coding process was used for both principal and school-based session slide decks. Third-tier coding for both years of principal CP PL revealed the same themes.

Principal CP PL sessions 2016–2017 and 2017–2018 school years. Four significant themes emerged from a review of the CP PL slide decks: (1) Culturally proficient leadership and responsibilities; (2) Tools for using culturally proficient practices and implementation; (3) Inside/Out approach (self-reflection and application); and (4) Integration of CP model with district initiatives. Following, in the order, they most frequently appear across all sessions, are the themes, descriptions of each I developed based on the content and activities presented within each slide deck, and the sessions where the themes emerged:

- *Inside/Out Approach (self-reflection and application):* Individual and group reflection during CP sessions; group collaboration during CP sessions
 - This theme emerged in all 14 sessions.
- *Tools for using culturally proficient practices and implementation:* Diversity wheel to consider dynamics of individual diversity; CP continuum to examine behaviors and practices of individuals and organizations; Inside-out approach of self-reflection on CP practices, attitudes, and beliefs that lead to application of CP practices; vulnerability in sharing personal culture and experiences
 - Session codes: P1617S1, P1617S2, P1617S3, P1617S4, P1617S5, P1617S7, P1617S8, P1617S9, P1718S2, P1718S3, P1718S4, and P1718S5
- *Culturally Proficient Leadership and Responsibilities:* Responsibility of leaders to address stereotypes and bias in conjunction with cultural backgrounds, engagement of staff, students and community, school culture, and support of teachers

- Session codes: P1617S1, P1617S2, P1617S3, P1617S4, P1617S6, P1617S7, P1718S1, P1718S2, and P1718S3
- *Integration of CP model with district initiatives:* Connection of CP initiative made with district's instruction and school improvement initiatives
 - Session codes: P1617S4, P1617S8, P1617S9, P1718S2, P1718S3, P1718S4, and P1718S5

Only sessions P1617S4, P1718S2, and P1718S3 addressed all four themes. The theme of Culturally Proficient Leadership and Responsibilities emerged in only nine of the 14 sessions based on the content of each session's slide deck. The majority of the CP PL for principals, over both years, addressed two themes: (1) Inside/Out Approach (self-reflection and application) and (2) Tools for using culturally proficient practices and implementation process, Table 12.

Table 12

Frequency of Themes in Principal CP PL Sessions During 2016–2017 and 2017–2018 School Years

Session	CP PL Themes			
	Culturally Proficient Leadership and Responsibilities	Tools for using culturally proficient practices and implementation	Inside/Out Approach (self-reflection and application)	Integration of CP model with district initiatives
P1617S1	X	X	X	
P1617S2	X	X	X	
P1617S3	X	X	X	
P1617S4	X	X	X	
P1617S5		X	X	
P1617S6	X	X	X	
P1617S7	X	X	X	
P1617S8		X	X	
P1617S9		X	X	X
P1718S1	X		X	
P1718S2	X	X	X	X
P1718S3	X	X	X	X
P1718S4		X	X	X
P1718S5		X	X	X

Staff CP PL sessions 2017–2018 school year. All schools were given the same CP PL sessions (see Appendix N). The school-based sessions were not the same as those developed for principals. Principals and the equity representative from their school were encouraged and given the option to adapt sessions to address the needs of their school without altering the objectives of the PL. It was also the prerogative of principals to facilitate sessions alone, have their school's equity representative facilitate alone, or in conjunction with their equity representative. Principals also chose if they would facilitate sessions during staff, department, or team meetings.

Four significant themes emerged from a review of the CP PL slide decks: (1) Culturally proficient educators and responsibilities; (2) Tools for using culturally proficient practices and implementation; (3) Inside/Out approach; and (4) Integration of CP model with district initiatives. Three tiers of coding were used to arrive at the four significant themes (see Appendix U). Following, in the order they most frequently appear across all sessions, are the themes, descriptions of each I developed based on the content and activities presented within each slide deck, and the sessions where the themes emerged:

- *Tools for using culturally proficient practices and implementation:* Diversity wheel to consider dynamics of individual diversity; CP continuum to examine behaviors and practices of individuals and organizations; Inside-out approach of self-reflection on CP practices, attitudes, and beliefs that lead to application of CP practices; vulnerability in sharing personal culture and experiences
 - Session codes: S1718S1, S1718S2, S1718S3, S1718S4
- *Integration of CP model with district initiatives:* Connection of CP initiative made with the district's instructional practices and school improvement initiatives
 - Session codes: S1718S1, S1718S2, S1718S3, S1718S4

- *Culturally Proficient Educators and Responsibilities*: Responsibility of educators to address stereotypes and bias in conjunction with cultural backgrounds, engagement of students, and instructional practices
 - Session codes: S1718S2, S1718S3, S1718S4
- *Inside approach (self-reflection) and Out approach (application of self-reflection)*: Individual and group reflection during CP sessions; group collaboration during CP sessions
 - Session codes: S1718S1, S1718S2, S1718S4

During the 2016–2017 staff CP PL sessions, two sessions addressed all four themes,

Table 13.

Table 13

Frequency of Themes in Staff CP PL Sessions During 2017–2018 School Year

Session	CP PL Themes			
	Culturally Proficient Educators and Responsibilities	Tools for using culturally proficient practices and implementation	Inside/Out Approach (self-reflection and application)	Integration of CP model with district initiatives
S1718S1		X	X	X
S1718S2	X	X	X	X
S1718S3	X	X		X
S1718S4	X	X	X	X

Survey Data and Analysis on Leadership Style

Research question one examined how principals and certificated staff (staff), comprised of classroom teachers, counselors, intervention teachers, and content specialist, describe LS and the relationship between how principals perceive their LS and CP LS and how staff perceives the LS and CP LS of their principal. Section two of the SPQ, the MLQ–6S, was used to describe how principals perceive their LS. The first 21 descriptive statements of section three of the SPQ,

adapted from the MLQ–6S, was used to describe how principals perceive their CP LS. Section two of the SSQ adapted from the MLQ–6S was used to determine how staff perceives their principal’s LS. The first 21 descriptive statements of the SSQ section three, adapted from the MLQ–6S, was used to determine how staff perceived their principal’s CP LS.

Participants were asked to answer section two of the SPQ or SSQ and the first 21 descriptive statements of section three of the SPQ or SSQ, by rating how frequently each descriptive statement fit them or their principal, using a five–point scale (0 = not at all; 1 = once in a while; 2 = sometimes; 3 = fairly often; 4 = frequently, if not always). The score for each factor was then determined by the sum of three specified questionnaire items, Table 11.

Principals’ perception of their LS. Of the 11 principals, seven measured themselves high in all four LS transformational leadership factors of: (1) idealized influence; (2) inspirational motivation; (3) intellectual stimulation; and (4) individualized consideration. Three principals measured moderate in idealized influence; four measured moderate in inspirational motivation; one measured moderate in intellectual stimulation; and two measured moderate in individual consideration, Table 14.

Table 14

Principal Perceived LS, MLQ–6S, By School

Principal	Transformational Leadership				Transactional Leadership		Laissez-faire Leadership
	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Contingent Reward	Management-by-exception	
Monica	10	11	10	9	9	9	6
Dwight	6	6	10	7	5	7	6
Craig	9	10	11	9	6	6	2
LindaAnn	9	10	9	10	9	9	6
Kevin	8	8	8	10	8	9	2
Wesley	10	9	10	11	9	10	6
Gary	9	9	11	10	4	6	3
Chester	9	11	10	11	2	7	4
Paula	8	8	9	10	7	6	3
Larry	11	11	12	10	10	9	7
Donna	9	8	9	8	8	7	2

Four principals measured high in both factors of transactional leadership, (1) contingent reward, and (2) management-by-exception. Five principals measured moderate in contingent reward and two measured low; six measured moderate in management-by-exception. No principal measured high in Laissez-Faire Leadership; five measured moderate and six low, Table 14.

Principals' perception of their CP LS. Of the ten principals who completed the first 21 descriptive statements of section three of the SPQ, four measured high in all four factors of transformational leadership. Five principals measured moderate in idealized influence; five measured moderate in inspirational motivation; three measured moderate in intellectual stimulation; and three measured moderate in individual consideration, Table 15.

Two principals measured high in both factors of transactional leadership. Five principals measured moderate and one low in contingent reward; seven measured moderate in management-by-exception. Two principals measured high in Laissez-Faire Leadership, two measured moderate, and six measured low, Table 15.

Table 15

Principal Perceived CP LS, Adapted from MLQ-6S, By School

Principal	Transformational Leadership				Transactional Leadership		Laissez-faire Leadership
	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Contingent Reward	Management-by-exception	
Monica	8	9	9	9	8	7	4
Craig	9	11	12	11	8	6	4
LindaAnn	9	11	12	11	9	8	10
Kevin	8	7	6	6	6	7	4
Wesley	10	10	10	10	10	10	9
Gary	8	6	8	7	2	6	5
Chester	11	8	11	11	7	9	3
Paula	7	5	8	8	6	7	3
Larry	10	10	12	10	10	10	8
Donna	8	8	9	9	9	6	3

LS and CP LS transformational leadership principals' perception comparison. Ten principals completed section two and the first 21 descriptive statements of section three of the

SPQ. A color-coded table was created to analyze findings and compare LS and CP LS factors (see Appendix V). Findings for transformational LS and CP LS reveal that four principals measured high in all factors; two principals measured high in all LS and CP LS factors but one, moderate in CP LS idealized influence and one moderate in CP LS inspirational motivation; one principal measured high in all LS factors and moderate in all CP LS factors; one principal measured moderate in all LS and CP LS factors but one, high in individual consideration; one principal measured moderate in all LS and CP LS factors but two, high in intellectual stimulation and individual consideration; and one principal measured high in intellectual stimulation and CP LS intellectual stimulation, LS idealized influence, CP LS individual consideration, and moderate in all other factors, Table 16.

LS and CP LS transactional leadership principals' perception comparison. In both factors of transactional leadership, two principals measured high in both LS and CP LS; the same principals measured high in all four LS and CP LS factors of transformational leadership. Two principals measured moderate in both LS and CP LS transactional leadership factors; one principal measured high in both LS factors and moderate in CP LS factors; one principal measured high in LS and CP LS contingent reward and LS management-by-exception, and moderate in CP LS management-by-exception; one principal measured moderate in LS and CP LS contingent reward and CP LS management-by-exception, and high in LS management-by-exception; one principal measured moderate in LS contingent reward and LS and CP LS management-by-exception, and high in CP LS contingent reward; one principal measured low in LS contingent reward, moderate in CP LS contingent reward and LS management-by-exception, and high in CP LS management-by-exception; and one principal measured low in LS

and CP LS contingent reward and moderate in LS and CP LS management-by-exception, Table 16.

LS and CP LS Comparison: Principals' perception of their Laissez-Faire

Leadership style. Four principals measured low in Laissez-Faire Leadership and CP LS; two principals measured LS moderate and CP LS high; one principal measured LS moderate and CP LS low; one principal measured LS low and CP LS moderate; and one principal measured LS and CP LS moderate, Table 16.

Table 16

Comparison of LS and CP LS of Principals By School

Principal	Transformational Leadership								Transactional Leadership				Laissez-faire Leadership	
	Idealized Influence		Inspirational Motivation		Intellectual Stimulation		Individual Consideration		Contingent Reward		Management-by-exception			
	CP	LS	CP	LS	CP	LS	CP	LS	CP	LS	CP	LS	LS	CP
Principal	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS	LS
Monica	10	8	11	9	10	9	9	9	9	8	9	7	6	4
Craig	9	9	10	11	11	12	9	11	6	8	6	6	2	4
LindaAnn	9	9	10	11	9	12	10	11	9	9	9	8	6	10
Kevin	8	8	8	7	8	6	10	6	8	6	9	7	2	4
Wesley	10	10	9	10	10	10	11	10	9	10	10	10	6	9
Gary	9	8	9	6	11	8	10	7	4	2	6	6	3	5
Chester	9	11	11	8	10	11	11	11	2	7	7	9	4	3
Paula	8	7	8	5	9	8	10	8	7	6	6	7	3	3
Larry	11	10	11	10	12	12	10	10	10	10	9	10	7	8
Donna	9	8	8	8	9	9	8	9	8	9	7	6	2	3

Comparison and Analysis of Principal LS and CP LS. Overall, the majority of principals perceived themselves as transformational leaders and CP transformational leaders. Principals who scored high on the majority of the transformational leadership factors also scored high on CP LS transformational leadership factors. The principals who primarily scored moderate on the four factors of transformational leadership also scored moderate on factors of CP LS transformational leadership. The exception is two principals whose scores were split high and moderate across LS and CP LS factors, Tables 17 and 18.

Table 17

Principals Perception of Their Transformational LS

	High School	Middle School	Elementary School	Primary School
High All Factors	2	1	2	1
High in Two Factors and Moderate in Two Factors			1	1
Moderate in Tree Factors, High in One Factor		1		

Table 18

Principals Perception of Their CP Transformational LS

	High School	Middle School	Elementary School	Primary School
High All Factors	1	2		1
High in Three Factors and Moderate in One Factor	1		1	
High in Two Factors, Moderate in Two Factors				1
Moderate All Factors		1	2	

Wang and Cruz (2018) simplistically define transformational leadership as a “leadership approach that causes change in individuals and social systems” (p. 1). In this study, the majority of principals perceiving their LS and CP LS as transformational indicates a belief in their ability to lead their staff in the changes needed to create a learning community where diversity is celebrated and valued (Dukes & Ming, 2007). Balyer (2012), found that “transformational leadership behaviors have significant direct and indirect influences on teachers’ commitment to change and their performance” (p. 585).

Principals leading a CP initiative must acknowledge and raise issues related to equity, bias, privilege, and marginalization (Lindsey & Lindsey, 2014 and Lindsey et al., 2013) with members of their school community. Transformational leaders serve as role models for their staff in addressing issues of equity or inequity and gain the trust of their staff. In a study conducted by Balyer (2012), a teacher explained the actions of a principal that instilled trust stating, “I trust him, because he respects and values our ideas. He thinks that we are experts in our profession

and our experience is valuable. We make some mistakes, but he is patient and tolerant.

Therefore, everyone at school feels that they are at home” (p. 585).

There is a range of principal perceptions regarding transactional leadership in this case. It is likely that principals who scored high or moderate on both LS transactional leadership factors, also scored high or moderate on both CP LS transactional leadership factors. However, there is no consistent pattern of principal LS and CP LS transactional scores, Tables 19 and 20.

Table 19

Principals Perception of Their Transactional LS

	High School	Middle School	Elementary School	Primary School
High All Factors	1	2		1
High in One Factor and Moderate in One Factor		1		
Moderate All Factors	1		1	1
Moderate in One Factor and Low in One Factor			2	

Table 20

Principals Perception of Their CP Transactional LS

	High School	Middle School	Elementary School	Primary School
High All Factors		1		1
High in One Factor and Moderate in One Factor		1	1	1
Moderate All Factors	2	1	1	
Moderate in One Factor and Low in One Factor			1	

The majority of principals perceiving their transactional LS and CP LS as moderate may denote balance in transformational and transactional leadership styles. Silins (1994) indicated that transactional leadership “does not bind leaders and followers in any enduring way” resulting in “a routinized, non-creative but stable environment” (p. 274). In addition, in exchange for the advancement of their own and their followers’ goals, transactional leaders provide things of value (Kuhnert, 1994), such as incentive structures “to increase employees’ attainment of organizational goals” (Jensen et al, p. 4) instead of creating connections with staff that raises

their motivation. Principals must assess and guide their staff's progress in addressing issues of equity in a manner that expresses their value for staff and is motivating; this requires principals that possess a combination of transactional and transformational leadership styles (Arriaga & Lindsey, 2016; Lindsey et al., 2009; Lindsey et al., 2013).

The majority of principals scored low in LS or CP LS Laissez-Faire Leadership. Two principals scored high in CP LS Laissez-Faire Leadership, but scored moderate in LS Laissez-Faire Leadership. Overall, the ten principals who completed section two and the first 21 descriptive statements of section three of the SPQ do not perceive their leadership style as LS or CP LS Laissez-Faire.

Laissez-Faire leaders, as explained by Sharma and Singh (2013), "provide little or no direction and give employees as much freedom as possible (p. 29). Principals who exhibit Laissez-Faire LS and CP LS would, for example, relinquish the responsibility of facilitating CP PL to a staff member and would not demonstrate five characteristics of a culturally proficient leader:

- taking responsibility for one's own learning;
- having a vision for what the school can be;
- effectively sharing the vision with others;
- assessing one's own assumptions and beliefs; and
- understanding the structural and organic nature of schools (Lindsey et al., 2009, p. 49).

The majority of principals perceiving their LS and CP LS as transformational indicates an awareness of leadership characteristics needed to inspire staff and lead change initiatives in their school.

Staff perception of their principal's LS. For this study, staff responses were considered as a whole after considering each school separately. A color-coded table was created to analyze findings and compare the percentage of staff perceptions of their principal's LS and CP LS factors by the school (see Appendix W). There were 148 respondents to section two of the SSQ. Overall, on the four factors of LS transformational leadership, staff perception of their principal's leadership style, in six schools, is congruent with their principal's perception. The perception of staff, in five schools, two high schools, one middle school, one elementary school, and one primary school, across all four factors, in two or more factors, did not match their principal's perception of their LS (see Appendix X).

Overall, the perception of staff on LS transactional leadership factors does not match their principals. There is a congruent perception between a principal and the majority of staff in one middle school and primary school on the contingent reward factor. There is congruent perception between a principal and the majority of staff in two high schools, two middle schools, and one primary school on the LS management-by-exception factor (see Appendix X).

Overall, the perception of staff on LS Laissez-Faire Leadership is not congruent with their principals. There is a congruent perception between a principal and the majority of staff in one high school and two middle schools (see Appendix X).

Staff perception of their principal's CP LS. There were 148 respondents to the first 21 descriptive statements of section three of the SSQ. Overall, on the four factors of CP LS transformational leadership, staff perception of their principal's leadership style is not congruent with that of their principals. The perception of staff, in one high school, one middle school, two elementary schools, and one primary school, across all four factors, in two or more factors, did not match their principal's perception of their CP LS (see Appendix Y).

Overall, the perception of staff and their principal on CP LS transactional leadership factors differ. There is congruent perception between a principal and the majority of staff in one high school, one middle school, and one primary school on the CP contingent reward factor. There is congruent perception between a principal and the majority of staff in one high school, three middle schools, two elementary schools, and two primary schools on the CP management-by-exception factor (see Appendix Y).

Overall, the perception of staff on CP LS Laissez-Faire Leadership does not match their principals. There is congruent perception between two middle school principals and the majority of their staff (see Appendix Y); one principal scored low in CP LS Laissez-Faire and the other scored high, the only commonality is the school level.

Comparison and analysis of staff perception of principal LS and CP LS. Overall, across all schools, in all four factors of LS transformational leadership, staff perception of principals was high. Staff was split on LS transactional leadership factors, the majority perceiving principals as moderate in contingent reward and high in management-by-exception. The majority of staff perceived their principal as moderate in LS Laissez-Faire Leadership, Table 21.

Overall, across all schools, in all four factors of CP LS transformational leadership, staff perception of principals was high. Staff was split on CP LS transactional leadership factors, the majority perceiving principals as low in CP LS contingent reward and moderate in CP LS management-by-exception. The majority of staff perceive their principal as moderate in CP LS Laissez-Faire Leadership, Table 22.

Across all schools, in all LS factors, after considering staff responses to each factor, 49% of staff scores are congruent with principal perception, 48% are incongruent. In all CP LS

factors, after considering staff responses to each factor, 44% of staff scores are congruent with principal perception, 46% are incongruent. These findings to research question one indicate the perception principals have of their LS are incongruent with staff perception.

Table 21

Overall Staff Perception of Their Principals LS

	Transformational Leadership				Transactional Leadership		Laissez-Faire Leadership
	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Contingent Reward	Management-by-exception	
High	70%	59%	55%	55%	28%	61%	21%
Moderate	18%	20%	26%	24%	40%	29%	49%
Low	12%	22%	19%	21%	32%	10%	30%

Table 22

Overall Staff Perception of Their Principals CP LS

	Transformational Leadership				Transactional Leadership		Laissez-Faire Leadership
	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Contingent Reward	Management-by-exception	
High	69%	60%	54%	43%	31%	41%	30%
Moderate	14%	20%	28%	30%	32%	44%	45%
Low	18%	20%	18%	27%	38%	16%	26%

Inconsistency between principals' perception and staff perception of their leadership and behavior is consistent with conclusions drawn from the MetLife, Inc. (2003) Survey of The American Teacher and Helms (2012). Results from the MetLife, Inc. (2013) Survey of The American Teacher found that principals and teachers did not fully agree on "what experiences and skills they think are necessary for a principal to be effective" (p. 4), further indicating a gap in principal and staff perceptions. These findings are consistent with Aarons et al. (2017) who found there are often discrepancies in leader-follower perceptual congruence that significantly influences consensus culture.

Regarding transformational LS and CP LS, after considering staff responses to all four factors, across all schools, roughly 61% of staff responses are congruent with their principal's

perception of their LS; 45% of staff responses are congruent with their principal's perception of their CP LS. These data indicate that more than half of the staff participants perceived their principal as transformational, except when leading the CP initiative. Aarons et al. (2017) found that discrepancy between supervisors and followers' perception of transformational leadership significantly influenced a defensive culture. Staff not perceiving their principal as a CP transformational leader is problematic since, as Ibarra (2008) suggests, at the outset of equity-centered initiatives, transformational leaders must influence staff to look beyond self-interests to reflect on issues of equity in their school community.

In discussing transformational leaders, Burns (1978) described the follower and leader relationship as one where both inspire each other to achieve "higher levels of morality and motivation" (p. 20) "such as justice and equality" (Bogler, 2001, p. 663). As indicated by Burns (1978) and Bogler (2001) not only must principals perceive themselves as transformational leaders, but their staff must also perceive them as leaders who exhibit a combination of idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation (Miner, 2005).

As discussed, transformational leaders can motivate followers to support the greater good not their self-interests (Kuhnert, 1994), in contrast to transactional leaders' lack of focus on their staff's personal development and Laissez-Faire leaders' exercising minimal control over their staff (Sharma & Singh, 2013). A staff that consistently perceive their principal as a CP transformational leader engaged in self-reflection, may surpass their self-interest for that of their team [or] organization (Bass, 1985). In schools, the team or organization are the students and community. The majority of staff having an incongruent perception of their principal's

transformational CP LS may indicate they are not motivated to examine issues of equity in their school.

Survey Data and Analysis about Perceptions of CP Initiative Implementation

Research questions two and three examined how principals and staff describe the implementation of the CP initiative and the influence of their principal's LS. Participants in this study were asked three open-ended questions that gauged what they believed were the most important concepts from the CP PL conducted in their school, additional CP PL they believed was still needed, and how they felt the CP initiative was led in their school. Principal and staff questions were similar but adapted for each group.

To determine how principals facilitated CP PL sessions, section one of the SPQ asked principals: Who facilitated the CP PL sessions? When or how PL sessions were held? How many sessions were held? They were also asked to indicate if CP PL sessions, outside of those created by the RMSD equity team, were conducted? Principals' responses to these questions are in Table 23. Of the 11 principals, six facilitated sessions with a designated staff member and five had a designated staff member facilitate CP PL sessions. Three principals facilitated sessions with a classroom teacher, two with an assistant principal, and four with a certificated non-classroom teacher. Five principals allowed PL sessions to be held during staff and team or department meetings and via online modules, three held sessions during staff and team or department meetings, and three principals held sessions during staff meetings only.

Table 23

How CP PL Was Conducted by School

Principal	Who facilitated cultural proficiency sessions in your school this year?	If you facilitated sessions with a designated staff member, who was the staff member?	Cultural proficiency sessions at my school were conducted:	How many of the cultural proficiency professional learning sessions were you able to lead alone or in conjunction with designated staff member?	How many cultural proficiency professional learning sessions were conducted in your school this year?	Were additional cultural proficiency sessions conducted outside of those provided by central/district office?
Monica	Designated staff member.	Certificated Staff: Classroom Teacher	During staff AND team/department meetings AND via online module	One	4	No
Dwight	I facilitated sessions with a designated staff member.	Certificated Staff: Classroom Teacher	During staff AND team/department meetings AND via online module	3-4	5-6	Yes
Craig	I facilitated sessions with a designated staff member.	Assistant Principal	During staff AND team/department meetings AND via online module	2	8	No
LindaAnn	I facilitated sessions with a designated staff member.	Certificated Staff: Non-Classroom Teacher	During staff AND team/department meetings	5	5	Yes
Kevin	Designated staff member.		During staff AND team/department meetings AND via online module	2	6	No
Wesley	I facilitated sessions with a designated staff member.	Certificated Staff: Classroom Teacher	During staff AND team/department meetings	all	all that were assigned	No
Gary	I facilitated sessions with a designated staff member.	Certificated Staff: Non-Classroom Teacher	During staff AND team/department meetings AND via online module	6	6	Yes
Chester	Designated staff member.		During staff meetings only	0	6	Yes
Paula	Designated staff member.	Certificated Staff: Non-Classroom Teacher	During staff AND team/department meetings	All	All	Yes
Larry	I facilitated sessions with a designated staff member.	Certificated Staff: Non-Classroom Teacher	During staff meetings only	6	6	No
Donna	Designated staff member.	Assistant Principal	During staff meetings only	all that were assigned	all that were assigned	No

Five principals conducted additional CP PL sessions outside of the four modules provided by the RMSD equity team. Seven principals facilitated four or more CP PL sessions alone or with a staff member. All principals had four or more CP PL sessions facilitated in their building during the first year of implementation, indicating all sessions developed by the district team were delivered to staff.

Most valuable learning from CP sessions for principals. Participants were asked, “What was your most important take away from the CP sessions conducted at your school this year?” Nine principals responded to this question; Dwight and Gary, did not respond to any of the open-ended questions. This question was asked to gain principals’ perspectives of what they believed was the most valuable learning they acquired from the CP PL conducted in their school. Responses from participants were coded and grouped into three categories, Table 24: (1) authentic conversations; (2) CP practices (instruction); and (3) awareness of diversity.

Table 24

Open-ended Question One Principals: Essential Learning from CP Sessions

School	Take Away		
	Authentic Conversations	CP Practices: Instruction	Awareness of Diversity
1A	X	X	
3A			X
1B	X		X
2B			X
3B	X		
2C	X		
3C		X	
1D		X	
2D	X		

Authentic conversations. Of the nine participants, five mentioned conversations where they and staff were vulnerable, discussed practices or learned about others. LindaAnn shared the impact of creating an environment early in the school’s implementation of the initiative where staff felt comfortable sharing with others and the impact of the initial CP PL session throughout the year:

“Creating a safe environment in which staff member[s] felt comfortable taking risks, being vulnerable, and learning from each other. We started our journey by allowing staff members to see the difference[s] that exist between us (staff) although a majority of us look, act, and seem the same. This was done through a privilege walk of which our staff member[s] referenced during EVERY CP lesson/conversation.”

Two of the four principals, who did not explicitly mention conversations or discussions, shared that the CP PL sessions brought about an awareness within themselves or their staff. Craig shared that an important take away was:

“The awareness that everyone has a story that can and often does profoundly impact a student’s school experience.”

A middle school principal, Kevin, said he was:

“Struck at how ignorant some were about the cultural differences we have.”

It can be inferred that Craig and Kevin arrived at their conclusions based on conversations they had with staff during CP PL. Primary school principal Larry stated that:

“CP is at the heart of teaching and learning.”

Larry was one of two principals who mentioned the connection between CP and instructional practices.

Most valuable learning from CP sessions for staff. Participants were asked, “What was your most important take away from the CP sessions conducted at your school this year?” Ninety-seven certificated staff responded to this question. This question was asked to gain staff perspectives on what they believed was the most valuable learning they acquired from the CP PL. Staff is identified by a pseudonym followed by their school in parentheses. Responses from the participants were coded and grouped into four categories, Table 25: (1) culturally proficient teaching and responsibilities; (2) culture and diversity; (3) CP PL affirmed positive school culture/principal seen as CP PL leader; and (4) CP PL not beneficial/principal not seen as CP PL leader.

Table 25

Open-ended Question One School Staff: Essential Learning from CP PL Sessions

School	Culturally Proficient Teaching and Responsibilities			Culture and Diversity	CP PL Affirmed Positive School Culture / Principal Seen as CP PL Leader	CP PL Not Beneficial / Principal Not Seen as CP PL Leader
	Teaching and Instructional Practices	Relationships	Personal Actions			
1A	3	3	4	3		2
2A				1		6
3A		2			1	7
1B	1	2		4	5	
2B		1		3	2	2
3B			6	2		1
1C	1		2			
2C	1	2	1			
3C	1	2	8	4		4
1D	1	1	6			
2D	1	2	3			
Total	9	15	30	17	8	22

Culturally proficient teaching and responsibilities. Under the category of culturally proficient teaching and responsibilities, there are three subcategories: (1) teaching and instructional practices; (2) relationships; and (3) personal actions. Nearly 9% of participants commented on CP PL focusing on teaching and instructional practices in connection to approaches for working with students or their families in the education process. DeIndia (2D) comments:

“To be accepting of all students and teach them and talk to them in a way that is right for them.”

Matthew (1C) acknowledges that:

“Cultural proficiency is ingrained with everything that we do as classroom teachers.”

Both comments illustrate an essential outcome for these participants regarding the connection of the CP initiative with teaching and instructional practices.

The importance of relationships in CP teaching and responsibilities was another essential learning for 15 participants. Staff expressed the connection between building relationships with students in order to help them achieve. Takiya (1B) stated:

“We need to know our students to be able to build stronger connections with them and help them be more successful.”

For some staff the awareness of knowing their students was associated with personal actions they needed to take in acknowledging their bias; this was the case for Jaron (3C), who shared that in order to establish a relationship with students he has:

“To recognize the bias we all carry to help us move forward with helping all of our students.”

Of the three subcategories under culturally proficient teaching and responsibilities, 30 participants believed personal actions were their most crucial concept learned from the CP PL. Many of the responses acknowledged:

“Looking at my personal biases.” – Georgia (2D)

“The importance of being aware of cultural biases that may affect my teaching and my students’ learning.” – Anitra (3B)

“Continue to be CP in my daily interactions with my students, their families, my community and my peers.” – Dorian (2D)

Of the 97 staff who responded to this question, an essential concept for 56% of them was actions they needed to take to address CP practices.

Culture and diversity. During the CP PL, almost 18% of participants increased their awareness of the diversity within their school and the number of stereotypes placed on others.

Working in a school they perceived as having little racial diversity, Aiden (1A) stated:

“In spite of being at a school [with] little racial diversity, there are still other aspects of diversity/culture that one needs to be aware of when interacting with others.”

Of the roughly 18% of participants who responded to this question, only Bryson (1B) referenced the Diversity Wheel:

“The culture wheel helped me to understand how important it is to realize the elements that contribute to an individual and how the combination of what makes us who we are is different in every single individual student and teacher in the building. I think it provides a great visual for understanding.”

Participants who discussed aspects of culture and diversity spoke of the CP PL sessions allowing them to grow in their understanding that:

“Diversity is everywhere.” – Iris (2B)

CP PL affirmed positive school culture/principal seen as CP PL leader. Open-ended question one was not intended to elicit remarks on principals leading the CP PL in their building, however, for eight staff members from schools 3A, 1B, and 2B, the most critical component of the PL was seeing their staff as a team (Devin, 3A), community (Freddy, 2B), and the CP initiatives connection to their schools mission, vision, and values (Brandon, 2B). Approximately 63% of responses for this category came from school 1B. Three participants from school 1B explicitly shared the role their principal played in the CP PL:

“[Principal] is passionate about taking our jobs to the next level and reaching for new ideas to do the same thing. It encourages, motivates, and helps us to stay on the cutting edge of thinking about our students and the best fit for their educational needs.” – Louis

“The activity [principal] conducted at the beginning of the year with the staff made the greatest impression upon me as to how we are diverse.” – Johnny

“This is a staff of caring, warm people who work as a team to improve the school culture, led by a wonderful leader.” – Henry

Participant responses in this category reflected CP PL sessions:

“Making clear [for staff] what CP is at our school.” – Edgar (1B)

CP PL not beneficial/principal not seen as CP PL leader. Close to 23% of participants, from six of the 11 schools, did not find the CP PL beneficial. Comments from Linda (2A) regarding the CP PL, summarizes the remarks of others in this category:

“[RMSD] is covering its butt by doing these things so that if anything negative ever happens [RMSD] can say, ‘Hey, we tried to train these people.’”

Comments like Linda and John’s (3A) that the CP PL sessions,

“Are usually a waste of everyone’s time.”

came from schools where staff did not perceive their principal as leading the initiative.

Responses from participants on their principal’s involvement in CP PL ranged from Jess’ (3C) remarks,

“[It] was a ‘have to’ not a ‘want to’ Administration often not present,”

to Toni’s (3A) perception:

“My take away is that our entire admin. team values the relationships they formed with the kids higher than they value the teachers at the school. Administration would rather be friends with our troubled students and continually and daily send teachers down the river.”

Overall, responses in this category came from participants who walked away from CP PL with,

“Nothing. There is never any follow through on anything.” – Tiffany (2A)

Analysis of the Most Valuable Learning from CP Sessions for Principals and Staff.

In response to the first open-ended question, the three themes that emerged from the nine principals who responded were not the same for the 97 staff respondents. The only similar theme between groups was awareness of diversity for principals and culture and diversity for staff. Of the nine principals who responded, the majority revealed that having authentic conversations was the most significant outcome of the CP PL. For staff respondents, it was personal actions under the theme of culturally proficient teaching and responsibilities. Principals did not remark on their

leadership of the CP PL in their building; however, 30 staff participants made remarks that fell into the themes: CP PL affirmed positive school culture/Principal seen as CP PL Leader or CP PL not beneficial/principal not seen as CP PL leader. Not all 30 responses directly mentioned principals, but they speak to how the CP PL was perceived in their school and can be summed up by Shanna's (3A) perception that:

"The communication skills between administration, guidance, front office, educational assistance, and teachers is severely lacking."

Additional CP PL needed for principals. Participants were asked, "What additional CP professional learning do you believe you still need?" Nine principals responded to this question. This question was asked to determine what PL principals believed they still needed to lead the CP initiative in their building. Responses from participants were coded and grouped into three categories, Table 26: (1) strategies and application; (2) continuous CP practices and support; and (3) evaluation and how-to tools.

Table 26

Open-ended Question Two Principals: PL Still Needed

School	Take Away		
	Strategies and Application	Continuous CP Practices and Support	Evaluation and How-To Tools
1A		X	
3A	X		
1B		X	
2B			X
3B		X	
2C			X
3C		X	
1D	X		
2D		X	

Strategies and application. Two principals commented on the need for additional strategies or application of CP practices as a PL need to support them with the CP initiative in their school. Craig commented on the need for application of CP practices for staff who may not have fully engaged in PL sessions:

“I think application in the classroom and the overall school culture – actionable learning that directly connects to practice to help those who may not have participated fully in self-reflection to experience it.”

Stating that his staff was now more aware, Larry asked:

“Are their specific strategies that should be used[?]”

Continuous CP practices and support. Of the nine participants, five remarked on the need for continuous conversations, self-reflection, or resources to support the CP initiative in their school. LindaAnn’s remarks regarding the need for continued conversations summarizes other remarks in this category:

“I believe the CP conversation needs to continue to be discussed in meetings, observation conferences, and not become a thing that we place up on a shelf and forget about. It is powerful and has had a positive impact on a majority of our staff members.”

Other principals remarked on the need for continued support on implementation of the CP initiative; Paula remarked on the need for:

“Continued resources/advice on integrating CP in other PLs.”

Evaluation and how-to tools. A need of Kevin’s was:

“An evaluation of how we are doing overall with being culturally proficient.”

However, Chester’s comment was more in the form of a question regarding:

“How to combat learned behaviors from home, music, movies, games and other media?”

Additional CP PL needed for staff. Participants were asked, “What additional CP professional learning do you believe you still need?” Roughly 42% of participants responded to this question. This question was asked to determine what PL staff believed they still needed to apply the CP initiative in their building. Responses were coded and grouped into three categories, Table 27: (1) CP strategies and tools for implementation; (2) continuous time to reflect on and process CP practices; and (3) no additional PL needed.

Table 27

Open-ended Question Two School Staff: PL Still Needed

School	CP Strategies and Tools for Implementation	Continuous Time to Reflect on and Process CP Practices	No Additional PL Needed
1A	6	2	2
2A	3		4
3A	4		5
1B	6	2	2
2B	3		3
3B	1	1	4
1C	1		2
2C		1	2
3C	9	1	2
1D	1	1	3
2D		2	
Total	34	10	29

CP strategies and tools for implementation. Close to 55% of participants believed they needed more PL on CP strategies and tools. Comments such as Beck’s (1A) on:

“How to break through the barrier of racism within the school community at large,”

Matthew’s (1C) request for PL on:

“How to connect more with struggling behavioral students from a variety of backgrounds.”

Both expressed the need some staff had for strategies that address racism and biases to practices that support the work they do to engage a diverse student population. Staff commented on the

need for strategies to help English Learners (JoAnn, 3A), students living in poverty (George, 3B), and restorative practices (Mark, 3C).

Continuous time to reflect on and process CP practices. Of the ten participants who believed more time was needed to continue self-reflection and processing of CP practices, Katie (1A) expressed concern that more strategies would be introduced before they could process what was learned during the first year of implementation:

“I need time to implement strategies before more are added to my ever growing list. There needs to be consistency with what we teach instead of changing every year.”

The sentiments of Ann (3C) summarizes the responses of many that fell into this category:

“Attaining Cultural Proficiency is a journey, and we as a school have just taken the first step. I am more aware of the work that needs to be done, but I will continue to reflect on my practices in order to improve my own actions for as long as I am an educator. I would benefit from continuous scenario-based professional learning.”

For participant responses in this category, 60% believed that any additional CP PL should allow them time to process what they learned during the first year of implementation in their school.

No additional PL needed. Fifty-five percent of responses in this category were, “I don’t know,” “not sure,” “none,” or “nothing at this time.” Other comments such as, “Whatever...” and “you have got to be kidding...” reveal a level of indifference regarding the CP PL that occurred in some schools. Additional responses in this category, like that made by Johnathan (3A), alluded to a lack of belief in current education initiatives:

“Not sure prof. learn. can resolve the GIVE GIVE GIVE philosophy in our current ed. initiative. Get that diploma in their hand and show them the door.”

Keith (2B) believed that the quality of PL provided by the RMSD was insufficient:

“I feel the county does not have high quality professional learning presentations with CP information.”

Finally, for some, there is a connection between belief in their principal and the need for additional CP PL. Liz (1C) commented:

“I think the leadership in the building needs to realize that cultural proficiency is across the board. They need to consider the cultural differences in their staff members. It is really difficult to hear someone tell you how you should treat others when they aren't treating the staff with the same respect and understanding.”

In all but one school, two or more participant responses fell into the category of no additional PL needed.

Analysis of additional CP PL needed for principals and staff. In response to the second open-ended question, two similar themes, strategies for applying CP and time to continue putting CP into practice, emerged for principals and staff. The majority of principals, five, and ten staff participants believed time needs to be given for the continued application of what was learned during CP PL. Of staff responding, 55% believed they would benefit from PL on CP strategies and tools for implementation, while only two principals mentioned strategies as a need. Of the nine principals who responded to this question, none stated no additional CP PL was needed, but 46.7% of staff participants believed additional CP PL is not needed.

Additional comments on CP leadership from principals. Participants were asked, “What additional comments would help to explain how you believe you lead the CP initiative in your school this year?” Seven principals responded to this question; of the seven Wesley and Donna responded “none.” This question was asked to offer principals an opportunity to provide additional information on their leadership of the CP initiative. Principals’ remarks were specific to their leadership, and only one theme, CP integrated into professional and school practices, was seen in the remarks of Craig, LindaAnn, and Larry.

CP integrated into professional and school practices. Three principals commented on incorporating or integrating the CP initiative into the work they do with their staff. A high school principal, Craig, spoke of the initiative being incorporated into everything he and his staff does:

“For us, CP is integral to everything that we do. I have tried hard to constantly infuse CP knowledge into all of our institutional actions.”

LindaAnn, middle school principal, noted more specific examples of how she incorporates the CP initiative in her work with staff:

“I believe I speak with staff regularly about CP during the observation process as well as informally when talking about students and any issues they are having. I try to present things in a variety of lenses so that staff can look at them and respond to the situations differently.”

LindaAnn’s comments reflect the connection made between the teacher observation process and the CP PL she and other principals received during sessions that prepared them to lead the CP initiative with staff. A primary school principal, Larry, specifically mentioned integrating the CP initiative with his Continuous School Improvement (CSI) goals and another district initiative:

“I supplemented the shared slides so that I could infuse CP into our CSI goals and [district initiative] seamlessly and it made it more relevant knowing how it impacts OUR students.”

Comments outside of themes on leadership of CP initiative. Chester and Paula’s comments did not fall into a common theme but reflect a level of self-awareness regarding what they should have done and try to model, respectively. Elementary school principal, Chester, acknowledged that he should have taken a role in facilitating CP PL with his staff designee:

“My representative completed the modules with the staff. I participated with staff members but feel as if I should have been presenting in conjunction with the representative.”

Paula, an elementary school principal, stated that she tries “very hard to lead by example.”

Additional comments on CP leadership from staff. Participants were asked, “What additional comments would help to explain how you believe your principal lead the CP initiative in your school this year?” About 39% of participants responded to the question. This question was asked to allow staff an opportunity to provide additional information on how they perceived their principal’s leadership of the CP PL in their building. Four of the 57 responses were not grouped into the three themes that emerged; one participant responded they answered the question in a previous question (Tim, 1A), one wrote they had nothing to add (Cheryl, 1D), and two stated the questionnaire was difficult for them to complete since they lead the CP PL in their building (Brandon, 2B) or the items did not seem applicable to them (Devin, 3A). The 53 responses remaining were coded and grouped into three categories, Table 28: (1) principal led CP PL and initiative; (2) principal led CP PL but did not lead CP initiative; (3) principal did not lead CP PL and initiative.

Table 28

Open-ended Question Three School Staff: Perception of How Principal Led CP PL

School	Principal Led CP PL and CP Initiative	Principal Led CP PL but Did Not Led CP Initiative	Principal Did Not Led CP PL and Initiative
1A	6	2	
2A		1	3
3A		1	3
1B	6		
2B			3
3B	5	2	1
1C	1		1
2C	2		
3C	1		10
1D	4		
2D	1		
Total	26	6	21

Principal led CP PL and initiative. Approximately 46% of participants perceived their principal as leader of the CP PL and initiative, the majority of responses coming from schools 1A and 1B. Rhyleigh (1A) said of Monica:

“[She] believes in it, and it shows in [her] presentations and actions.”

In response to LindaAnn’s leadership, Bryson (1B) replied:

“Our principal was fantastic. [She] made the CP initiative a priority in our building and co-planned and co-led the sessions with the CP rep sending the message to staff of the importance of this initiative.”

Staff also expressed how serious their principal took the initiative; Ann (3C) said of Paula:

“My principal takes this initiative extremely seriously, as this affects whether or not students, staff, and families feel welcomed and safe in our school.”

Appreciation for their principal being vulnerable during CP PL sessions was also acknowledged, Brian (1D) said of Larry:

“I think our principal led the initiative with [his] own learning. It was refreshing to hear [his] own struggles and to have [him] be able to relate to our experiences. It was nice to not feel attacked or made to feel guilty about our opinions, questions or thoughts. Refreshing!”

Principal led CP PL but did not lead CP initiative. Of the 57 respondents, close to 11% commented on their principal leading CP PL but did not see them as a leader of the initiative. Some staff expressed a desire that their principal not use the session slide decks developed by the district equity team, Caitlyn (1A) said:

“Just lay out the issue. Don't use the modules that the school system has developed.”

Michalla, from the same school, provided additional insight into Caitlyn’s comment:

“I'm sure [she] is following county guidelines; however, if we were allowed to choose areas in which we need help rather than all teachers receiving one-size-fits-all sessions that would be nice.”

Staff from one middle school felt their principal lead CP PL but did not perceive him as leading the initiative, Josh (3B) said of Wesley:

“We have the basics, how about some finesse. Taking the CP which is top down driven and making it specific to our kids. What can the 6th grade team do with the individuals that make up the class. How do we approach these students[?] The same with 7th and 8th.”

Another staff member, Stacey (3B), reiterated remarks from their colleague:

“Our principal only gave the required training. There was no more follow up or mentoring for staff or teachers. And we are a high needs school.”

Participant comments in this category do not reflect staff as seeing their principal adapt the CP initiative for the specific needs of their school.

Principal did not lead CP PL and initiative. Of the roughly 37% of responses that fell in this category, the majority came from one elementary school. There are mixed views of Paula’s leadership from the ten responses from school 3C. Bart (3C) stated:

“This year seemed to be more like a preliminary roll-out-like it is a “new” concept. It seemed to me since Admin did not provide the info along with the rep- there wasn’t a “buy-in” factor for staff to create the climate of supporting CP but more like a box checked mindset. I would like to see more of this in an applicable manner.”

Some staff, such as Andrea (3C), did not see Paula as leader of the CP PL but did note she was in support of the PL:

“Our principal did not primarily lead our PL or staff meetings in the topic but is obviously 100% on-board and positive. The staff leading the discussions were just as positive and engaging.”

Comments from staff in other schools expressed similar sentiments to those from school 3C.

Middle school teacher, Nick (3B), said of Wesley:

“I believe my principal often times felt overwhelmed and depended on others to lead the CP initiative. Unfortunately, I’m not sure the messages were always delivered with fidelity which in turn has caused some of the initiative to get lost and then not be implemented as intended.”

A high school teacher, Peri (3A), referenced workload as being a reason why they did not perceive Craig as leading the CP initiative:

“I think [he] tried, Bless [his] heart, but we are simply so overworked that we are just trying to manage the workload.”

The remarks of Faith (2A) summarizes views of many staff whose comments feel into this category:

“It seems to me that the principal did very little in terms of leading the initiative this year and instead had other staff members coordinate and lead sessions. Sometimes the sessions were not clearly tied to the idea of Cultural Proficiency – in fact, it was hard to draw a direct line between the trainings and what I understand Cultural Proficiency to mean. While it's good that the principal involved others in leading the sessions, this didn't evidence [his] personal commitment to solving issues of diversity, and it seemed like it was "this year's thing" rather than an initiative of importance in our building.”

Analysis of additional comments on CP leadership from principals and staff.

In response to the third open-ended question, similar themes between principals and staff did not emerge. One common theme between three of the seven principals was the integration of CP into professional and school practices. Of the 53 staff who responded, the majority, 46%, indicated their principal was the leader of the CP PL and initiative. Approximately 11% of staff perceived their principal as leading CP PL but not the initiative outside of PL sessions. Thirty-seven percent of staff from six of the 11 schools did not see their principal as leader of CP PL and the initiative in their building.

Perceptions of CP Initiative Implementation Analysis

The perspective of the principal leader and teacher participants were grouped into four categories: (1) High LS and CP LS transformational leadership congruent; (2) Moderate LS and CP LS transformational leadership incongruent; (3) High LS and CP LS transformational

leadership incongruent; and (4) Moderate LS transformational leadership incongruent. An analysis of each category is provided in this section.

High LS and CP LS transformational leadership congruent with staff. Of the ten principals who completed section two of the SPQ and the first 21 descriptive statements of section three, only Monica, LindaAnn, Wesley, Larry, and Chester scored high on the majority or all of the LS and CP LS transformational leadership factors. The perception of the majority of their staff is congruent with their perception (see Appendix Z). There are three additional commonalities between these five principals:

- the minimum or more of the CP PL sessions provided by the RMSD equity team was facilitated in their school;
- less than half or none of the staff responses to open-ended question two fell into the category of CP PL not beneficial; and
- the majority of staff responses, 63% to 100%, to open-ended question three fell into the category of principal lead CP PL and CP initiative.

Three out of the four principals, LindaAnn, Wesley, and Larry perceived themselves as high in all four LS and CP LS transformational leadership factors and the majority of their staff's perception was congruent with theirs on all factors. An additional commonality between only these three principals is they facilitated CP PL sessions with a designated staff member.

In this case, when the principal and staff perception of transformational LS and CP LS are congruent, implementation of the CP PL was perceived favorably by the majority of staff members. The comments made by staff to open ended-questions two and three support their overall perception of their principal's transformational LS and CP LS contributing to the implementation of the CP initiative in their school and their perception they were supported in

their efforts to engage in the initiative. Aarons et al. (2017) found an increased willingness from followers to be led by their leaders when leader–follower perceptual congruence of transformational leadership was high. Nuri–Robins et al. (2007) assert that principals who are CP leaders have the task of not resting on their professional experiences and accomplishments, but instead acquire additional skills and seek various perspectives to lead and support staff in meeting the needs of their diverse student population. Displaying attributes of transformational leadership, such as making connections by engaging others (Burns, 1978) and putting their interests aside for the benefit others (Bass, 1985), allowed principals to support staff during the implementation of the initiative.

Moderate LS and CP LS transformational leadership incongruent with staff. Four principals, Paula, Donna, Kevin, and Gary perceived themselves as moderate in the majority of LS and CP LS transformational leadership factors; the perception of the majority of their staff is incongruent with their perception (see Appendix AA). There is one additional commonality between these four principals, the minimum or more of the CP PL sessions provided by the RMSD equity team were facilitated in their school. Also, Paula, Donna, and Kevin had a designated staff member facilitate CP PL in their building. Only 26% of staff from all four schools perceived the CP PL as not valuable, but 50% to 83% of staff that responded to open-ended question three, in Paula, Kevin, and Gary’s schools, did not perceive their principal as the leader of the CP PL and initiative.

Overall, the perception of staff was incongruent with principals who generally perceived their LS and CP LS as moderate or split between moderate and high. In this case, the majority of staff in these four schools did not see their principal as leader of the CP PL and initiative, indicating that the contrasting principal and staff perceptions of LS and CP LS contributed to

staff's perception of how the CP initiative was implemented in their school. These findings are consistent with research on the relationship between leader–follower perceptual incongruence of transformational leadership and staff's unwillingness to follow their supervisor (Aarons et al., 2017). However, due to the low number of responses across all four schools to the open–ended questions, additional feedback from staff in each of the four schools would contribute to this postulation. A total of 23 staff from two of the four schools responded to open–ended question two and across all four schools 19 staff responded to open–ended question three.

High LS and CP LS transformational leadership incongruent with staff. Craig scored high on all LS and CP LS transformational leadership factors. The majority of his staff's perception is incongruent on all but two factors, on which perception is split between high and moderate (see Appendix BB). All CP PL sessions, plus an additional four, were facilitated with staff. Craig facilitated two sessions with a designated staff member. Roughly 64% of staff who responded to open–ended question two believed the CP PL was not beneficial. In response to open–ended question three, 60% of staff believed Craig did not lead the CP PL and initiative.

These findings are consistent with research that a subservience culture is more likely to exist when followers rated a leader's transformational leadership as low, but leaders rated themselves high (Aarons et al., 2017). Although Craig perceived his transformational LS and CP LS as high, the majority of his staff perceived a lack of guidance in his leadership possibly resulting in their belief the CP PL was not beneficial. Lindsey, Nuri–Robins, Terrell, and Lindsey (2019) assert that CP leaders must “guide colleagues to recognize how some people are disenfranchised and, at the same time, others benefit from current practices” (p. 97). This suggests the importance of principals coaching members of their team to examine and reflect

upon their role in creating a school community that openly addresses inequities (Lindsey et al., 2019).

Moderate LS transformational leadership incongruent with staff. Dwight did not complete section three of the SPQ within the ten days given all participants. After the questionnaire closed, Dwight was asked, through email, if he wanted to complete the questionnaire and given five additional days; he did not respond to the email. Dwight scored moderate on three LS transformational leadership factors and high in one; the perception of the majority of his staff was incongruent with his perception (see Appendix CC). Dwight and a staff member co-facilitated the CP PL sessions; he conducted three to four of the sessions. More than four CP PL sessions were facilitated in school 2A. Of staff who responded to open-ended question two, 75% believed the CP PL was not beneficial. In response to open-ended question three, 75% of staff believed Dwight did not lead the CP PL and initiative.

Considering only comparison data for LS, findings, in this case, indicate that incongruent principal and staff perception of LS, where the majority of staff perceived Dwight as low in transformational LS, adversely influenced the implementation of the CP initiative. In this case, the lack of perceived transformational LS by the principal and majority of his staff prevents them from being motivated (Bass, 1985) and conscious of the specified goals, importance, and value of the CP initiative.

Perception of CP initiative implementation analysis. A comparison of principal and staff responses from sections two of the SPQ and SSQ, along with principal and staff responses to open-ended questions two and three show a relationship between leader-follower perception of LS and implementation of the CP initiative in a school. In schools where principal-staff

perceptual congruence of transformational LS and CP LS was high, the CP PL and initiative was positively received.

In schools where a principal's perception of their transformational LS and CP LS was moderate, and the majority of their staff's perception of their leadership was incongruent, staff did not perceive they were supported in their efforts to engage in the initiative. Based on these findings, administrators in schools where principal–staff perceptual congruence of transformational LS and CP LS was high were able to lead the CP initiative in a manner where staff perceived they were supported in their efforts to engage in the initiative.

An analysis of the influence of transformational LS is significant since principals of a CP initiative must engage themselves and their staff in “deliberate and meaningful reflection and dialogue” (Lindsey et al., 2019, p. 63) that allow school communities to surface, identify, and address “personal and institutional barriers to student access and achievement” (p. 63). The main method of delivering the CP initiative was through PL sessions where principals could model and engage staff in reflection and dialogue. The desired goal of the PL sessions was to provide staff with quality experiences that allowed them to create a schoolwide learning environment in which all student groups attain academic achievement (NSDC, 2001). This study found that principals who self-identify and are perceived by others as exhibiting transformational leadership characteristics displayed value for staff and supported those in their school in the work of implementing CP practices. These findings affirm that the “journey to establishing an equity-based school begins with those in formal leadership positions” (Lindsey et al., 2019, p. 176).

CHAPTER FIVE: DISCUSSION

This chapter presents a summary of the analysis of the findings presented in Chapter 4. Those analyses were discussed from the principal's perspective of their transformational LS and CP LS, staff's perception of their principal's LS and CP LS, and staff perception of their principal's leadership of a CP initiative and support to engage in the initiative. This chapter also includes implications of findings, recommendations for practice and future research, and limitations.

The purpose of this study was to examine principals and teachers' description of LS, leader-follower perceptual congruence of LS, and principals' implementation of a school-based CP initiative. I also sought to determine if principals who perceived their LS and CP LS as transformational and whose staff perceived them as being transformational leaders were able to implement a school-based CP initiative in a manner where staff perceived they were supported in their efforts to engage in the initiative. Findings from this can inform principals on LS that support the implementation of CP or other equity-based initiatives they may lead in their school.

This study on the phenomenon of leader-follower congruence was conducted in a large mid-Atlantic public school district using questionnaire research data collected from principals and their staff at the high, middle, elementary, and primary school levels in rural, suburban, and urban areas, Table 6. The data was qualitative, incorporating the abridged 21 items MLQ (Bass & Avolio, 1992) and adapted versions to determine principal perception of LS and CP LS and staff perception of their principal's LS and CP LS, in conjunction with open-ended questions that provided principal and staff perspectives on the implementation of their schools CP initiative. Descriptive statistics were used to summarize how principals and staff perceived LS

and CP LS; the open-ended responses were coded using three-tier descriptive and pattern coding to determine themes.

Discussion of Findings and Implications

A relationship between LS and implementation of the CP initiative was found after comparing a principal's perception of their LS and CP LS and staff perception of their principal's LS and CP LS. In schools where the overall perception a principal had of their LS and CP LS was high in transformational leadership and the majority of their staff's perception was congruent with their principals, it was more likely staff perceived they were supported in their efforts to implement the CP initiative. The opposite was found in the majority of schools where principals perceived their transformational LS and CP LS as high or moderate, and the majority of their staff's perception of their leadership was incongruent.

Research question one findings. Overall, principals' perception of their LS is incongruent with staff perception across all leadership factors. When describing LS and CP LS, the majority of principals perceived their transformational LS as high. Roughly 61% of staff perception of transformational LS was congruent with their principal's perception; 45% of staff perception was congruent with their principal's perception of the CP LS.

Research questions two and three findings. Principals, in five schools, were viewed as leaders of the CP initiative by the majority of their staff when principal-staff perceptual congruence of transformational LS and CP LS was high. In addition, these five principals ensured: (1) the minimum or more of the CP PL sessions provided by the RMSD equity team were facilitated in their building; (2) less than half or none of their staff perceived the CP PL as not beneficial; (3) and 63% to 100% of the staff in these schools perceived their principal as leader of the CP PL and CP initiative.

Staff perception of their principal's LS and CP LS was examined in conjunction with their comments on their principal's leadership of the CP PL and initiative. In the five schools where principal-staff perceptual congruence of transformational LS and CP LS was high; staff comments indicate their principal lead the initiative in a manner that engaged and supported them. Brian (1D) stated, regarding Larry, that the CP PL was refreshing:

"I think our principal led the initiative with [his] own learning. It was nice to not feel attacked or made to feel guilty."

LindaAnn's staff perceived her as taking the initiative seriously, Bryson (1B) observed:

"Our principal was fantastic. [She] made the CP initiative a priority in our building and co-planned and co-led the sessions with the CP rep sending the message to staff of the importance of this initiative."

Staff in these five schools also indicated that they perceived their principal as believing in the initiative. Ryleigh (1A) commented that Monica:

"...believes it and it shows in [her] presentations and actions."

Principals leading the CP PL and initiative with their learning, sharing leadership of the initiative with others in their building, and demonstrating the importance of the CP initiative in their actions were common sentiments found in staff comments from these five schools. These findings to research questions two and three suggest that those perceived as transformational leaders, in this case, were able to influence staff to examine their work with students beyond their self-interest (Ibarra, 2008) and instead examine their attitudes, practices, and beliefs about students that allow them to effectively serve the needs of each student in their school.

What I found interesting were responses from staff members across all levels and geographic areas who did not see their principal as transformational. Pat's (2A) comments reveal her lack of trust in Dwight's overall capacity to lead resulting in teachers' belief they are not supported, stating:

“Our principal is responsible for everything that goes on in this building, so ultimately...needs to fix this. We need follow through and consistency. The students are running this building and it's not those students who provide positive images. There is always an excuse... 'they act that way because they have issues.' Also, often times we do not get feedback regarding referrals or class cuts. There doesn't seem to be consequences for those not following the rules (staff and students) – rules that were set by admin or the county. Teachers have given up. Why bother if nothing is done. Students think it's a joke. It seems like education is second to everything and staff respect is not even on the list as something that should be done.”

After two years of preparing principals to implement the CP initiative in their building, middle school teacher, Trevor (2B), perceived a lack of commitment from his principal, stating:

“It appeared [he] put the responsibility entirely upon the cultural proficiency representative teacher and the lesson[s] were placed as an afterthought in other meetings.”

At the elementary level, Jess (3C) expressed her belief that the culture of her school and principal lacked CP practices:

“It was [led] by Cultural proficient representative not by principal. Our school lacks CP practices. It is evident every day. They are aware but not “respectful” in understanding or trying to fix the problems that come from being culturally [diverse].”

These three comments summarize those of other staff members and raise three areas to consider:

(1) staff members who perceive their principal’s leadership as inconsistent and unsupportive are more likely to reject their leader’s attempt to implement an equity based initiative; (2) the CP PL the RMSD equity team provided principals lacked a component, for some participants, that developed their capacity to lead equity work in their school; resulting in some passing leadership of the initiative off to staff; and (3) if staff members perceive their principal lacks value for the diversity in their building, the efforts made toward eliminating achievement gaps will not occur.

From these three considerations come implications for practice.

Kouzes and Posner (2016) found that “when people reflect on their experiences, it became clear that the way leaders behave has an impact on both themselves and others around them (p. 18). Principals whose behavior is perceived as inconsistent impact their staff’s willingness to put forth effort and perform beyond expectations (Kouzes & Posner, 2016) when implementing initiatives such as CP. It is unreasonable for school leaders to believe that staff will engage in the difficult work of discussing, reflecting on, and changing inequitable practices simply because they, the principal, say it is important. Principals make a difference in the effort staff will put into addressing issues of inclusivity and equity in their relationships with members of the school community and in their instructional and classroom practices. However, school staff must first see their principal as a consistent leader who values them, their students, and the community.

In my work with school leaders, staff, community members, and students I often ask the question: How often do you have conversations on issues of racism, ageism, sexism, or other topics related to inequity at work or in your classes? Typically, the response is never or rarely. The question is then followed with me asking: How often do you have conversations with family members or close friends on these topics? There are some who do, but most do not. School staff, school district personnel, and community members must engage in conversations on equity related –isms that have existed for generations; such discussions on institutional inequities cannot be superficial if the desired outcome is to eliminate persistent achievement gaps and create inclusive schools and workplaces. School districts cannot expect principals to lead equity-based initiatives in their building in the same manner as other initiatives. Principals must be given time to develop the skills needed to lead productive conversations on issues of inequity since many are not accustomed to engaging in these conversations at work or in some cases their

personal lives. Principals cannot be given the option of passing off the leadership of an equity initiative to others, they must be seen leading the difficult and important work of changing practices that do not serve the needs of all students and their families.

Strong internal values and ideals are observed by the staff of transformational leaders (Tung, 2017). Staff need to see and believe their principal values the diversity within their school community. If principals are perceived as not respecting their staff or students, teachers will not engage in efforts lead by their principal to address issues of inequity. Valuing and believing that one's school must esteem diversity is part of what leaders do every day, not because an equity initiative is initiated at the district level or only during equity PL sessions. During staff meetings, informal interactions with students, staff, and community members, and when they believe others are not watching, principals who value diversity have already gained the respect of their staff before formalized work to address practices not meeting the needs of all students begin. If educators expect to change historical inequities in school and classroom structures, instructional practices, access to advanced courses, behavior management, and family engagement then they must be led by school district administrators and school-based leaders who do not merely put on the pretense of believing in equity, but instead daily live the values of inclusivity.

Implications for Practice

Principal and staff perception of transformational leadership was the primary LS considered in this study. Transformational leaders may inherently possess or develop skills that allow them to influence others to engage in the work of making schools inclusive of all students. However, it is not the only LS to consider when discussing leadership characteristics that allow principals to implement models like CP. Leadership is about one's ability to influence and motivate others to work toward the successful completion of a common goal (House et al.,

1999); the ability to influence others does not solely lie with transformational leaders. To evaluate their ability to influence others, all principals benefit by reflecting on their LS and ability to lead their school community in acknowledging, addressing, and taking actionable steps toward eliminating inequities.

To develop principals' capacity to lead equity-based initiatives in their school, the following three implications for practice address (1) feedback for principals; (2) the PL principals receive; and (3) principals creating tangible action steps for eliminating achievement gaps in their school.

Principal feedback. The use of a feedback process, such as 360-degree feedback, may provide principals with an additional tool to assess their effectiveness before perceptual survey data and end-of-year evaluations are conducted. There is a disconnect between principals' perception of their leadership and staff perception. The RMSD collects perceptual student, family, and staff survey data for individual schools; data from these surveys along with evaluations from district level supervisors are used to evaluate principal performance toward the end of each school year. Goldring, Mavrogordato, and Haynes (2015) determined that when principals received useful and timely information about their performance, they were able "to adjust and improve their practice based on what they learned" (p. 590). Also, the feedback assisted principals in identifying strengths to "celebrate and areas of weakness to target for improvement" (Goldring et al., 2015, p. 591).

Principals in the RMSD would benefit from timely feedback, throughout the year, from their students, staff, and school community. Establishing an opportunity for principals to gather feedback regularly would aide them in reflecting on how the culture they establish, decisions they make, and their leadership is perceived. Principals regularly collecting and reflecting on

their leadership then leads to improving their ability to engage and support staff in the implementation of initiatives such as CP. Goff, Goldring, and Bickman (2014) suggest that teacher feedback or ratings of principals “may offer a more valid and reliable perspective on leadership than self-ratings” (p. 335); however, they acknowledge a perceptual measure of school leadership has not been agreed-upon. The SPQ and SSQ used in this study provide one alternative for measuring principal leadership of an equity based initiative.

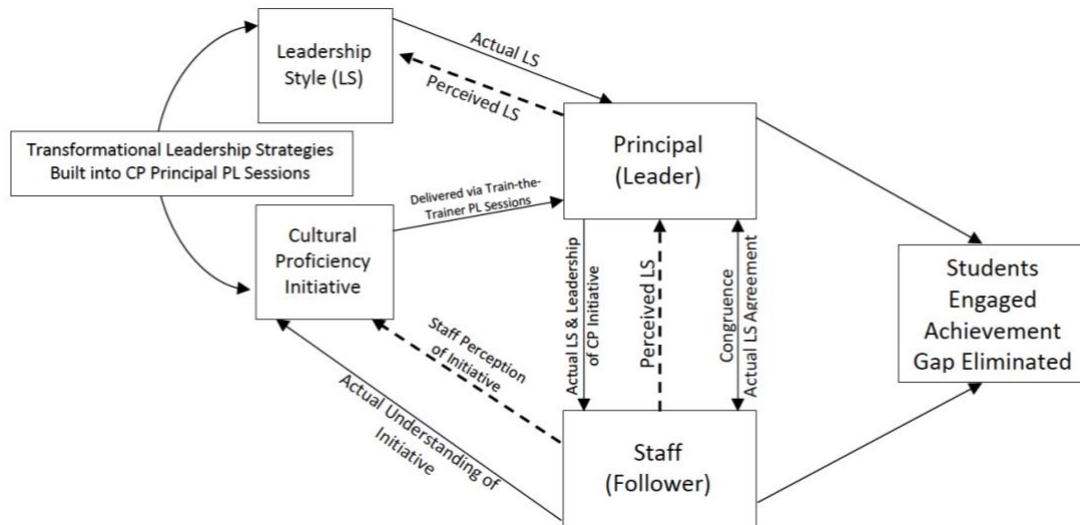
Principal PL. Principals must receive specific ongoing PL that allows them to examine and reflect on their LS while building their capacity as equity leaders. Equity PL should not be wedged between sessions at administrator workshop days or solely facilitated as stand-alone sessions but woven into the fabric of all PL. School leaders need time and space, in a structured setting, to reflect on their practices and plan the actionable steps they will take to create an inclusive school culture with their staff. Such PL should include strategies Ross and Berger (2009) suggests are based on transformational leadership; the four strategies they recommend are: (1) Encourage staff members to talk about issues of diversity, values, and social justice within their Professional Learning Community; (2) Model equity beliefs for staff members; (3) Clarify misconceptions about equity; and (4) Create a safe, affirming school environment (p. 3–6). Components of these four strategies were infused in the principal CP PL provided by the RMSD equity team. However, consideration of the variations in principals’ “sensitivity to equity issues, the strategies they use to create an inclusive culture in their schools, and the outcomes of their actions” (Ross & Berger, 2009, p. 2) was not addressed. Also, principals were not given an opportunity to reflect on their school’s climate and the influence of their LS on the implementation of an equity initiative in their school.

Before principals implement Ross and Berger's (2009) recommendations, they must first examine their strengths and areas for growth in acknowledging and discussing issues of diversity, equity, and social justice. Principals should also examine their LS and the culture they have established in their school. An essential component of the CP model is inside–out reflection on how an individual effectively or ineffectively “makes assumptions for...describing, responding to, and planning for issues that arise in diverse environments” (Lindsey et al., 2019, p. 5). The goal of giving principals time to reflect on how their behavior and LS informs their actions results in personal transformation that, according to Lindsey et al. (2019), prompts their ability to effectively interact and serve their students, fellow educators, and community.

Transformational leadership and CP PL framework. The conceptual framework presented in Chapter 1 has been modified in Figure 3, based on the findings from this study, to incorporate transformational leadership strategies in CP PL developed for principals. To be effective in cross–cultural settings, Lindsey et al. (2019) assert that a CP leader must learn what assumptions, beliefs, and values they have about people and cultures different from their own. It is essential that CP PL incorporates opportunities for principals to reflect on the relationship between their LS and ability to acknowledge assumptions, beliefs, and values that may hinder their ability to build inclusive school cultures. Principals should also consider the characteristics of and strategies used by transformational leaders who have successfully implemented equity based initiatives.

Figure 3

Transformational Leadership Strategies, Leader–Follower Perceptual LS Congruence, and Staff Perception of Cultural Proficiency Initiative



Making eliminating the achievement gap actionable. Principals must expand what is meant by eliminating the achievement gap into concrete actions for them and their staff. Principals must be able to articulate and demonstrate in their actions what closing the achievement gap means to them, their students, staff, and community. School leaders must be confident in their resolve to work with their staff to create action steps toward eliminating persistent historical gaps. Rigby and Tredway (2015) suggest, principals need to move from the rhetoric of closing achievement gaps and equity to action by “understanding self, [their] school community, and [the] intersection in-between; and connecting to a larger community of like-minded leaders” (p. 331). These actions build principals’ capacity to explicitly state what the work of creating equitable school outcomes for all children looks like at the district and school-based levels (Rigby & Tredway, 2015). School district leaders assume the lead by sharing a systemic vision, followed by action steps for creating an inclusive school district that supports the work of principals and school-based staff.

Recommendations for moving from words to action should be shared with principals in a form they can digest (Rigby & Tredway, 2015). Three recommendations to consider are proposed by Rigby and Tredway (2014): (1) Use explicit language about equitable outcomes in conversations and actions; (2) Communicate clear next steps for individuals involved in the equity actions; and (3) connect small “micro” issues to “macro” context, framing equity as a broader social issue (para. 4). District and school-based leaders can regularly use PL opportunities to state outcomes and actions explicitly, next steps, and connect the work of equity to systemic inequities. Conversations on equity should advance beyond PL sessions or an initiative and become ingrained in the work of school districts. Such steps may move educators beyond saying, “We are going to close the achievement gap” to stating what it means to them and the actions they are initiating to create a district, school, or classroom that is inclusive and equitable.

Implementing these recommendations can assist school districts in creating PL for principals focused on examining the influence their LS has on equity work within their school, using their leadership strengths to develop areas of weakness, and moving from conversations about equity and closing achievement gaps to actions that specifically address inequitable practices and structures that do not serve the needs of all students. Leaders have been described as “the architects of improving individual organizational performance” (Reeves, 2006, p. 12); purposeful development of principals’ leadership capacity gives them an opportunity to develop skills that contribute to the work of eradicating structural inequities that have existed since the formation of public education in the United States. Investing in leadership development influences how principals lead their staff, how staff perceives their principal, and the work both

must do to create an education system that is inclusive and engages all students; the result is the elimination of achievement gaps as depicted in Figure 3.

Restatement of Limitations

Findings of this study cannot be generalized across all principals in all school districts due to the purposive sampling of principals from one district. Additionally, findings were drawn from one point in time, at the end of the school year in which the CP initiative had been implemented. The study was also conducted in one state and school district and is not universal to all elementary and secondary schools in all regions of the United States. Also, the invitation for staff to participate in the study came via email from their principal; how a principal communicated the purpose of the study might have skewed the number of participants per school and anonymity of staff participants prevented me from contacting non-responders.

However, this study does contribute to research on the role of school leaders in addressing the needs of an increasingly diverse student population. I found that congruency in principal and staff perceptions of leadership in primary, elementary, middle, and high schools informs how staff perceive their principal's leadership of an equity-based initiative. It is essential that school leaders across the United States reflect on their leadership and their staff's observation of their LS as they address the needs of changing student demographics.

Another limitation involved the instrument used to collect data. Section two of the SPQ is the abridged MLQ. Additionally, the descriptive statements in section three of the SPQ and sections two and three of the SSQ were adapted from the MLQ for this study and have not been found to be valid instruments across several validity types. Although the adapted MLQ would benefit from additional validity checks, a benefit of the instrument is its adaptation to determine the leadership of a specific school-based initiative and re-written with descriptive statements for

staff to identify how they perceived their principal's leadership. The instrument used in this study provides an additional tool that can assist leaders in collecting 360-degree feedback on their leadership of initiatives such as CP.

Recommendations for Research

The ability of educators to create school cultures that eradicate inequities to become places that esteem diversity and instill a sense of worth and belonging is dependent on school leaders' ability to address practices not serving the needs of all students. Research on the role of principals, in addition to other leaders in the education field, is essential to determine what those in roles of influence need to lead others in transforming schools into places that meet the needs of all learners. Instead of shying away from feedback on one's LS, principals must seek feedback on their ability to lead the transformation needed to make schools places that embrace diversity and meet the emotional, social, and instructional needs of all children. Additional research is needed to further contribute to the knowledge on principal and staff perception of LS and the influence of staff's perception on the implementation of a CP or other equity-based initiatives.

The following recommendations for future research are made:

1. Future research should determine if the descriptive statements used in the SPQ and SSQ, adapted from the MLQ, to determine LS and CP LS yield comparable results when used in similar and dissimilar districts and schools. While the MLQ is considered a valid instrument (Vinger & Cilliers, 2006), validity checks for the adapted versions used for this study have not been conducted. Determining the validity of the adapted versions will inform changes to the instrument that can provide leaders with information on their leadership of equity specific initiatives and feedback on staff perception of their leadership of those initiatives.

2. Studies such as this should be completed in smaller and larger school districts in multiple states to prove whether results from principal and staff perception of transformational LS and CP LS would yield comparable findings. Are principals, in other districts, who perceive themselves as high in transformational leadership and whose perception is congruent with the majority of their staff able to implement equity-based initiatives in a manner where staff perceives they are supported in their efforts to engage in the initiative? School leaders are faced with changing imbedded instructional practices and beliefs about students and diversity; results from studies such as this conducted in various school settings will produce feedback from staff on principal traits that support or discourage them from engaging in equity-based initiatives. Comparable findings from other studies will inform the results of this study, adding to its transferability. Incomparable findings may indicate the results from this study are isolated to this case or specific only to similar school districts.
3. Additional research should incorporate principal and staff interviews or focus groups. Interviews with individual participants would provide an opportunity for principals and their staff to share details about their beliefs and opinions not collected in the questionnaire. Individual interviews provide participants with an opportunity to offer specific examples and experiences they may not expand on when completing a questionnaire. Also, there is an opportunity to ask follow-up questions during interviews that allow participants to clarify their perception of LS and the implementation of an equity initiative. Focus groups can be considered to collect data on group beliefs and opinions. Does the data collected from interviews or focus groups corroborate participant responses to the questionnaire? Interview or focus

group data that corroborates findings from the questionnaire will add to the credibility of future studies and provide additional data that informs the influence LS has on implementation of equity-based initiatives. Interview or focus group questions and questionnaire items may not be collecting the same type of information if data collected from both do not corroborate; it may also suggest using one method of data collection limits the variety of data needed to determine the connection between LS perception and the implementation of equity-based initiatives.

4. The college and district IRBs asked for the removal of demographic information on the race, ethnicity, age, gender, years of experience, and types of schools in which principals served in as teachers and administrators from this case study. Data on student and staff demographics were also excluded from this study. Future studies should include principal, staff, and student demographic data. Also, asking principals to share where they received their leadership preparation may reveal which colleges and universities require candidates to examine their LS and the influence it has on their ability to lead others. The interrelationship between the demographic data collected and a principal's LS and CP LS may reveal findings that contribute to their ability to implement a CP initiative in a manner that engages and supports their staff. However, caution should be considered when adding additional questions. Including too many demographic questions may cause some participants to believe their confidentiality will be compromised or prevent some from completing the questionnaire.
5. The MLQ rates transformational LS on four factors: (1) idealized influence; (2) inspirational motivation; (3) intellectual stimulation; and (4) individualized

consideration. The unabridged MLQ should be used in future studies to capture principals' perception of their LS adequately. Additional studies should also compare factors to determine if specific factors contribute to staff's perception of their principal's leadership of an equity-based initiative in comparison to other factors. If a principal perceives they are high in one transformational LS factor, over another, does that influence staff perception they are supported in their effort to engage in an equity-based initiative?

Leadership should not be about title, power, or position. Leadership is about one's ability and desire to serve others. Those entrusted with leadership positions are placed in roles where they have the ability to positively or negatively influence the lives of those they come in contact with. A word, a look, a gesture, one's presence, can cause those they lead to soar to heights they at one point believed they could not attain or can break the spirit of those neglected and devalued. Leaders walk with those they lead taking time to stop, listen, reflect, and adjust when they become aware of areas for improvement; the work of taking feedback from followers is not easy but effective leaders know it is necessary. To meet the needs of each student that passes through the doors of any school across the United States it is incumbent upon school leaders to assess how they lead; they must also determine if their attitudes, practices, and beliefs daily demonstrate they esteem the diversity found within their schools.

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Appendices

Appendix A

Staff Diversity Wheel: The Four Layers Model



Based on the work of Gardenswartz & Rowe, 2008 and Loden & Rosener, 1991; Adaptations made by school system being investigated.

Appendix B

Student Diversity Wheel: The Four Layers Model



Based on the work of Gardenswartz & Rowe, 2008 and Loden & Rosener, 1991; Adaptations made by school system being investigated.

Appendix C

School Principal Questionnaire (SPQ)

School Principal Questionnaire (1A)

SECTION ONE

General Information

This research is being conducted by Eric Louérs Phillips (Primary Researcher) for the purpose of completing his capstone dissertation at Hood College. It is not part of a study or feedback for

██████.

VOLUNTARY NATURE OF THE STUDY

Your participation in this study is completely voluntary. Your decision whether or not to participate will not affect your current or future relations with the Primary Researcher or ██████ employment. Please complete the questionnaire on a device of your choosing (tablet, computer, or smartphone) and in a private location where you are comfortable.

YOUR CONSENT

By completing this survey you consent to allowing your responses to be used for the purpose of this study.

* 1. School Type

- ☐ Elementary School
- ☐ Middle School
- ☐ High School

* 2. Number of years as a principal.

* 3. Number of years at current school.

* 4. Number of schools you've served in as a principal.

* 5. Number of years in education before you became a principal.

* 6. Number of years as a principal in current school system.

* 7. Who facilitated cultural proficiency sessions in your school this year?

- ☐ I did.
- ☐ Designated staff member.
- ☐ I facilitated sessions with a designated staff member.

8. If you facilitated sessions with a designated staff member, who was the staff member?

- ☐ Certificated Staff: Classroom Teacher
- ☐ Certificated Staff: Non-Classroom Teacher
- ☐ Assistant Principal

* 9. Cultural proficiency sessions at my school were conducted:

- ☐ Via online module only
- ☐ During staff AND team/department meetings
- ☐ During staff meetings only
- ☐ During staff AND team/department meetings AND via online module
- ☐ During team/department meetings only
- ☐ Other

* 10. How many of the cultural proficiency professional learning sessions were you able to lead alone or in conjunction with designated staff member?

* 11. How many cultural proficiency professional learning sessions were conducted in your school this year?

* 12. Were additional cultural proficiency sessions conducted outside of those provided by central/district office?

- ☐ Yes
- ☐ No

School Principal Questionnaire (1A)

SECTION TWO

Leadership Questionnaire

This questionnaire provides a description of your leadership style. Twenty-one descriptive

statements are listed below. Judge how frequently each statement fits you. The word "others" may mean your staff, followers, clients, or group members.

0 = Not at all

1 = Once in a while

2 = Sometimes

3 = Fairly often

4 = Frequently, if not always

* 13. I make others feel good to be around me.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 14. I express with a few simple words what we could and should do.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 15. I enable others to think about old problems in new ways.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 16. I help others develop themselves.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 17. I tell others what to do if they want to be rewarded for their work.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 18. I am satisfied when others meet agreed-upon standards.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 19. I am content to let others continue working in the same ways always.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 20. Others have complete faith in me.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 21. I provide appealing images about what we can do.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 22. I provide others with new ways of looking at puzzling things.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 23. I let others know how I think they are doing.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 24. I provide recognition/rewards when others reach their goals.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 25. As long as things are working, I do not try to change anything.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 26. Whatever others want to do is OK with me.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 27. Others are proud to be associated with me.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 28. I help others find meaning in their work.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 29. I get others to rethink ideas that they had never questioned before.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 30. I give personal attention to others who seem rejected.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 31. I call attention to what others can get for what they accomplish.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 32. I tell others the standards they have to know to carry out their work.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 33. I ask no more of others than what is absolutely essential.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Principal Questionnaire (1A)

SECTION THREE

Cultural Proficiency (CP) Initiative Professional Learning

This questionnaire provides information on how you perceived implementation of the cultural proficiency (CP) initiative and professional learning related to the initiative. The questionnaire also provides information on how you perceive your role in leading the cultural proficiency initiative.

0 = Not at all

1 = Once in a while

2 = Sometimes

3 = Fairly often

4 = Frequently, if not always

* 34. During CP professional learning experiences, I make others feel good to be around me.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 35. During CP professional learning experiences, I express with a few simple words what we could and should do.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 36. During AND after CP professional learning experiences, I enable others to think about old problems in new ways.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 37. During AND after CP professional learning experiences, I help others develop themselves.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 38. I tell others how they will be rewarded if they put CP approaches into practice.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 39. I am satisfied when others meet agreed-upon expectations for implementing CP practices in the work they do.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 40. After a year of engaging staff in CP professional learning experiences, I am content to let others continue working in the same ways always.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 41. Others have complete faith in my ability to lead the CP initiative in my school.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 42. I provide appealing images about what we can do to engage our diverse student, staff, and school community.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 43. I provide others with new ways of looking at puzzling things related to how they can engage our diverse student and school community.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 44. I let others know how I think they are doing in regard to implementing CP approaches in their work.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 45. I provide recognition/rewards when others reach their goals in successfully implementing strategies related to CP.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 46. As long as things are working, I do not try to change anything a staff member is doing to engage our diverse student and school community.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 47. Whatever others want to do to engage our diverse student and school community is OK with me.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 48. Others are proud to be associated with me because of the way I have lead the CP initiative in my school.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 49. I help others find meaning in how the CP initiative connects to their work.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 50. I get others to rethink ideas that they had never questioned before about issues of diversity, bias, stereotypes, and student/school community engagement.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 51. I give personal attention to others who seem rejected or angry after engaging in CP professional learning experiences or conversations.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 52. I call attention to what others can get for successfully incorporating CP approaches into their roles.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 53. I tell others the standards they have to know to carry out my expectations related to the CP initiative.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 54. I understand that CP is a process and ask no more of others than what is absolutely essential.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 55. Rate how successful you were integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

56. What was your most important take away from the CP sessions conducted at your school this year?

57. What additional CP professional learning do you believe you still need?

58. What additional comments would help to explain how you believe you lead the CP initiative in your school this year?

Appendix D

School Staff Questionnaire (SSQ)

School Staff Questionnaire (1A)

SECTION ONE

General Information

This research is being conducted by Eric Louérs Phillips (Primary Researcher) for the purpose of completing his capstone dissertation at Hood College. It is not part of a study or feedback for

██████.

VOLUNTARY NATURE OF THE STUDY

Your participation in this study is completely voluntary. Your decision whether or not to participate will not affect your current or future relations with the Primary Researcher or ██████ employment. Please complete the questionnaire on a device of your choosing (tablet, computer, or smartphone) and in a private location where you are comfortable.

YOUR CONSENT

By completing this survey you consent to allowing your responses to be used for the purpose of this study.

* 1. School Type

- ☐ Elementary School
- ☐ Middle School
- ☐ High School

* 2. Job Role

- ☐ Support Staff
- ☐ Certificated Staff: Classroom Teacher
- ☐ Certificated Staff: Non-Classroom Teacher

* 3. Number of years as Support and/or Certificated Staff.

* 4. Number of years at current school.

* 5. Number of years in school system.

* 6. How many years have you worked with your current principal?

School Staff Questionnaire (1A)

SECTION TWO

Principal Leadership Style Questionnaire

This questionnaire provides a description of your principal's leadership style. Twenty-one descriptive statements are listed below. Judge how frequently each statement fits your principal.

0 = Not at all

1 = Once in a while

2 = Sometimes

3 = Fairly often

4 = Frequently, if not always

* 7. My principal makes me feel good to be around them.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 8. My principal expresses with a few simple words what I could and should do.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 9. My principal enables me to think about old problems in new ways.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 10. My principal helps me develop myself.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 11. My principal tells me what I should do if I want to be rewarded for my work.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 12. My principal is satisfied when I meet agreed-upon standards.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 13. My principal is content to let me continue working in the same ways I always have.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 14. I have complete faith in my principal.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 15. My principal provides appealing images about what I can do.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 16. My principal provides me with new ways of looking at puzzling things.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 17. My principal lets me know how she/he thinks I'm doing.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 18. My principal provides recognition/rewards when I reach my goals.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 19. As long as things are working, my principal does not try to change anything.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 20. Whatever I want to do is OK with my principal.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 21. I am proud to be associated with my principal.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 22. My principal helps me find meaning in my work.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 23. My principal gets me to rethink ideas that I had never questioned before.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 24. My principal gives personal attention to me when I seem rejected.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 25. My principal calls attention to what I can get for what I accomplish.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 26. My principal tells me the standards I have to know to carry out my work.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 27. My principal asks no more of me than what is absolutely essential.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Staff Questionnaire (1A)

SECTION THREE

Cultural Proficiency (CP) Initiative Professional Learning

This questionnaire provides information on how you perceived implementation of the cultural proficiency (CP) initiative and professional learning related to the initiative. The questionnaire also provides information on how you perceive your principal's role in leading the cultural proficiency

initiative.

0 = Not at all

1 = Once in a while

2 = Sometimes

3 = Fairly often

4 = Frequently, if not always

* 28. During CP professional learning experiences, my principal makes me feel good to be around her/him.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 29. During CP professional learning experiences, my principal expresses with a few simple words what we could and should do.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 30. During AND after CP professional learning experiences, my principal enables me to think about old problems in new ways.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 31. During AND after CP professional learning experiences, my principal helps me develop as a professional.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 32. My principal tells me how I will be rewarded if I put CP approaches into practice.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 33. My principal is satisfied when I meet agreed-upon expectations for implementing CP practices in the work I do for our school.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 34. After a year of engaging in CP professional learning experiences, my principal is content to let me continue working in the same ways I always have.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 35. I have complete faith in my principal's ability to led the CP initiative in my school.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 36. My principal provides appealing images about what I can do to engage our diverse student, staff, and school community.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 37. My principal provides me with new ways of looking at puzzling things related to how I can engage our diverse student and school community.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 38. My principal lets me know how she/he thinks I am doing in regard to implementing CP approaches in the work I do for our school.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 39. My principal provides recognition/rewards when I reach my goals in successfully implementing strategies related to CP.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 40. As long as things are working, my principal does not try to change anything I am doing to engage our diverse student and school community.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 41. Whatever I want to do to engage our diverse student and school community is OK with my principal.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 42. I am proud to be associated with my principal because of the way she/he has led the CP initiative in my school.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 43. My principal helps me to find meaning in how the CP initiative connects to my work.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 44. My principal gets me to rethink ideas that I have never questioned before about issues of diversity, bias, stereotypes, and student/school community engagement.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 45. My principal gives personal attention to me if I seem rejected or angry after engaging in CP professional learning experiences or conversations.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 46. My principal calls attention to what I can get for successfully incorporating CP approaches into the work I do for our school.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 47. My principal tells me the standards I have to know to carry out what is expected related to the CP initiative.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 48. My principal understands that CP is a process and asks no more of me than what is absolutely essential for the work I do for our school.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 49. Rate how successful your principal was integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.

0	1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

50. What was your most important take away from the CP sessions conducted at your school this year?

51. What additional CP professional learning do you believe you still need?

52. What additional comments would help to explain how you believe your principal lead the CP initiative in your school this year?

Appendix E

Staff Questionnaire Reminder Email

Phillips, Eric L

Subject: Staff Questionnaire (Leadership and Cultural Proficiency)

Hope you're well. Can you please forward the email below to your staff:

Good Afternoon:

I hope this finds you well.

Again, thank you for taking time to consider completing the leadership style and cultural proficiency initiative questionnaire. I appreciate the time many of you have already taken to complete the form.

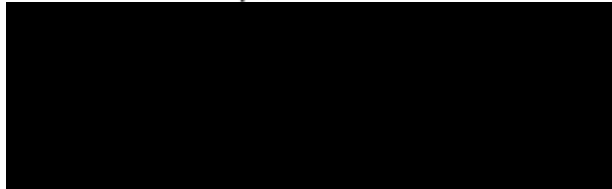
As a reminder, the questionnaire link is below and closes this Friday.

Also, you may email me with additional thoughts or comments you have related to this research topic. Although your email will not be anonymous, your **identity will not** be shared in the final research report.

Thank you,

Eric

Eric Louers Phillips, M.Ed.



Confidentiality Notice: This message may contain confidential information intended for the person(s) named above. If you have received this message in error, you are prohibited from disseminating or copying this message and requested to notify the sender immediately. Failure to do so may result in violations of federal and state law.

CONSENT TO PARTICIPATE IN RESEARCH STUDY

INTRODUCTION

Thank you for participating in a research study about *The Impact of Leadership Style on the Implementation of a School's Cultural Proficiency Initiative*. The study is being conducted by Eric Louers Phillips (Primary Researcher), in affiliation with Hood College, as part of his doctoral program. *It is not part of a study or feedback for [REDACTED]*. Please complete the questionnaire on a device of your choosing (tablet, computer, or smartphone) and in a private location where you are comfortable.

VOLUNTARY NATURE OF THE STUDY

Your participation in this study is **voluntary**. Your decision whether or not to participate will not affect your current or future relations with the Primary Researcher or [REDACTED] employment.

DURATION

The survey contains 52 questions on leadership style and implementation of the cultural proficiency (CP) initiative in your school. The survey should take you approximately 9–19 minutes to complete.

CONFIDENTIALITY

The records of this study will be kept private. Your name, email address, and school's name will not be collected. Only the Primary Researcher will have access to your responses, which will be saved on a secure database; survey results will not be stored on a school system computer. All data will be stored on the Primary Researcher's personal computer which requires a username and password to access. Published reports and/or presentations will not include any information that will make it possible to identify a participant.

PROCEDURES

If you agree to be in this study, I will ask you to do the following things:

- Independently complete all three sections of the electronic survey at a location and on a device of your choosing.
- Not all survey questions have to be answered.

YOUR CONSENT

By completing this questionnaire, you consent to allowing your responses to be used for the purpose of this research study.

QUESTIONNAIRE LINK: <https://www.surveymonkey.com/r/CSX7FPN>

School Staff Questionnaire (1A) Survey

www.surveymonkey.com

Web survey powered by SurveyMonkey.com. Create your own online survey now with SurveyMonkey's expert certified FREE templates.

Appendix F

Principal Request to Participate Email

Phillips, Eric L

Subject: Your Support

Hello [REDACTED]:

I hope all is well. My apologies upfront for the lengthy email to follow.

I'm currently enrolled in Hood's Organizational Leadership Doctorate Program. This email is being sent via my [REDACTED] email account as my hood.edu account may go to our [REDACTED] spam box (Hood email is: [REDACTED].edu). Following emails regarding this will come from my hood email address.

My research is looking at the impact leadership style has on a principal's implementation of a cultural proficiency initiative in their school. The hope is that data collected will provide insight in leadership characteristics that will assist school-based administrators in implementing cultural proficiency or other equity type initiatives into their school.

This spring, I'm collecting data for my capstone dissertation. I am currently seeking and reaching out to 9–11 principals to take part in the investigation.

Following are specifics about the research instrument:

- Delivered on Survey Monkey.
- Contains 48 questions (majority of which are on a Likert scale).
- Average time to complete is 15–25 minutes.
- At this time, the study does not require you to take part in a face-to-face interview or focus group.
- Your name, the name of the school, and the school system will not be used when reporting data collected.
- Final results from the investigation will be shared with you.

Principals who participate will be requested to ask their staff to complete a survey on their principal's leadership style and the implementation of a cultural proficiency initiative in their school. Staff completion of the survey is voluntary. Following are specifics about the staff research instrument:

- Delivered on Survey Monkey.
- Contains 42 questions (majority of which are on a Likert scale).
- Average time to complete is 15–25 minutes.
- At this time, the study does not require staff to take part in a face-to-face interview or focus group.
- The names, school, grade/content taught, and school system of staff members will not be collected or used when reporting data.
- You and your school's equity rep will be sent a link to share with your staff.

If you agree to take part in this investigation I will send you a principal survey link and staff survey link within the next few weeks. The survey will remain open for 15–20 days. Also, you and your staff will not be sent the end of year cultural proficiency PL survey other schools will be sent in a few weeks.

I greatly appreciate you taking time to consider this request and I'm happy to answer any questions you may have.

Eric

Eric Louéry Phillips, M.Ed.



Confidentiality Notice: This message may contain confidential information intended for the person(s) named above. If you have received this message in error, you are prohibited from disseminating or copying this message and requested to notify the sender immediately. Failure to do so may result in violations of federal and [REDACTED] law.

Appendix G

Principal Questionnaire Email

Phillips, Eric L

Subject: Leadership CP Principal Questionnaire

Dear [REDACTED]:

Again, thank you for agreeing to take part in my research regarding the impact of leadership style on the implementation of a school's cultural proficiency initiative.

You and your school's ER will be sent a separate email with a link to the School Staff Questionnaire. Please forward that email to your staff. The survey will remain open 10 days from the date of this email.

Below is your consent to participate in this research study and your link to the School Principal Questionnaire.

Thank you,
Eric

CONSENT TO PARTICIPATE IN RESEARCH STUDY

INTRODUCTION

Thank you for participating in a research study about *The Impact of Leadership Style on the Implementation of a School's Cultural Proficiency Initiative*. The study is being conducted by Eric Louers Phillips (Primary Researcher), in affiliation with Hood College, as part of his doctoral program. *It is not part of a study or feedback for [REDACTED]*. Please complete the questionnaire on a device of your choosing (tablet, computer, or smartphone) and in a private location where you are comfortable.

VOLUNTARY NATURE OF THE STUDY

Your participation in this study is **voluntary**. Your decision whether or not to participate will not affect your current or future relations with the Primary Researcher or [REDACTED] employment.

DURATION

The survey contains 58 questions on leadership style and implementation of the cultural proficiency (CP) initiative in your school. The survey should take you approximately 11–22 minutes to complete.

CONFIDENTIALITY

The records of this study will be kept private. Your name, email address, and school's name will not be collected. Only the Primary Researcher will have access to your responses, which will be saved on a secure database; survey results will not be stored on a school system computer. All data will be stored on the Primary Researcher's personal computer which requires a username and password to access. **Published reports and/or presentations will not include any information that will make it possible to identify a participant.**

PROCEDURES

If you agree to be in this study, I will ask you to do the following things:

- Independently complete all three sections of the electronic survey at a location and on a device of your choosing.
- Forward/Send the staff email with questionnaire to your staff.

YOUR CONSENT

By completing this questionnaire, you consent to allowing your responses to be used for the purpose of this research study.

QUESTIONNAIRE LINK: <https://www.surveymonkey.com/r/K97Q7C6>

School Principal Questionnaire (1A) Survey

www.surveymonkey.com

Web survey powered by SurveyMonkey.com. Create your own online survey now with SurveyMonkey's expert certified FREE templates.

Appendix H

Staff Questionnaire Email From Principal

Phillips, Eric L

Subject: Staff Questionnaire (Leadership and Cultural Proficiency)

Please forward this email to your staff.

Good Afternoon:

I hope this finds you well.

Currently, I am enrolled in Hood College's Doctorate of Organizational Leadership Program. My research is on the impact of leadership style on a school's implementation of a cultural proficiency initiative. The hope is that data collected will provide insight in leadership characteristics that will assist school-based administrators in implementing cultural proficiency or other equity type initiatives into their school. Your principal has volunteered to take part in the research study.

I am seeking **voluntary** responses from all staff members in your building to a Survey Monkey questionnaire on leadership style and cultural proficiency. No personal information will be collected. If you are willing to share your perspective, please read the information below. A link to the questionnaire is at the bottom of this email. The survey will remain open 10 days from the date of this email.

Thank you for your time and enjoy the rest of this school year.

Sincerely,
Eric

CONSENT TO PARTICIPATE IN RESEARCH STUDY

INTRODUCTION

Thank you for participating in a research study about *The Impact of Leadership Style on the Implementation of a School's Cultural Proficiency Initiative*. The study is being conducted by Eric Louers Phillips (Primary Researcher), in affiliation with Hood College, as part of his doctoral program. *It is not part of a study or feedback for* [REDACTED]. Please complete the questionnaire on a device of your choosing (tablet, computer, or smartphone) and in a private location where you are comfortable.

VOLUNTARY NATURE OF THE STUDY

Your participation in this study is **voluntary**. Your decision whether or not to participate will not affect your current or future relations with the Primary Researcher or [REDACTED] employment.

DURATION

The survey contains 52 questions on leadership style and implementation of the cultural proficiency (CP) initiative in your school. The survey should take you approximately 9–19 minutes to complete.

CONFIDENTIALITY

The records of this study will be kept private. Your name, email address, and school's name will not be collected. Only the Primary Researcher will have access to your responses, which will be saved on a secure database; survey results will not be stored on a school system computer. All data will be stored on the Primary Researcher's personal computer which requires a username and password to access. Published reports and/or presentations will not include any information that will make it possible to identify a participant.

PROCEDURES

If you agree to be in this study, I will ask you to do the following things:

- Independently complete all three sections of the electronic survey at a location and on a device of your choosing.
- Not all survey questions have to be answered.

YOUR CONSENT

By completing this questionnaire, you consent to allowing your responses to be used for the purpose of this research study.

QUESTIONNAIRE LINK: <https://www.surveymonkey.com/r/C5X7FPN>

School Staff Questionnaire (1A) Survey

www.surveymonkey.com

Web survey powered by SurveyMonkey.com. Create your own online survey now with SurveyMonkey's expert certified FREE templates.

Appendix I

School-based Contact Staff Questionnaire Email

Phillips, Eric L

Subject: Staff Questionnaire (Leadership and Cultural Proficiency)

Hello [REDACTED]:

Hope you're well.

Today, I sent the email below to your principal. Since your staff is being asked to complete this voluntary questionnaire, I will not send you a link for the end of year Cult. Prof. PL Feedback Survey for staff to complete. Other E.Reps will get the link by week's end. Please disregard the Cult. Prof. PL Feedback Survey if Toby and I send it to you by mistake.

If your principal has not forwarded the email below to staff by the end of today, can you please ask them if they'd like for you to forward on their behalf.

I will send you and your principal a questionnaire reminder email for staff a few days before it closes.

Please let me know if you have any questions.

Take care and enjoy the rest of your week.

Sincerely,

Eric

Eric Louers Phillips, M.Ed.

Confidentiality Notice: This message may contain confidential information intended for the person(s) named above. If you have received this message in error, you are prohibited from disseminating or copying this message and requested to notify the sender immediately. Failure to do so may result in violations of federal and [REDACTED] law.

From: Phillips Eric Louers <elp2@hood.edu>

Date: Wednesday, May 16, 2018 at 12:41 PM

To: [REDACTED]

Cc: Phillips Eric Louers <elp2@hood.edu>

Subject: Staff Questionnaire (Leadership and Cultural Proficiency)

Please forward this email to your staff.

Good Afternoon:

I hope this finds you well.

Currently, I am enrolled in Hood College's Doctorate of Organizational Leadership Program. My research is on the impact of leadership style on a school's implementation of a cultural proficiency initiative. The hope is that data collected will provide insight in leadership characteristics that will assist school-based administrators in implementing cultural proficiency or other equity type initiatives into their school. Your principal has volunteered to take part in the research study.

I am seeking **voluntary responses** from all staff members in your building to a Survey Monkey questionnaire on leadership style and cultural proficiency. No personal information will be collected. If you are willing to share your perspective, please read the information below. A link to the questionnaire is at the bottom of this email. The survey will remain open 10 days from the date of this email.

Thank you for your time and enjoy the rest of this school year.

Sincerely,

Eric

CONSENT TO PARTICIPATE IN RESEARCH STUDY

INTRODUCTION

Thank you for participating in a research study about *The Impact of Leadership Style on the Implementation of a School's Cultural Proficiency Initiative*. The study is being conducted by Eric Louers Phillips (Primary Researcher), in affiliation with Hood College, as part of his doctoral program. *It is not part of a study or feedback for [REDACTED]*. Please complete the questionnaire on a device of your choosing (tablet, computer, or smartphone) and in a private location where you are comfortable.

VOLUNTARY NATURE OF THE STUDY

Your participation in this study is **voluntary**. Your decision whether or not to participate will not affect your current or future relations with the Primary Researcher or [REDACTED] employment.

DURATION

The survey contains 52 questions on leadership style and implementation of the cultural proficiency (CP) initiative in your school. The survey should take you approximately 9–19 minutes to complete.

CONFIDENTIALITY

The records of this study will be kept private. Your name, email address, and school's name will not be collected. Only the Primary Researcher will have access to your responses, which will be saved on a secure database; survey results will not be stored on a school system computer. All data will be stored on the Primary Researcher's personal computer which requires a username and password to access. Published reports and/or presentations will not include any information that will make it possible to identify a participant.

PROCEDURES

If you agree to be in this study, I will ask you to do the following things:

- Independently complete all three sections of the electronic survey at a location and on a device of your choosing.
- Not all survey questions have to be answered.

YOUR CONSENT

By completing this questionnaire, you consent to allowing your responses to be used for the purpose of this research study.

QUESTIONNAIRE LINK: <https://www.surveymonkey.com/r/C5X7FPN>

School Staff Questionnaire (1A) Survey

www.surveymonkey.com

Web survey powered by SurveyMonkey.com. Create your own online survey now with SurveyMonkey's expert certified FREE templates.

Appendix J

School District IRB Approval Letter

Phillips, Eric L

From: [REDACTED]
Sent: Friday, May 04, 2018 10:16 AM
To: Phillips, Eric L
Cc: [REDACTED]
Subject: RE: Research Proposal Request (E. Phillips)

Good morning Eric,

Your research application, *The Impact of Leadership Style on the Implementation of a School District's Cultural Proficiency Initiative*, has been reviewed and approved pending receipt of final IRB approval from Hood College. You are asked to submit the approval letter from the Hood IRB to the [REDACTED] department (attention: [REDACTED]) upon receipt.

In addition, it is imperative that the following processes are conducted in your research efforts.

1. **Approval from Administrators/School Principals is obtained prior to conducting research within any school building.** As we discussed previously, in your communication with administrators/school principals/teachers, it is important that you reiterate that participation in this research is completely voluntary and not affiliated with feedback being obtained by [REDACTED]. Thus, there are no consequences for not participating or withdrawing from the study at any point.

Upon review of your recent application submission, the following are suggestive revisions/recommendations to your email scripts and/or consent forms:

- Introduction to Study: Include the statement, "*It is not part of a study or feedback for [REDACTED]*" in the principal and staff email scripts and consent forms.
 - Voluntary Nature of Study: "*Your decision whether or not to participate will not affect your current or future relations with the Primary Researcher.*" Suggestive revision: include 'or [REDACTED] employment'. This is important as staff may be reluctant to participate due to the nature of the questions that they will be answering about their school leadership. The voluntary nature of study statement should be included in the principal and staff email scripts and consent forms.
 - Procedures (in Principal Consent Form): The procedures should include a statement about your request to have principals send the email and survey link to staff in their building.
2. Additional data collection (i.e., outside the proposed survey questions) is not permitted without receiving additional approval.
 3. [REDACTED] name, school names, or affiliation of research participants will not be used in dissemination and/or publication of research findings/results. Instead, descriptors, such as, school system in Western Maryland, may be used.
 4. It is important that you adhere to all procedures to maintain participant confidentiality and anonymity as you conduct your research. This includes, but not limited to the following:
 - Use of all data gathered should be used in a confidential and appropriate manner.
 - No identifying information will be used, unless permission is received. (Note: Datasets will be stripped of personal identifiers.)
 - All data reporting procedures will be followed in accordance with the Family Educational Rights and Privacy Act (FERPA), as appropriate.
 5. All research procedures must be in compliance with [REDACTED] Regulation 200-41.

6. Upon completion, a copy of your report and/or findings will be furnished to the [REDACTED] department (attention: [REDACTED]).

In addition, during our meeting on May 1, we discussed other considerations in your research design. Below is a brief summary of discussion points for your reference as you look to finalize your research proposal.

- Consider how you will be measuring the fidelity of CP implementation based on your current methods.
- It is important to include the following study limitations: self-report data, primary researcher's role within district, CP measure is adapted from questionnaire; thus, not validated at this point.
- It is important that you consider the impact of asking certain demographic questions and principal or teacher reluctance to participate. Thus, the idea of being potentially identified.
- In your communication with staff, identify school leadership as the principal (as opposed to assistant principal), where applicable.
- (NEW item) Consider using descriptors in your response options for survey items as opposed to numerical value. This will help the respondent in answering the questions (i.e., eliminating the need to constantly reference the scoring key).

Good luck with your research! If you have any questions, please let me know.

Thanks!

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Confidentiality Notice: This message may contain confidential information intended for the person(s) named above. If you have received this message in error, you are prohibited from disseminating or copying this message and requested to notify the sender immediately. Failure to do so may result in violations of federal and [REDACTED] law.

Appendix K

Hood College IRB Approval Letter



May 11, 2018

Mr. Eric Phillips
Hood College
401 Rosemont Ave.
Frederick, MD 21701

Dear Mr. Phillips,

The Hood College Institutional Review Board reviewed your study entitled "The Impact of Leadership Style on the Implementation of a School District's Cultural Proficiency Initiative." (Proposal Number 1718-23). The committee has voted to approve this study. This approval is limited to the activities described in the procedure narrative and extends to the performance of these activities at each respective site identified in the IRB research proposal. In accordance with this approval, the specific conditions for the conduct of this research and informed consent from participants must be obtained as indicated.

All individuals engaged in human subjects research are responsible for compliance with all applicable Hood Research Policies (http://www.hood.edu/uploadedFiles/Hood_College/Home/Academics/Provost_Office/Hood%20IRB%20Policy%20revised%20September%202013.pdf). The Lead Researcher of the study is ultimately responsible for assuring all study team members review and adhere to applicable policies for the conduct of human sciences research.

The Hood College IRB approval expiration date is May 11th, 2019. As a courtesy, approximately 30-60 days prior to expiration of this approval, it is your responsibility to apply for continuing review and receive continuing approval for the duration of the study as applicable. Lapses in approval should be avoided to protect the safety and welfare of enrolled participants.

No substantive changes are to be made to the approved protocol or the approved consent and assent forms without the prior review and approval of the Hood IRB. All substantive changes (e.g. change in procedure, number of subjects, personnel, study locations, study instruments, etc.) must be prospectively reviewed and approved by the IRB before they are implemented. The Hood College IRB will be the official IRB of record for this collaborative project.

Sincerely,

Diane R. Graves, PhD
Chair, Hood College Institutional Review Board

Appendix L

2016–2017 Principal PL Session Descriptions for Document Review

Title	Type and Description
Introduction to Three Year CP Action Plan (90 minutes)	<u>PL Session</u> An introduction to the District Equity CP initiative, history of education inequity/equity in United States and school district, and sharing of action plan to address inequities.
Perception: Impact on Stereotypes and Bias (90 minutes)	<u>PL Session</u> - Consider how perception, stereotypes, and bias influence our interactions with others. - Determine how the four diversity wheel dimensions have shaped our perception of self and others. - Define steps on the cultural proficiency continuum, critical attributes and examples.
Creating a School Environment of Learning (60 minutes)	<u>PL Session</u> - Identify the connection between classroom culture and school culture. - Acknowledge the relationship between personal identity factors and leadership style. - Explain the Five Essential Elements of Cultural Competence in relation to school environment.
Addressing the Ripple Effect: A Post Election Discussion (90 minutes)	<u>PL Session</u> - Confront and discuss the impact the recent election is having on our students and staff. - Discuss how to engage in difficult conversations with students and staff.
Labels (60 minutes)	<u>PL Session</u> - Understand the impact of labels on students and staff. - Recognize unintentional labels we may place on students and staff. - Discuss ways to combat harmful labels.
A Sense of Belonging: Valuing Others and Self (90 minutes)	<u>PL Session</u> - Discuss a sense of belonging by examining feedback. - Consider how we will use feedback from previous PL sessions to facilitate sessions with our teams. - Discuss how we will begin planning to facilitate sessions with our teams on the FCPS Cultural Proficiency initiative.
Cultural Proficiency: How Do I Respond? (90 minutes)	<u>PL Session</u> - Effectively engage in political discussions. - Understand how to engage in “Skilled Discussion”. - Collaborate with colleagues on effective responses to feedback.
Framing the Conversation (90 minutes)	<u>PL Session</u> - Discuss the importance of skilled discussions in culturally diverse settings. - Practice communicating with a balance of advocacy and inquiry to evaluate the 2016-17 perceptual survey data. - Identify timely responses WE (Team FCPS) need to make to address identified areas as we strive to achieve our goals.
Putting the Pieces Together and Making Connections (90 minutes)	<u>PL Session</u> - Prepare to share with others our Cultural Proficiency initiative. - Examine Cultural Proficiency and Framework for Teaching connections. - Reflect on our role in connecting the Cultural Proficiency initiative to all that we do as leaders.

Appendix M

2017–2018 Principal PL Session Descriptions for Document Review

Title	Description
Framework for Teaching and Cultural Proficiency: Knowledge Creation	<ul style="list-style-type: none"> - View information and discuss the October knowledge creation teams and partners for the Framework for Teaching and cultural proficiency focus. - Review how personal bias influences our observations and discussions. - Meet with knowledge creation partner to prepare and plan for visit.
Knowledge Creation Cohort	Session conducted in collaboration with lead administrator of district initiative on instructional practices and teacher evaluation system. Purpose of session was to introduce principals to structure for year of meeting with small groups of colleagues to learn best practices for mentoring teachers.
Seeing and Being Seen- Knowing Self and Those We Serve	<ul style="list-style-type: none"> - Reflect on and discuss the importance of our continued cultural proficiency journey. - Reflect on and discuss the ways work and school cultures can cause some to not bring their whole selves to the work and school setting. - Discuss the impact of perceived bias in the workplace.
Unconscious Bias	Session lead by district Chief of Staff addressing the influence unconscious bias has on hiring practices.
Framework for Teacher Evaluation and Cultural Proficiency	<ul style="list-style-type: none"> - Discuss best practices for engaging in conversations about teaching with teachers. - Address the complex nature of teaching and reflect important assumptions about teaching. - Consider teacher practices regarding student learning within the organizational context of schools.

Appendix N

2017–2018 School-based Staff PL Session Descriptions for Document Review

Title	Description
Cultural Proficiency and Framework for Teaching: Knowing Who We Teach	<ul style="list-style-type: none"> - Identify how individual background and experiences impact how one gets to know their students. - Reflect on current practices about how you get to know your students. - Collaborate to modify those practices in order to create a more comprehensive picture of your students.
Knowing My Students, Knowing Myself: Biases and Stereotypes	<ul style="list-style-type: none"> - Consider and determine how perception, stereotypes, and bias influence our interactions with others. - Determine how perception, stereotypes, and bias influence our interactions with students. - Discuss and explain the meaning and causes of stereotypes and biases within ourselves and our students.
My Students + My Expectations = Engagement	<ul style="list-style-type: none"> - Identify the connection between classroom culture and student engagement. - Discuss the relationship between student engagement and classroom culture. - Gain ideas and strategies that tie together cultural proficiency and student engagement. - Share engagement strategies and discuss the connection to cultural proficiency.
Reflection On Practice	<ul style="list-style-type: none"> - Make connections between the FCPS Framework for Teaching and our work with Cultural Proficiency. - Reflect on professional practice. - Share examples that demonstrate culturally proficient practices in your work. - As a school community, discuss what we have learned about Cultural Proficiency and the work we do with students.

Appendix O

Research Questions Alignment with Data Source and Analysis Technique

Research Questions	Data Source	Data Analysis Technique
How does a principal's LS influence his or her staff's perception of the implementation of a school-based CP initiative?	<p>Section One of SPQ: Items 7, 8, 9, 10 ,11, and 12</p> <p>Section Two and first 21 statements of section Three of the SPQ and SSQ</p> <p>Section Three SSQ items 51 and 52</p>	<p>CP PL Data Analyzed by School</p> <p>Calculated using Excel</p> <p>Descriptive, pattern, and magnitude manual coding</p> <p>Data compared across schools</p>
How is the principal's leadership style perceived by them and their staff?	<p>Section Two of the SPQ and SSQ</p> <p>Frist 21 statements of section three of the SPQ and SSQ</p>	<p>Calculated using Excel</p> <p>Calculated using Excel</p>
How does the principal's leadership style influence the implementation of a CP school district initiative?	<p>Section Two SPQ</p> <p>Section Three SSQ items 51 and 52</p>	<p>Calculated using Excel</p> <p>Descriptive, pattern, and magnitude manual coding</p>
What influence does leadership style have on a principal's ability to implement a CP initiative in a manner that engages and supports staff?	<p>Section Two and Three items 28–49 of SPQ</p> <p>Section Three SSQ items 51 and 52</p>	<p>Calculated using Excel</p> <p>Descriptive, pattern, and magnitude manual coding</p>

Appendix P

Purpose of Open-ended Questions and Method Analyzed

Open-ended Questions	Explanation	Method Analyzed
(SPQ, item 56) What was your most important take away from the CP sessions conducted at your school this year?	This question aimed to gather information on what a principal learned about them self, their leadership of the initiative, and their staff during CP sessions.	Descriptive, pattern, and magnitude manual coding
(SPQ, item 57) What additional CP professional learning do you believe you still need?	This question aimed to gather information on what support principals believe they and their staff still needed to implement CP practices in their school.	Descriptive, pattern, and magnitude manual coding
(SPQ, item 58) What additional comments would help to explain how you believe you lead the CP initiative in your school this year?	This question aimed to gather a description from principals on how they perceived they led the CP initiative in their building.	Descriptive, pattern, and magnitude manual coding
(SSQ, item 50) What was your most important take away from the CP sessions conducted at your school this year?	This question aimed to gather information on what staff learned about CP and their personal application of the initiative to the work they do with students and their colleagues.	Descriptive, pattern, and magnitude manual coding
(SSQ, item 51) What additional CP professional learning do you believe you still need?	This question aimed to gather information on what support staff believed they still needed to support their engagement in the initiative and implement CP practices in the work they do with students.	Descriptive, pattern, and magnitude manual coding
(SSQ, item 52) What additional comments would help to explain how you believe your principal lead the CP initiative in your school this year?	This question aimed to gather a description from staff on their perception of how their principal led the CP initiative in their building and supported them in their efforts to engage in the initiative.	Descriptive, pattern, and magnitude manual coding

Appendix Q

Codes: Principal Open-ended Questions

What was your most important take away from the CP sessions conducted at your school this year?		
First-Tier Descriptive Codes from Principal Comments Analysis (School)	Second-Tier Code: Patterns	Third-Tier Code: Interpretation
Conversation (1A); staff in tune to discussions (2C); Listen to other perspectives (3B); sharing personal stories...learning from them (2D)	<ul style="list-style-type: none"> - Conversations between principals and their staff. - Willingness to share 	Authentic Conversations
Safe environment (1B)		
Being Vulnerable (1B)		
Practices (1A); CP at heart of teaching and learning (1D)	<ul style="list-style-type: none"> - CP practices at heart of teaching and learning - Self-reflection 	CP Practices: Instruction
Awareness (3A); most important & difficult self-examine (3C)		
Everyone has story (3A) (1B); ignorance of cultural differences (2B)	Awareness of others background and experiences	Awareness of Diversity

What additional CP professional learning do you believe you still need?		
First-Tier Descriptive Codes from Principal Comments Analysis (School)	Second-Tier Code: Patterns	Third-Tier Code: Interpretation
Practice & application (3A); specific strategies (1D)	<ul style="list-style-type: none"> - Applying CP - Strategies and application 	Strategies and Application
Continuing (1A); Continue discussing (1B); discuss CP impact on each in building (2D); More self reflection (3B); continued resources/advice intergrating CP in other PLs (3C)	<ul style="list-style-type: none"> - Continued or more discussions and self-reflection - Continued advice 	Continuous CP practices and support
Evaluation of how we are doing (2B); How to combat learned behaviors...(2C)	<ul style="list-style-type: none"> - Evaluation tool - How are we doing 	Evaluation and How To Tools

What additional comments would help to explain how you believe you lead the CP initiative in your school this year?		
First–Tier Descriptive Codes from Principal Comments Analysis (School)	Second–Tier Code: Patterns	Third–Tier Code: Interpretation
Integral in all we do, infused in institutional actions (3A); Speak regularly about CP formally and informally (1B); Infused CP into other system initiatives to make it relevant (1D)	<ul style="list-style-type: none"> - Incorporated into conversations outside of CP PL - Integrated with other school and system initiatives 	CP Integrated into Professional and School Practices
Try to lead by example (3C)		
Representative completed modules; should have been presenting in conjunction (2C)		

Appendix R

Codes: Staff Open-ended Questions

What was your most important take away from the CP sessions conducted at your school this year?		
First-Tier: Initial Descriptive Codes from Staff Comment Analysis (TP = Teacher Practices; R = Relationships; PA = Personal Actions)	Second-Tier: Patterns	Third-Tier: Interpretation
<ul style="list-style-type: none"> - (1A) New approaches (TP) - New approaches to responding to transgender students (TP) - Importance of relationship between diversity and learning (R) - Mindfulness of what you say; everyone is different (R) - Be aware of students' background and its influence on them (R) - Don't have a fixed mindset (PA) - Mindfulness (PA) - Students with traumatic experiences (TP) - Avoid stereotypes (PA) - Teachers have power to impact lives (PA) - (3A) Build relationships with staff (R) - CP leads to better relationships with students (R) - (1B) Different ways of addressing CP in classroom (TP) - Need to know our students (R) - Get to know my students (R) - (2B) Be open, inclusive, willing to grow (PA) - (3B) Have open mind (PA) - Be aware of bias (PA) - Be aware of cultural biases (PA) - Looking at self before others (PA) - Have empathy and understanding for all (PA) - Reflect/discover inner bias (PA) - (1C) Be aware routine thoughts/comments can be CP insensitive (PA) - CP ingrained with everything we do as classroom teacher; look at ourselves then outward (TP; PA) - (2C) Connect with students on personal level (R) - Know your students, use that knowledge to build a relationship to lead to student success (R; TP) - Looking at own thoughts about CP (PA) - (3C) Provide safe environment for all cultures (PA) - ...check our biases and encourage culture of acceptance and respect (PA) - Having parents involved (TP) - First look within to examine our own biases (PA) - Recognize the bias we all carry to move forward helping all students (PA; R) - The wheel, know students, know yourself (PA; R) - CP is journey takes place from inside out; share openly and honestly, listening with care (PA) - ...students come from backgrounds, we need to eliminate bias (PA) - Awareness of individuality, sensitivity, develop personally to be more CP (PA) - (1D) Think about what you bring to table, may have unconscious bias may impact your teaching (PA; TP) - Recognizing biases in self (PA) - Self-reflection (PA) - Important to know student's cultural backgrounds, be open to student's differences so that positive relationships can be built (PA; R) - Every family is different, need to respect and treat every student with love and respect (PA) - CP affects all aspects of teaching (TP) - CP journey unconscious biases, recognize how may/may not relate to my interactions with students; always working to best meet needs of all my students (PA) - (2D) Continue to be CP in my daily interactions (PA) - We all have biases and prejudices, need to examine them, keep them in mind as we relate to our students adequately (PA; R) - Looking at my personal biases (PA) - Accepting of all students, teach and talk to them in way that is right for them (TP) - Relationships of student/teacher and teacher/teacher (R) 	<ul style="list-style-type: none"> - Instructional Approaches - Awareness of Need for Self-Reflection - Knowing Students and Others: Relationships 	<ul style="list-style-type: none"> - Culturally Proficient Teaching and Responsibilities <ul style="list-style-type: none"> o Tools for Using Culturally Proficient Practices and Implementation o Inside/Out Approach (Self-Reflection and Application) - Culture and Diversity
<ul style="list-style-type: none"> - (1A) Aspects of diversity/culture - Wide range of experiences beyond race - Walk in someone else's shoes - (2A) CP more than race - (1B) Honest discussion on poverty - Culture not just race, all bring experiences - People have more in common - Culture wheel helped realize elements that contribute to an individual - (3B) We are all different - Too many stereotypes in our culture - Diversity is everywhere - We all have biases - We all have inherent bias - (3C) Correlation to classroom behavior and trauma - Trauma can impact student learning and behavior - Opened my eyes to diversity and thinking of student and family lives - Many aspects of culture... 	<ul style="list-style-type: none"> - Aspects of Diversity - Influence of Diversity on Learning - Influence of Diversity on Interactions 	
<ul style="list-style-type: none"> - (3A) We are a team - (1B) Affirmation of direction school is going, take time to learn about our students - Appreciate looking at things from different angle; thinking about students and best fit for their needs - Made clear what CP is at school - Activity [lead by principal] made impact on how we are diverse - Caring warm staff, led by wonderful leader - (2B) Community - Connecting [district initiative] and CP to school mission, vision, values 	<ul style="list-style-type: none"> - CP PL Was Affirming - CP PL Lead by Principal 	<ul style="list-style-type: none"> - CP PL Affirmed Positive School Culture - Principal Seen as Leader of CP PL
<ul style="list-style-type: none"> - Going to extremes not to offend - Know what will be observed - (2A) Something we're supposed to do - Only presented because it was required - [School district] covering its butt if anything negative happens - (3A) Absolve students from any responsibility - More focus on school specific initiative, principal needs to work on reaching English Learners - School administration values relationship with kids more than relationship with staff - (2B) Principal had no part in CP sessions - (3C) Sessions only lead by CP rep; not sure what our principal feels 	<ul style="list-style-type: none"> - Mandatory PL Session - Not Valued by School Administration 	<ul style="list-style-type: none"> - CP PL Viewed as Not Beneficial - Principal Not Seen as Leader of CP PL
<ul style="list-style-type: none"> - Don't know what it was about - (2A) Learned nothing - School safety an issue, don't remember anything else - Did not learn very much - (3A) Waste of everyone's time - Communication between administration and staff is lacking - Many staff still don't understand issues relating to racism - Did not find them helpful - (2B) So boring can't really remember - (3B) Most CP sessions rushed; deep meaningful understanding fell short - (3C) Was overwhelming - Specialists teacher, do not have scheduled PL, only exposed at beginning of school year... - Was a have to not a want to administration often not present 	<ul style="list-style-type: none"> - Saw No Value in CP PL - PL Session Did Not Met Expectation 	

What additional CP professional learning do you believe you still need?			
Initial Codes: Staff Comments Analysis	First-Tier: Descriptive	Second-Tier: Patterns	Third-Tier: Interpretation
<ul style="list-style-type: none"> - (1A) Manageable strategies to use with students - Self-evaluations - Multiple discussions and collaboration - Strategies for reaching un-engaged student - Field trip - (2A) Time to collaborate in content areas - How teachers' and administrators' expectations and experiences differ from students and get in the way of mutual understanding - All of it - (3A) Restorative practice...on consistent...trust in this school far below average - Comfort with leading personal discussions, talking circles - Work on EL strategies...helping staff reach touch population of kids...even principal needs work reaching EL and difficult students - Some staff still need sensitivity training - (1B) Just reminders and reinforcement - Real in-the-trenches instructional suggestions - Information on how to reach students who are generationally poor - How to reach those students...get them to attend school...believe in school and education - How to effectively deal with racial/cultural biases of students - (2B) Teaching Strategies/Brain impact - Beneficial for staff to have data...telling of staff comfort and preconceived notions about CP...compare progress from beginning of year to end... - (3B) How to work with students in high poverty - (1C) How...connect more with struggling behavioral students from a variety of backgrounds - (3C) More training on practices that are specific to our current students and their needs - More training on restorative practices - More training or restorative practices - More emphasis on [District Language Acquisition Model] in our school - How to incorporate CP in classroom more, more resources - How to best reach out to different cultures - CP trainings just touched surface...in depth discussion...of white privilege and property...openly and honestly discussed...book studies, panel discussions, or information classes - PL for all classroom teachers that do not have access - (1D) More teaching strategies to ELL students 	<ul style="list-style-type: none"> - Strategies for Implementing CP practices in General and into Other Initiatives - Resources for Working with Diverse Groups of Students and Families 	<ul style="list-style-type: none"> - Strategies for Incorporating CP Practices into Instructional Practices - Tools for Working with Diverse School Community 	<ul style="list-style-type: none"> - CP Strategies and Tools for Implementation
<ul style="list-style-type: none"> - (1A) How to break through racism within school community at large - (1B) Information on how to reach...families do not see value in education - (3C) Communicating with parents consistently and effectively 			
<ul style="list-style-type: none"> - (1A) Continue discussion over time - Need time to implement, needs to be consistency...instead of changing every year - (1B) Time to work with what we have been introduced to. - Continued discussion starters to keep conversation going - (3B) Continue thinking of cultural backgrounds of students - Continuous - (2C) Practice with application - (3C) CP is a journey...reflect on my practices in order to improve - (1D) ...Needs to be revisited in order to keep it in forefront of my teaching... - (2D) More time to process CP and time to time refreshers - Always good to have on going revisiting of topics... 	<ul style="list-style-type: none"> - Continuous Reflection and Discussion on CP Practices. - Time to Reflect and Process 	<ul style="list-style-type: none"> - Time to Continue Reflecting On, Processing, and Discussing CP Practices 	<ul style="list-style-type: none"> - Continuous Time to Reflection and Process CP Practices
<ul style="list-style-type: none"> - (1A) What we've had was good - Need technology training, nothing else - (2A) If it is the same...then none - I don't know - None - Whatever... - (3A) Not sure PL can resolve GIVE GIVE GIVE philosophy...get diploma in their hand and show them the door - ...got to be kidding... - CP does not mean anything unless there is...mutual respect between the staff...admins have little to none for the staff - Question is broad - None - (1B) Not sure - ...do not have any suggestions at this time. - (2B) I'm retiring at the end of this school year - Faith in leadership - County does not have high quality PL presentations with CP information - (3B) None - None - Not sure? - None - (1C) Not sure - Leadership in building needs to realize CP is across the board...difficult to hear...when they aren't treating staff with same respect and understanding - (2C) Not sure - Don't know - (3C) None - None - (1D) Have to give more thought... - Nothing at this time - Not sure 	<ul style="list-style-type: none"> - Unsure of What Else Is Needed: No Additional PL - Apathetic View Toward Additional CP PL 	<ul style="list-style-type: none"> - No Additional PL Needed - Additional PL Would Be Pointless 	<ul style="list-style-type: none"> - No Additional PL Needed

What additional comments would help to explain how you believe your principal lead the CP initiative in your school this year?		
First-Tier: Initial Descriptive Codes from Staff Comment Analysis	Second Cycle: Patterns	Third Cycle: Interpretation
<ul style="list-style-type: none"> - (1A) Has done a great job - Mentioned it briefly many times throughout year; allowed CP liaison and admin intern to lead some - [Principal] believes in it, it shows in presentations and actions - Principal gave us all the information needed to begin understanding CP; only important information was included... - Important excited straight forward - [Principal] emphases we can go extra mile and impact lives... - (1B) [Principal] leads through inspiration and personal connections. - Our principal got us out of our comfort zone. - [Principal] did a good job helping engage staff who might have been resistant. - I enjoyed retreat at beginning of the school year - I think he's great - Our principal was fantastic. [Principal] made CP initiative priority in our building...co-planned and co-lead sessions with CP rep. - (3B) Having discussions...trying to improve our understanding of our diverse population is greatly needed and valued - CP initiative was a priority - Our administrator is highly effective - Transparency in expectations - [Principal] very organized and smart - (1C) She models CP in our school every day through her own actions - (2C) Through collaboration and delegation - Very supportive of all staff and training - (3C) My principal takes this initiative extremely seriously... - (1D) [Principal] interwove CP into [Other District Initiative] and into our school plan - [Principal] has a natural way to connect with staff and presents information in an understandable way...time for reflection is always given and opportunities for staff to share - Principal led the initiative with own learning...refreshing to hear [principal's] own struggles and ... be able to relate to our experiences. It was nice to not feel attacked or made to feel guilty... - My principal was open to diving into the hard work required to explore CP initiatives...as school moves forward...principal can work to find different ways to bring CP initiatives into other PD trainings. - (2D) [Principal] took CP initiative very seriously and made sure the staff was trained. 	<ul style="list-style-type: none"> - Principal is Respected and Organized - Principal Models CP Practices and is Supportive of Initiative 	<ul style="list-style-type: none"> - Principal is Respected and Lead the CP Initiative
<ul style="list-style-type: none"> - (1A) Just lay out issue; don't use modules school system developed - Sure [principal] is following county guidelines...[if] allowed to choose areas...we need help [in] that would be nice - (2A) Principal does best that can be done - (3A) Lots of talk, not a lot of action - (3B) We have the basics, how about some finesse...taking CP which is top down driven and making it specific to our kids - Our principal only gave required training...no more follow up or mentoring for staff or teachers 	<ul style="list-style-type: none"> - Principal Delivered Only What was Expected - Principal Did Not Adapt the CP PL to Meet the Needs of Staff 	<ul style="list-style-type: none"> - Principal Lead CP PL but Did Not Lead CP Initiative
<ul style="list-style-type: none"> - (2A) Principal is responsible for everything...in this building, ultimately [principal] needs to fix this...need follow through and consistency. - Seems to me...principal did very little in terms of leading the initiative this year...instead had other staff members coordinate and lead sessions - Not a good leader. Lowers moral with being here... - (3A) Communication is lacking - Once [Principal] decided we were doing [School Initiated Initiative] ...all other concepts disappeared...[Principal] is a good principal, but needs to spend more time with ENTIER staff - Think [they] tried, Bless [principal] heart...simply overworked...trying to manage the workload - (2B) My principal did not lead the CP PL, teacher did; [principal] did not attend many of them... - Appeared [principal] put the responsibility entirely upon CP Rep. ... lessons were placed as an after thought in our meetings - My principal...plays no part in the CP initiative this year or previous years... - (3B) Believe my principal often times felt overwhelmed and depended on others to lead the CP initiative...I'm not sure messages were always delivered with fidelity... - (1C) My principal does not treat us in a way that is culturally proficient. Anyone who has a different view is scolded... - (3C) ...Seemed like a preliminary roll-out...Admin did not provide the info along with rep--there wasn't a buy-in factor for staff to create the climate of supporting CP - ... Important for our administrator, our leader, to share and present these concepts along with CP rep, instead of sitting in the back of the room. - I saw very little of my administration in my classroom checking progress - Our principal was not primarily in charge of the CP training at our school - It wasn't led by the principal - It wasn't really conducted by our principal - I would have liked it if our administrators were part of the staff meetings and shared with the staff. - The CP rep did all of the training...alone. Principal attended most of the staff meetings but not all of them - Our principal did not primarily lead our PL or staff meetings in the topic...but is obviously 100% on-board and positive - It was lead by the CP rep not by principal. Our school lacks CP practices. It is evident everyday. 	<ul style="list-style-type: none"> - Principal Did Not Participate in or Lead CP PL - Principal Lacks CP Practices and Communication with Staff 	<ul style="list-style-type: none"> - Principal Did Not Lead the CP PL and Initiative, and is Not Respected

Appendix S

Third Tier Code Mapping: Principal CP PL Sessions 2016–2017 School Year

Session	First-Tier: Initial Descriptive Codes from Surface Content Analysis	Second-Tier: Pattern Variables	Third-Tier: Application to Data Set
P1617S1	Courageous Leadership	<ul style="list-style-type: none"> - Leadership Responsibility - Focus on Each and Every Student - CP Tools - Inside-Out Approach (Reflection) 	<ul style="list-style-type: none"> - Culturally Proficient Leadership and Responsibilities <ul style="list-style-type: none"> o Responsibility of leaders to address stereotypes and bias in conjunction with cultural backgrounds, engagement of staff, students and community, school culture, and support of teachers - Tools for using culturally proficient practices and implementation <ul style="list-style-type: none"> o Diversity wheel to consider dynamics of individual diversity o CP continuum to examine behaviors and practices of individuals and organizations o Inside-out approach of self-reflection on CP practices, attitudes and beliefs that lead to application of CP practices o Vulnerability in sharing personal culture and experiences - Inside/Out Approach (self-reflection and application) <ul style="list-style-type: none"> o Individual and group reflection during CP sessions o Group collaboration during CP sessions - Integration of CP model with district initiatives <ul style="list-style-type: none"> o Connection of CP initiative made with district's instruction and school improvement initiatives
	Introduction to CP/Equity initiative		
	Each and every student succeeds <ul style="list-style-type: none"> - Eliminate achievement gaps 		
	CP <ul style="list-style-type: none"> - Defined - Individual and collective journey - Group and individual stories matter 		
	CP Tools <ul style="list-style-type: none"> - Diversity Wheel 		
	Individual and Small group reflection		
P1617S2	Courageous Leadership	<ul style="list-style-type: none"> - Leadership Responsibility - CP Tools - Practices (Stereotypes and bias) - Personal Stories (Vulnerability) - Inside-Out Approach (Reflection) 	
	CP Tools <ul style="list-style-type: none"> - Diversity Wheel - CP Continuum 		
	Stereotypes		
	Bias		
	Personal stories of two district leaders shared		
	Our journey		
P1617S3	School culture/culture for learning	<ul style="list-style-type: none"> - Leadership Responsibility - District Data - Personal Stories (Vulnerability) - CP Tools - Inside-Out Approach (Reflection) 	
	Culturally proficient leaders		
	Districtwide data on school and classroom cultures <ul style="list-style-type: none"> - Measuring school culture 		
	Value of personal story <ul style="list-style-type: none"> - School principal shares story related to school culture 		
	Individual and Small group reflection		
	CP Tools <ul style="list-style-type: none"> - Diversity Wheel - CP Continuum - School Environment Rubric - Essential Elements of Cultural Competence 		
P1617S4	Courageous leadership	<ul style="list-style-type: none"> - Leadership Responsibility - CP Tools - District Mission and Goals - Inside-Out Approach (Reflection) 	
	Tools <ul style="list-style-type: none"> - Diversity Wheel - CP Work Environment Rubric - Resources for leading courageous conversations 		
	School district mission and aspirational goals		
	Individual and Small group reflection		
P1617S5	Tools <ul style="list-style-type: none"> - Diversity Wheel - CP Continuum - CP Definition 	<ul style="list-style-type: none"> - CP Tools - Inside-Out Approach (Reflection) - Practices (Assumptions about others) 	
	Individual and Small group reflection		
	Journey		
	Assumptions about others <ul style="list-style-type: none"> - Labels about other adults; labels placed on students 		
P1617S6	Courageous conversations	<ul style="list-style-type: none"> - Leadership Responsibility - Inside-Out Approach (Reflection) - Practices (Delivering PL) 	
	Leaders providing feedback <ul style="list-style-type: none"> - Valuing others 		
	Individual and Small group reflection		
P1617S7	Delivering meaningful PL	<ul style="list-style-type: none"> - Leadership Responsibility - Practices (Effective communication) - Inside-Out Approach (Reflection) - CP Tools 	
	Culturally proficient leaders		
	Effective communication with staff and students		
	Tools <ul style="list-style-type: none"> - CP Definition 		
	Leaders providing feedback		
	Individual and Small group reflection		
P1617S8	Addressing political conversations in workplace	<ul style="list-style-type: none"> - CP Tools - Practices (Communication and feedback) - District Data - District Mission and Goals - Inside-Out Approach (Reflection) 	
	Tools <ul style="list-style-type: none"> - CP definition - Diversity Wheel 		
	Preparing for difficult conversations		
	Effectively using staff feedback		
	Review of districtwide data		
	District's five aspirational goals		
P1617S9	Individual and Small group reflection	<ul style="list-style-type: none"> - CP Tools - Inside-Out Approach (Reflection) - CP and connection to district initiatives 	
	Tools <ul style="list-style-type: none"> - Diversity Wheel - CP definition 		
	Review of learning from year's PL sessions		
	Individual and Small group reflection <ul style="list-style-type: none"> - Define CP initiative in one's own words 		
	CP and connection to district initiatives		

Appendix T

Third Tier Code Mapping: Principal CP PL Sessions 2017–2018 School Year

Session	First-Tier: Initial Descriptive Codes from Surface Content Analysis	Second-Tier: Pattern Variables	Third-Tier: Application to Date Set
P1718S1	Leading in culture of change	<ul style="list-style-type: none"> - Leadership Responsibility - Inside-Out Approach (Reflection) - Collaboration 	<ul style="list-style-type: none"> - Culturally Proficient Leadership and Responsibilities <ul style="list-style-type: none"> o Responsibility of leaders to address stereotypes and bias in conjunction with cultural backgrounds, engagement of staff, students and community, school culture, and support of teachers - Tools for using culturally proficient practices and implementation <ul style="list-style-type: none"> o Diversity wheel to consider dynamics of individual diversity o CP continuum to examine behaviors and practices of individuals and organizations o Inside-out approach of self-reflection on CP practices, attitudes and beliefs that lead to application of CP practices o Vulnerability in sharing personal culture and experiences - Inside approach: self-reflection and Out approach: application of self-reflection <ul style="list-style-type: none"> o Individual and group reflection during CP sessions o Group collaboration during CP sessions
	Implicit bias <ul style="list-style-type: none"> - During teacher observation - Strategies for avoiding bias 		
	Individual and Small group reflection		
	Principals paired with colleague for reflection on best practices		
P1718S2	Creating welcoming culture	<ul style="list-style-type: none"> - Practices (School Culture) - Leadership Responsibility - CP Tools - Inside-Out Approach (Reflection) - District Goals 	<ul style="list-style-type: none"> - Tools for using culturally proficient practices and implementation <ul style="list-style-type: none"> o Diversity wheel to consider dynamics of individual diversity o CP continuum to examine behaviors and practices of individuals and organizations o Inside-out approach of self-reflection on CP practices, attitudes and beliefs that lead to application of CP practices o Vulnerability in sharing personal culture and experiences - Inside approach: self-reflection and Out approach: application of self-reflection <ul style="list-style-type: none"> o Individual and group reflection during CP sessions o Group collaboration during CP sessions
	Leaders as CP mentor <ul style="list-style-type: none"> - Healthy mentoring relationships 		
	Culturally competent practices		
	Tools <ul style="list-style-type: none"> - CP Mentor Rubric 		
P1718S3	Eliminating achievement gap	<ul style="list-style-type: none"> - CP Tools - Leadership Responsibility - CP and connection to district initiatives - Inside-Out Approach (Reflection) - Practices (School culture – value staff and student diversity; stereotype threat) 	<ul style="list-style-type: none"> - Inside approach: self-reflection and Out approach: application of self-reflection <ul style="list-style-type: none"> o Individual and group reflection during CP sessions o Group collaboration during CP sessions
	Tools <ul style="list-style-type: none"> - Diversity Wheel - CP definition - CP Continuum 		
	Culture and continuing CP journey		
	Engagement Activity		
	Creating school culture where perceive they are valued or devalued <ul style="list-style-type: none"> - Staff perception on leaders valuing them 		
	Stereotype threat research		
	Individual and Small group reflection		
	CP connection to other district initiatives		
P1718S4	Unconscious bias <ul style="list-style-type: none"> - Defined - Inside – out approach in acknowledging unconscious bias 	<ul style="list-style-type: none"> - Practices (Unconscious bias) - Inside-Out Approach (Reflection) - District Mission and Goals - CP connection to district initiatives 	<ul style="list-style-type: none"> - Integration of CP model with district initiatives <ul style="list-style-type: none"> o Connection of CP initiative made with district's instruction and school improvement initiatives
	CP connection on district's Board of Education policies		
	CP connection on district's five aspirational goals		
	CP connection on superintendent's priority		
	Eliminate achievement gap <ul style="list-style-type: none"> - Examination of individual bias 		
	Influence of unconscious bias on hiring practices		
	Individual and small group reflection		
	CP model infused into a session focused on another system initiative		
P1718S5	Small group collaboration and discussion on practices	<ul style="list-style-type: none"> - CP connection to district initiatives - Inside-Out Approach (Reflection) - Collaboration - Practices (Informal observations used to build relationships) 	
	Conducting informal observations		
	<ul style="list-style-type: none"> - Vehicle to build relationships - Coaching moments 		

Appendix U

Third Tier Code Mapping: Staff CP PL Sessions 2017–2018 School Year

Session	First-Tier: Initial Descriptive Codes from Surface Content Analysis	Second-Tier: Pattern Variables	Third-Tier: Application to Date Set
S1718S1	Tools <ul style="list-style-type: none"> - CP definition - Explanation of inside-out approach - Staff and Student Diversity Wheels 	<ul style="list-style-type: none"> - CP Tools - Collaboration - Inside-Out Approach (Reflection) - CP connection to district initiatives 	<ul style="list-style-type: none"> - Culturally Proficient Educators and Responsibilities <ul style="list-style-type: none"> o Responsibility of educators to address stereotypes and bias in conjunction with cultural backgrounds, engagement of students, and instructional practices - Tools for using culturally proficient practices and implementation <ul style="list-style-type: none"> o Diversity wheel to consider dynamics of individual diversity o CP continuum to examine behaviors and practices of individuals and organizations o Inside-out approach of self-reflection on CP practices, attitudes and beliefs that lead to application of CP practices o Vulnerability in sharing personal culture and experiences - Inside approach: self-reflection and Out approach: application of self-reflection <ul style="list-style-type: none"> o Individual and group reflection during CP sessions o Group collaboration during CP sessions - Integration of CP model with district initiatives <ul style="list-style-type: none"> o Connection of CP initiative made with district's instruction and school improvement initiatives
	Small group collaboration and discussion on instructional practices <ul style="list-style-type: none"> - Current practices on learning about students - Cultural background and experiences influence how educators support students 		
	Individual and small group reflection on outside approach on practices to learn about students		
	CP connection to district initiatives		
S1718S2	Stereotypes defined and application to classroom interactions	<ul style="list-style-type: none"> - Practices (Stereotypes; Classroom Practices) - CP Tools - Inside-Out Approach (Reflection) - CP connection to district initiatives 	
	Individual and small group reflection		
	Tools <ul style="list-style-type: none"> - Staff and Student Diversity Wheels 		
	Examples of stereotypes and bias in classroom <ul style="list-style-type: none"> - Strategies for addressing stereotypes and biases - Self-reflection Inside-out approach 		
S1718S3	CP connection to district initiatives	<ul style="list-style-type: none"> - CP Tools - Practices (Classroom culture and student engagement) - CP connection to district initiatives 	
	Review of CP initiative		
	Tools <ul style="list-style-type: none"> - CP definition 		
	Connection between classroom culture and student engagement <ul style="list-style-type: none"> - Engagement defined 		
	Example of diverse student group engaged in instruction <ul style="list-style-type: none"> - Strategies given on engaging all learners 		
S1718S4	CP connection to district initiatives	<ul style="list-style-type: none"> - CP Tools - CP connection to district initiatives - Practices (Professional responsibilities) - Inside-Out Approach (Reflection) 	
	Tools <ul style="list-style-type: none"> - CP definition - Staff and Student Diversity Wheels 		
	CP connection to district initiatives		
	CP connection with professional responsibilities		
	Individual and small group reflection		

Appendix V

Principal Comparison of LS and CP LS Leadership Factors

	Idealized Influence (LS)	Idealized Influence (CP LS)	Inspirational Motivation (LS)	Inspirational Motivation (CP LS)	Intellectual Stimulation (LS)	Intellectual Stimulation (CP LS)	Individual Consideration (LS)	Individual Consideration (CP LS)	Contingent Reward (LS)	Contingent Reward (CP LS)	Management-by-exception (LS)	Management-by-exception (CP LS)	Laissez-faire Leadership (LS)	Laissez-faire Leadership (CP LS)
	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
School	Transformational Leadership								Transactional Leadership				Laissez-Faire Leadership	
1A	10	8	11	9	10	9	9	9	9	8	9	7	6	4
2A	6		6		10		7		5		7		6	
3A	9	9	10	11	11	12	9	11	6	8	6	6	2	4
1B	9	9	10	11	9	12	10	11	9	9	9	8	6	10
2B	8	8	8	7	8	6	10	6	8	6	9	7	2	4
3B	10	10	9	10	10	10	11	10	9	10	10	10	6	9
1C	9	8	9	6	11	8	10	7	4	2	6	6	3	5
2C	9	11	11	8	10	11	11	11	2	7	7	9	4	3
3C	8	7	8	5	9	8	10	8	7	6	6	7	3	3
1D	11	10	11	10	12	12	10	10	10	10	9	10	7	8
2D	9	8	8	8	9	9	8	9	8	9	7	6	2	3
					Score range		HIGH = 9-12		MODERATE = 5-8		LOW = 0-4			

Appendix W

Staff Perception of Principal's LS and CP LS by School and Factor

	Idealized Influence (LS)	Idealized Influence (CP LS)	Inspirational Motivation (LS)	Inspirational Motivation (CP LS)	Intellectual Stimulation (LS)	Intellectual Stimulation (CP LS)	Individual Consideration (LS)	Individual Consideration (CP LS)	Contingent Reward (LS)	Contingent Reward (CP LS)	Management-by-exception (LS)	Management-by-exception (CP LS)	Laissez-faire Leadership (LS)	Laissez-faire Leadership (CP LS)
	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
School	Transformational Leadership								Transactional Leadership				Laissez-Faire Leadership	
1A	84%	80%	60%	64%	56%	64%	68%	48%	32%	36%	72%	44%	24%	32%
	12%	8%	28%	24%	32%	24%	20%	36%	52%	44%	20%	44%	56%	56%
	4%	12%	12%	12%	12%	12%	12%	16%	16%	20%	8%	12%	20%	12%
2A	10%	20%	10%	10%	10%	20%	20%	10%	10%	10%	20%	20%	20%	20%
	30%	10%	10%	20%	10%	0%	10%	20%	10%	10%	20%	10%	10%	10%
	60%	70%	80%	70%	80%	80%	70%	70%	80%	80%	60%	70%	70%	70%
3A	29%	29%	29%	29%	35%	29%	24%	12%	6%	18%	41%	29%	35%	47%
	47%	35%	24%	29%	24%	41%	24%	29%	29%	12%	47%	41%	47%	35%
	24%	35%	41%	41%	35%	29%	53%	59%	65%	65%	12%	29%	18%	18%
1B	100%	95%	89%	84%	79%	74%	58%	47%	26%	21%	47%	37%	11%	11%
	0%	5%	11%	16%	21%	26%	42%	47%	53%	53%	47%	58%	47%	68%
	0%	0%	0%	0%	0%	0%	0%	5%	21%	26%	5%	5%	42%	21%
2B	71%	76%	71%	76%	71%	65%	59%	59%	35%	29%	59%	18%	12%	12%
	18%	12%	12%	6%	12%	12%	24%	18%	41%	35%	35%	65%	35%	41%
	12%	12%	18%	18%	6%	24%	18%	24%	24%	35%	6%	18%	53%	47%
3B	74%	79%	63%	74%	58%	58%	63%	53%	47%	47%	84%	58%	21%	47%
	26%	11%	21%	16%	37%	26%	16%	21%	32%	21%	16%	42%	53%	32%
	0%	11%	16%	11%	5%	16%	21%	26%	21%	32%	0%	0%	21%	21%
1C	75%	75%	75%	75%	75%	75%	75%	75%	50%	50%	75%	50%	0%	0%
	0%	0%	0%	0%	0%	0%	0%	0%	25%	25%	0/4	25%	75%	50%
	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%	50%
2C	100%	100%	83%	100%	67%	100%	100%	100%	0%	33%	67%	67%	17%	17%
	0%	0%	17%	0%	33%	0%	0%	0%	83%	33%	33%	33%	67%	83%
	0%	0%	0%	0%	0%	0%	0%	0%	17%	17%	0%	0%	17%	0%
3C	50%	38%	31%	25%	25%	13%	31%	19%	6%	13%	50%	31%	13%	44%
	25%	31%	25%	38%	31%	69%	44%	38%	38%	19%	38%	50%	75%	38%
	25%	31%	44%	38%	44%	19%	25%	44%	56%	69%	13%	19%	13%	19%
1D	90%	90%	70%	80%	70%	80%	80%	60%	60%	60%	80%	80%	40%	50%
	10%	10%	30%	20%	30%	20%	20%	40%	40%	40%	20%	20%	30%	20%
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	30%	30%
2D	100%	100%	80%	60%	60%	40%	60%	40%	60%	40%	100%	40%	40%	0%
	0%	0%	20%	40%	40%	60%	40%	40%	20%	40%	0%	60%	40%	80%
	0%	0%	0%	0%	0%	0%	0%	20%	20%	20%	0%	0%	20%	20%
				Score range		HIGH = 9-12		MODERATE = 5-8		LOW = 0-4				

Appendix X

Comparison of Principal and Staff Perception of LS Factors by School

School	Principal Perception: Idealized Influence (LS)	Percentage of Staff	Principal Perception: Inspirational Motivation (LS)	Percentage of Staff	Principal Perception: Intellectual Stimulation (LS)	Percentage of Staff	Principal Perception: Individual Consideration (LS)	Percentage of Staff	Principal Perception: Contingent Reward (LS)	Percentage of Staff	Principal Perception: Management-by-exception (LS)	Percentage of Staff	Principal Perception: Laissez-faire Leadership (LS)	Percentage of Staff
	TOTAL		TOTAL		TOTAL		TOTAL		TOTAL		TOTAL		TOTAL	
Transformational Leadership								Transactional Leadership				Laissez-Faire Leadership		
1A	10	84%	11	60%	10	56%	9	68%	9	52%	9	72%	6	56%
2A	6	60%	6	80%	10	80%	7	70%	5	80%	7	60%	6	70%
3A	9	47%	10	41%	11	35% H&M	9	53%	6	65%	6	47%	2	47%
1B	9	100%	10	89%	9	79%	10	58%	9	53%	9	47% H&M	6	47%
2B	8	71%	8	71%	8	71%	10	59%	8	41%	9	59%	2	53%
3B	10	74%	9	63%	10	58%	11	63%	9	47%	10	84%	6	53%
1C	9	75%	9	75%	11	75%	10	75%	4	50%	6	75%	3	75%
2C	9	100%	11	83%	10	67%	11	100%	2	83%	7	67%	4	67%
3C	8	50%	8	44%	9	44%	10	44%	7	56%	6	50%	3	75%
1D	11	90%	11	70%	12	70%	10	80%	10	60%	9	80%	7	40%
2D	9	100%	8	80%	9	60%	8	60%	8	60%	7	100%	2	40% H&M
Score range														
					HIGH = 9-12		MODERATE = 5-8		LOW = 0-4		SPLIT			

Appendix Y

Comparison of Principal and Staff Perception of CP LS Factors by School

	Principal Perception: Idealized Influence (CP LS)	Percentage of Staff	Principal Perception: Inspirational Motivation (CP LS)	Percentage of Staff	Principal Perception: Intellectual Stimulation (CP LS)	Percentage of Staff	Principal Perception: Consideration (CP LS)	Percentage of Staff	Principal Perception: Contingent Reward (CP LS)	Percentage of Staff	Principal Perception: Management-by-exception (CP LS)	Percentage of Staff	Principal Perception: Laissz-faire Leadership (CP LS)	Percentage of Staff
School	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
	Transformational Leadership								Transactional Leadership				Laissez-Faire Leadership	
1A	8	80%	9	64%	9	64%	9	48%	8	44%	7	44% H&M	4	56%
2A		70%		70%		80%		70%		80%		70%		70%
3A	9	35% H&M	11	41%	12	41%	11	59%	8	65%	6	41%	4	47%
1B	9	95%	11	84%	12	74%	11	47% H&M	9	53%	8	58%	10	68%
2B	8	76%	7	76%	6	65%	6	59%	6	35% M&L	7	65%	4	47%
3B	10	79%	10	74%	10	58%	10	53%	10	47%	10	58%	9	47%
1C	8	75%	6	75%	8	75%	7	75%	2	50%	6	50%	5	50% M&L
2C	11	100%	8	100%	11	100%	11	100%	7	33% H&M	9	67%	3	83%
3C	7	38%	5	38% M&L	8	69%	8	44%	6	69%	7	50%	3	44%
1D	10	90%	10	80%	12	80%	10	60%	10	60%	10	80%	8	50%
2D	8	100%	8	60%	9	60%	9	40% H&M	9	40% H&M	6	60%	3	80%
					Score range	HIGH = 9-12	Moderate = 5-8	LOW = 0-4						

Appendix Z

Principals Scoring High in LS and CP LS Transformational Leadership Congruent with Staff Perception

School 1A (Principal: Monica)												School 1B (Principal: Linda Ann)														
Transformational Leadership						Transactional Leadership		Laissez-faire Leadership				Transformational Leadership						Transactional Leadership		Laissez-faire Leadership						
	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Contingent Reward	Management-by-exception							Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Contingent Reward	Management-by-exception								
	Prin. LS	10	11	10	9	9		9	9	6			Prin. LS	9	10	9	10	9	9		9	9	6			
	Prin. CP LS	8	9	9	9	8		7	4				Prin. CP LS	9	11	12	11	9	8		10	8	10			
Prin. Staff Comparison	LS	Congruent	Congruent	Congruent	Congruent	Incongruent		Congruent	Congruent				LS	Congruent	Congruent	Congruent	Congruent	Split	Congruent		Congruent	Congruent				
	CP LS	Incongruent	Congruent	Congruent	Congruent	Congruent		Congruent	Incongruent				CP LS	Congruent	Congruent	Congruent	Congruent	Incongruent	Congruent		Incongruent	Incongruent				
Who facilitated cultural proficiency sessions in your school this year?	If you facilitated sessions with a designated staff member, who was the staff member?	Cultural proficiency sessions at any school were conducted.	How many of the cultural proficiency professional training sessions were you able to lead alone or in conjunction with designated staff member?	How many cultural proficiency sessions were conducted in your school this year?	Were additional cultural proficiency sessions conducted outside of those provided by central/district office?	Rate how successful you were integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.		Rate how successful your principal was integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.					Who facilitated cultural proficiency sessions in your school this year?	If you facilitated sessions with a designated staff member, who was the staff member?	Cultural proficiency sessions at any school were conducted.	How many of the cultural proficiency professional training sessions were you able to lead alone or in conjunction with designated staff member?	How many cultural proficiency sessions were conducted in your school this year?	Were additional cultural proficiency sessions conducted outside of those provided by central/district office?	Rate how successful you were integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.		Rate how successful your principal was integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.					
Designated staff member:	Certified Staff/Non-Classroom Teacher	During staff AND team/department meetings AND via online module	One	4	No	3		3.2					Designated staff member:	Certified Staff/Non-Classroom Teacher	During staff AND team/department meetings	5	5	Yes	3		3.2					
Staff Information						Number of Certified Staff Responses	Average Number of Years as Educator	Average Number of Years at Current School	Average Number of Years in School System	Average Number of Years Working with Principal			Staff Information						Number of Certified Staff Responses	Average Number of Years as Educator	Average Number of Years at Current School	Average Number of Years in School System	Average Number of Years Working with Principal			
						25	19	11.2	16.8	6.1									19	17.9	9.1	14.8	1.6			
Open-Ended Question 3						Themes		Open-Ended Question 2				Open-Ended Question 3						Themes		Open-Ended Question 2				Theme		
What additional comments would help to explain how you believe your principal led the CP initiative in your school this year?						Principal Lead CP PL and CP Initiative	Principal Lead CP PL but Did Not Lead CP Initiative	Principal Did Not Lead CP PL and Initiative	What additional CP professional learning do you believe you still need?		CP PL Not Beneficial		What additional comments would help to explain how you believe your principal led the CP initiative in your school this year?						Principal Lead CP PL and CP Initiative	Principal Lead CP PL but Did Not Lead CP Initiative	Principal Did Not Lead CP PL and Initiative	What additional CP professional learning do you believe you still need?		CP PL Not Beneficial		
						6/8	2/8				2/15								6/7							
School 3B (Principal: Wesley)												School 1D (Principal: Larry)														
Transformational Leadership						Transactional Leadership		Laissez-faire Leadership				Transformational Leadership						Transactional Leadership		Laissez-faire Leadership						
	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Contingent Reward	Management-by-exception							Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Contingent Reward	Management-by-exception								
	Prin. LS	10	10	9	11	10		10	10	6			Prin. LS	11	11	12	10	9	7		10	9	7			
	Prin. CP LS	10	10	10	10	10		10	10	9			Prin. CP LS	10	10	12	10	10	8		10	10	8			
Prin. Staff Comparison	LS	Congruent	Congruent	Congruent	Congruent	Congruent		Congruent	Congruent				LS	Congruent	Congruent	Congruent	Congruent	Congruent	Congruent		Congruent	Congruent				
	CP LS	Congruent	Congruent	Congruent	Congruent	Congruent		Congruent	Congruent				CP LS	Congruent	Congruent	Congruent	Congruent	Congruent	Congruent		Congruent	Congruent		Incongruent		
Who facilitated cultural proficiency sessions in your school this year?	If you facilitated sessions with a designated staff member, who was the staff member?	Cultural proficiency sessions at any school were conducted.	How many of the cultural proficiency professional training sessions were you able to lead alone or in conjunction with designated staff member?	How many cultural proficiency sessions were conducted in your school this year?	Were additional cultural proficiency sessions conducted outside of those provided by central/district office?	Rate how successful you were integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.		Rate how successful your principal was integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.					Who facilitated cultural proficiency sessions in your school this year?	If you facilitated sessions with a designated staff member, who was the staff member?	Cultural proficiency sessions at any school were conducted.	How many of the cultural proficiency professional training sessions were you able to lead alone or in conjunction with designated staff member?	How many cultural proficiency sessions were conducted in your school this year?	Were additional cultural proficiency sessions conducted outside of those provided by central/district office?	Rate how successful you were integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.		Rate how successful your principal was integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.					
Designated staff member:	Certified Staff/Non-Classroom Teacher	During staff and team/department meetings	all	all that were assigned	No	3		2.9					Designated staff member:	Certified Staff/Non-Classroom Teacher	During staff meetings only	6	6	No	4		3.5					
Staff Information						Number of Certified Staff Responses	Average Number of Years as Educator	Average Number of Years at Current School	Average Number of Years in School System	Average Number of Years Working with Principal			Staff Information						Number of Certified Staff Responses	Average Number of Years as Educator	Average Number of Years at Current School	Average Number of Years in School System	Average Number of Years Working with Principal			
						19	16.3	4.9	13.3	1.8									10	21.3	7.2	15.5	5.8			
Open-Ended Question 3						Themes		Open-Ended Question 2				Open-Ended Question 3						Themes		Open-Ended Question 2				Theme		
What additional comments would help to explain how you believe your principal led the CP initiative in your school this year?						Principal Lead CP PL and CP Initiative	Principal Lead CP PL but Did Not Lead CP Initiative	Principal Did Not Lead CP PL and Initiative	What additional CP professional learning do you believe you still need?		CP PL Not Beneficial		What additional comments would help to explain how you believe your principal led the CP initiative in your school this year?						Principal Lead CP PL and CP Initiative	Principal Lead CP PL but Did Not Lead CP Initiative	Principal Did Not Lead CP PL and Initiative	What additional CP professional learning do you believe you still need?		CP PL Not Beneficial		
						5/8	2/8	1/8			1/9								4/4							
School 2C (Principal: Chester)																										
Transformational Leadership						Transactional Leadership		Laissez-faire Leadership																		
	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Contingent Reward	Management-by-exception																				
	Prin. LS	9	11	10	11	2		7	4																	
	Prin. CP LS	11	8	11	11	7		9	3																	
Prin. Staff Comparison	LS	Congruent	Congruent	Congruent	Congruent	Incongruent		Incongruent	Incongruent																	
	CP LS	Congruent	Incongruent	Congruent	Congruent	Congruent		Split	Congruent																	
Who facilitated cultural proficiency sessions in your school this year?	If you facilitated sessions with a designated staff member, who was the staff member?	Cultural proficiency sessions at any school were conducted.	How many of the cultural proficiency professional training sessions were you able to lead alone or in conjunction with designated staff member?	How many cultural proficiency sessions were conducted in your school this year?	Were additional cultural proficiency sessions conducted outside of those provided by central/district office?	Rate how successful you were integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.		Rate how successful your principal was integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.					Who facilitated cultural proficiency sessions in your school this year?	If you facilitated sessions with a designated staff member, who was the staff member?	Cultural proficiency sessions at any school were conducted.	How many of the cultural proficiency professional training sessions were you able to lead alone or in conjunction with designated staff member?	How many cultural proficiency sessions were conducted in your school this year?	Were additional cultural proficiency sessions conducted outside of those provided by central/district office?	Rate how successful you were integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.		Rate how successful your principal was integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.					
Designated staff member:	During staff meetings only		0	6	Yes	3		3.6																		
Staff Information						Number of Certified Staff Responses	Average Number of Years as Educator	Average Number of Years at Current School	Average Number of Years in School System	Average Number of Years Working with Principal									6	24.2	5.8	22.8	2			
Open-Ended Question 3						Themes		Open-Ended Question 2				Open-Ended Question 3						Themes		Open-Ended Question 2				Theme		
What additional comments would help to explain how you believe your principal led the CP initiative in your school this year?						Principal Lead CP PL and CP Initiative	Principal Lead CP PL but Did Not Lead CP Initiative	Principal Did Not Lead CP PL and Initiative	What additional CP professional learning do you believe you still need?		CP PL Not Beneficial		What additional comments would help to explain how you believe your principal led the CP initiative in your school this year?						Principal Lead CP PL and CP Initiative	Principal Lead CP PL but Did Not Lead CP Initiative	Principal Did Not Lead CP PL and Initiative	What additional CP professional learning do you believe you still need?		CP PL Not Beneficial		
						2/2																				

Appendix AA

Principals Scoring Moderate or High in LS and Moderate CP LS Transformational Leadership Incongruent with Staff Perception

School 3C (Principal: Paula)								School 2D (Principal: Donna)									
Transformational Leadership				Transactional Leadership		Laissez-faire Leadership		Transformational Leadership				Transactional Leadership		Laissez-faire Leadership			
Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Contingent Reward	Management-by-exception			Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Contingent Reward	Management-by-exception				
Prin. LS	8	8	9	10	7	6	3	Prin. LS	9	8	9	8	8	7	2		
Prin. CP LS	7	5	8	8	6	7	3	Prin. CP LS	8	8	9	9	9	6	3		
Prin. Staff Comparison	LS	Incongruent	Incongruent	Incongruent	Incongruent	Incongruent	Incongruent	Prin. Staff Comparison	LS	Congruent	Incongruent	Congruent	Incongruent	Incongruent	Incongruent		
CP LS	Incongruent	Split	Congruent	Incongruent	Incongruent	Congruent	Incongruent	CP LS	Incongruent	Incongruent	Incongruent	Split	Split	Congruent	Incongruent		
Who facilitated cultural proficiency sessions in your school this year?	If you facilitated sessions with a designated staff member, who was the staff member?	Cultural proficiency learning sessions were you able to lead alone or in conjunction with designated staff member?	How many of the cultural proficiency professional learning sessions were conducted in your school this year?	How many cultural proficiency professional learning sessions were conducted outside of those provided by central/district office?	Were additional cultural proficiency sessions conducted outside of those provided by central/district office?	Rate how successful you were integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.	Rate how successful your principal was integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.	Who facilitated cultural proficiency sessions in your school this year?	If you facilitated sessions with a designated staff member, who was the staff member?	Cultural proficiency learning sessions were you able to lead alone or in conjunction with designated staff member?	How many of the cultural proficiency professional learning sessions were conducted in your school this year?	How many cultural proficiency professional learning sessions were conducted outside of those provided by central/district office?	Were additional cultural proficiency sessions conducted outside of those provided by central/district office?	Rate how successful you were integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.	Rate how successful your principal was integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.		
Designated staff member	Certificated Staff, Non-Classroom Teacher	During staff AND team/department meetings	All	All	Yes	2	2.1	Designated staff member	Assistant Principal	During staff meetings only	all that were assigned	all that were assigned	No	3	3.2		
Staff Information				Number of Certificated Staff Responses	Average Number of Years as Educator	Average Number of Years at Current School	Average Number of Years in School System	Average Number of Years Working with Principal	Staff Information				Number of Certificated Staff Responses	Average Number of Years as Educator	Average Number of Years at Current School	Average Number of Years in School System	Average Number of Years Working with Principal
				16	11.9	4.5	11.5	2.1					5	25.8	10	25	7
Open-Ended Question 3				Themes		Open-Ended Question 2		Open-Ended Question 3				Themes		Open-Ended Question 2		Theme	
What additional comments would help to explain how you believe your principal led the CP initiative in your school this year?				Principal Lead CP PL and CP Initiative	Principal Did Not Lead CP PL and CP Initiative	Principal Did Not Lead CP PL and CP Initiative	What additional CP professional learning do you believe you still need?	CP PL Not Beneficial	What additional comments would help to explain how you believe your principal led the CP initiative in your school this year?				Principal Lead CP PL and CP Initiative	Principal Did Not Lead CP PL and CP Initiative	Principal Did Not Lead CP PL and CP Initiative	What additional CP professional learning do you believe you still need?	CP PL Not Beneficial
				1/12		10/12		4/15					1/1				

School 2B (Principal: Kevin)								School 1C (Principal: Gary)									
Transformational Leadership				Transactional Leadership		Laissez-faire Leadership		Transformational Leadership				Transactional Leadership		Laissez-faire Leadership			
Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Contingent Reward	Management-by-exception			Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Contingent Reward	Management-by-exception				
Prin. LS	8	8	8	10	8	9	2	Prin. LS	9	9	11	10	4	6	3		
Prin. CP LS	8	7	6	6	6	7	4	Prin. CP LS	8	6	8	7	2	6	5		
Prin. Staff Comparison	LS	Incongruent	Incongruent	Incongruent	Congruent	Congruent	Incongruent	Prin. Staff Comparison	LS	Congruent	Congruent	Congruent	Incongruent	Incongruent	Incongruent		
CP LS	Incongruent	Incongruent	Incongruent	Incongruent	Congruent	Congruent	Congruent	CP LS	Incongruent	Incongruent	Incongruent	Incongruent	Incongruent	Incongruent	Incongruent		
Who facilitated cultural proficiency sessions in your school this year?	If you facilitated sessions with a designated staff member, who was the staff member?	Cultural proficiency learning sessions were you able to lead alone or in conjunction with designated staff member?	How many of the cultural proficiency professional learning sessions were conducted in your school this year?	How many cultural proficiency professional learning sessions were conducted in your school this year?	Were additional cultural proficiency sessions conducted outside of those provided by central/district office?	Rate how successful you were integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.	Rate how successful your principal was integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.	Who facilitated cultural proficiency sessions in your school this year?	If you facilitated sessions with a designated staff member, who was the staff member?	Cultural proficiency learning sessions were you able to lead alone or in conjunction with designated staff member?	How many of the cultural proficiency professional learning sessions were conducted in your school this year?	How many cultural proficiency professional learning sessions were conducted outside of those provided by central/district office?	Were additional cultural proficiency sessions conducted outside of those provided by central/district office?	Rate how successful you were integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.	Rate how successful your principal was integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.		
Designated staff member	During staff AND team/department meetings AND via online module		2	6	No	2	2.7	Designated staff member	Certificated Staff, Non-Classroom Teacher	During staff AND team/department meetings AND via online module	6	6	Yes	3	2.7		
Staff Information				Number of Certificated Staff Responses	Average Number of Years as Educator	Average Number of Years at Current School	Average Number of Years in School System	Average Number of Years Working with Principal	Staff Information				Number of Certificated Staff Responses	Average Number of Years as Educator	Average Number of Years at Current School	Average Number of Years in School System	Average Number of Years Working with Principal
				17	13.9	7.6	14.6	4.6					4	18.3	18	18.3	3.7
Open-Ended Question 3				Themes		Open-Ended Question 2		Open-Ended Question 3				Themes		Open-Ended Question 2		Theme	
What additional comments would help to explain how you believe your principal led the CP initiative in your school this year?				Principal Lead CP PL and CP Initiative	Principal Did Not Lead CP PL and CP Initiative	Principal Did Not Lead CP PL and CP Initiative	What additional CP professional learning do you believe you still need?	CP PL Not Beneficial	What additional comments would help to explain how you believe your principal led the CP initiative in your school this year?				Principal Lead CP PL and CP Initiative	Principal Did Not Lead CP PL and CP Initiative	Principal Did Not Lead CP PL and CP Initiative	What additional CP professional learning do you believe you still need?	CP PL Not Beneficial
						3/4		2/8					1/2		1/2		

Appendix BB

Principal Scoring High in LS and CP LS Transformational Leadership Incongruent with Staff Perception

School 3A (Principal: Craig)		Transformational Leadership				Transactional Leadership		Laissez-faire Leadership
		Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Contingent Reward	Management-by-exception	
Prin. LS		9	10	11	9	6	6	2
Prin. CP LS		9	11	12	11	8	6	4
Prin. Staff Comparison	LS	Incongruent	Incongruent	Split	Incongruent	Incongruent	Incongruent	Incongruent
	CP LS	Incongruent	Split	Incongruent	Incongruent	Incongruent	Congruent	Incongruent
Who facilitated cultural proficiency sessions in your school this year?	If you facilitated sessions with a designated staff member, who was the staff member?	Cultural proficiency sessions at my school were conducted:	How many of the cultural proficiency professional learning sessions were you able to lead alone or in conjunction with designated staff member?	How many cultural proficiency professional learning sessions were conducted in your school this year?	Were additional cultural proficiency sessions conducted outside of those provided by central/district office?		Rate how successful you were integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.	Rate how successful your principal was integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.
I facilitated sessions with a designated staff member.	Assistant Principal	During staff AND team/department meetings AND via online module	2	8	No		3	2
Staff Information			Number of Certificated Staff Responses	Average Number of Years as Educator	Average Number of Years at Current School	Average Number of Years in School System	Average Number of Years Working with Principal	
			17	14.4	10	12.5	2.5	
Open-Ended Question 3			Themes			Open-Ended Question 2		Theme
What additional comments would help to explain how you believe your principal led the CP initiative in your school this year?			Principal Lead CP PL and CP Initiative	Principal Lead CP PL but Did Not Lead CP Initiative	Principal Did Not Lead CP PL and Initiative	What additional CP professional learning do you believe you still need?		CP PL Not Beneficial
				1/5	3/5			7/11

Appendix CC

Principal Scoring Moderate in LS Transformational Leadership Incongruent with Staff Perception

School 2A (Principal: Dwight)		Transformational Leadership				Transactional Leadership		Laissiz-faire Leadership
		Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Contingent Reward	Management-by-exception	
Prin. LS		6	6	10	7	5	7	6
Prin. Staff Comparison	LS	Incongruent	Incongruent	Incongruent	Incongruent	Incongruent	Incongruent	Incongruent
Who facilitated cultural proficiency sessions in your school this year?	If you facilitated sessions with a designated staff member, who was the staff member?	Cultural proficiency sessions at my school were conducted:	How many of the cultural proficiency learning sessions were you able to lead alone or in conjunction with designated staff member?	How many cultural proficiency professional learning sessions were conducted in your school this year?	Were additional cultural proficiency sessions conducted outside of those provided by central/district office?		Rate how successful you were integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.	Rate how successful your principal was integrating topics related to CP during staff, team, or department meetings and professional learning where the primary topic was not cultural proficiency.
I facilitated sessions with a designated staff member.	Certificated Staff: Classroom Teacher	During staff AND team/department meetings AND via online module	3-4	5-6	Yes			1.3
Staff Information			Number of Certificated Staff Responses	Average Number of Years as Educator	Average Number of Years at Current School	Average Number of Years in School System	Average Number of Years Working with Principal	
			10	20.5	13.7	20.8	5.8	
Open-Ended Question 3			Themes			Open-Ended Question 2		Theme
What additional comments would help to explain how you believe your principal led the CP initiative in your school this year?			Principal Lead CP PL and CP Initiative	Principal Lead CP PL but Did Not Lead CP Initiative	Principal Did Not Lead CP PL and Initiative	What additional CP professional learning do you believe you still need?		CP PL Not Beneficial
				1/4	3/4			6/8