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**AN ANALYSIS OF KEY LEADERSHIP BEHAVIORS
OF THE PRINCIPAL IN A HIGH-PERFORMING ELEMENTARY SCHOOL
SERVING MEXICAN AMERICAN CHILDREN IN SOUTH TEXAS**

A Dissertation

by

ALDA T. BENAVIDES

**Submitted to the Faculty of
The University of Texas at Pan American
in partial fulfillment of the requirements for the degree of**

DOCTORATE OF EDUCATION IN EDUCATIONAL LEADERSHIP

MAY 2001

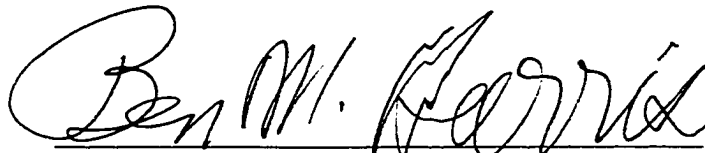
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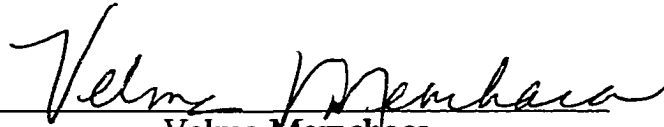
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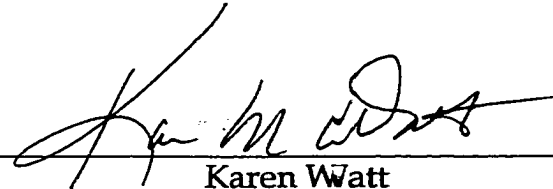
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ABSTRACT

Benavides, Alda T., An Analysis of Key Leadership Behaviors of the Principal in a High Performing Elementary School Serving Mexican American Children in South Texas. Doctorate of Education in Educational Leadership (EdD), May 2001, pp., 15 tables, references, 143 titles.

This study is based on the theoretical framework that defines leadership as an influence process, one that depends on the extent to which people eventually perceive leadership as a quality someone possesses and as a result of that perception, consent to be led (Greenfield, 1998). Leadership is the process of being perceived as a leader (Lord and Maher, 1993). Doing good work at one's school and being seen to do such work is likely to be the most powerful strategy for positively influencing teachers' perceptions of one's leadership. This study expands on the theory that it is what you do (your actions and their perceived efforts) not who you are (age, gender) that matters to teachers (Leithwood, 1995).

The research questions that guided the study are:

- 1) What strategies and techniques do respondent stakeholders perceive this elementary principal use to promote high expectations among all teachers, students and parents?

- 2) What strategies and techniques do respondent stakeholders perceive this elementary school principal use to promote high parental involvement?
- 3) What strategies and techniques do respondent stakeholders perceive this elementary school principal use to build a shared vision among teachers, students and parents?
- 4) What strategies and techniques do respondent stakeholders perceive this elementary school principal use to develop high teacher morale and support?

A qualitative study was conducted at an elementary school using two types of data: a teacher and parent survey and teacher, staff and parent interviews. An analysis was conducted to determine the critical strategies and techniques contributing to a high performing elementary school. Findings of the study indicated that there are different types of strategies used by the principal to influence teachers, parents and students in the areas of high expectations, parental involvement, shared vision and high teacher morale. These strategies included: 1) communication, 2) goal setting, 3) modeling, 4) organization, 5) encouragement, 6) facilitative, 7) agreement building, 8) networking, 9) institution-building, 10) recognition, 11) support, and 12) interpersonal.

This study added to the theory by expanding the knowledge base of what teachers and parents believe are the key behaviors of the principal that contribute to a high performing campus. The conclusion that principals do play a vital role in influencing what happens in the school was strengthened by this study.

ACKNOWLEDGMENT

Nothing is possible without support and encouragement. I would like to acknowledge my dissertation chair, Dr. Patrick Lynch, for his mentorship, friendship, encouragement and endless support throughout this journey. His passion for helping minorities has instilled in me greater pride for who I am and what I can do for children. I also want to express my appreciation to the other members of my dissertation committee, Dr. Ben Harris, Dr. Velma Menchaca and Dr. Karen Watt for their constant support, guidance and encouragement that has allowed me to complete this study. The commitment and professionalism displayed by Dr. Ben Harris to help not only me, but the whole department so that it could become free standing has been more than an inspiration.

For the time I took away from my two sons, Victor Lucas Benavides and Matthew Marco Benavides, I want to express my love and appreciation for their support, understanding and patience throughout this entire process. Their love and encouragement has allowed me to pursue this goal.

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CHAPTER I

INTRODUCTION AND BACKGROUND TO THE STUDY

Much research has been done on *administrator effects*, however, the research has not offered a clear picture of how administrators' actions and decisions actually influence teachers and students or make schools more effective. Studies of administrator effects and other literature on leadership effects in different organizations (Cameron and Whetten, 1983) offer contradictory evidence and claims about what administrators do and how their actions affect schools. While research study results are both positive and at times not so positive, this study will expand on the positive results – the position that advocates that administrators play a key role in making schools more effective (Edmonds, 1979). This view contends that administrators purposefully structure their schools for effectiveness by setting goals and motivating teachers and students to attain them.

Effective schools research has generated some of the most influential ideas about administrator effects. This whole research process allowed for comparisons of effective and ineffective schools to be made and common

elements that could be used to improve all schools (Brookover, et al, 1979; Rutter, et al, 1979). These five key factors seemed to characterize effective schools:

1. a school climate conducive to learning – one free from disciplinary problems and vandalism;
2. a schoolwide emphasis on basic skills instruction;
3. teachers who hold high expectations for all students to achieve;
4. a system of clear instructional objectives, for monitoring and assessing students' performance; and
5. a school principal who is a strong programmatic leader and who sets high standards, observes classrooms frequently, maintains student discipline, and creates incentives for learning.

The image of the principal as instructional leader is prominent in the research of Good and Brophy (1985). They argued positively for administrator effects using the phrase "effective principal, effective school". Studies maintained that effective principals emphasize clear goals and performance standards (Brookover et al., 1979), develop a strong ideology for their schools (Lightfoot, 1983), are strong decision makers (Blumberg & Greenfield, 1980), and closely supervise teachers and staff (Clark, Lotto & Astuto, 1984).

While not in complete agreement with all the findings from the effective schools studies, many researchers agreed that strong leadership by school principals was an essential ingredient for school change and reform (Purkey and Smith, 1983). Other researchers added their own prescriptions for effective

administration based on their appraisals of research in related areas such as planned organizational change (Rossman, Corbett and Firestone, 1988), school improvement (Clark et al, 1984), and educational reform (Corcoran, 1985). For example, schools where the principal used participatory decision making, including teachers and parents in school planning and implementing programs, were perceived as more effective (Purkey & Smith, 1983). Similarly, decentralization of school district control to local schools was perceived as more positive, especially when administrators developed shared cultural norms for change (Rossman, Corbett, & Firestone, 1988). Much of the research promised that all schools could be more effective, especially if the school administrator played a leadership role. These findings, in turn, led to a proliferation of programs for school improvement and administrator preparation that emphasized leadership training (Murphy & Hallinger, 1987).

In Texas, and the nation, schools are changing to meet higher standards of accountability and the needs of a growing diverse student population. Principals play a key role in improving student academic performance (Marek, 2000). Additionally, a principal's role in the areas of developing a shared vision, promoting high expectations, developing high teacher morale, and developing strong parental support are leadership behaviors which bring about increased student success (Marek, 2000).

Statement of the Problem

The purpose of this study is to identify key dynamic leadership behaviors of a principal who stakeholders perceive as a leader of a high performing elementary school serving predominantly Mexican American children in South Texas. Factors that contribute to the importance of the research topic include elementary principals in South Texas facing greater challenges than principals elsewhere. Among these challenges are the high number of limited English proficient students enrolled in South Texas schools, the high poverty that exists in South Texas, the high number of migrant families who reside in South Texas only part of the year and migrate north in search of work the other part of the year, the cultural conflict that students may face when attending a school where most of the communication is conducted in English, plus the fact that parents of these children may in turn feel isolated from the school. Other factors may include teacher bias and discrimination and the traditional practices of school which may not interest or involve many students.

Theoretical Orientation

Therefore, a principal must deal with these factors as challenges rather than obstacles to success. This study is designed to identify the leadership behaviors of the principal that directly contribute to a high performing elementary school campus. This study is based on the theoretical framework that defines leadership as an influence process, one that depends to the extent to which people eventually perceive leadership as a quality someone possesses and as a

result of that perception, consent to be led (Greenfield, 1998). The theory that being perceived as a leader is just as important to the leader's effectiveness in the role as is the exercise of some set of leadership practices or behaviors. Leadership is the process of being perceived as a leader (Lord and Maker, 1993, p. 11). Doing good work at one's school and being seen to do such work is likely to be the most powerful strategy for positively influencing teachers' perceptions of one's leadership. This study expands on the theory that it is what you do (your actions and their perceived efforts) not who you are (age, gender) that matters to teachers (Leithwood, 1995).

Research Questions

The research questions selected to guide the study are:

1. What strategies and techniques do respondent stakeholders perceive this elementary school principal use to promote high expectations among all teachers, students and parents?
2. What strategies and techniques do respondent stakeholders perceive this elementary school principal use to promote high parental involvement?
3. What strategies and techniques do respondent stakeholders perceive this elementary school principal use to build a shared vision among teachers, students and parents?

4. What strategies and techniques do respondent stakeholders perceive this elementary school principal use to develop high teacher morale and support?

Significance of the Study

Fundamental restructuring of education involves a complex set of changes in attitudes, values, skills and understandings as well as vision and commitments that demand the kind of leadership that goes beyond the traditional (Lezotte, Edmonds, and Ratner, 1974); Brookover and Schneider (1975). This study focuses on the kinds of behaviors and practices employed by a principal who is successful in leading a school that promotes high performance for all students. The population and setting of a school for Mexican American children requires leadership skills not commonly exhibited by principals of most elementary schools. Since there are still many unanswered questions as to how principals are able to produce high performance in their elementary schools serving a high percentage of students with very challenging demographics, we need to know more about what a successful principal does that contributes to a high performing campus.

Based on research, the principal's leadership behaviors are assumed to be related to the achievement of Mexican American students in elementary schools. The methodology of the study will seek to reveal a more complete picture of the leadership behaviors that are perceived to contribute to the development and sustained operations of a high performing school. This study analyzes the

principal's role in the areas of developing a shared vision, promoting high expectations and high student achievement, developing high teacher morale and support, and promoting and developing strong parental support. The teacher and parent interviews and surveys helped to determine how these stakeholders perceived the leader, the behaviors that clearly stood out as perceived by these groups and how these behaviors contributed to a high performing campus.

Therefore, this study is significant because it is a study of an elementary principal's leadership behaviors in an elementary school that serves predominantly Mexican American children that has consistently been a high performing campus. While numerous studies have been done in leadership and the elementary principalship, few, have focused on the kinds of behaviors and practices that are employed when an elementary principal is successful in achieving and maintaining high academic achievement for all students. The population and setting of a school for Mexican American children requires leadership skills not commonly exhibited by principals of most elementary schools. Since there are still many unanswered questions as to how principals are able to produce high performance in their elementary schools while serving a high percentage of students with very challenging learning characteristics, we need to know more about what a successful principal does that contributes to leading a high performing elementary school in South Texas. This type of research is particularly needed concerning low socioeconomic Mexican American children, since the research with this population is very limited. This study

attempts to identify the leadership behaviors that are perceived to contribute to the development and sustained operations of a high performing school.

In addition, this study is significant because Texas, like many other states, is about to face the greatest shortage of principals it has ever encountered. Some studies predict a 50 percent turnover rate among the state's 8,500 principals and assistant principals within the next ten years (Erlandson, 2000). Therefore, the results of this study will be valuable information for new as well as experienced practitioners.

Limitations of the Study

The following limitations are acknowledged in this study. The single case study approach used in this study is a limitation. The principle problem of this design will be associated with generalizing from the survey results and the interview responses. Since it is limited to elementary teachers who are employed in one elementary school, generalizations about high expectations, student achievement, high parental support, high teacher morale and vision cannot be made for the entire district or state. What implications the study might have for other teachers in other schools in the district or state will need to be clarified with further research in other elementary schools.

A second limitation is that only parents who have had their child(ren) in this elementary school for at least three years were surveyed. The reason for this was so that parents would be thoroughly familiar with the school, its procedures

and their involvement in their child's education. The perceptions of other parents will be unknown.

Another limitation of the research tools is the survey for the parents since only about thirty parents were surveyed. The interviews have captured a broader range of ideas and feelings of the participants, but only twelve parents were interviewed. The surveys provided a foundation for future principals with respect to how parents perceive the principal's role.

Definition of Terms

High Performing - A school that is consistently performing at a "recognized" or "exemplary" rating as per the Texas School Accountability System and has a well disciplined student body. (Texas Academic Excellence Indicator System)

Exemplary - Performance of all subgroups of 90% or better on the Texas Assessment of Academic Skills (TAAS).

Recognized - Performance of all subgroups of 80% or better on the Texas Assessment of Academic Skills (TAAS).

Subgroups - Groups as identified by ethnicity (Black, White, Hispanics and socio-economic status) as listed in the Texas School Accountability System.

Texas Assessment of Academic Skills - An assessment given in the State of Texas to students in grades third through tenth to measure reading, writing, mathematics, science and social studies levels.

Elementary School - For purposes of this study, an elementary school is a campus that includes prekindergarten through fifth grades.

Stakeholders - For purposes of this study, the stakeholders are parents and teachers of a particular school.

Strategies - The systematic methods designed in the organizing of behaviors toward a particular end in an organization.

Mexican American - For the purposes of this study, this term refers to a student whose parents have a Mexican background and who lives in the United States.

Colonia - One of many substandard subdivisions housing the majority of the children attending this elementary school.

SES - Socio-economic status

Leadership - For purposes of this study, this term refers to one's capacity to lead others to achieve goals in an elementary school setting.

Organization of the Study

The dissertation will be organized into five chapters. Chapter I has presented the purpose of the study including the context of the problem being investigated and the research questions. Chapter II presents an elaborate review of the literature as it relates to the areas of study: General Concepts of Leadership, Leadership and Vision, Leadership Skills and Competencies, Leadership and Parental Support, Leadership and Student Achievement and Leadership in High Performing Elementary Schools. Chapter III describes the procedures used in the study and the methods for data collection and analysis. In Chapter IV, the actual case study is presented in narrative form, including an

analysis of the data collected and the responses to the research questions. The concluding chapter, Chapter V, includes a discussion of the research study's findings, conclusions, implications for theory and practice, and recommendations for researchers and practitioners.

CHAPTER II

REVIEW OF LITERATURE

General Concepts of Leadership

Leadership remains a topic of deep interest and it is indeed proving to be a complex matter. It has been the subject of much research, as witnessed by Stogdill's (1974) analysis of some 3,000 selected inquiries in the early 1970's and Bass's (1981) addition of 2,000 more selected inquiries for his analysis. In addition to a mounting periodical and hardback literature, several reviews have been published over the years (Cunningham and Gephart, 1972; Gibb, 1969; House & Baetz, 1979; Immegart, 1988; Jago, 1982; McCall & Lambardo, 1978).

The literature on leadership is vast and derives from various disciplines – education, business, sociology, social psychology, political science – among others. They tend to be organized in different ways, but across the various sources there is general agreement on some basic knowledge about leadership. Before considering different emphasis on periods of leadership study and agreed upon knowledge, an important question should first be considered - Does the principal's leadership role in an elementary school setting have any impact on achievement or any other behavior?

Numerous opinions about this question can easily be obtained as related to school leadership manifested by public school leaders. More important, however, is the evidence on this question. Some contend that the question has not been adequately addressed (Pfeffer, 1977). However, House and Baetz (1979) summarize various studies that support the positive effects of leadership in the school setting. They note that leadership styles and certain combinations of behaviors have contributed to significant amounts of variance in student outcomes, teacher attitudes, teaching practices and parental support in a number of studies. Although these are typically field-longitudinal studies at lower organizational levels, inquiries at higher organizational levels have confirmed the more prevalent studies and reveal that changes in leader behavior precede changes in relevant outcomes. A study in education by Ogawa and Hart (1985) concluded, "principals exert an important and consistent, if relatively small, influence on the instructional performance of schools." (p. 65). Despite a few contradictory results and some evidence of a reverse effect (that leadership behavior results from other variables), leader behavior and group performance is a two way street and leadership has an effect under some conditions, even if there are exceptions. The weight of evidence to date indicates that most people believe that leadership and leader behavior can and do make a difference in schools (Edmonds, 1979).

Leadership is one of the most fundamental and enduring features of human society. No group, from the largest nation-state to the smallest gathering

of children, seems to function without a leader. Some leaders are formal and official, others are informal and unofficial. Some are permanent; some are temporary (Bennis, 1990). Groups that have healthy and stable leadership prosper; those do not stagnate and eventually disintegrate. Why are leaders so important? The answer is that we cannot accomplish collective purposes without them (Bennis, 1990).

Leadership is a complex process that results from the interaction among a leader, followers, and the situation. All three of these elements are key to the leadership process. Since the formal study of leadership started in the late nineteenth century in the Western World, we have developed many definitions of this concept. As with any social phenomenon, culture strongly influences leadership. Its evolution, changes and the history of the field can inform us and help us understand leadership today. We must also be aware of how the process of leadership, and our images and expectations of effective leaders, change along with organizational, social and cultural evolutions (Bennis, 1990).

Leadership is the ability to influence others and get desired changes. Any time one interacts with someone else in order to influence the person, leadership is being attempted. Leaders have a dominant leadership style and problems arise when we expect others to adjust to that style. While we may get what we want in the short run, we may alienate others over the long term. A better approach is to be flexible enough to attract the support and cooperation of others (Bennis, 1990).

A leader must be able to determine a person's "readiness" to do a specific task. Readiness is based on task-specific ability and task specific willingness. "Ability" consists of experience, training and understanding priorities. The only true test of ability is proven performance, not potential. It encompasses knowledge and skill to perform a given task and a clear understanding of what is expected. "Willingness" consists of desire, confidence, and incentive. The proof of willingness is "putting out the effort." Do they want to do this task? What about their confidence? Do they see an incentive for performing the task? Another important factor is that these components of readiness are situation specific. They depend on the task to be done (Bennis, 1989).

Leadership style is the way we come across to others; when we attempt to influence. Leadership styles consist of directive and supportive behaviors (Bennis, 1989). Directive behavior is the degree to which a leader explains, in specific terms, what to do, when and where to do it, and who is responsible. In this type of behavior, communication is primarily one way and focuses on the other person's duties and responsibilities. Supportive behavior is the extent to which the leader sets positive expectations, encourages, listens to, praises, and helps facilitate the thinking of others. Their communication is primarily two way. It is critical for a leader to combine varying degrees of directive and supportive behaviors (Bennis, 1989).

Warren Bennis (1989) identifies seven criteria often used to evaluate potential or emerging leaders: technical competence, people skills or the capacity

to motivate and understand people, conceptual abilities, track record, ability to choose the right people, judgment, and character. There are at least two interesting problems cited by Bennis. "First, is that never has anyone been derailed from top leadership because of the lack of business literacy or conceptual skills; it's always because of lapses of judgment and questions about character. Always." (Bennis and Nanus 1985a).

The second problem is that judgment and character tend to be ignored by those responsible for educating others and are arguably difficult, or even impossible, to "teach" (Bennis and Nanus, 1985b). Learning to be a leader is easier said than done. Or as Shakespeare put it "Learning is but an adjunct of ourselves" (Bennis and Nanus, 1985b). What that means is that when we talk about "growing leaders," we're inevitably involved in personal stuff, personal transformation (Bennis and Nanus, 1985b). While it is difficult to "teach" leadership, it can be learned and terrific coaches can create some experimental set ups to facilitate learning (Bennis, 1992).

Lynor Beck and Joseph Murphy (1993) observe that the metaphors of school leadership have changed frequently over the years; no sooner have school leaders assimilated one recommended approach than they are seemingly urged to move in a different direction. Practitioners searching for the "one best way" can find it difficult and frustrating. However, a different perspective emerges when contrasting approaches are viewed as complimentary strategies rather than competing paradigms. A strategy is the systematic methods designed to gain the

cooperation of followers in accomplishing organizational goals. School leaders can choose from at least three broad strategies: hierarchical, transformational and facilitative. Each has important advantages; each has significant limitations, but together they offer a set of options for today's principals (Deal and Patterson, 1994).

Terrence Deal and Kent Patterson (1994) refer to "technical leadership" as that in which the principal acts as a planner, resource allocator, coordinator, supervisor, disseminator of information, and analyst. Due to the fact that historically, schools have been run as bureaucracies, emphasizing authority and accountability, hierarchical strategies rely on a top-down approach in which leaders use rational analysis to determine the best course of action and then assist their formal authority to carry it out. These strategies provide a straightforward, widely-accepted way of managing organizations, offering the promise of efficiency, control and predictable routines. Hierarchy tends to diminish creativity and commitment turning an employee school relationship into a purely economic transaction (Deal and Peterson, 1994). Joseph Shedd and Samuel Bacharach (1991) note that teachers' roles are extraordinarily complex, requiring instruction, counseling, and supervision of students who are highly variable in their needs and capacities. Teaching involves great unpredictability calling for sensitive professional judgment by the person on the scene rather than top-down direction by a distant authority.

Transformational strategies rely on persuasion, idealism and intellectual excitement, motivating employees through values, symbols and shared vision. Principals shape school culture by listening carefully for the “deeper dreams that the school community holds for the future.” In the process, they play the roles of historian, poet, healer, and “anthropological detective” (Deal and Peterson, 1994).

Kenneth Leithwood (1993) adds that transformational leaders foster the acceptance of group goals; convey high performance expectations; create intellectual excitement; and offer appropriate models through their own behavior. Transformational strategies have the capacity to motivate and inspire followers, especially when the organization faces major change. They provide a sense of purpose and meaning that can unite people in a common cause. Transformational strategies are difficult, since they require highly developed intellectual skills (Leithwood, 1993). An exciting, emotionally satisfying workplace does not automatically result in the achievement of organizational goals (Deal and Peterson, 1994).

David Conley and Pearl Goldman (1994) define facilitative leadership as “the behaviors that enhance the collective ability of a school to adapt, solve problems and improve performance.” This is accomplished by actively engaging employees in the decision-making process; the leader’s role is not to solve problems personally, but to see that problems are solved. Like transformational leadership, facilitative strategies invite followers to commit effort and psychic

energy to the common cause. While transformational leaders sometimes operate in a top-down manner (Joseph Blasé and colleagues, 1995), facilitative strategies offer teachers a daily partnership in bringing the vision to life. The leader works in the background, not at the center of the stage. Conley and Goldman (1994) say principals act facilitatively when they overcome resource constraints; build teams; provide feedback, coordination, and conflict management; create communication networks; practice collaborative politics; and model the school's vision. Facilitation creates a collaborative, change oriented environment in which teachers can develop leadership skills by pursuing common goals, producing a democratic workplace that embodies the highest American ideals (Blasé and colleagues, 1995).

Every day, educational leaders confront problems with both things and people. Few leaders fail because they are unable to cope with things. When leaders blunder, it usually is because they have dealt ineffectively with people. A major reason for such difficulties is that leaders have not changed their basic assumptions about human behavior. They continue to deal with people using age-old methods that worked well with things (Conley and Goldman, 1994).

It has long been assumed that effective teaching, counseling or leading primarily is a matter of knowledge about content, methods and practice. As a matter of fact, recent research into the difference between good and poor practitioners in a number of helping professions, including education, is unable to make such discriminations on the basis of either knowledge or methods

(Combs et al. 1985). Knowledge of subject matter is no guarantee of effectiveness on the job. Almost everyone can attest to this fact from personal experience with teachers who know the subject but could not teach “worth a darn.” (Combs et al. 1985).

The evidence for methods is no better. A review of hundreds of research studies seeking to discover the methods of effective practitioners leads to the conclusion that there is no such thing as a “good” or “right” method that can be clearly associated with either good or bad performance (Combs et al. 1985). The observation is true for educational leaders as well. If effective educational leadership is not a question of knowledge or methods, what does make the difference?

To find the answer, we must begin from the understanding that people behave according to how things seem to them. More specifically, people behave according to how they see themselves, how they see the situations they confront, and the purposes they hold at the moment in which they act. That principle applies to leaders, just like anyone else.

Leaders behave in terms of their beliefs – thousands of beliefs. They especially hold beliefs about themselves, the people and situations they work with, and the purpose they seek to fulfill. In light of that understanding, an educational leader’s growth must be seen as a lifelong task of personal being and becoming. It is a matter of developing beliefs about self, the people and tasks confronted, and the goals the leader wants to achieve (Bennis, 1990).

Modern brain research tells us that the human brain is a magnificent organ whose primary function is to make meaning of experience. Leaders, like everyone else, continuously explore, revise, adapt, and construct a personal belief system to act as a map or as guidelines for action. Think of a belief system as a personal theory for determining behavior. The most trustworthy belief system will be accurate, comprehensive, simple, internally consistent, and stable (though open to appropriate change). Acquiring and refining such a belief system is a lifelong project.

Research shows that one of the major purposes associated with effective helpers is that good helpers tend to be freeing rather than controlling (Combs et al. 1985). They want to set teachers, students, clients, patients or parishioners free. Ineffective leaders seek to control, direct and manage those with whom they work. Effective leaders also are more concerned with people than things. What happens to people is their primary concern. Poor leaders concentrate so intensely on things- rules, regulations, forms or organization, for example – that they forget they are working with people. Likewise, good leaders' purposes tend to be broad rather than narrow. Poor performers become preoccupied with details to the exclusion of larger goals.

In addition to such major purposes, leaders behave in many more ways pertaining to all aspects of their work. Some are personal, related to their own needs, aspirations, hopes, fears, loves, hates and goals. Others are social, philosophical or professional. The latter, of course, has great importance for

leaders' behaviors. It makes a great deal of difference what leaders believe about the goals of education. For example, is the purpose of high school to prepare students for college, or is the purpose to help all students achieve the maximum of their potential? Are parents a necessary evil, or should they be involved in planning and action? Should teachers be free to make their own plans, or should they be required to stick to the text? Should they be involved in decision making, or is that the prerogative of administration? Whatever leaders believe is important surely will be revealed in their behavior.

Principals' responsibilities are immense and diverse, and their lives are filled with details. They deal with everything from broken boilers to distraught parents, from angry cooks to state championship tennis players to new history standards. From morning until sometimes late into the night, principals interact constantly with the people and things of their organization: students, parents, teachers, central office staff, community leaders, state board inspectors, university students and supervisors, vendors, social service agencies, college admission officers, gymnasiums, buses, floors, doors, food, curriculum mandates, purchase orders, textbooks, library books, parking, achievement tests, bathrooms (Miser, 1995). Willower (1992) found that principals did not control their schedule but were at the mercy of the telephone and people coming in needing something from them.

Sometimes, the sheer volume of data that principals must respond to seems overwhelming (Miser, 1995). One researcher found that on the average, a

principal engages in 50 tasks per hour, with each task lasting an average of one to two minutes (Peterson, 1981). A principal's job demands that he or she be prepared to respond to hundreds of pieces of data every day. Discussion of these data, therefore, is important for principals to know, because they are held accountable for budgets, boilers, lockers, buses, clean floors, and legal procedures. Nevertheless, school principals work in an organization where the products of the work are people-students-and where students' welfare is the major goal. The principalship is a job where the most important part of the work is people, not things. In fact, many principals argue that the time taken away from people by the things-related details are what drive their everyday existence (Miser, 1995).

Leadership and Vision

Practitioners who are leaders (Bass 1985, 1990, Bennis and Nanus 1985a; Conger and Kanungo 1987) have proposed that today's organizations need leadership that inspires followers and enables them to enact revolutionary change. Other change oriented views of leadership include the common theme of providing a vision and showing confidence in followers' abilities in order to transform organizations. Bennis and Nanus (1985a) emphasize the need for a leader to model exceptional behaviors. The importance of empowerment and the setting of personal example of risk taking and competence is emphasized by Conger and Kanungo (1987). The need to set challenging goals and show personal consideration is cited by Shamir (1991). "The leader's vision is key to

creating change" (Nahavandi, 2000). Leaders must have a passion and enthusiasm for what they do, develop their credibility and behave with integrity at all times, clarify their vision, and endeavor to find common grounds with their followers, include followers in decision making and empower them to implement their decisions, and role model the desired behaviors (i.e. "walk the talk") (Nahavandi, 2000).

In the literature concerning leadership, vision has a variety of definitions, all of which include a mental image or picture, a future orientation, and aspects of direction or goals. Vision provides guidance to an organization by articulating what it wishes to attain. It serves as "a signpost pointing the way for all who need to understand what the organization is and where it intends to go" (Nanus, 1992). By providing a picture, vision not only describes an organization's direction or goal, but also the means of accomplishing it. It guides the work of the organization. Seeley (1992) describes vision as a "goal-oriented mental construct that guides people's behavior." Vision is a picture of the future for which people are willing to work.

Vision has been described by Manasse (1986) as "the force that provides meaning for the people of an organization." It is a force that provides meaning and purpose to the work of an organization. Vision is a compelling picture of the future that inspires commitment. It answers the questions: Who is involved? What do they plan to accomplish? Why are they doing this? Vision, therefore, does more than provide a picture of a desired future, it encourages people to

work, to strive for its attainment. For educational leaders who implement change in their school or district, vision is a “hunger to see improvement” (Pejza, 1985). Nanus (1992) maintains that the “right vision has five characteristics:

- Attracts commitment and energizes people,
- Creates meaning in workers’ lives,
- Establishes a standard of excellence,
- Bridges the present to the future, and
- Transcends the status quo”.

“All leaders have the capacity to create a compelling vision, one that takes people to a new place, and the ability to translate that vision into reality (Bennis, 1990). Current leadership literature frequently characterizes the leader as the vision holder, the keeper of the dream, or the person who has a vision of the organization’s purpose. Bennis (1990) writes that leaders “manage the dream.” This aspect of leadership has been frequently called visionary leadership. According to Westley and Mintzberg (1989), visionary leadership is dynamic and involves a three stage continuum:

- an image of the desired future for the organization (vision) is
- communicated (shared), which serves to
- “empower those followers so that they can enact the vision.”

The important role of vision is also evident in the literature concerning instructional leadership (Blumberg & Greenfield, 1980; Leithwood & Montgomery, 1984; Manasse, 1986; Mazzarella & Grundy, 1989; Pejza, 1985).

Visionary educational leaders have a clear picture of what they want to accomplish. The vision of their school or district provides purpose, meaning and significance to the work of the school and enables them to motivate and empower the staff to contribute to the realization of the vision. "School leaders are creative visionaries willing to take risks in pursuit of cherished values and able to cling to a vision that is contagious to nearly everyone." (Papalewis, 1988).

The importance of principals' visions also appears in the literature concerning instructional leadership (Blumberg & Greenfield, 1980; Lightfoot, 1983; Mendez-Morse, 1991; Niece, 1989; Pejza, 1985). Principals have a vision or picture of what they want their schools to be and their students to achieve. Pejza (1985) stated that "leadership requires a vision. Without a vision to challenge followers, there's no possibility of a principal being a leader" (Pejza, 1985). The vision provides guidance and direction for the school staff, students, and administration. Niece (1989) reported that several authorities included "providing vision and direction for the school" as a component of instructional leadership.

Leadership and Skills and Competencies

Principals are models and they have to possess certain leadership skills, behaviors and competencies that contribute to a teacher's accepting change or accepting the tasks that need to be accomplished. The job of the principal or that of any instructional leader has become increasingly complex and constrained (Fullan, 1998). Principals find themselves locked in, with less and less room to

maneuver. They have become more and more dependent on context. Ironically, at the very time that proactive leadership is essential, principals are in the least favorable position to provide it. The fact the principals are constantly bombarded by new tasks and continual interruptions keep principals off balance. The demands are many, some small, some major and at times even the good ideas have a short shelf life as initiatives are dropped in favor of the latest new policy. So the principal is overloaded and this fosters dependency.

Andy Hargraves and Michael Fullan (1998) have documented how very different the school environment is today compared to even five years ago. "The walls of the school have come tumbling down" state Hargraves and Fullan. As stated in their book, What's Worth Fighting for Out There, "out there" is now "in here" as government policy; parent and community demands, corporate interests and technology have all stormed the walls of the school. The many pressures of today's complex school environment have intensified the workload for principals.

Therefore, the skills and competencies called for in today's principal are ... "to be a skilled communicator, with good negotiating and problem solving skills. A leader of leaders who will facilitate learning not only for the children entrusted in his or her care, but guiding the learning for teachers through carefully planned and well thought out staff development programs. The goal of the principal is to be a motivator and promoter of all that goes on in the school, and most importantly, to be a strong instructional leader that sets high expectations for

staff and students in regards to student achievement". (Hargraves & Fullan, 1998). So in the midst of times of uncertainty and with America being faced with so many pressures due to our social environment, the principal has to manage it all and at many schools, principals are managing it well.

The research includes studies that show that the most common elements of effective schools are control of discipline and high staff expectations for student achievement. Each of these variables was evidenced in four of the seven studies for which there are data. An emphasis on instructional leadership by the principal or another important staff member was found to be important in the studies. Eight case studies were reviewed by Brookover et al., (1979), Glenn, (1981); Levine and Stark, (1981); Rutter et al. (1979). The inherent weakness of the case study approach is the small sample size; however, the commonality of findings among these studies and the similarity of their results to findings from other kinds of studies increase their credibility.

Five factors were common to most of the six case studies in this group:

- Strong leadership by the principal
- High expectations by staff for student achievement
- Clear goals
- Academic emphasis for the school and effective school-wide staff training program

- A system for monitoring student progress. A focus on order and discipline was found to be important in two of the studies and a large number of factors were specific to any single study.

Other studies conducted by Purkey and Smith (1985) showed the following variables to be important process measures of school effectiveness:

- School – site management. A number of studies indicate that leadership and staff of the school need considerable autonomy in determining how they address problems.
- Instructional leadership. Though the reviewers are suspicious of the “great principal” theory, it seems clear that leadership is necessary to initiate and maintain school improvement.
- Staff stability. Once a school experiences success, retaining the staff seems to maintain effectiveness or to promote further success.
- Curriculum articulation and organization. At the secondary level, a planned, purposeful program of courses seems to be academically more beneficial than an approach that offers electives and few requirements.
- School – wide staff development. Essential change involves altering people’s attitudes and behavior as well as providing them with new skills and techniques.
- Parental involvement and support. Though the evidence on this issue is mixed, it is reasonable to assume that parents need to be informed of school goals and school responsibilities.

- School-wide recognition of academic success. The school culture is partially reflected in the ceremonies, its symbols, and the accomplishments it officially recognizes.
- Maximized learning time. If schools emphasize academics, then a greater portion of the school day will be devoted to academic subjects.
- District support. Fundamental change, building level management, staff stability, all depend on support from the district office.

Purkey and Smith (1985) believe that other process variables must be present as well: (a) collaborative planning and collegial relationship, (b) sense of community, (c) clear goals and high expectations, and (d) order and discipline.

Leadership and Parental Support

Aspects of each study help to strengthen the belief that the relationships between parental involvement and strong leadership result in high student achievement. The research about parent involvement is clear. When parents are involved in their children's education, children excel. That's why more school leaders are focusing on boosting parent participation at both the school and district level. Researchers have established a clear link between family involvement and student achievement. Schools have begun to explore the benefits family involvement brings to students and finding the process to be enlightening and the results varied among communities. They have seen the special characteristics of their population offer unique reasons for reaching out to

families, reasons as basic as communicating student progress and as subtle as enhanced understanding of cultural attitudes.

Further literature review reveals that the amount of support from parents was the number one factor people cited why some schools are better than others (1997 Gallup Poll of the Public's Attitudes Toward Public Schools). As good as individual teachers' efforts are to involve parents, a comprehensive schoolwide approach to parent involvement is likely to have the greatest impact on student learning (Gordon, 1990). Another study revealed that when families are involved in their children's education, children achieve at higher rates, and have greater enrollment in higher education. Literature also states that the benefits of parent involvement are not confined to early childhood or the elementary grades, but last through high school (Bogdan, 1992). Three factors that influence whether parents get involved are — parents' beliefs about what is important and permissible for them to do with and for their children; the extent to which they think they can have a positive impact on their children in school; and whether the school welcomes their involvement (Gohm, 1998). Frequent and consistent school-to-home communication by teachers has a significant impact on parents overall evaluation of teachers and their comfort level with the school. However, parents also indicate that the principal of the school sets the school climate and it is the leader's involvement that promotes parent involvement (Gohm, 1998).

Other studies have identified a number of factors that are associated with parental involvement, many of which are also associated with how children do

in school. Among these are a child's grade or age, family structure, parental education, socioeconomic status, and maternal employment. Studies find that parental involvement in schools tends to decrease as children move from elementary to middle to high school (Gordon, 1990). The decrease may be due to parents believing that involvement is not as important as children grow older. It may also be due to children and youth exerting their independence or discouraging the involvement of their parents, or to schools, offering fewer opportunities for parents to become involved as children become older (Stevenson and Baker, 1997).

Families can help their children both at home and at a school. When families are involved in their children's education in positive ways, children can achieve higher grades and test scores, have better attendance at school, complete more homework, demonstrate more positive attitudes and behavior, graduate at higher rates, and have greater enrollment in higher education (Henderson and Berla, 1994; Becher, 1984). Parents can emphasize good work habits, value learning and good character, set high expectations for their children, stay informed about their children's progress, and monitor their children's activities.

Data from the National Assessment of Educational Progress supports the efforts of families at home. Three factors over which parents can exercise authority: student absenteeism, variety of reading materials in the home, and excessive television watching, account for nearly 90 percent of the difference in the average state-by-state performance of eighth graders mathematics test scores

among 37 states and the District of Columbia. In other words, most of the differences in achievement observed across states can be attributed to home practices. This means that families can improve their children's achievement in school by making sure their children attend school regularly, and turning off the television (Barton and Coley, 1992).

What families do to help their children learn is more important to their academic success than how well-off the family is (Walberg, 1984). A national study of eighth grade students and their parents shows that parental involvement in students' academic lives is a powerful influence on students' achievement across all academic areas (Keith and Keith, 1993). Higher achievement results, in part, from the increased amount of homework completed by students with families who are more involved in their education (1993).

Another study revealed that the percentage of parental involvement in schools reduced the percentage of dropout (especially in minorities) and increased student achievement (Epstein, J. 1987). How has parent education and involvement improved the condition of children? The answer in Sacramento City Unified School District was made clear in a recent ranking of elementary and K-8 schools based on demographics and achievement. "There was a direct correlation between achievement and schools where parent education is required and closely monitored" (Hester, 1989).

Another study that sheds light on direct relationships with parental involvement is student achievement. The first serious attempt to examine the

effects of school characteristics, such as parental involvement, on student achievement appeared in the now famous "Coleman Report" (Coleman, 1966). This study involved a massive survey of students from several thousand randomly selected from across the nation. It was commissioned by the National Center for Education Statistics in response to the Civil Rights Act of 1964, and many of its results concerned equity issues. Its third section focused, however, on the determinants of student achievement and came to a surprising conclusion. In brief, the report found that factors related to students' home backgrounds and the characteristics of other students in their schools were the major generators of achievement, and that school quality had only weak effects once home and peer factors were taken into account.

Leadership and Student Achievement

Nearly all studies of effective schools support the importance of principal leadership. While principals tend to rank instructional leadership as their most important function, evidence suggests that they have little time or opportunity to provide such leadership (Good and Brophy, 1986).

How, then do principals affect school achievement? First, their goal orientation is especially important (Greenfield, 1995). Cohen (1983) argues that effective principals emphasize achievement, set instructional goals, develop performance standards for students, and express optimism about the ability of students to meet instructional goals. Effective principals need to articulate a

vision and empower all stakeholders to embrace the vision (Good and Brophy, 1986).

Compared with less effective principals, effective principals tend to take responsibility for instruction, observe teachers regularly, and discuss their work problems. It is clear that some principals have little awareness of what takes place in the classroom, so that there often are large discrepancies between recommended district policy and actual classroom practice (Good and Brophy, 1985). Cohen (1983) suggests that although it is possible to describe some of the things that principals do to contribute to instructional effectiveness, it is clear that research does not tell us that effective principals engage in all of these activities, nor does it tell us about the conditions under which certain strategies are likely to be more or less appropriate or effective (Good and Brophy, 1986). Principals must do more than provide the instructional leadership; creating a school culture and instilling school values is important (Cohen, 1983). Effective schools have become so by making headway in solving several problems that are rooted in the structure of educational organizations of the teaching profession (Good and Brophy, 1985).

- First, relationships between students and staff need to be established because for many students, school is the only safe harbor they have. Many students come to school with difficult challenges; and unless a relationship of mutual trust and respect is established, these students will become dropout statistics.

- Second, schools serve multiple social functions that compete with their instructional mission. Additionally, over the past several decades, the range of social concerns that schools have been asked to address has increased considerably. Consequently, schools are seen as having diffuse goals and little cohesion (Good et al., 1985). Effective schools have been able to achieve and maintain high academic standards through the focus of instructional goals, allocation of funds and resources, intentional staff development, and the setting of high expectations for students and staff (1985).

Cohen (1983) believes that the quality of research conducted over the past decade has changed this condition considerably. Practices for motivating, instructing, and controlling students in classrooms are better understood. There is now a better knowledge base describing teaching practices that need to be related to student learning (Brophy and Good, 1986b). Effective schools generate a strong sense of belonging by setting common goals and promoting high expectations for students and for their staff. Community in a school requires more than shared instrumental goals; it requires the genuine and pervasive caring about individuals, respect for their feelings and attitudes, mutual trust, and consistent and fair discipline management promoting acceptable behaviors. A principal of an effective school will have a set discipline management plan in place and will continuously promote high expectations by the curriculum it

offers all students, by examining and studying student data, and by providing the necessary resources to ensure the success of all students. These strategies are ongoing and are monitored throughout the school year.

Cohen (1983) argues that students and faculty norms and school “ethos” can be shaped by principals and teachers, as well as by the following structural features of schools:

- Building level autonomy – circumstances among schools, even within a district, vary considerably. Schools differ in their mix of students and staff; characteristics of community; attempts in innovations and improvements; prevailing norms and beliefs.
- Procedures for assigning students to schools – how a principal assigns students to individual classes influences what can and does take place in a classroom.
- Quantity and organization of time in schools – shared work and collective decision making require time for teachers to talk with each other, to observe master teacher classrooms, and to plan cooperatively and collaboratively.

Finally, (1983) Cohen suggests that teachers need to develop collegial working relationships as opposed to working in isolation. Teaching then becomes shared work. Teachers have the opportunity to learn from one another, to set high expectations for all students, to develop relationships with students

and staff. The results are improved teaching practices, enhanced professional self-esteem, and increased student achievement.

“Beyond building community and beyond offering a curriculum with coherence, an effective school provides a climate for learning that is both active and creative, not passive and restrictive. Climate is the element that brings community and curriculum together to promote learning” (Bafumo, 2000). Ernest Boyer (1994) suggested that an effective school climate, one that promotes learning and well being, addresses grouping patterns that meet student needs rather than administrative expedience; provides a variety of resources to enrich learning. They make available necessary services to support children and their families and are schools that are addressing indisputable variables of learning, the physical, emotional, and social well being of children.

Beyond the resources, services and classroom volunteers, the most important climate-setter is the teacher. Warmth and caring are especially required today, when so many of our nation’s children deeply experience the social pathologies inherent in our society. Perseverance to acquire resources for children that the school cannot is also a vital teacher attribute. Perhaps most critical is the observant eye. Teachers must be conscientious about knowing and acknowledging each of the students entrusted to their care and for encouraging their dreams and their hopes (Bafumo, 2000).

Leadership in High Performing Elementary Schools

Pre-K-5 public schools, urban and rural, that are highly successful for low socio-economic status (SES) students of color do exist (Scheurich, 1996). These schools are more common than most educators or the general public realizes – certainly not common enough, but sufficient in numbers to provide the basic outline of the type of school that is needed to provide both a loving environment and strong academic success for low SES students of color, a level of academic success that is definitely higher than that often reported for “successful” schools populated principally by low SES children of color (Scheurich, 1996). The schools on which this model is based are not simply ones in which students of color do acceptably well on state-based high stakes tests; they are ones in which these students do exceptionally well, placing them in direct academic competition with what are considered the better schools in the state (Scheurich, 1996). Additionally, the educational environments provided for the children in these schools are genuinely caring, strongly child-centered. This “model” school was not developed at the university level like Comer’s, Levin’s, Sizer’s or Slavin’s, but was developed at the grass roots level of education by school – level educators working essentially on their own (Scheurich, 1996). These types of schools which Scheurich describes in a model called “Hi Pass” High Performance – All Student Success Schools. While this model did not come from the reform literature nor did it come from the leadership or organizational literatures, some pieces do come from these. In actuality, those who developed the model were

not self consciously developing a “model”; they were developing schools that were successful for low SES children (Scheurich, 1996). These “grassroots” educators, particularly the principals, were unwilling to accept the widespread negative assumptions about the children in their schools and they were unwilling to accept any other course of action than one that would lead to the highest levels of academic success. They knew that their children were just as capable as any other children; they just had to create a school that would prove this (Scheurich, 1996). The principals and staff of these schools with their deep love for “their” children and their passionate commitment to making a difference for these children created the model (Scheurich, 1996).

While these schools are dominated by Mexican American students, the culturocentric features such as highly valuing the culture and the first language of the child; treating children of color with love, appreciation, care, and respect; believing and proving that all children of color can achieve at the highest academic levels; and focusing on community over competitive individualism are the foundation of the relationships built at the school (Shujaa and Afrik, 1996). This research project which studied high performing schools serving predominantly Mexican American children found these schools functioned under the assumptions of some core beliefs. One core belief is that All Children Can Succeed at High Academic Levels – No Exceptions Allowed. The focus on high expectations is based on the revolutionary belief that the natural condition of all children is high performance and that this high performance is not based

on pushing children but on providing loving, facilitative conditions that deliver learning in a way that fits, supports, engages, and energizes the child (Scheurich, 1996). They are fiercely committed not just to holding out high expectations for all children, but for achieving high levels of success with all children. The question at these schools is not whether it can be done; the only question is how it is to be done for all not just for a few, some, or many, but for all – of the children in the school (Scheurich, 1996). This has been accomplished not by lowering standards, but by reconceptualizing what is possible for all children and by refusing any other result. Successful educators of children of color “believe that students are capable of excellence, and they assume responsibility for ensuring that their students achieve that excellence (Ladsons-Billings, 1994).

Directly related to the first core belief is the belief that high performance schools require that the entire school community be focused on the academic success and the holistic well-being of the students. While other successful schools claim they do the same, the educators at these successful schools mean something different. They mean that the pedagogy, the curriculum, the organization of the school itself, the conduct of students and staff/parental involvement, staff development – all aspects of schooling are driven by whatever it takes to achieve high levels of academic success and a positive, healthy environment for all students (Scheurich, 1996). “If a child is not learning, the teacher should find another way to work until she or he finds the solution” (Lima & Gazzetta, 1994).

All children must be treated with love, appreciation, care and respect, no exceptions allowed, is what is cited as core belief #3 in this study. For the principals of these high performing schools, this lovingness is always there. It is pervasive; it inhabits everything they do or say. It is a source of endless energy to always do more for the children, no matter how committed these principals already are. It is as if on some deep level they are saying, "These are all MY children, and my mission or meaning in life is to ensure they all get a positive, successful schooling experience." And what is most impressive is that against immense odds, they have succeeded in facilitating this mission (Scheurich, 1996).

Another fundamental core belief is that the culture, including the first language of the child, is always highly valued – no exceptions allowed. These schools value highly the culture and first language of the student (Scheurich, 1996). They use what Ladson-Billings (1994) calls culturally relevant teaching ". . . a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to import knowledge, skills and attitudes". "The very possibility of developing a positive self concept and ethnic identity depends on the recognition and celebration of one's own social, linguistic and cultural heritage" (Lipka & McCarthy, 1994; Merino, 1991).

The last core belief is that the school exists for and serves the community – there is little separation. In these schools, the traditional separation between the school and its community has been erased, often moving beyond "Parents as Partners (Boyer, 1994) or "Reforming the Relationship between Schools and

Clients" (Elmore, 1990) to what Tyack and Hansot (1982) have called "a community of commitment". These schools have created many different but creative ways to interweave the school and the community to create what Estes (1994) has called "the high performance learning community". In these schools, the school's commitment to the well-being of its community is its first and primary commitment, taking precedence, if necessary, even over its academic commitments to the children (Scheurich, 1996).

Sergiovanni (1996) following Deal and Kennedy (1982), summarizes the concept of organizational culture as a metaphor that refers to the values and rituals that provide people with continuity, tradition, identity, meaning and significance, as well as to the norm systems that provide direction and that structure their lives. It should be recognized that as with the core beliefs, the cultural characteristics are interwoven, mutually reinforcing, and cannot, thus actually be separated into the seven separate characteristics; they are what Smircich (1983) has called "shared meanings" (Scheurich, 1996).

The identified cultural characteristics begin with a strong, shared vision. Schuerich states what others have stated, (Boyer, 1994; Burns, 1978), but these successful schools and their leadership, not only have a strong vision. The core of their vision is driven by their **passionate commitment** to their belief that there are ways to do schooling so that literally all children do well.

Schuerich lists a second cultural characteristic which is Loving, Caring Environments for Children and Adults. Scholars such as Ladson-Billings (1994)

have found that successful teaching for children of color depend on treating children with love, care, respect and appreciation; the Hi Pass schools have discovered that if the goal is to create a whole school, a whole system, that is successful for children of color, the adults working in the school must be treated in the same loving, caring manner (Scheurich, 1996).

Another critical cultural characteristic includes: Strongly Collaborative – We are a Family. Virtually all of the staff have bonded together in a deep way, so they feel they are doing the work of schooling together, as a family (Beck & Murphy, 1993). Staff members in these schools also exhibited innovative, experimental openness to new ideas. They are hard working, but not burning out. Appropriate conduct is built into the culture and is identified as cultural characteristic #6. The seventh cultural characteristic is School Staff as a Whole Hold Themselves Accountable for the success of all children (Scheurich, 1996).

Highly successful schools were studied by the Just For The Kids, a data analysis group based in Austin. When these schools were compared to highly successful schools in a control group of average schools to see what the high-performing schools were doing differently, this is what they found. Successful schools strove to meet high standards – higher than simply passing state exams and administrators took an active role in insuring student success. They also found that principals of successful schools spent a majority of their time in the classroom observing teachers and giving feedback. They also got to know which students were struggling and in which areas. These schools carefully reviewed

each new program before implementing it in the classrooms and most importantly, they supplied teachers with the support and materials needed to reach the school's goals. Assessment at these schools is not done at random, but regularly throughout the school year so that teachers and principals know how students are progressing. Equally important, they found that successful schools held teachers accountable for each of their students, ensuring that no child would "fall through the cracks". Immediate intervention for students who were struggling was provided and also for teachers who had a difficult time teaching a particular topic. Clear instructional standards for each grade were set and teachers knew what they were supposed to be teaching. Staff development was a top priority at these schools; new teachers were provided support by assigning a mentor to assist them. High performing schools also set aside time each week for teachers to collaborate in grade-level meetings.

Over and over, studies refer to the principals' emphasis on instruction as a critical component of a school's success. Principals must model the acceptance of group goals; convey high expectations; create intellectual excitement and offer appropriate models through their own behavior (Leithwood, 1993). Strong leadership by the principal, high expectations for staff for student achievement, clear goals and constant monitoring of teaching and learning are the key areas of focus for a school leader.

CHAPTER III

DESIGN AND METHODOLOGY

This chapter of the study provides a description and explanation of the design and method of the investigation. It includes the following components: the research design, the site and participant selection, the instrumentation and data collection procedures, and the data analysis procedures.

This qualitative study uses the embedded single case design involving interviews of key stakeholders which includes parents and teachers and surveys for both teachers and parents. It will conclude with a discussion of the strengths and limitations of the qualitative study.

Design of the Study

The research approach utilized in this study is the embedded, single case design. This design was selected as an appropriate strategy for this investigation since it was the intent of the researcher to investigate a contemporary phenomenon within its real-life context, and the boundaries between the phenomenon and context were not clearly evident (Yin, 1994; Gonzalez, 1996). The design for this case study includes qualitative methods. The case study is not a data collection tactic or merely a design feature alone, but a comprehensive

research strategy, with the logic of design incorporating specific approaches to data collection and to data analysis (Stoecker, 1991; Gonzalez, 1996).

The elementary school and the community it serves provide a natural setting for exploring actions, behaviors, attitudes and practices related to effective leadership behaviors of a principal. Lincoln and Guba (1985) suggest that inquiry should be carried out in a natural setting since the phenomena of the study “take their meaning as much from the contexts as they do from themselves” (Gonzalez, 1996).

In this setting, the school is the primary unit of analysis and the sub-units of analysis are the principal and other administrators, teachers and the parents. This case study is a qualitative study of naturalistic inquiry and fits the definition of disciplined inquiry which some writers claim, is the most significant basis for judging whether or not an investigation should be entertained as meaningful (Gonzalez, 1996). Additionally, it satisfies the criteria of inspectable and verifiable process and product (Lincoln and Guba, 1985).

Pilot interviews were conducted with three teachers to determine what to ask during the interviews. The interview methodology consisted of six steps.

- 1) Met with focus groups to gather material for the questions;
- 2) Determined questions for the interviews;
- 3) Held pilot interviews with teachers;
- 4) Set up format and wrote the questions in final form for teacher and parent interview guides;

- 5) Administered the interview instruments; and
- 6) Analyzed interview results consisting of identification and analysis of themes, variance in the themes and frequency of the responses by themes. A summary of the interview results is the final step in presenting the interview methodology.

Site Selection

This single case study focuses on identifying key leadership behaviors of a selected principal who leads a high performing elementary campus in South Texas that serves a predominant number of low socio-economic Mexican American students. This elementary school is recognized by the state of Texas as a Texas Mentor School. The campus is located in the Rio Grande Valley of South Texas and has a student enrollment of 890 students with 888 (99.7)% Hispanic, 2 (0.2)% White and no identifiable African American or Asian students. Ninety-five percent of these students are bused to school. The following demographic data describes the students of this elementary school. They were obtained from the Texas Academic Excellence Indicator System (AEIS) from the Texas Education Agency (TEA).

Table 3.1
School Demographics

<u>Student Characteristics</u>	<u>Number</u>	<u>Percent</u>
Hispanic	888	99.7%
White	2	0.2%
Economically Disadvantaged	778	87.4%
Migrant Students	165	18.5%
Title One Participants	890	100.0%
Limited English Proficient	509	57.2%
At-Risk Students	541	60.8%
Immigrant Students	48	5.4%
Special Education Students	67	7.5%
Gifted and Talented Students	159	17.9%
Bused to School	<u>840</u>	<u>95.0%</u>
Total N =	890	100.0%

The ethnic composition of this school is a major reason for the selection of this campus as the site of the investigation. The majority of the school's students qualify for free or reduced lunch and it is considered a Title One Schoolwide Project since more than fifty percent of the students are economically disadvantaged. It was felt important to conduct the study in this type of setting because of the shortage of research on high performing elementary schools with similar Mexican-American low socioeconomic enrollments. Even fewer have been studied to determine the behaviors of principals that seem to contribute to high performance in such schools.

Furthermore, this campus has been recognized at the state and national levels with such honors as National Blue Ribbon School (1993-94), National Chapter One School (1993-94, 1994-95), National Drug Free School (1994-95) and as a Texas Mentor School since 1993 to 2001. This school, despite the challenging

demographics, has consistently been recognized as high performing by the Texas Successful Schools Award System as either “recognized” achieving 80 percent or higher or “exemplary” achieving 90 percent or higher for all subgroups as identified by the Texas Accountability System. This kind of recognition by the state has been bestowed on the school every year since 1992 which was the inception of the state’s recognition of high performing schools. To be identified as high performing once or twice is ordinary, but to maintain that kind of classification for eight consecutive years with this type of demographics is rare among all the schools in the state.

Consequently, this school was also selected and agreed to participate in the Effective Border Schools Research and Development Initiative (University of Texas, 1995). While that particular study identified some findings in the area of principal leadership behaviors, it was recommended that more research be done with schools that serve high-poverty Mexican American children and are successful despite the challenges. The results of this study can benefit all of the schools along the South Texas border which also serve similar populations.

Access to the Site

Gaining access to the elementary school site was not difficult due to the researcher’s familiarity with the campus and its administration. The researcher had previously worked with campus personnel this year and in years past while serving as an instructional leader for this school district. The researcher scheduled a meeting with the superintendent to secure permission for the

campus to participate in the study. Next, a meeting was scheduled with the campus principal to discuss the plan for the case study, its purpose, the protocols, and the potential implications for the campus in its continuous improvement efforts. The principal then discussed the study with the staff and both the principal and staff agreed to participate in the study.

Participant Selection

This investigation relied on the participation of many staff members including teachers, administrators and parents at El Encanto Elementary School.

Table 3.2
Staff Membership

<u>Title</u>	<u>Number</u>	<u>Grade Level(s)</u>
Principal	1	PreK-5
Supervisors	2	PreK-5
Teachers	3	PreK
	6	Kinder
	6	First
	6	Second
	6	Third
	6	Fourth
	4	Fifth
Music Teacher	1	PreK-5
P E Teacher	2	PreK-5
Special Education	3	PreK-5
Reading Teachers	2	PreK-5
Gifted & Talented Teachers	2	PreK-5
Paraprofessional Staff	15	PreK-5
Clerical Staff	10	PreK-5
Total Professional Staff	50	
Total Paraprofessional Staff	25	

Teachers on campus on a particular day and who attended the grade level meetings were asked to participate in the survey. A survey was disseminated to 34 teachers and all surveys were completed since teachers were asked to complete the survey during a portion of their planning period.

Additionally, seven teachers were interviewed by the researcher. The teachers represented all seven grade levels in the school. One teacher from each of the grade levels including Prekindergarten through fifth grade was interviewed. These teachers were selected using a stratified random sample to ensure representation from each grade level and to avoid bias by grade level. All teacher interviews were conducted at the school.

Forty surveys were sent home to the parents of students in the third, fourth and fifth grades. Thirty-four surveys were returned for a return rate of 85%. These were parents of students who had attended this elementary school for at least three years. A stratified random sample was used to identify the parents who were surveyed. Thirteen were parents of third graders. Eleven had children in the fourth grade and ten of the parents had their children in the fifth grade.

Table 3.3
Parent Surveys

Number Sent Out	Number Returned	Grade Level
15	13	3rd Grade
15	11	4th Grade
<u>10</u>	<u>10</u>	5th Grade
Total 40	34	

All surveys were sent home in English and Spanish for the parents to complete in the language of their choice. The parents were asked to complete the survey and return it to their child's teacher with their child within one week. All parents were provided a number 2 pencil, instructions for completing the survey and a blank 8 1/2 x 11 gold envelope to return the survey. Students returned the surveys to the school attendance clerk within 2 or 3 days. Response was high since all but six students returned the completed parent surveys.

Investigations of naturalistic design are so intensely context dependent; therefore, the purpose of sampling is usually to gain as much information as possible, not to limit or control it (Gonzalez, 1996). As a result, maximum variation sampling is usually chosen. The objective is not to form a generalization from similarities, but to highlight the numerous details that give the particular context being studied its uniqueness (Lincoln and Guba, 1985). Purposive sampling, according to Lincoln and Guba, also calls for the generalization of information upon which the emergent design of a qualitative study and grounded theory can be based. Therefore, administrators were also interviewed. The administrators who were interviewed included the principal who had been the school's instructional leader for four years and the two supervisors, both female and each with two years of administrative experience.

The researcher followed the guidelines of purposive sampling provided by Lincoln and Guba): 1) emergent sampling design, 2) serial selection of sample

units, 3) continuous adjustment or “focusing” of the sample, and 4) selection to the point of redundancy (Gonzalez, 1996 p. 58). The logic and power of purposeful sampling lies in selecting information-rich cases for study in depth (Patton, 1990).

Instrumentation and Data Collection Procedures

This study deals with the essences of people and situations. Experiences are expressed and are based on interviews and survey results. “The strength of well-collected qualitative data is that they focus on ordinary events that occur naturally in natural settings, and this provides an accurate picture of what life is really like. Secondly, they have the possibility of providing “thick descriptions” that are vivid, and can reveal complexity that may be nested in a real context” (Gonzalez, 1996).

The individual researcher is the primary instrument used in many case studies (Patton, 1990). This fact is also true in this case. As the human instrument, the researcher was able to process data through interviewing and summarizing feedback from respondents for clarification (Lincoln and Guba, 1985). This case study used multiple sources of data (individual interviews and surveys) allowing the researcher the opportunity for two or more sources to converge on the same set of facts or findings. This gives more credibility to the findings and conclusions adding strength to the study (Yin, 1994). The sources of information used included interviews of individuals and focus groups, formal surveys for both parents and teachers, and interviews of the campus

administrators. The interviews occurred in a span of two weeks. The pilot study and the actual survey took place within two months.

Study Preparations

Yin (1994) states that preparation for data collection is critical to the successful completion of a case study since case study research is among the most difficult type of research to conduct. It calls for an investigator who is skillful in asking good questions, a good listener who is adaptive and flexible and has an excellent understanding of the concept under study, and is unbiased without preconceived notions. The fact that data collection procedures are not routine, and can involve degrees of judgment and discretion supports the need for an unbiased attitude from the researcher. The ongoing analysis of the data calls for continuous reflection and comparison of the data to the initial research questions and theoretical issues. The design, indeed, may be refined along the way, and emerge from the collection and analysis of the data (Lincoln and Guba, 1985). This type of study calls for some professional background in the phenomenon and types of setting to be studied, or training or/and preparation, and both are critical for the investigator. Yin (1994) suggests that before the data collection phase of the actual case study begins, the development of a case study protocol be established and the implementation of a pilot case study are strongly recommended.

Protocol development. The protocol includes specific indicators aligned with the research questions outlined in Chapter 1 of this study. The protocol includes

substantive questions or key lines of inquiry to be used as an interview guide. Separate interview guides were developed for teachers, parents and administrators (see Appendices A, B, C, D).

The guides were field tested in the same elementary school but with different teachers from the ones for the teacher interviews. The data obtained during this phase served to identify needed modifications and revisions to the protocols. This phase provided the suggested clarification for particular questions and enhanced the effectiveness of the interviews, and therefore, strengthened the reliability and credibility of the study.

Interview preparation. In collecting data, the interviewer must create a setting for the person being interviewed that will allow the interviewer into his or her world. The quality of the information obtained in the interview is highly dependent on the skills of the interviewer (Patton, 1990). The interviewer has the advantage of familiarity with the site being studied. This researcher is thoroughly familiar with the principal's role in the elementary school, having taught in the elementary grades, having worked as an elementary principal for eight years, as well as studying the literature on the topic and presently leading thirteen elementary principals in the area of curriculum and instruction. The setting is also very familiar to the researcher since the campus is one which the researcher had worked at four years prior to her current position of administrator with the school district.

The pilot study. Yin (1994) suggests that a pilot study be conducted in preparation for the data collection phase of a case study. This allows for the researcher to test the data collection procedures, the actual instruments to be used, e.g., the questionnaires, interview questions and to determine the appropriateness and thoroughness of the guide. In conducting a pilot study for this investigation, the researcher included teachers and parents who had not been selected through the stratified random sample to participate in the study as subjects of the pilot study.

The researcher conducted two pilot studies to try out the interview guides and questions with three teachers individually and with a focus group of three parents. Additionally, planning sessions and collegial discussions were conducted between the researcher and a colleague who was conducting a case study similar to this one at the middle school level.

The pilot study allowed for the researcher to refine the research design (both content and procedure); therefore, care was taken to implement it as reliably as possible. Even though the pilot study included a much smaller sampling, the lessons learned were carefully reported, and utilized in final preparation for the actual case study. The pilot study served as a formative instrument to assist the researcher in developing relevant lines of questions and providing some conceptual clarification for the research design (Yin, 1994). In addition, the pilot study assisted in the further development of the data collection instruments, and in the refinement and precautions of the instrument

to strengthen the validity of the findings. The day prior to meeting with the teachers who were participating in the pilot study, the researcher wrote personal notes to them explaining the purpose of the pilot study and expressing appreciation for their participation plus a reminder that the researcher would be meeting with them the following day. The researcher felt this would put the teachers at ease and they could complete the pilot survey at home at their own leisure and then look forward to a discussion with the researcher. The note was a personal, handwritten note explaining to them how their principal had selected them to provide feedback on the survey because their expertise was warranted and valued. These discussions occurred in the school conference room.

The approach with the parents was slightly different. With the assistance of the school's parent liaison and with approval of the principal, the researcher asked three parents to come in to the school to provide feedback on the survey. One parent needed transportation and the parent liaison offered to provide the transportation for her to and from the school. The researcher made every effort to help the parents feel comfortable in the process by offering them coffee and relating to them stories of the researcher's background that the three non-English speaking parents could relate to and yet feel proud to be of Hispanic descent. The researcher gave the parents participating in the pilot study the opportunity to have the meetings with the researcher individually or in a group. The parents chose to do it in a group. The discussion of this focus group of parents was conducted totally in Spanish and the duration of this meeting was about an hour

and a half. The researcher read each question to the group, asked them for feedback on specific words to give them an opportunity to provide a "better" word. This opportunity allowed them to evaluate the words used so that the parents could understand and that it would facilitate the process for the parents that were to complete the survey. They recommended to the researcher that she use the word "proposito" for shared vision in the questions related to shared vision.

Interviews. "The fundamental principle of qualitative interviewing is to provide a framework within which respondents can express their own understandings in their own terms" (Patton, 1990, p. 20). Using the interview techniques requires the researcher to conceptualize the project, establish access and make contact with participants, interview them, transcribe the data, and then process the data, analyze it, and share what has been learned (Seidman, 1991). Interviews were selected as a method of study because of their power to gain insight into the important issue of leadership behaviors of the principal in an elementary school and because of the researcher's interest in learning from the meaningful experiences of both teachers and parents. Seidman, (1991 p. 4), refers to interviewing as the "primary way a researcher can investigate an educational organization, institution, or process through the experience of the individual people who make up the organization or carry out the process". Therefore, this method of collecting data allows the researcher to understand the meaning people involved in an institution in education make of their experience. Because

the meaning of the interpretation of the parents' and teachers' experience with leadership behaviors of the principal is critical to the findings of this study, the researcher employed interviews as one of the major sources of data collection.

Seidman (1991) outlines certain procedures in beginning the interview process. These procedures include taking the proper steps to obtain the permission from the person in charge (the campus principal), making contact visits in person (with the principal and potential teacher and parent participants), and employing purposeful sampling as outlined in the participant selection section of this chapter. As mentioned previously, individual and focus group interviews were conducted. The interview questions served as guides which allowed for open-ended interviews, rather than very structured questioning strategies. This allowed the researcher to understand the experience of those who were interviewed, rather than stifling or predicting the experience. "The researcher's task is to present the experience of the people interviewed in sufficient detail and richness so that those who read the study can connect to that experience, learn how it is constituted, and add depth to their understanding of the issues it reflects". (Seidman, 1991, Gonzalez, 1996).

The data collection plan called for interviews to be conducted with at least ten staff members which included one teacher from each grade level, prekindergarten through fifth grade, the two supervisors and the principal. The researcher was able to interview all ten individually. Additionally, the data collection plan called for at least ten parents to be interviewed. Seven parents

were interviewed individually and five were interviewed in two focus groups of 2 and 3 parents each. The total number of parents interviewed was twelve.

Lincoln and Guba (1985) suggest that the researcher be well aware of the necessity of adaptability and flexibility in qualitative research and of emergence of the research design as the story unfolds, and the data is collected and analyzed "The concern for reliability and credibility must be kept in the researcher's mind, and deliberate attention given to the concepts of sufficiency and saturation of information" (Seidman, 1994, Yin, 1994, Gonzalez, 1996). "The method of in-depth, phenomenological interviewing applied to a sample of participants who all experience similar structural and social conditions gives enormous power to the stories of relatively few participants" (Seidman, 1991, p. 45).

Surveys. While interviews do provide a richer, deeper understanding of the individual feelings, attitudes, beliefs and corresponding actions of educators and parents, it was deemed necessary by the researcher to also formulate a survey for parents in English and Spanish and for teachers as another data source and as a form of triangulation. (See appendices E, F, & G). The School and Family Partnerships: Surveys and Summaries for Teachers and Parents in Elementary and Middle Grades (Epstein, et. al., 1993) was used as a starting point for development of the appropriate questionnaires. All letters to parents were translated by the researcher while the parent surveys were translated by a colleague of the researcher that had an extensive background in Spanish and had taught recent immigrants from Mexico in this same district. The literature

review was utilized to assist in the formation of the questionnaires. These questionnaires focused on five areas of leadership: shared vision, high expectations, high student achievement, strong parental involvement and teacher motivation to identify the strategies, tactics and behaviors of a principal that contribute to a high performing elementary school. Therefore, this study provides both descriptive and analytical data.

The survey responses provided a profile of behaviors in regards to what the principal does with or for parents, teachers and students that contributes to a successful school. Cover letters to teachers and parents were developed to explain the purpose of the survey and the procedures for completing the surveys. (See appendices H, I & J). They were disseminated to thirty-four teachers and forty parents. Extra steps were taken to be sure that a good sampling of the surveys was completed and returned on the morning the teachers were to complete their surveys during conference periods. The researcher arranged to have hot chocolate and powdered cookies (pan de polvo) available to them in appreciation for them agreeing to complete this survey. The students were rewarded with positive buttons for returning the parents' surveys.

CHAPTER IV

RESULTS AND ANALYSIS

The purpose of the study was to identify key dynamic leadership behaviors of a principal that stakeholders perceived to be important for a leader of a high performing elementary school serving predominantly Mexican American children in South Texas. This chapter presents an analysis of the data that was gathered from the following sources: the structural survey instruments for teachers and parents, and the interviews of the parents and staff. This chapter is divided into five sections. Section one examines the demographics of the study sample. The survey results are presented in the second section followed by a summary of the comments written by the parents and staff when comments were included. Section three presents a discussion of the results of the statistical analysis to answer the research questions outlined in Chapter One. The next section includes the interview results and the final section includes a discussion of how the results relate to the hypothesis of the study.

Demographics of the Study:

Background Information on Participants

This study involved a stratified random sampling of elementary teachers from a single elementary campus in a rural school district. These teachers were first identified then given a survey with a letter explaining the purpose of the survey (Appendices E & H). These teachers were asked to complete their survey during their planning period and return it in an envelope that was also provided for them. Of the forty-six total teachers on staff, 34 teachers were asked to participate. One survey was not used because it was only partially completed and it was required for them to complete the entire survey.

Demographic information concerning the sample was gathered from data provided by the school district personnel office, from Academic Excellence Indicator System (AEIS) and from the campus administration. The demographic data was analyzed in the following areas: gender, ethnicity, years of experience at the school and total years of teaching experience. Frequency distributions provided the data related to demographic characteristics of the respondents. Results of the analysis of the data for each area follow.

Gender, Years at the School, Years of Experience

The survey respondents for the Teacher Survey were primarily Hispanic females. Table 4.1 illustrates the distribution of survey respondents based on gender. The total profiles and staff illustrated that females (86.9%) outnumber males (13.1%). The response percentage reflects this also.

Table 4.1
Gender of Respondents

Gender	Number of Respondents	Percent of Respondents
Female	30	90.9
Male	3	9.1
Total	33	100.0

These statistics are typical of the disparity nationwide between females and male teachers currently found in public schools (Synder & Hoffman, 1994).

Table 4.2 represents the distribution of respondents based on ethnicity: 91 percent of the teacher respondents were Hispanic and six percent were Anglo. Three percent listed their ethnicity as African American.

Table 4.2
Ethnicity of Respondents

Gender	Number of Respondents	Percent of Respondents
Hispanic	30	90.5
Anglo	2	6.1
African American	1	3.0
Total	33	99.6

Table 4.3
Experience at the School

<u>Years Teaching at the School</u>	Number of Respondents	Percent of Respondents
<u>0 - 5 Years</u>	11	33.3
5 – 10 Years	12	60.6
10 – 19 Years	3	9.1
20+ Years	None, since school is only 11 yrs. old.	N/A
Total	26	100.0

Table 4.4
Distribution of Respondents' Total Years of Experience

Years Experience	Number of Respondents	Percent of Respondents
0 - 5 Years	7	21.2
5 – 10 Years	6	18.1
10 – 19 Years	12	36.4
20+ Years	4	12.1
No Response	4	12.1
Total	33	99.9

The distribution of the respondents' number of years teaching at the school that participated in the study is illustrated on Table 4.3. Table 4.4 illustrates the distribution of the respondents' total number of years experience.

Presentation of Data

Survey for Teachers

The data presented are descriptive. No claims made in the tables or discussion about significant differences between responses to items.

All the teacher participants completed a five part, paper and pencil, self report survey instrument. The first four parts of the survey were designed to identify key leadership behaviors of the principal in the areas of high expectations/student achievement, parental involvement, shared vision and high teacher morale. The last section of the survey was to give respondents an opportunity to comment on the areas mentioned above.

The questionnaire consisted of 31 items. Items 1 – 10 were to help identify principal leadership behaviors that contributed to high expectations for teachers, students and parents. Items 11 – 18 were designed to measure the respondents' satisfaction with the degree of involvement of parents at the school. Sections three and four included items 19 through 31 were to identify the respondents' satisfaction on perceptions in regard to shared vision of a school among teachers and parents and high morale. The individuals were to indicate whether each of the 31 statements in the survey applied to them by shading a number on a Likert scale. The scale included a "5" for strongly agree, a "4" for agree, "3" was for neutral, "2" was for disagree and a "1" was for strongly disagree.

The five sections on the survey were as follows:

Section 1 – High Expectations/High Student Achievement

Section 2 – Parental Involvement

Section 3 – Shared Vision

Section 4 – High Teacher Morale

Section 5 - Comment Section

For purposes of presenting the data for the Teacher Survey, the author has chosen to provide a descriptive report followed by a data display table for each section of the survey. The descriptive report includes summary statements about the teachers' responses and references to comments made by teachers after indicating their choices using the Likert Scale. The comments have been coded as follows: A capital letter C (for comments) followed by the appropriate table number signifying a particular section of the survey followed by a number indicating which comment is referenced. For example, the code C4.5:2 refers to the second comment compiled from the survey section dealing with high expectations which is displayed in Table 4.5. Information regarding high expectations will be reported first and displayed on Table 4.5.

Section One: High Expectations

In this section of the survey, teachers were asked to respond to ten questions regarding their professional opinion about the school staff, the principal, and the teachers, and their regard for high expectations and high student achievement. The responses were given on a five-point Likert scale from one which is "strongly disagree" to a five which is "strongly agree" with each statement about high expectations and high student achievement. The

statements in this section were designed to solicit attitudinal information. Following the Likert scale statements, space was provided for the teachers to list any other attitudes, opinions or experiences related to the five areas of study.

An overwhelming number of teachers agreed that at their school, the principal sets high expectations for teachers. Eighty-seven percent of the teachers indicated this. An even higher percentage, ninety-six percent, agreed that the principal sets high expectations for students. The third statement listed, the principal encourages parents to set high expectations for their children, received a ninety-three percent agreement.

The survey statement which received the highest mean response from the teachers (4.81) was the assertion that the principal clearly expects all students to learn. One hundred percent (100%) of the respondents agreed with this statement. By the same token, one hundred percent (100%) of the teachers agreed that the teachers also communicate high expectations for their students. The mean response for this statement was 4.76. The only other statement that received a one hundred percent agreement was statement number seven: the teachers and principal value high student achievement with a mean response of 4.79.

In this section, two other statements received high percentage agreements, a ninety-six percent (96%) agreement and a ninety-seven percent agreement. Statement number six: the teachers communicate high expectations for the parents received a mean response of 4.61. The other statement receiving a

ninety-seven percent (97%) agreement was the statement that clearly illustrates that in a high performing campus, the teachers and principals will not accept excuses for not learning. This statement had a mean response of 4.64 agreement.

The last two survey statements in this section also had a relatively high percentage of agreement. Survey statement number nine, the principal models high expectations, received ninety percent (90%) agreement while the last one received eighty-seven percent (87%) agreement. This statement was related to the principal providing opportunities to discuss high expectations for all students.

It also points out strongly that the principal, teachers and parents should share responsibility for setting high expectations for students. However, it was interesting that the two statements that received somewhat lower percentages (87%) were number ten about the opportunities provided by the principal to discuss high expectations for all students and number one about the principal setting high expectations for teachers. Even then, eighty-seven percent is not low at all. However, responses ranging from one hundred percent (100%) to eighty-seven percent (87%) are all significantly high.

The teacher comments listed for this section helped explain how the principal and teachers communicated that high student achievement and high expectations were the “norm” at this school.

- “Principal is constantly briefing us on TAAS graphs. She is constantly on top of things and latest news in order to inform us. The biggest

behavior is being a good role model for faculty and our children in attitude, understanding and concern. She is simply wonderful with us as a person". (C4.5:1)

- "TEAM meetings. Conferences students". (C4.5:2)
- "TAAS Talks" (C4.5:3)
- "Cross team meetings; analyzing and comparing test scores, Computers Curriculum Corporation (CCC) scores". (C4.5:4)
- "She has conferences with individual students. Team meetings for teachers. Rewards and incentives for students and teachers". (C4.5:5)
- "Checks CCC Scores; analyzes and compares TAAS scores with teachers, discusses student needs and progress; allows use of modifications to better meet students needs; provides assistance for new teachers; provides training to help improve teacher strategies". (C4.5:6)

In summary, this section reflects positive attitudes on the part of the teachers regarding the expectations that had been set for the teachers, the students and the principal. Table 4.5 presents a display of the data from this section of the survey. The five point scale has been collapsed into three categories for ease in reporting. However, for specific responses for each of the five questions refer to Appendix K.

Table 4.5

Teacher Attitudes Concerning High Expectations
N=33*

Statements Pertaining to High Expectations	<u>Mean Response</u>	<u>Response Breakdown</u>
1. The principal sets high expectations for teachers.	4.61	87.9% Strongly Agree 9.1% Neutral 3.0% Strongly Disagree
2. The principal sets high expectations for students.	4.70	96.9% Strongly Agree 3.0% Neutral 0% Strongly Disagree
3. The principal encourages parents to set high expectations for their children	4.55	93.9% Strongly Agree 6.1% Neutral 0% Strongly Disagree
4. The principal expects all students to learn. N=32	4.81	100.0% Strongly Agree 0% Neutral 0% Strongly Disagree
5. The teachers communicate high expectations for their student learning.	4.76	100.0% Strongly Agree 0% Neutral 0% Strongly Disagree
6. The teachers communicate high expectations for parents.	4.61	96.9% Strongly Agree 3.0% Neutral 0% Strongly Disagree
7. The teachers and principal value high student achievement.	4.79	100.0% Strongly Agree 0% Neutral 0% Strongly Disagree
8. The teachers and principals will not accept excuses for not learning.	4.64	97.0% Strongly Agree 3.0% Neutral 0% Strongly Disagree
9. The principal models high expectations.	4.58	90.9% Strongly Agree 9.1% Neutral 0% Strongly Disagree

10. The principal provides opportunities to discuss high expectations for all students.	4.58	87.9% Strongly Agree 2.1% Neutral 0% Strongly Disagree
Total Mean	4.66	

*Except where shown otherwise.

Section Two: Parental Involvement

Teacher views about parental involvement at this school. This second section of the teacher survey concerned the teachers' views about the effect of parental involvement at the school. Using the five-point Likert scale, teachers were asked to give their opinion as to how involved the parents were at this school. The scale called for "strongly agree" to "strongly disagree." For purposes of reporting the data, the two points on each end of the scale were collapsed, thus resulting in three levels of responses. Additionally, this section also provided an opportunity for listing additional comments.

Of the eight statements listed, the teachers reported two statements with the highest percentages. Ninety-seven percent (97%) of the teachers felt that "all parents should learn ways to assist their children on schoolwork at home and also believed strongly (96%) that parental involvement is important for a good school. Similarly, two statements received a ninety-three percent (93%) response agreement. Teachers felt that parental involvement helped teachers be more effective with more students and that parental involvement was crucial for student success in school. Results of the survey also indicated that the teachers did view the parents as important partners, eighty-seven percent (87%) viewed parents as such. They also felt the same (87%) about how the community values education for all of its students.

The only statement that exhibited a percentage lower than eighty-eight percent (88%) was the statement "parents of children of this school want to be

more involved than they are.” The teachers did not perceive them to want to be more involved than they were. Sixty-four percent (64%) of the teachers agreed with this statement while twenty-nine percent (29%) were neutral and six percent (6%) strongly disagreed. Even though the teachers felt that the involvement of parents is crucial, they did not see parents as involved as they would like them to be.

In the comment section, teachers were asked what was the most important factor that influences parents to be involved with their children’s education. Teacher responses included that it was their children who influenced them to get involved, while other teachers said that it was the efforts of the teachers to keep them informed and involved in their children’s learning that influenced them to be involved.

Table 4.6 provides a display of the data, listing the eight statements pertaining to parental involvement, the mean response for each statement, and a percentage breakdown of the responses into one of the three ratings, “strongly agree”, “neutral” or “strongly disagree”. The five point scale has been collapsed into three categories for reporting purposes. For the original data, see Appendix K.

Table 4.6

Teacher Attitudes Concerning Parental Involvement
N=33*

Statements Pertaining to Strong Parental Involvement	<u>Mean Response</u>	<u>Response Breakdown</u>
11. Parental involvement is important good school. N=32	4.72	96.9% Strongly Agree 3.1% Neutral 0% Strongly Disagree
12. All parents should learn ways to assist their children on schoolwork at home.	4.79	97.0% Strongly Agree 3.0% Neutral 0% Strongly Disagree
13. Parent involvement helps teachers be more effective with more students.	4.67	93.9% Strongly Agree 6.1% Neutral 0% Strongly Disagree
14. Parents of children at this school want to be more involved than they are.	3.68	64.5% Strongly Agree 29.0% Neutral 6.4% Strongly Disagree
15. Parental involvement is important for student success in school. N=31	4.67	93.9% Strongly Agree 6.1% Neutral 0% Strongly Disagree
16. This school views parents as important partners.	4.42	87.8% Strongly Agree 12.1% Neutral 0% Strongly Disagree
17. This community values education for all students.	4.42	87.8% Strongly Agree 12.1% Neutral 0% Strongly Disagree
18. Compared to other schools, this school has one of the best school climates for teachers, students and parents.	4.19	78.2% Strongly Agree 18.8% Neutral 3.1% Strongly Disagree
Total Mean	4.45	

*Except where show otherwise.

Section Three: Shared Vision

Teachers' views about a school's shared vision. Seven statements were designed to survey the teachers about the importance of building a school's shared vision, their involvement, and the principal's role in influencing the teachers, parents and students. Again, a Likert five-point scale was used with the two extremes being "strongly agree" and "strongly disagree". Teachers were asked to rate each statement on the scale. Again, for data reporting purposes, the scale was collapsed into three levels "strongly agree", "neutral" and "strongly disagree". This section also included a comment section where teachers were asked to cite the most important factor that has contributed to a shared vision among all staff members at this campus.

Of the seven statements, the one which the teachers rated with the highest percentage was the statement which read "the principal leads the formulation of a shared vision for this school". It received ninety-four percent (94%) agreement. Another statement received an even higher total percentage, ninety-six percent (96%). This statement referred to the opportunities provided by the principal for the staff to be involved in developing a shared vision. It was no surprise that the percentage for the statement regarding the teachers' support of the shared vision was also high, ninety percent (90%). Ninety (90%) of the teachers also "strongly agreed" that the principal's behavior helped influence a shared vision among teachers, parents and students. Ironically, while ninety-six percent (96%) of the teachers "strongly agreed" that they were given the opportunity(ies) to be

involved in developing a shared vision, only eighty-seven percent (87%) felt that the teachers and faculty knew the school's shared vision. The same percentage, eighty-seven (87%), felt like the principal modeled the schools' shared vision. While all percentages were eighty-seven percent or above, the statement which teachers rated the lowest at sixty-six percent (66%) was the statement alluding to parents and their participation in building the school's shared vision. Teachers did not feel that parents had in fact helped build the schools' shared vision while more parents felt like they had participated in building the school's shared vision.

In Table 4.7, it is noted that the mean responses in this section range from 4.00 to 4.61 which is higher than the range of responses in Table 4.6 (Teacher Attitudes Concerning Parental Involvement), but not as high as the range of responses in Table 4.5 (Teacher Attitudes Concerning High Expectations). This could mean that teachers did view themselves as doing more as a staff but, at the same time they felt parents were not doing as much as they could be doing. We will see how this compares with the data compiled from the parents once the parent data are analyzed and reported. For original data for teacher responses on their attitudes toward parental involvement, see Appendix K.

It is also important to note that while two statements had a percentage of 90.9%, (Statements 20 and 25), the difference in the mean response is due to the number of participants who chose the "Strongly Agreed" as their chief response. The mode is utilized as a determining factor for item ranking.

Table 4.7

Teacher Attitudes Concerning the School's Shared Vision
N=33*

Statements Pertaining to the School's Shared Vision	<u>Mean Response</u>	<u>Response Breakdown</u>
19. The principal leads the formulation of a shared vision for this school.	4.61	94.0% Strongly Agree 6.1% Neutral 0% Strongly Disagree
20. The teachers support the shared vision.	4.39	90.9% Strongly Agree 9.1% Neutral 0% Strongly Disagree
21. All teachers and faculty members know the school's shared vision.	4.42	87.8% Strongly Agree 12.1% Neutral 0% Strongly Disagree
22. Parents help build the shared vision of the school.	4.00	66.7% Strongly Agree 30.3% Neutral 3.0% Strongly Disagree
23. The principal has provided opportunities for staff to be involved in developing a shared vision. N=32	4.56	96.9% Strongly Agree 3.1% Neutral 0% Strongly Disagree
24. The principal models our school's shared vision.	4.52	87.8% Strongly Agree 12.1% Neutral 0% Strongly Disagree
25. This principal's behavior helps influence a shared vision among teachers, parents and students.	4.52	90.9% Strongly Agree 9.1% Neutral 0% Strongly Disagree
Total Mean	4.43	

*Except where shown otherwise.

Section Four: High Teacher Morale

Teacher opinion concerning what teachers view which contributes to high teacher morale thus resulting in a positive school climate. Six statements were developed to study this area. Five of the six statements received a range mean response from 4.36 to 4.61 all scoring more than ninety percent (90%). The statement which teachers were most in agreement, with both at ninety-three percent (93%), were “the principal recognized students’ accomplishments” and “the principal recognizes and rewards high student achievement.”

The statement that received ninety percent (90%) agreement from the teachers was the last statement in this section. Teachers’ responses report that the principal is available to them by listening to their concerns or troubles. Eighty-one percent (81%) of the teachers agreed that the principal provided for meeting the instructional needs of individual teachers by providing sufficient staff development opportunities.

No question on the comment section of the survey was specific to this category because the section on high expectations also addressed this topic. Table 4.8 illustrates the mean response plus the response breakdown collapsed into three categories “strongly agree”, “neutral” and “strongly disagree.” Overall, the range of the mean response is high, from 4.36 to 4.61. The specific breakdown of the mean responses follows in Table 4.8. Table 4.8 illustrates that three statements had a 90.9% response, but the same explanation provided on page 72 is true for these statements. No comparable data for this survey scale

exists from other studies. Three statements had a 90.7% response, but the same explanation provided on page 72 is true for these statements. Appendix K illustrates the original data.

Table 4.8

Teacher Opinion Concerning High Morale
N=33

Statements Pertaining to the School's Shared Vision	<u>Mean Response</u>	<u>Response Breakdown</u>
26. The principal recognizes teachers for good teaching.	4.52	90.9% Strongly Agree 9.1% Neutral 0% Strongly Disagree
27. The principal recognizes students' accomplishments.	4.55	93.9% Strongly Agree 6.1% Neutral 0% Strongly Disagree
28. The principal celebrates successful teachers who contribute to high teacher morale.	4.52	90.9% Strongly Agree 9.1% Neutral 0% Strongly Disagree
29. The principal recognizes and rewards high student achievement.	4.58	93.9% Strongly Agree 6.1% Neutral 0% Strongly Disagree
30. The principal provides for meeting the instructional needs of individual teachers by providing sufficient staff development opportunities.	4.36	81.8% Strongly Agree 18.2% Neutral 0% Strongly Disagree
31. The principal is available to teachers by listening to their concerns or troubles.	4.61	90.9% Strongly Agree 9.1% Neutral 0% Strongly Disagree
Total Mean	4.52	

Section Five: Comment Section

The final section of the teacher survey consisted of three open-ended questions asking the teachers: (1) name two or three behaviors of the principal that demonstrated that high student achievement and high expectations were the norm at this school, (2) identify what factors have contributed to a shared vision among all staff members, and (3) identify any factors that influenced parents to be involved with their children's education. Finally, one last opportunity was provided for any other ideas or comments they might wish to add.

The Teacher Survey allowed the researcher to collect qualitative data which presents teachers' perceptions of the principal at El Encanto Elementary School. These perceptions included descriptions of teacher attitudes toward the principal's involvement in establishing expectations, high student achievement, strong parental involvement, building a shared vision and high teacher morale.

The first question of this open-ended section of the survey concerned *principal behaviors that demonstrated high student achievement and high expectations as the norm at this school* yielded the following data. Having meetings was the most frequently mentioned practice (11), followed by monitoring instruction (8), and having their TAAS Talks with students (7). The meetings mentioned varied from grade level meetings with the principal, held once a week to discuss instruction, to meetings with students and teachers to discuss test results, reading levels, computer scores and in turn set goals both with the students and the teachers. All discussions at grade, staff or vertical team meetings included having high

expectations for all students regardless of demographics, periodic meetings just to discuss student achievement and a constant flow of communication between the district and campus levels. The principal played the key role in keeping the staff well informed about district and campus expectations. A teacher said simply that meetings were always held to "set and discuss high standards of performance both for teachers and students."

The second major category mentioned was the monitoring of instruction. The types of monitoring included reading the student compositions, and the principal provided individual written feedback to the students. The teachers and principal monitored the students' performances on the computer, and the students' reading levels. Other comments from the teachers also included having the students monitor and analyze their test scores. A teacher summarized it well when she/he wrote "the students are closely monitored by the teacher and in turn our principal keeps abreast of our students' program. The teachers are aware of what is expected from the students during each unit exam." An additional successful practice identified was the TAAS Talks. This allowed for the principal and the other administrators on campus to sit individually with each student by setting a formal appointment to discuss his/her test results, the errors that were made on the test, and most importantly, to set goals for the student. Then the student signs an official contract stating that the student has no qualms about the expectations for this goal to be met. Planning was listed three times, each referring specifically to constant, careful

planning based on data (student results) and on the expectations of what was to be taught and learned as identified in their campus timelines. Finally, the following practices were listed once or twice each: the importance of working as a team, staying focused, emphasizing time on task, constant and consistent communication with parents, opportunities for teachers to meet in vertical team meetings (first grade with second grade, second grade with third grade, etc.), and multiple opportunities to recognize students for improvements and success in academics.

The responses to the second question *identified the factors that have contributed to a shared vision among all staff members*. Ten responses alluded to staff members knowing and believing they can and will achieve their goals which are wanting all their students to be successful and the importance for all of them to be on the same page and to be willing to not only talk the talk but “walk the talk.” They expressed this commitment in various ways: staff is self directed, staff in self-motivated, the staff is caring, committed and dedicated. Other descriptors of a staff that is willing to do whatever it takes to prepare all their students for the future included five responses related to teamwork. One described this teamwork as a family atmosphere that existed as teachers were united and willing to help each other to reach their goals. They attributed the family atmosphere and the positive school climate to the excellent teamwork exhibited by the staff and the principal’s rapport with staff, which in turn caused them to be motivated, stay focused and a willingness to be the best. The weekly team

meetings were also cited as illustrating that the teachers were constantly communicating with the principal, the parents and among the staff. It was this constant communication that kept their shared vision alive and well and the teachers' positive attitudes toward accomplishing their goals.

The third open-ended question *identified the factors that influenced parents to be involved with their children's education*. Eight responses addressed the continuous efforts of the teachers to stay in communication with the parents through weekly homework sheets, phone calls, notes and memos. Several teachers attributed the parents' involvement to the teacher's genuine concern about their child. One teacher wrote: "The awareness and consistent dedication of our faculty. When parents know and feel that we mean business, they tend to become more concerned about their children and their progress". Three teachers cited that most parents are involved because they want a better life for their kids. Therefore, they emphasize and encourage the need for their children to do well in school. There were other responses that influenced parents to be involved in their children's education and they were cited once each: working together with the parents, increased parent skills, opportunities to visit with parents once every six weeks during the Six Weeks Parent Night, the positive school environment, the high expectations from the administrators and staff, and the school's efforts to recognize parents for their efforts in their child's academic success.

The last opportunity for teachers to offer any additional comments or ideas regarding any of the areas addressed in the survey yielded four very positive responses:

- “Thank you for letting me have the privilege of working under such a kind intelligent and loving principal. People like her are rare. I am blessed”. (Teacher with 33 years experience, eleven years at the school).
- “I am very happy to be part of a high performing team”. (Teacher with six years experience, one year at this school).
- “I appreciate all the help and mentoring of teachers by administration”. (Teacher with two years experience, two years at the school).
- “The principal is an appreciative and supportive administrator. I feel very fortunate to have her as my instructional leader”. (Teacher with 19 years experience, five years at this school).

Parent Survey

A second survey was sent out to forty parents of third, fourth and fifth graders. Thirty-four surveys were returned for a return percentage of 85.0. The five survey sections on the parent survey were the same as the ones on the teacher survey. The sections were as follows:

- Section 1 - High Expectations/High Student Achievement
- Section 2 - Parental Involvement

Section 3 - Shared Vision

Section 4 - High Teacher Morale

Section 5 - Comment Section

As in the Teacher Survey Section, the researcher has chosen to provide a descriptive report followed by a data display table for each section of the survey. The descriptive report includes summary statements about the parents' responses and references to comments made by parents after indicating their choices using the Likert Scale with a "5" for "strongly agree" to a "1" for "strongly disagree." The comments were coded using the same procedures as the coding in teacher comments.

Section One: High Expectations

Parent Attitudes About High Expectations/High Student Achievement.

When the parents were asked the same ten questions concerning high expectations, the statements that received the highest percent agreement were the next four statements: the teachers and principal value high student achievement, receiving a 72.4% response agreement, the principal expects all students to learn and the principal wants everyone to have high expectations, both receiving a 68.9% percent response agreement from the parents and the fourth statement, the teachers set high expectations for student learning at a 62.0 percent agreement.

Three statements received the highest percent of 17.2% in the neutral category. Parents exhibited high neutral responses to the following statements:

the principal sets high expectations for students; the principal sets high expectations for parents; the teachers and the principal will not accept excuses for not learning. None of the parents selected the “strongly disagree” response for any of the ten statements on high expectations. The highest percent response on the “disagreed” column was a 6.9 for the statement that alluded to the principal setting high expectations for parents. All other responses on the “disagreed” column were rated at a 3.4 response agreement. Three out of the four responses that the teachers rated the highest were also rated the highest by the parents. The fourth highest statement varied slightly, ninety three percent of the parents felt the principal did model high expectations while ninety-one of the teachers felt this way.

Table 4.9 illustrates the specific breakdown of the parent responses to the statements regarding high expectations. As on the other preceding tables, the data have been collapsed into three categories for reporting purposes. For the actual data on each of the five categories, refer to Appendices L & M.

Table 4.9
Parent Attitudes About High Expectations/Student Achievement
N=29

Statements Pertaining to High Expectations/Student Achievement	<u>Mean Response</u>	<u>Response Breakdown</u>
1. The principal sets high expectations for teachers.	4.24	86.2% Strongly Agree 10.3% Neutral 3.4% Strongly Disagree
2. The principal sets high expectations for students.	4.27	82.7% Strongly Agree 17.2% Neutral 0% Strongly Disagree
3. The principal sets high expectations for parents.	4.06	75.8% Strongly Agree 17.2% Neutral 6.9% Strongly Disagree
4. The principal expects all students to learn.	4.62	93.0% Strongly Agree 6.9% Neutral 0% Strongly Disagree
5. The teachers set high expectations for student learning.	4.58	96.5% Strongly Agree 3.4% Neutral 0% Strongly Disagree
6. The teachers set high expectations for parents.	4.32	93.1% Strongly Agree 3.4% Neutral 3.4% Strongly Disagree
7. The teachers and principal value high student achievement.	4.62	93.3% Strongly Agree 3.4% Neutral 3.4% Strongly Disagree
8. The teachers and principal will not accept excuses for not learning.	4.27	79.3% Strongly Agree 17.2% Neutral 3.4% Strongly Disagree
9. The principal wants everyone to have high expectations.	4.58	93.0% Strongly Agree 3.4% Neutral 3.4% Strongly Disagree

10. The principal provides opportunities to discuss high expectations for all students.	4.34	89.5% Strongly Agree 6.9% Neutral 3.4% Strongly Disagree
Total Mean	4.38	

Section Two: Parental Involvement

Parent Attitudes Concerning Parental Involvement. The statement that elicited the highest response percentages was the one that stated that parental involvement is important for a good school (97%). The one receiving the second highest percent agreement was the one that stated that parental involvement is important for student success in school (97%). The third highest was the one that indicated that all parents should learn ways to assist their children with schoolwork at home (97%). In comparison, the teachers also rated these two statements with a 97% response agreement: parental involvement is important for a good school and all parents should learn ways to assist their children on school work at home. Compared with teachers who had a ninety-seven percent agreement, ninety-four percent of the teachers did agree that parental involvement is important for student success in school. It is interesting that the parents and the teachers all agree on the same three statements to be the most important. One other statement received a high response from the teachers, the statement that parent involvement helped teachers to be more effective with more students. Teachers showed a ninety-four (94%) percent agreement and parents exhibited a ninety-three (93%) agreement.

The statement that elicited the lowest agreement for the parents at eighty-six percent (86%) was the one that read: the principal contributes to high parental involvement, while the teachers' statement that had the lowest response agreement at sixty-five percent (65%) was the one that stated that parents of

children at this school want to be more involved than they are. Parents said they did with ninety percent (90%) response agreement, but teachers did not think that they did to the same degree. The teachers had a sixty-four percent (64%) agreement.

Table 4.10 illustrates a display of the data from this section of the survey. The five point scale has been collapsed into three categories for ease in reporting. Specific responses to each of the five categories are illustrated in Appendices L & M.

Table 4.10
Parent Attitudes Concerning Parental Involvement
 N=29*

Statements Pertaining to Strong Parental Involvement	<u>Mean Response</u>	<u>Response Breakdown</u>
11. Parental involvement is important for a good school.	4.75	96.5% Strongly Agree 3.4% Neutral 0% Strongly Disagree
12. All parents should learn ways to assist their children on schoolwork at home.	4.65	96.4% Strongly Agree 0% Neutral 3.4% Strongly Disagree
13. Parent involvement helps teachers to be more effective with more students.	4.55	93.0% Strongly Agree 6.9% Neutral 0% Strongly Disagree
14. Parents of children at this school want to be more involved.	4.31	89.6% Strongly Agree 6.9% Neutral 3.4% Strongly Disagree
15. Parent involvement is important for student success in school.	4.72	96.8% Strongly Agree 3.4% Neutral 0% Strongly Disagree
16. This school views parents as important partners.	4.51	89.6% Strongly Agree 10.3% Neutral 0% Strongly Disagree
17. This community values education for all students.	4.51	93.1% Strongly Agree 6.9% Neutral 0% Strongly Disagree
18. Compared to other schools, this school has one of the best school climate for teachers, students and parents.	4.41	86.2% Strongly Agree 10.3% Neutral 3.4% Strongly Disagree
19. The principal contributes to high parental involvement. N=28	4.20	86.1% Strongly Agree 6.9% Neutral 3.4% Strongly Disagree
Total Mean	4.51	

*Except where noted otherwise.

Section Three: Shared Vision

Parents' views about the school's shared vision. When parents were asked to rate the seven statements directly related to building a school's shared vision, the parents rated the following three statements with the highest percent agreements. The highest one – the principal's behavior helps influence the purpose among teachers, parents and students elicited a ninety-seven percent 97% agreement. Also eliciting a ninety-seven percent agreement (97%) was the statement – the principal models our school's purpose and the statement: the principal lets everyone know what the purpose of the school is.

The teachers' responded most positively to the following three statements – the principal has provided opportunities for staff to be involved in developing a shared vision, the principal leads the formulation of a shared vision for this school, and the principal's behavior helps influence a shared vision among teachers.

It was interesting that parents were less inclined than teachers to feel that they had helped build the school's main objective, perhaps because they felt that this purpose has already been defined by others such as a superintendent or school board and that they do not have a say in this. Parents were less apt to also feel that "everyone": students, parents and teachers knew the school's purpose which is to be expected of parents, yet the large percentage of parents who agreed is very interesting. While teachers felt that "everyone" knew the school's shared vision, they did agree with the parents that they (parents) had not helped

build this shared vision. Parents gave it a seventy-six percent (76%) agreement while teachers rated it even lower at a sixty-seven percent (67%) response agreement.

Table 4.11 presents a summary of the parent response frequencies to the section on shared vision. Again, for reporting purposes, the data has been collapsed into three categories. Frequencies for specific responses for all five categories are illustrated in Appendices L & M.

Table 4.11

Parent Attitudes Toward Shared Vision
N=29

Statements Pertaining to Strong Parental Involvement	<u>Mean Response</u>	<u>Response Breakdown</u>
20. The principal lets everyone know what the purpose of the school is.	4.37	96.5% Strongly Agree 3.4% Neutral 0% Strongly Disagree
21. The teachers support the purpose of the school.	4.41	93.0% Strongly Agree 6.9% Neutral 0% Strongly Disagree
22. Everyone knows the school's purpose.	4.20	79.3% Strongly Agree 17.2% Neutral .4% Strongly Disagree
23. Parents help build the main objective of this school.	4.00	75.8% Strongly Agree 20.9% Neutral 3.4% Strongly Disagree
24. The principal has provided opportunities for parents to be involved in developing what the main purpose is.	4.31	89.5% Strongly Agree 10.3% Neutral 0% Strongly Disagree
25. The principal models our school's purpose.	4.44	96.4% Strongly Agree 3.4% Neutral 0% Strongly Disagree
26. The principal's behavior helps influence the purpose among teachers, parents and students.	4.48	96.5% Strongly Agree 3.4% Neutral 0% Strongly Disagree
Total Mean	4.31	

Section Four: High Teacher Morale

Parent's opinions about high morale. Eleven statements were developed to determine what parents felt contributed to high morale in this elementary school. The response having the highest percent agreement was the one alluding to the principal being available to parents to discuss their concerns or troubles; this statement received a ninety-nine (99%) percent agreement. This obviously says much about the principal's availability to parents. The cultural effects of the relationships between parents and teachers and the principal are not something to be taken lightly. The fact that 99.9% felt comfortable talking to the teachers and principal about their troubles and concerns clearly demonstrates a shared Mexican American culture. While some may view it as a dependency, it could not be established without mutual trust and respect. This cultural understanding between the parents and the school staff is not something that would normally happen in just any school. Four other statements received a ninety-seven (97%) percent agreement which strongly suggested that the principal demonstrated that she valued the teachers and the students, recognized the student accomplishments and that the students felt respected at this school. Not only did parents feel that the students felt respected (97% agreement), they also felt that the parents were respected at this school (ninety-six (96%) percent agreement). The two statements regarding the principal's efforts to recognize students' achievements and recognize and reward the high student achievement both received a ninety-three (93%) percent agreement. Ninety percent (90%) of the

parents surveyed felt their child enjoyed attending this school. Ninety-three (93%) percent replied that they were satisfied with their child's education. However, this was the only statement that received a "strongly disagree" rating. In this category, three (3%) percent, which is equivalent to one parent, felt that they were not satisfied with their child's education. While all percentage agreements were ninety or above, the statement – my child is proud to be attending this school – received a ninety-six (96%) agreement while fourteen (14%) were neutral. This is the highest percentage in the neutral category for any of the statements related to high morale.

Table 4.12 illustrates the breakdown of the parent responses for each of the statements related to high morale. They too have been collapsed into three categories for reporting purposes. The actual data for each of the five categories can be reviewed in Appendices L & M.

Table 4.12

Parent Attitudes Toward High Morale
N=29

Statements Pertaining to High Morale	<u>Mean Response</u>	<u>Response Breakdown</u>
27. The principal demonstrates that she values the teachers.	4.27	93.0% Strongly Agree 3.4% Neutral 0% Strongly Disagree
28. The principal demonstrates that she values the students.	4.48	96.5% Strongly Agree 3.4% Neutral 0% Strongly Disagree
29. The principal recognizes students' accomplishments.	4.62	96.5% Strongly Agree 3.4% Neutral 0% Strongly Disagree
30. The principal recognizes students' achievements.	4.27	93.0% Strongly Agree 6.9% Neutral 0% Strongly Disagree
31. The principal recognizes and rewards high student achievement.	4.51	93.0% Strongly Agree 3.4% Neutral 3.4% Strongly Disagree
32. The principal is available to parents to discuss concerns or troubles.	4.62	99.9% Strongly Agree 0% Neutral 0% Strongly Disagree
33. The students feel respected at this school.	4.58	96.5% Strongly Agree 3.4% Neutral 0% Strongly Disagree
34. The parents feel respected at this school.	4.48	96.5% Strongly Agree 3.4% Neutral 0% Strongly Disagree
35. My child enjoys going to school.	4.48	89.6% Strongly Agree 10.3 % Neutral 0% Strongly Disagree

36. My child is proud to be attending this school.	4.51	96.2% Strongly Agree 13.8% Neutral 0% Strongly Disagree
37. I am satisfied with my child's education.	4.58	93.1% Strongly Agree 3.4% Neutral 3.4% Strongly Disagree
Total Mean		4.69

Section Five: Comment Section

When parents were asked some open-ended questions in their surveys, many had much to say. The first question was **name some actions/behaviors of the principal that let you know that high student achievement and high expectations are what is expected at this school.** The parent comments varied but confirmed much of what the teacher survey results revealed. Their comments to this question included:

- “the frequency of meetings held by the principal for high expectations for student achievement and student behavior”;
- “children needing more time to learn are given the opportunity to come to Saturday computer classes or stay after school for tutoring”;
- “children are rewarded with perfect attendance certificates, ribbons, parties, trophies, movies both for student achievement, perfect attendance, and good behavior”;
- “principal models how to respect one another and how to behave with others”;
- “monthly meetings where principal expresses her thoughts, expectations, and goals for students”;
- “principal has high interest in the students and their work”;
- “principal is always a role model”;
- “principal supports the teachers”;

- “teachers have high expectations for the parents”;
- “the principal expects all students to learn”;
- “the principal expects the students to be the best in the district”;
- “the principal has high standards/expectations for every child”;
- “the awards the school has won both in the past and now plus in the future”;
- “the respect and pride for the school that the principal expects so that the school can continue to be a great school so that our kids will have a good education”;
- “the principal is always available for parents and students”;
- “the principal is always involved in all student activities”;
- “the love, trust and understanding that the principal exhibits toward the children”.

The second open-ended question the parents were asked in their survey was **what do you think is the most important factor that has contributed to a shared vision among parents, teachers and students at this campus?** Responses are as follows:

- “the communication between teachers and parents, (this was mentioned repeatedly”;
- “the meetings that have been held at this school”;
- “the same goal that we all have; the success of every student”;

- “the communication and trust that exists between the teachers and the students including the trust we have with the principal for all the students”;
- “the involvement of parents”;
- “working as a team, teachers, students and parents”;
- “working together so that all the students can continue to succeed”;
- “the principal provides the opportunity for the parents to spend more time at school; therefore, good relationships are built with the teachers and students on a deeper level”;
- “try to be one of the best schools”;
- “parental involvement is highly supported by the principal”;
- “the fact that the parents assist the school by providing lots of support for the children so that the school has everything it needs to continue to do all that is best for the children”;
- “parents are able to tell the teacher how their child feels about everything in school”;
- “the most important thing is to be in constant communication with the teacher and the principal in reference to what the children are learning throughout the school year”;
- “everyone works together for the benefit of all the children. We all have one goal and that is for all the children to succeed”;
- “everyone working as a team”;

- “I believe teachers and parents keep a good line of communication, discussing the problems that arise and both are willing to work at it to ensure that the students acquire success. The students are motivated to do their best”;
- “the fact that many of our students are making good grades; the fact that it is not a “big” school; they have lots of adults that the children can lean on”.

A third question asked of the parents was: **what do you think is the most important factor that has influenced you to be involved in your child’s education?** Parents did not hold back in what they had to say. Their responses included:

- “the most important factor is the desire that I have for my son to have a good profession in the future. In order for this to happen, I feel my child needs a good foundation and he is getting this solid foundation at El Encanto Elementary School”;
- “the education that my child has been given. The way our child thinks about school. We see he is very motivated and enthusiastic about school that he does not want to miss any school days”;
- “the dedication and interest that exists among the teacher, the principal with my son and with all the other children in the school”;

- “I think it’s the same thing that many other parents want, that our children be good students and what better teachers and principal, respectful, responsible just like we find at El Encanto Elementary School”;
- “When there are problems at school with my child, I want to be there; when my child needs me and to help him/her out”;
- “the love I have for my daughter and wanting the best education and a good beginning for her”;
- “as a parent, to be interested in my child’s education, visit the school and talk to the teachers”;
- “I want for my child to succeed and to be someone in life with a good education, strong principles and morals. For my daughter to be proud of all the support we have given her as parents. For her to grow up confident of who she is and to be able to engage in positive dialogue with others”;
- “because I want to have a good relationship with the teachers in building for my son’s future”;
- “for my son to finish school, to be someone important in life”;
- “the educational success of my child”;

- “for the teachers to support the students and motivate them to participate in everything that the school gives them the opportunity”;
- “helping my child with his schoolwork”;
- “I want her to be better than me, that’s why I participate with her in her studies”;
- “my interest in my children doing well in school”;
- “for my child to see the interest that we have in him as parents so that he will not have problems and we can continue to be a positive influence on him”;
- “I feel it is important to let your child know that his or her work is important and that what they do regardless of the outcome, if they do it giving it their 100% is good”;
- “my daughter’s future”;
- “I love meetings where you can get involved with your child’s teacher and the principal and they tell you what your child needs help on”;
- “better opportunities for my child in life”;
- “the factor that has influenced me the most in participating in my child’s education is learning how she learns, behaves and what a responsible daughter she has turned out to be”.

In summary, the majority of parents felt that the teachers and the principal were providing their children a sound education. The following comments reflect such sentiment:

- "I am very pleased with my child's two teachers; they have lots of experience and are well educated";
- "we are very pleased with the way our child is being educated";
- "I am very pleased because my daughter is receiving a good education and I expect her to be intelligent enough to take advantage of the education and discipline. El Encanto Elementary is what my child needs so that she may succeed in life";
- "the professionalism of the teachers as they guide our children, for them to continue such a fine effort";
- "as far as I am concerned as a mother, I think the school is a very good school and I am very pleased with all they do there";
- I strongly believe this is one of the best, if not the best school in our district. The motivation and encouragement that the teachers have shown my children has been inspiring";
- "I am glad that my children are in this elementary school because if my child needs help, they call me and tell me whatever is going on".

A few parents offered some suggestions on what else they would like to see happen:

- “one parent said that more involvement from the principal and teachers was needed”;
- “one suggested that she wished more parents would take better interest and more support for their children adding that there were many parents that did not take the time to come to parent meetings or come to the school to check on how their child was behaving”;
- “one other parent suggested having a general meeting to let everyone know what the high expectations were both for the teacher and the students, she also suggested that the expectations be posted on the wall where everyone could see them and remember them and to ask the students if they knew these expectations.”

Teacher and Staff Interviews

The second data collection method utilized in the case study was the semi-structured interview. The researcher asked the principal to inform teachers who had been selected through a stratified random sample procedure to participate (if willing) in an interview with the researcher. These interviews were conducted during the teachers' conference periods or at a time convenient for the teachers

and administrative staff. These interviews were conducted by the researcher in the school's conference room.

Prior to conducting these interviews, a pilot study was done to try out the interview guides. This was done with three different teachers from the ones that were selected to participate in the interviews. These three teachers gave feedback on the questions that would be asked during the interviews. The interview protocols served as guides which allowed for open-ended interviews rather than rigidly structured questioning strategies. The researcher used the guidelines presented by Seidman (1991) in initiating the interview process which included securing access, making contact visits and purposeful sampling. The researcher's goal was to understand the experience of those who were interviewed, not to predict or control the experience. The researcher's task was then to present the responses of the people interviewed in sufficient detail and richness so that readers can connect to that experience, and add depth to their understanding of the issues it reflects (Seidman, 1991).

A total of seven teachers who teach at El Encanto Elementary School were interviewed. This included one representative per grade level: prekindergarten through fifth grade. The principal and the two supervisors were also interviewed. All interviews for teachers and staff were conducted individually.

All participants were asked if they would allow the researcher to record the interview on audiotape; none objected. A consent form was signed to indicate their agreement (See Appendix N). The researcher proceeded to tape the

interviews and secured written permission from each teacher to be interviewed (See Appendix N).

All individuals who were interviewed were assured that names would not be disclosed; therefore, position titles are used throughout this report when reference is made to the participants. Interview responses in this study are accompanied by a coded citation. The code symbols refer to the position code (given as a capital letter for each role groups, T-teacher, P-parent, A-administration), interview number, and page and line number of the transcribed interview. While all interviews were coded and transcribed, the complete coded transcripts are not included in this document.

Teacher Interview Data: A Summary

The interview discussions began with attempting to elicit definitions of effective leadership. **What does effective leadership mean to you?** The teachers expressed a variety of opinions; however, one main theme was emphasized overwhelmingly and that was how critical the leader was in running a successful school. The teachers talked about good communication, involvement with community, organization, guidance, and support in addition to leading a staff toward the same goal. Their responses provide some explanation to their thoughts about effective leadership.

Teacher interview responses on effective leadership included:

- "Organization, punctuality, communication. The fact that I can have the confidence to go to my leader, whoever it may be, in a

grade level, school, central office and that I may have the confidence to bring up any problem, situation or any concern, that it will be taken care of, that's what or how I think **effective leadership** would work for me. You're the leader, you are open to suggestions, willing to work out anything with the person, whatever the problem or concern, that you are on top of things; you're always on the go"; (T1:1:1-15)

- "Involved with community, very involved; good communication with staff and students, understanding; looking at different points of view from every perspective"; (T2:2:1-4)
- "The leader of the campus communicating to us the expectations, good guidance and good communication"; (T3:3:1-3)
- "Being able to lead a school appropriately. Somebody we can look up to, very fair and somebody we can always go to in case we have any questions here at school". (T5:5:1-4)

Other teachers defined **effective leadership** as:

- "Effectively leads the school to success taking many things into consideration. She has to work with all the teachers and parents, getting programs for students and parents. There are many factors that go into effective leadership". (T6:6:1-5)
- "Effective leadership means having the ability to lead a staff that will work toward the same goal, one mind, not separated people

but united to have the people working together as a school or a grade level; that will give you strong leadership". (T4:4:1-5)

The second guiding question for the teachers focused the thinking on **specific examples of how the principal had provided leadership for you as a teacher at the campus.** Teacher responses varied from the principal being available to assist the teachers and ensuring support by providing them the necessary teaching materials to staying abreast of the different programs available to assist all the students. Other more specific examples that illustrated that the principal provided leadership for the teachers included the principal being organized and doing careful planning to begin the school year, the principal being knowledgeable about data disaggregation, the principal being a facilitator by asking teachers for input prior to making decisions at their Site-Based Decision Making Council meetings. Several teachers commented on how the principal constantly visited their classrooms by making walk-throughs and giving them feedback on their lessons. One compared it to the school where she taught previously and mentioned that even though she was experienced, she had been assigned a mentor teacher to help her get acclimated to this school's culture and organization. Another teacher elaborated on how the principal took the time to read the students' compositions and provided feedback to the students and the teachers. She added that since the teachers saw her doing more than her part, it motivated them to do more to ensure that their students would do well.

Specific examples are illustrated in the following comments as to how teachers felt the principal provided leadership:

"A situation arises, she has a two day turn around time. They guarantee you'll get a response or you will get the situation resolved".

(T1:1:20-22)

"I am a first year teacher, the principal has provided the materials. I have a mentor teacher, training. When we meet, all information from the district is shared, where we are and where we want to be; as a result, I feel very comfortable with data on tests, Texas Primary Reading Inventory Results, Language Assessment Scales scores, etc."

(T2:2:5-12)

"By the way she carries herself. One of the things I like that she does, I had never had a principal that would take the students' compositions, read them, write notes to the children; of course the kids love it and so do we".

(T6:2:1-4)

"Being my first year at this school, she walks into my classroom a lot and gives me feedback, continuous feedback and that is something that I like, a way of telling you, you are doing okay or you need to work on this area – this is something that I like. She is very visible".

(T6:2:6-11)

A third guiding question related to **specific things that you do to share the school's vision with other teachers and students.** The general themes that emerged were:

- 1) teamwork
- 2) high expectations for all
- 3) team planning
- 4) communication with parents
- 5) positive attitude

All teachers interviewed alluded to the importance of having high expectations for all students and for themselves; a teacher's passion and commitment came through in the response to this question:

"High expectations for myself and for my students. As a team leader, I have to put all my effort in all that I do so my other colleagues can feel the same motivation that I do so we can all have the same vision and go forward with it. I have to be hyper, very active and be a go-getter so that I can go along with this vision, so we can reach this vision".

(T1:3:24-33)

Another teacher explained her view of what she did to share the school's vision:

"I know we have our team planning, we discuss our scores, how our kids did, what we have to do to improve. We have our cadres,

everyone belongs to one. We meet to set new goals. We are constantly seeking to improve”.

(T2:3:13-17)

A team leader explained how she shared the school’s shared vision when she stated:

“As a team leader, we meet every Monday, we plan together. Kids always know there’s an expectation that they need to perform; everyone needs to do it. Someone is needing something; they can come to me.”

(T3:3:10-13)

Similarly, another teachers’ comments reflected these same sentiments about high expectations for all students and at the same time shared the school’s vision:

“I communicate to my students that I expect the best; with other teachers, we are all working very hard, as hard as we can. We want our school to be the best. We share ideas and resources”.

(T6:3:12-15)

One explained how she modeled this “high expectation-learning for all vision” by explaining what she did to let parents know the vision.

“I usually, at the very beginning of the year, try to call the parents as soon as I can so I can meet them. Meet the Teacher Night, we meet them there. I am one of those that the Parent Contact Log is very

filled up. When they come in for Report Card Night, students conference with the parents and I try to talk to them on the side”.

(T5:3:12-18)

Seeking to find out more about the leadership behaviors of the principal to promote strong parental involvement, the interviewer asked **what specific things does the principal do to involve parents at this school?** It was evident that the principal placed much emphasis on the parents doing their part by sending out a monthly calendar, having parent meetings every six weeks to share what was going on in the school and shared the expectations for the parents. All communication sent out to parents was always sent in both English and Spanish to make sure all parents always understood what was being communicated to them. Other more specific examples of what the principal did to promote high parental involvement were cited such as these schoolwide activities: Meet the Teacher Night, Student Led Conferences held at the school after every other six-week reporting period, TAAS Talks, Muffins for Moms, Donuts for Dad, Pop into Reading Night where parents were invited to come read with their child and the computers are also available to the parents and their children during Monday evenings and on Saturdays.

Other strategies included requiring teachers to keep a Parent Contact Log where the teachers documented all contacts made with the parents. These logs were then picked up and reviewed by the principal and supervisors to evaluate the amount of contact that teachers were making with each of their students’

parents. Another required document was the Homework Log where parents were required to sign daily in an effort to keep the parents abreast of their child's homework.

Comments related to parental involvement from the teachers interviewed included:

"There is no doubt, the parents have a genuine concern about what's going on in the classroom, what is the student doing".

(T1:12:101-103)

"Having parent conferences pretty often, some come every day or I call them if I have behavior problems or I explain the homework. I tell them if you need help with the sounds, come to my classroom, sit down, observe, I teach them the chants. Parents feel comfortable if they have a concern, they do come to me".

(T2:6:27-31)

"The parent liaison (a paraprofessional person hired to work with parents) is very involved conducting monthly meetings, during the week meetings with the parents on how to help their child with homework, conduct".

(T3:5:17-19)

"This year I have the parents more involved than I have in previous years by asking them to help with science projects at home".

(T3:6:20-21)

“The principal always talks to the parents, has general sessions in the cafeteria before the parents move on to the classroom”.

(T4:5:22-25)

“One teacher summed it up well when she stated “We have lots of opportunities for parents to get involved and we welcome them”.

(T5:5:26-27)

Why is it important to build relationships with the parent of your students?

Responses reflect how when good relationships exist between the school and the home, the job is easier for both the teachers and the parents. The teachers interviewed reflected this as being a very important factor.

- “It is very important. A parent who is informed about what is going on at school is going to help you better with that student at home. I send a copy of the Sharon Wells (math curriculum) so they’ll know that’s what we will cover”.

(T6:9:56-60)

- “Yes, definitely, of course. Yes, that’s the only way they can support us and I like to bring them in and explain how I want the work in. With the compositions, I explain what it is. I explain what a composition is and how they can write one”.

(T5:9:68-73)

- “Yes, it’s very important, it’s a priority for me”.

(T1:9:87-88)

- “Making them feel like I am a human being just like them. I am here to help their child succeed. I am going to need your help, I cannot do it by myself”.

(T2:9:48-52)

When asked how the supervisors and principal helped them promote these positive relationships with the parents, some teachers said:

- “They already know the parents through the conferences that they do. They are always here when we have meetings for the parents”.

(T2:11:59-61)

- “Very important – major reason that a child will succeed in school”.

(T4:9:48-49)

- “They provide multiple opportunities to the parents. They invite them to participate through such activities as Library Night, Burger King Night, Accelerated Reader, other classes offered here for parents to be involved such as importance of reading, the Accelerated Reader Program, lessons for parents to better themselves by learning English”.

(T4:11:57-61)



- “They are good about calling in the parents for kids that we are having trouble with, the most important factor that influences kids”.

(T5:11:78-82)

- “Besides offering meetings for parents, they expect for us to have constant rapport with them, always keeping the parents informed”.

(T7:11:65-67)

In summary, the teacher interviews provided excellent information as to how the staff at El Encanto Elementary School viewed the leadership behaviors of the principal in regard to high expectations/high student achievement, strong parental involvement, living a shared vision and high teacher morale. Much of the data serves to parallel the data identified through the Teacher Survey. This triangulation will be discussed later in this chapter.

Staff Interview Data: A Summary

Additionally, the principal and the two supervisors were interviewed during the data collection phase. An interview protocol similar to the one developed for the teachers was used (See Appendix D). These interviews were done individually just like the teacher interviews. The interviews served to add additional information on the leadership provided by the principal, thus helping the researcher identify the key behaviors/strategies/techniques that contributed to a high performing school. The administrators interviewed shared similar

comments about the areas of focus. One administrator stated how she felt it was very important to build relationships with the students, the teachers and the parents. When asked how do you do this, she explained that this was accomplished by high visibility of all the administrators on campus. The administrator explained that she used the morning duty time to get to know the parents and the students by engaging in conversations with them. This communicated to the parents a caring attitude. She stated it was important to build these relationships so that when they have any concerns, different issues, the parents felt free to approach the administrators and felt comfortable discussing these issues. The administrator stated "If they know everything from the beginning to end, then they feel the school is trying to help them. In other words, parents want to be informed about what is going on and when they are informed, they understand and support the school. An example of this was when the parents felt the teachers were parking in their spaces and the school was not doing anything about it. When the administrator met with the parents and explained the steps that had already been taken to order paint to mark the parking spaces and that they were just waiting for the paint to arrive, the parents understood. They no longer felt the school was not paying attention to them. The administrator also addressed the importance of "building ties with the parents as the students are going through the different grade levels; you start making connections with the parent".

(A:1:2:10-12)

In regard to high expectations, the supervisors both cited the support of the principal in guiding them so that they could provide guidance and support to the teachers. All three administrators on campus (including the principal) cited the importance of listening to teachers and providing them with positive support so that they felt valued, cared for and a contributing member of the organization. The administrators recognized all the efforts the teachers were putting forth and recognized them for their contributions. Administrators gave examples of ways that they accomplished this. Providing positive cards to the teachers, thanking them publicly at staff meetings or over the public announcement system to highlight a staff member who had done an outstanding contribution were some strategies these administrators used to promote high expectations and at the same time they developed high teacher morale at the campus.

One administrator summed up her interview by stating:

“Everybody has to be going in the same direction because it all connects together. The leadership, the people, the vision has to be there. If all of these things are in place, you are going to have the success”. (A2:10:55-60)

They also emphasized the importance of teamwork and shared decision making and added that if “everyone worked as a team, then the school is going to be successful”. (A2:10:61-62) The administrator cited improved shared decision making skills as: “a strength that we are developing more now; everybody puts in their ideas and the issue becomes clearer. It is not only the

administration but the administration, the faculty and the community working together to improve our school.” (A3:10:63-68)

Parent Interviews

Parents were also interviewed with similar questions and were given the opportunity to provide their perspectives about the principal’s leadership behaviors that influence high expectations, high student achievement, a shared vision, strong parental involvement and high teacher morale. Seven parents were interviewed individually and two focus groups of parents were interviewed. One focus group consisted of two parents and the other focus group consisted of three parents, so a total of twelve parents were interviewed. All parents were interviewed at the school in the school conference room where parents were offered coffee and pan dulce (sweet bread) to help them feel comfortable and relaxed. A protocol was developed in both English and Spanish (See Appendices B & C) and served as a guide for the parent interviews. In the case of Spanish responses, the researcher has translated them into English. The respondents consisted of parents who volunteered to participate when invited by the parent liaison and the principal. None of the parents objected to the use of a tape recorder. All parents signed the consent form. (See Appendices N & O). Therefore, the interviews were audio taped, transcribed and coded just as the teacher and staff interviews.

The first interview question asked parents: **Do you like the way your child is treated at this school?** Every parent, without exception, answered that they

were very pleased with the way their child was treated at the school. It was interesting that the parents' affiliation with the school varied; for example, for three parents, it was their child's first year at the school, two of which had their children just starting in prekindergarten. For some parents, their children were in the fifth grade and their children had been attending the school for seven years since they had started in prekindergarten. Parents' comments that demonstrated this positive response were:

"Yes, up until now, I have no complaints. I like the way my child is treated at this school.";

(P1:1:1-2)

"Yes, every teacher that my child has had, has been a good, caring teacher that has shown interest in my child's progress.";

(P2:1:2-5)

"Yes, they do treat him right".

(P3:1:1-2)

This second question asked parents **what has the principal done to make you as a parent feel important and a part of this school?** The responses overwhelmingly supported the notion, just like it was found in the parent survey, that the principal was always available to them when they had a concern that needed to be resolved. Comments reflected the fact that the principal was friendly and treated them with respect. Specific responses that support the above mentioned statements are as follows:

- “The principal is very friendly and they make every effort to keep us informed about everything that is going on; we get called often.”;

(P1:2:5-7)

- “Whenever I have needed something that I have come to talk to her, the principal has always been ready to help me; she listens to me, she’s a good listener with all of us, so we support her as parents and help her when she needs our help.”;

(P2:2:7-12)

- “The principal is always receptive, always treats us right; she is ready to help and we are able to talk to her.”;

(P2:2:7-12)

- “. . . being on top of my child’s education, and providing my child and the other children with a lot of support.”;

(P3:3:8-10)

- “Helping my child at home with his school projects that he has to work on, pushing the reading program, attending parent conferences.”;

(P4:3:7-8)

- “Helping my child sell when the school has a fundraiser so that my child’s class can come out on top, assisting him with school projects and their work so that they do not stay behind.”;

(P5 & P6:3:4-6)

- “Getting more involved with the school and with the teachers so that we can build the trust with the teachers so that they can teach to them freely”;

(P3:4:11-14)

- “Participating in meetings where we are allowed to voice our opinions like the meetings we have here. This is very important”.

(P5:4:7-9)

Critical to the study was question number five that sought to ask parents to give two examples of what the principal did to involve the parents in the school? The parents conveyed the sentiment that the two were a critical piece of this success story. Their responses included:

- “the principal asks for our opinions and always keeping us abreast of what is going on by sending notes home, sends us a monthly calendar of the school’s activities for the month”;

(P1:5:18-22)

- “the many efforts made to communicate with us such as the announcements, notes and letters sent home to the parents”;

(P2:5:24-26)

- “the principal makes time to talk to the parents and communicates with us regularly. Communication is the most important thing”;

(P3:5:5-7)

- “the principal listens to us when we have concerns; she treats everybody with respect and is a very understanding person”.

(P4:2:4-6)

As the interviews continued, the researcher asked a third question of the parents: **what have you done to support the school in what they are trying to accomplish?** Parents cited their participation in school functions, their involvement as volunteers in the school either in the classrooms or with other specific assignments. All were examples of what they were doing to support the school. Some of the parent responses included:

- “Participating in the Parent Volunteer Program, attending parent meetings, helping out in the classroom with my child’s teacher”;

(P1:3:8-11)

- “Helping my child with his schoolwork, emphasizing that my child do quality work plus helping the teacher with the other children in the classroom”;

P2:3:13-16)

- “The night meetings with parents that the principal schedules; the school marquee and the notes to encourage the parents to stay or get involved with their child’s education”;

(P4:5:13-15)

- “She gives us the opportunity to volunteer in our child’s classroom and calls us whenever they need help; like today, we are helping with a bake sale for the teachers”.

(P6:5:11-12)

Another critical question was **what did the principal do to communicate to parents that high expectations are what was expected at this school?** The responses varied but again turned to one common theme which was the efforts made to keep the parents abreast of their child’s progress. Parents overwhelmingly appreciated being told exactly where their child was and where he/she needed help. Examples of the parent responses included:

- “The Progress Report that parents get every three weeks is a way that the principal communicates that each child’s progress is important. Then, we can in turn motivate our children to do better for the next reporting period. Plus, the principal and the teachers make computer classes available on Saturdays, this shows they are committed to high expectations because they (principal & teachers) are willing to be here on weekends”;

(P1:6:24-32)

- “They (principal and teachers) motivate the students to be all they can be. As a parent I like the pride I feel that the school is on top”;

(P3:6:19-22)

- “The efforts communicated by the principal for the students to be on level”;

(P4:6:6)

- “The teachers send extra work home so students can practice in the areas they need extra help so we can help them now; now is the time to do it (Parent of a prekindergarten student)”.

(P5:6:13-16)

Another question to parents focused on what did the principal and the supervisors do to promote parents to get involved in their child’s education?

The responses to this question included:

- “The parent volunteer program, while we are not a big group, but the ones involved are really informed”;

(P1-7:3-6)

- “Many efforts are made to communicate and get together with them through packets, notes and phone calls”;

(P:2-7:3-5)

- “When the students enroll, the parents are told that they are welcomed here at the school and that they can come visit at any time”;

(P4-7:17-20)

- “They constantly support our children both academically and in their behavior”.

(P6-7:17-20)

When parents were asked what has been **the one activity that has been the turning point for parents to get involved**, parents reflected in the interview discussions and replied:

- “The invitation to the parents the week before school started so that we could come meet the teacher, find out where the classroom would be, the response of the parents was much more than expected. From the start we knew the school valued the parents and wanted to build good relationships”;

(P1:8:37-41)

- “To give parents support that if they do come, they will be treated right”;

(P3:8:26-88)

- The school activities gives parents the opportunity to be with their children”;

(P4:8:21-22)

- “To motivate our children, to show them we care about their schooling”.

(P6:8:22-25)

The last question focused on the idea that if parents **could change or improve one thing to make the school a better place for kids what would they do?** Two general themes emerged. The first was the idea that something more needed to be done to get more parents involved, they also saw many who take no interest in their child's educational process. Parents felt the school should try something to do more to attract more parents and if that didn't work they (the school) should try something else, something that would attract and bring them in to the school. One suggested a detailed plan to attract the parents should be developed collaboratively. They stated repeatedly how much influence the parents had over their children and clearly understood that the school could not do it alone. They felt parents should help the teachers accomplish this job. This seemed to be a prevailing desire among most of the parents interviewed.

The other theme that emerged in the interview discussions was the issue of safety. Some parents said that they wished the school's schoolyard had gates, that all children could be in one building and not in separate wings as they presently are with so many doors and entrances. Two parents wished there was full time security at the school just to play it safe. Also along the issue of safety, one parent wished the buses had seatbelts for the students and not just for the bus driver.

A few of their responses are as follows:

- "A little more emphasis on getting the parents to participate.

Sending a notice home and if that doesn't work to continue the

notes until the parent comes in. This will ensure that all the children will get the support to be somebody in life. They (the students) will be motivated if the parents are involved”;

(P1:9:44-52)

- “I want more parents to be involved. There are many, many students at this school and many more should be involved. A detailed plan should be developed because it is the parents who have the greatest influence on their children. Teachers cannot do the job alone. We can still do much more if more parents get involved”;

(P2:9:46-55)

- “Personally, I have always been treated with respect, but many parents who do not get involved are afraid that they will not be treated right but if they do not come to the school, they will never know that they will be well received. I really wish that there would be more parents, especially moms that were willing to give a little more time for their children. This school would even be greater if they did.

(P3:9:29-40)

One of the parents interviewed did not see a need to change anything. “The only thing we need is to work harder on TAAS. I don’t think we have anything that we have to change. I don’t think we need to change, expectations are high.

For example, my first grader has been reading since prekindergarten". (P4:9:23-32)

Conclusion. It was clear to the researcher that the parents interviewed felt that strong parental involvement is critical to the success of the school. They did not hold back on discussing their thoughts, feelings and ideas about parental involvement. They were very comfortable with the subject and the researcher could easily sense the pride the parents felt that their children were being expected to perform at high levels. The parents also conveyed a sincere appreciation to the principal and the teachers for all the extra effort that was being put forth so that their children could excel. They also felt that they had an integral part in the educational process of their children and did not shy away from the responsibility of doing their part to fulfill that role. These parents were driven by a genuine concern for their child. They enjoyed sharing about the partnership they shared with the teachers and the principal. The fact that they always made time for them made it easier for them to be involved and would not want it any other way.

Summary and Interpretation of Research Findings

This section of Chapter Four provides an explanation of the data collected and analyzed in search of specific leadership behaviors of an elementary school principal in a successful school. This information will be utilized to answer four research questions:

1. *What strategies and techniques did respondent stakeholders perceive this elementary school principal used to promote high expectations and high student achievement among all teachers, students and parents?*
2. *What strategies and techniques did respondent stakeholders perceive this elementary school principal used to promote high parental involvement?*
3. *What strategies and techniques did respondent stakeholders perceive this elementary school principal used to build a shared vision among teachers, students and parents?*
4. *What strategies and techniques did respondent stakeholders perceive this elementary school principal used to develop high teacher morale?*

**Principal's Strategies and Techniques
in the areas of High Expectations and High Student Achievement**

Research Question #1: *What strategies and techniques did respondent stakeholders perceive this elementary school principal used to promote high expectations and high student achievement among all teachers, students and parents?*

“Researchers have found that when specific elements were present to an appreciable degree in a school, student achievement was above expected levels. Conversely, when the elements were absent to a substantial degree, student achievement was below expected levels” (NAESP & NASSP, 2000). Both teachers and parents identified certain strategies for a principal to promote high

expectations and high student achievement. Among the general strategies identified were:

- 1) communication strategies related to high expectations and high student achievement
- 2) goal setting strategies
- 3) modeling strategies where the actions of the principal reflect these high expectations.

Communication Strategies

Communication strategies were varied but all revolved around the key issue of high expectations. These expectations were set prior to the school year beginning when a general parent meeting was called a week prior to the beginning of school. All the parents were invited at that time to come to the school, meet the principal, the child's teacher, and the teacher informed them of the expectations for their child. The general meeting started with the principal in the school cafeteria and the principal laid out the expectations for the students and their parents. Even prior to the beginning of the year, the students knew that the expectations were set and the parents also knew what was expected of their children and of them to have a successful school year. When a parent was asked to name one single activity that s/he felt had been the most important activity that the school had done to get the parents involved in their children's learning, one stated: "The meeting that was held even before school started. We didn't expect such a tremendous response; many, many parents came and it let

us know that the school (teachers & principal) was committed to doing its part to set these goals and to help our students attain them". (P1:8:37-42)

Goal Setting Strategies

Goal setting strategies to set these high expectations included meetings with the teachers where the principal took the lead in presenting the school's test results from the previous year and announced the expectations for the school year. These expectations had already been agreed upon collectively by the campus Site Based Decision Making Committee in late spring of the previous year when they met to review, revise, and develop their campus plan. They had to agree on their expectations together before they were announced to the general staff.

With students, a communication strategy that helped them set high expectations for themselves and that clearly communicated to them that the school had high expectations for them was the TAAS Talks with the children. Each child was given an appointment with a school official, whether it was the principal, the supervisors, the librarian or the school counselors and the school representative reviewed the student's performance on the student's test from the previous spring and together they identified areas of need, set goals, developed a contract that was signed by the school representative and by the student. This strategy can be identified under the communication strategies strand because the adults representing the school communicated the need for high expectations and they facilitated the process by helping the student set goals which is the second

strategy that was identified: goal setting strategies. "When we come together as a school to set standards for the year, our principal sets the stage. She models a genuine concern for student achievement. As a result of that genuine concern, we as teachers began to feel the same way, so then what we did in turn, we became a strong team; we became motivated through her, in turn, our teams became stronger. We pulled together to make it happen and that is the reason why El Encanto Elementary has been successful year after year after year. We pull together; we work as a team." (T:13:104-113)

Modeling Strategies

Principals impact both the "implementation and sustainability of reforms focused on student achievement" (NASBE 1999,5). "Teachers will model the behavior of a principal whom they trust, one who "walks the talk". . . They won't respect one who talks well but who doesn't act on his or her own words." (Lewis 1993b, p. 66-67). This supports the third strategy which calls for the principal to model high expectations in what she says or does. This principal modeled high expectations to teachers by taking the time to read the students' compositions and provided written feedback to each of the students in the fourth grade while other administrators at the school did the same for the other grade levels. When asked, how does your principal model high expectations for you, a teacher replied: "Let's see, by the way she carries herself. One of the things she does that I like is that I have never had a principal that takes the compositions to read, write notes and the children love that and so do we." (T5:2:5-11)

Principal's Strategies and Techniques Related to Strong Parental Involvement

Research Question #2: *What strategies and techniques did respondent stakeholders perceive this elementary school principal used to promote high parental involvement?*

The principal and other campus administrators were viewed by most of the teachers as being highly supportive of the teachers' efforts to involve parents. Since the teachers were the ones with direct communication with the parents, the teachers' efforts were also highly valued by the parents. The principal was reported to be a critical player and very instrumental in the organization of multiple opportunities for parents and teachers to become involved, thus building stronger bonds between the home and the school which will in turn make the children the greatest benefactors.

The analysis of the data resulted in the identification of the following strategies utilized by this principal to influence and build a strong parental involvement component:

- 1) Communication strategies to promote a high degree of parental involvement,
- 2) Organization strategies for coordination of school wide activities, and
- 3) Encouragement strategies in support of teacher efforts to involve parents.

Communication Strategies to Promote Strong Parent Involvement

Effective principals foster communication between the school and the community and maintain a continuing dialogue with students and parents as well as faculty and staff. There was no doubt that this continuous

communication was initiated by the school principal. Principals use a variety of techniques to communicate to parents the importance of them being involved in their children's education. Parents interviewed said repeatedly that the opportunities the principal provided them is what influenced them to get and stay involved in their children's education. At this school, the principal arranged to have meetings with parents both during the day and in the evenings to target both the working and the non-working parents. Many, if not all meetings, included a focus on student achievement. This communication was also initiated by the principal through telephone calls, face to face conferences, home visits, written communications and excellent utilization of the school's ten thousand dollar marquee to keep the parents abreast of all upcoming school activities. Parents mentioned how they were used to checking the school marquee every time they passed by the school since the marquee is located in such a way that it can be read from all sides on a four way stop right by the school. This principal clearly recognized her role in keeping parents abreast and used English and Spanish in all communications to the parents.

Other communication strategies included a monthly calendar that was sent home with the students with instructions to post at home on the refrigerator. This calendar included all the scheduled activities for students, teachers and parents for the month. Some teachers also sent a weekly newsletter to their parents. "I sent out a weekly newsletter with everything that goes on in the classroom and when I don't, parents miss it" (T1:6:54-58). The principal also

communicated to parents by having the teachers fill out "Good News Cards" to parents on something positive that the child had done. These cards were addressed and mailed out from the office the day after a faculty meeting when the cards were completed as a part of a warm-up activity before the meeting got started.

Another communication strategy to encourage teachers to communicate regularly with the parents was the Parent Contact Log. This was a log kept by every teacher where the teacher documents all contacts made with parents. These logs were reviewed periodically by the principal and supervisors and specific feedback was provided to the teachers especially when a student was not doing well and there was no evidence that the parent had been contacted.

Organization Strategies for Coordination of School Wide Activities

The principal acted as the leader and facilitated multiple opportunities for the parents to become highly involved. As mentioned previously, she communicated with parents and provided the vehicles for this communication to take place. The fact that all communiqués were done in English and Spanish enhanced this strategy. The school was organized into six six-week periods. After each six week reporting periods, parents were provided the opportunity every other six weeks to come to the school to conference with their children and their teachers so that everyone involved always knew how the students were doing.

The monthly parent meetings held in the evenings were devoted to spotlight the children by having each grade level take a turn each month and do a short skit or presentation (an excellent drawing card to get the parents from that grade level to attend the meeting). The other thirty minutes were devoted to curriculum and instruction. For example, the teachers and the principal presented what the expectations were for that particular grade level plus any additional explanations to the curriculum expectations for that grade. This could also have included special presentations on special programs such as the bilingual, migrant, state compensatory or Title One programs, depending on the need.

Encouragement Strategies in Support of Teachers' Efforts

The principal supported the many efforts the teachers put forth to encourage the parents to get and stay involved in their children's education. Examples of this included giving teacher notes of appreciation when the Parent Logs were reviewed and rewarding the classroom with the highest participation of parents for most parent activities. The principal also supported the teachers' efforts by reminding parents of the importance of their signatures on the Student Homework Log used to keep parents abreast of the homework the children had on a weekly basis. She also showed support by sending schoolwide communication that supported all that the teachers were doing instructionally, with discipline and then rewarding students who demonstrated academic progress and who came to school everyday.

The principal made an extra effort to recognize the team of teachers that was responsible for presenting the monthly parent program. The teachers interviewed felt that the principal and supervisors always supported them with the students with whom they were having difficulty by setting up conferences with the students and their parents to rectify the problems. They also mentioned that the administrators were always part of all activities scheduled for parents.

Like in all other facets of the principalship, the principal's role in regard to strong parental involvement is critical. The principal must model to all that parents are indeed welcome at the school. The principal must make every effort to be available for parents. The parents agreed that it was critical for them to be involved in order to have a good school (97% Strongly Agreed) and they also agreed that their involvement translated to student success in school by a ninety-seven percent agreement. A teacher summarized the support from the principal and supervisors by stating that they were always present in all events with the parents which showed support for the teachers' efforts and at the same time encouraged the parents' participation and cooperation. Specific techniques the principal used included holding high expectations for teachers to do their part in carrying out the required activities, supporting the teachers in their efforts, and working with the students to encourage their parents to be a part of this school family.

The principal also worked closely with the parent liaison to be sure that the attempts to bring parents in to the school were non-stop. With all this emphasis

and a person hired specifically for this purpose (to work with parents), some parents still felt when they were asked, "If you could change one thing to make this school a better place, what would you do?" Some responded that much more needed to be done in this area:

- "I would require a little bit more from the parents, just a little more. I would send a message to the parent; if that didn't work, I would not stop there. I would send another notice and another until I would get the parent to come in". (P1:9:45-59)
- "To get more parents, we need more parents to come to the school. There are many children in the school and not enough parents". (P2:9:46-50)

A parent was even more specific in her idea on how to get more parents involved with the school suggesting a detailed plan be developed with specific activities and strategies to get the parents to become more involved with their children's education. While complimentary of the work that the principal and the teachers were doing, she felt the parents needed to help out even more.

Another parent echoed the same sentiment:

- "I would like more parents to be involved, mothers who would give a little more time, to have better communication with the teachers and to continuously ask how can I help as a parent". (P3:9:37-40)

If one evaluated all that was done for and with parents at this school, one could say it was quite a bit, but some parents wished even more could be done.

Principal's Strategies and Techniques Used to Build a Shared Vision

Research Question #3: *What strategies and techniques did respondent stakeholders perceive this elementary school principal used to build a shared vision among teachers, students and parents?*

"Leadership is the ability to influence, to focus the acts and thoughts of others. A leader must have a constituency. I think the characteristics are the same at every level – charisma, confidence, courage, some tolerance for ambiguity . . . I'm not sure how much you can train these qualities, but you can support them with information and experiences." (U. S. Department of Education 1999). After reviewing literature and analyzing the data related to shared vision, the identification of the following strategies emerged:

- 1) facilitative strategies
- 2) articulation strategies
- 3) modeling strategies
- 4) agreement building strategies
- 5) networking strategies
- 6) institution-building strategies

Facilitative Strategies

The mix of students served, governance structures, and the intensity of focus on standards and accountability are all changing, sometimes rapidly.

(Lewis, 1993b) A critical strategy that emerged is one of being a facilitator. The principal has an “increased responsibility . . . to build consensus among constituencies.” (Tanner and Stone, 1998). The leader must serve as a facilitator of the group that can lead the group towards the campus’ shared vision. These facilitative strategies call for in-depth interpersonal skills since the principal had to deal with so many different personalities. Facilitative strategies offer teachers a daily partnership in bringing the vision to life. (Blasé and colleagues, 1995). Principals act facilitatively when they overcome resource constraints; build teams; provide feedback, coordination, and conflict management; create communication networks; practice collaborative politics; and model the school’s vision. (Conley and Goldman, 1994). It is these facilitative strategies that foster the support of the teachers and parents toward the school’s shared vision.

Articulation Strategies

The principal must have a “clear focus” and personal vision for education and must be able to articulate that vision clearly and passionately to all students, parents and staff. They must be able to believe firmly that a school’s purpose is to meet the instructional needs of all its students (Mendez-Morse, undated). When a principal addresses a group of parents, students or staff, s/he should leave no doubt in one’s mind what the shared vision is about. The data on Table 4.7 indicated that the teachers had a ninety-four percent agreement that it is indeed the principal who led the formulation of a shared vision for the school. The parents, as cited on Table 4.11, had a stronger agreement response of ninety-

seven percent. They too felt that it was the principal who let everyone know what the purpose of the school was. "Of primary importance is the role of the principal in helping others in the school define and promote a shared vision." (Mendez-Morse, undated).

Modeling Strategies

The principal's role is critical in modeling high expectations and the school's shared vision. What the principal does speaks volumes to the teachers and students. The principal must model "enthusiasm, high expectations, energy, passion, vision, a sound philosophy and no fear of communicating that philosophy". (Lewis, 1993a). Teachers and parents were asked if the principal modeled the school's shared vision. The teachers surveyed said she did with an eighty-eight (88%) percent agreement and the parents surveyed said she did with an even higher agreement percentage (ninety-seven percent, 97%). The teachers were also asked if the principal's behavior helped influence a shared vision among teachers, and ninety-one percent (91%) of the teachers said it did. The parents had a ninety-seven (97%) agreement when they were asked if the principal's behavior helped influence the shared vision among teachers, parents and students. No one disagreed and three (3%) of the parents were neutral.

Agreement-building Strategies

"Leaders must have skills in conflict resolution, mediation, compromise and coalition building. Essential to these activities is the capacity to build trust, judgment, and political skills". (Lewis, 1993b) Different than in earlier times, a

leader no longer has the authority to exercise almost absolute power over decisions. There are too many stakeholders to contend with in today's schools. Leaders today must deal with groups or constituencies over which they have no control. As a principal, the power comes from the ability to build consensus and teamwork plus being able to translate others' ideas into action. (Lewis, 1993b).

In this school, teachers interviewed stated that the principal "always asks us about our input before making decisions" (T3:2:5-6). Agreement building strategies don't come easy, one teacher referred to it as unity. "Having unity among your staff, from the custodian to cafeteria staff to the clerical staff. This is a must. A unified staff, that alone is going to tell it all". (T4:12:66-68).

Networking Strategies

"In addition to promoting the common vision, effective leaders value the human resources of their organizations. They provide an environment that promotes individual contributions to the organization's work. Leaders develop and maintain collaborative relationships formed during the development and adoption of the shared vision. They form teams, support team efforts, develop the skills that groups and individuals need and provide the necessary resources, both human and material, to fulfill the shared vision". (Mendez-Morse, undated p. 4). Table 4.7 illustrates that teachers felt they had been provided these opportunities to network by having a ninety-seven (97%) percent agreement on the statement that read: The principal has provided opportunities for staff to be involved in developing a shared vision. In the parents' case, ninety (90%)

percent felt they too had been provided the opportunities to build the school's purpose and ten (10%) percent were "neutral" in their response. As a result of these "networking" strategies on the part of the principal, eighty-eight (88%) percent of the teachers felt that the teachers and faculty members knew the school's shared vision, while seventy-nine (79%) percent of the parents felt that everyone knew the school's vision. It is also these networking strategies that influenced teachers to agree strongly with the statement that related to teachers supporting the shared vision. Ninety-one (91%) percent of the teachers strongly agreed with the statement and ninety-three (93%) of the parents agreed that the teachers supported the school's shared vision.

These networking strategies should also flow to the parents. However, when the teachers were asked if the parents had helped build the school's main objective, seventy-six (76%) percent of the parents said that they (parents) had helped build the schools shared vision. The teachers on the other hand did not feel quite the same way. Sixty-seven (67%) percent of the teachers felt the parents had helped build the school's shared vision. This was the lowest percent agreement statement for both the parents and the teachers in the sections pertaining to the parent and vision. Stuart Smith and Philip Piele (1997) reaffirm the importance of the principal and caution that "None of these more inclusive governance processes, however, replaces the need for leadership... A leader must be able to create networks, build teams, resolve and creatively use conflicts, foster consensus on the school's vision, secure resources and especially

important, focus attention on the goal: student learning". Leaders must create or recreate the linkages needed to get the job done, whatever those linkages may be.

Institution-Building Strategies

Leaders should not spend their time coping with specific problems – “micromanagement is not the function of leaders”. The task of leaders is to understand where the whole system is going and “to institutionalize the problem solving that will get it there.” (Lewis, 1993b) Teachers interviewed referenced to these mechanisms as grade level meetings, campus council meetings, team planning meetings where teachers sat and discussed the problems at hand and they also problem-solved and provided solutions. These sessions were done both with and without the principal. Multiple mechanisms were in place to problem solve. Another example of this was a support group open to all teachers who were having difficulty getting a student to be a successful reader. Teachers got together, discussed the issue and shared strategies that had worked for them. The principal tapped into the expertise of several Master Reading Teachers on campus to lead these discussions. These teachers shared strategies that had worked for them in working with students who were struggling with reading. These practices promoted “learning and caring communities” in which everyone is committed to learning and to helping others learn and they are committed to solving the problems faced by everyone in the school. (Sergiovanni, 1993).

In summary, these six strategies: facilitative strategies, articulation strategies, modeling strategies, agreement building strategies, networking

strategies and institution building strategies were a few of the many skills required of today's principals. These strategies enabled the principal to live, model and influence the school's shared vision.

Research Question #4: *What strategies and techniques did respondent stakeholders perceive this elementary school principal used to develop high teacher morale?*

Seven statements were developed to survey teachers and nine statements were developed to survey parents about their attitudes concerning high morale. It is specific strategies that the principal engaged in that resulted in high teacher morale. After the data were analyzed, the identified strategies were:

- 1) Recognition strategies for staff and students
- 2) Support strategies
- 3) Interpersonal strategies

Recognition Strategies for Staff & Students

The principal utilized a variety of strategies to recognize teachers for good teaching. Ninety-one (91%) percent of the teachers felt this was in fact a strategy used by this principal. This included notes to teachers by the principal or supervisors as they visited classrooms, recognition of staff either individually or by teams at staff meetings, recognizing teachers whose classes demonstrated increased student achievement, a one hour lunch for the teams with perfect attendance. These were some of the many ways staff was recognized for their efforts.

Recognition strategies were also in place for students. Teachers surveyed agreed that students were recognized by the principal for their accomplishments and their achievements with a ninety-four (94%) response agreement for each statement. Parents also felt the principal recognized the students' accomplishments with a ninety-six (96%) percent agreement and their achievements with a ninety-three (93%) percent agreement. Teachers and parents alike agreed that high student achievement was rewarded. The teacher rated it at a 94% agreement and the parents at a 93% response agreement. Some of the recognition strategies named by teachers were the Honor Roll Assemblies, All "A" Honor Roll Breakfast, Perfect Attendance Movie, Most Gains on the Computer Award, Most Improved Student, Writing Award, trips for students earning a "4" on their TAAS Writing Composition, notes to students on their writing samples plus many other awards all developed to promote high student achievement.

Support Strategies

Support to teachers comes in many different shapes and forms. This support can be as simple as the principal listening to a teacher's concern, to helping them problem-solve a personal or professional concern. A question on the survey asked parents and teachers if the principal was available to both groups (teachers and parents) to listen to their concerns or troubles. Tables 4.8 and 4.12 illustrate that teachers felt the principal was available for them. They

had a ninety-one (91%) agreement while parents had an even higher percentage response agreement. (Ninety-nine percent, 99% agreement).

Support was also viewed as feedback provided by the principal to the teachers so that they could improve their teaching. A new teacher on campus expressed appreciation for this feedback and support especially because it was her first year on the campus.

“The principal has provided the materials. I have a mentor teacher. She sent me to training. When we meet, all the information from the district is shared. I feel very comfortable”.

(T2:2:5-10)

Other teachers had this to say about the support provided by the principal:

“The principal has given me a lot of support. She is easy to work with and easy to talk to. She is very sweet and understanding throughout a personal ordeal away from the school, that says a lot. She is compassionate, understanding of what a person is going through.”

(T4:2:6-10)

“I am very pleased with the way the principal runs the school from being organized herself, to being very professional with everybody, to wanting to know and caring about the children to taking time out of her very busy weekends. For doing all that extra work instead of, “here teachers you go do it”. She supports us and she’s

doing everything she can so we can help the children achieve”.

(T5:12:89-98)

Support also comes in providing staff development opportunities for the teachers. Teachers were asked if the principal provided for meeting the individual needs of teachers by providing sufficient staff development opportunities. Ninety-seven (97%) percent of the teachers strongly agreed with this statement.

These strategies were found to be critical to a positive school climate which translated to high teacher morale. High teacher morale also contributed greatly to high student achievement.

Interpersonal Strategies to Build Relationships with Teachers and Parents

The habit of treating people with respect and dignity helps develop a positive climate of acceptance and trust. Data collected and analyzed served to support the importance of interpersonal strategies on the part of the principal to build good relationships with teachers, students and parents. The time and effort put in by the principal to become a skillful communicator was returned by the teachers in support and respect and contributed to good relationships between the teachers and the principal. The feelings, needs and values of the teachers took precedence over day-to-day problems and school leaders must serve as counselors, catalysts and servants, supporting, empowering and facilitating the work of others (Lewis, 1993b). In summary, these three strategies are critical in helping create what Peter Senge calls a learning organization,

where the people involved are excited about creating something new (Senge, 1990).

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

INTRODUCTION

This chapter reviews the findings of the study and discusses conclusions, implications and recommendations for further studies. The chapter is divided into four sections. Section one presents a summary of the study. The findings and tentative conclusions are reviewed in the second section. Implications for practice are found in section three and recommendations for future research are presented in section four of the chapter. Section four also summarizes the study by reviewing the theoretical implications.

Summary of the Study

"The principalship is a position that is absolutely critical to a school's success. A good principal can create a climate that can foster excellence in teaching and learning". The key is that the principal's first priority is and must be good teaching". (NAESP, 2000 p. 5). It was believed by some that creating communities of teachers regardless of who the principal was, that this alone would make it a successful school. According to the U. S. Department of

Education, this is not the case. "Good schools have good principals". (U. S. Department of Education, 1999). It is the principal that impacts both the "implementation and sustainability of reforms focused on student achievement" (NASBE, 1999, 5). The principal serves as the gatekeeper for improved student achievement; the principal serves as a motivator for teachers and students and the principal holds the key to get parents involved in their children's education.

The purpose of this study has been to identify leadership behaviors of the principal which teachers and parents perceived to contribute to a high performing elementary school campus. In particular, the study has identified strategies used by the principal to promote high student achievement, strong parental involvement, a commitment to a shared vision and a high teacher morale. It has also identified factors which facilitate and factors which impede the role of the principal in a school that serves a predominantly low socioeconomic Mexican American population.

This study was needed for the following reasons:

- the high percentage of Mexican American children who do not attend post-secondary education;
- the number of Mexican American children who are dropping out of school;
- the shortage of administrators for schools for Mexican American students that the state is going to be faced with in the very near future;

- the need to identify strategies which new, young principals in South Texas can implement with children who come from low socioeconomic backgrounds and who will face tough challenges in meeting the state's accountability standards;
- The rapid growth of Mexican American children in U. S. schools today;
- Mexican American children are the largest group of school children in cities such as Chicago, Denver, San Francisco, Los Angeles, Dallas, Fort Worth, Houston and San Antonio.

While much research has been done in the area of leadership, this study has contributed to this body of knowledge because it focused primarily the behaviors of the principal that are making success happen in a school serving economically disadvantaged, Mexican American children.

An overwhelming number of Mexican American children are still not experiencing academic success the way they should be. Consequently, many of these children do not have positive experiences in the early part of their educational careers thus making it difficult for them to continue their schooling. "Research has documented what common sense has long dictated: that school leaders do determine whether or not schools are successful" (Cawelti, 1987, 3). Ten years ago, Gordon Cawelti, former Executive Director of the Association of Supervision and Curriculum Development stated, from the research done in

effective schools; effective principals were equated with effective schools. (1987, 3) Additional research conducted in the last decade, as well as observations made of high performing schools, continue to support this idea – “a good principal is the keystone of a good school”. He or she plays a critical role in ensuring that elements such as competent and committed teachers, students actively engaged in their own learning, and supportive parents coalesce to produce high levels of student achievement. (Cawelti, 1987).

Ogawa and Hart (1985) concluded “principals exert an important and consistent, if relatively small, influence on the instructional performance of schools”. (p. 65) The weight of evidence to date indicates that most people believe that leadership and leader behavior can and do make a difference in schools (Edmonds, 1979). Leadership is one of the most fundamental and enduring features of human society. No group, from the largest nation – state to the smallest gathering of children, seems to function without a leader. Groups that have healthy and stable leadership prosper; those who do not stagnate and eventually disintegrate. Why are leaders so important? The answer is that we cannot accomplish collective purposes without them (Bennis, 1990).

The important role of vision is also evident in the literature concerning instructional leadership (Blumberg & Greenfield, 1980; Leithwood & Montgomery, 1984; Manasse, 1986; Mazarella & Grundy, 1989; Pejza, 1985). Visionary educational leaders have a clear picture of what they want to accomplish. The vision of their school or district provides purpose, meaning and

significance to the work of the school and enables them to motivate and empower the staff to contribute to the realization of the vision. (Papalewis, 1988). Effective principals emphasize achievement, set instructional goals, develop performance standards for students, and express optimism about the activity of students to meet instructional goals (Cohen, 1983). There is no doubt that it is the principal who determines how successful a school will be. Yet, few studies have been conducted to determine what the principal does in schools that serve predominately Mexican American, economically disadvantaged, linguistically diverse students.

There is a need to understand the specific strategies that the principal uses that enable staffs that work with challenging demographics to be able to provide successful opportunities for them. More of these children need to be successful. Principal behaviors that support teachers, teacher learning and parent participation are what this researcher focused on. Simply, what or how do the principal's behaviors promote high student achievement, high teacher morale; a strong parental involvement and commitment to a shared vision in a school that is populated primarily with high poverty, low socioeconomic Mexican American children. Research shows that principals in high-performing schools model a strong commitment to improved student achievement. Principals in high performing schools such as in this one were viewed as supporting instructional improvement. Behaviors such as providing opportunities and resources for professional development, reinforcing the teachers' efforts to improve by

encouraging creativity and showing interest in what the teachers have learned through staff development, and inspiring and motivating teachers are a few of the principal behaviors that demonstrate this commitment to student achievement. Principals were also seen as fellow learners and role models for learning (Killion, 1999). Teachers viewed the principal as the person who “holds the enterprise together” (1999).

Bess Kieler reported characteristics of a “good principal” that are both grounded in research and best practice and perhaps as important, can communicate the important points to the general public as well as to educators. She described a good principal as one who: 1) recognizes teaching and learning as the main business of the school, 2) communicates the school’s mission clearly and consistently to staff members, parents, and students, 3) fosters standards for teaching and learning that are high and attainable, 4) provides clear goals and monitors the progress of students toward meeting them, 5) promotes an atmosphere of trust and sharing, 6) builds a good staff and makes professional development, a top concern, and does not tolerate bad teachers”. (1998, 26).

The study conducted by the “Just for the Kids”, a data analysis group based in Austin, Texas, analyzed high performing schools in underprivileged districts from across the state and found similar results. The report called *Promising Practices, How High Performing Schools in Texas Get Results* cited five common tactics: 1) they made no excuses for student underachievement; 2) developed a strategy for improvement; 3) regularly assessed the progress of students and

teachers; 4) made high-quality teaching a high priority; and 5) emphasized good communication between teachers at the same grade level (The Monitor, Feb. 2001).

While the literature exists on what good leaders do, few studies have identified the actual behaviors or strategies that individual principals use to successfully influence teachers, students, and parents to work together to produce a high-performing environment for all students. This study was designed with these purposes in mind. Four research questions guided the investigation:

- 1) What strategies and techniques did respondent stakeholders (teachers and parents) perceive this elementary school principal used to promote high expectations and high student achievement among all teachers, students and parents?
- 2) What strategies and techniques did respondent stakeholders perceive this elementary school principal used to promote strong parental involvement?
- 3) What strategies and techniques did respondent stakeholders perceive this elementary school principal used to build a shared vision among teachers, students and parents?
- 4) What strategies and techniques did respondent stakeholders perceive this elementary school principal used to develop high teacher morale?

The research findings of this study make a significant contribution to the body of knowledge that exists concerning the leadership that the principal provides so that a school serving low socioeconomic Mexican American children can be a high performing campus. They identified strategies the principal used to promote high student achievement, a strong parental involvement component, a shared vision among all stakeholders, and a high teacher morale on campus. They identified the actual techniques or activities that the principal and staff engaged in that promoted a high-performing elementary school. They present implications for theory and future research.

Field Procedures

This study utilized the embedded, single case design as the research approach to investigate the phenomenon of the leadership of the principal within its real-life context (Yin, 1994). Multiple data collection strategies were utilized to identify successful strategies that the principal employed to influence teachers, students and parents in collaborating to create a high performing school. These collection techniques included a survey for teachers to identify attitudes, strategies and practices related to high student achievement, a strong parental involvement component, a shared vision and high teacher morale. The survey included both structured questions and open-ended questions with a section for comments. A separate survey was also developed for parents addressing the four main areas as identified for the teachers plus both structured and open-ended questions and a section for comments. Another data collection procedure

used was interviews of teachers, staff and parents. Teacher and staff interviews were conducted individually and the parent interviews were conducted in two small focus groups of two and three and all other parent interviews were done individually. These interviews served to obtain a deeper understanding of their attitudes and perceptions about the leadership behaviors of the principal in relation to the four areas identified: high student achievement, strong parental involvement, a shared vision and high teacher morale.

To examine the phenomenon of leadership behaviors of the principal, the researcher chose to study an elementary school in the Rio Grande Valley of South Texas, which serves predominantly low socioeconomic Mexican American students. The school has an enrollment of 890 students. Ninety-nine percent of the student population were Mexican American and 87.4% of the students were economically disadvantaged. Eighteen percent of the students came from migrant families with five percent being recent immigrants to the United States. The challenging demographics was a primary reason for the selection of this campus as the site for the investigation. Limited research in schools serving similar populations (low socioeconomic Mexican American students) was also a determining factor in selecting this site. This campus offered the researcher the opportunity to explore a school that had these challenging demographics and at the same time had shown sustained high performance for the past eight years. It became the obvious choice for the researcher. If it could be done here, then it can be done elsewhere. The fact that the researcher would ask both parents and

teachers to identify strategies or behaviors that the principal engaged in that made a significant contribution to the development and sustained operations of a high performing school made this site an obvious choice.

This campus has been recognized at the state and national levels with such honors as National Blue Ribbon School (1993-94), National Chapter One School (1993-94, 1994-95), National Drug Free School (1994-95) and as a Texas Mentor School since 1993 to 2001. Continued success through the years has earned the school either a "recognized" or "exemplary" status each year since the inception of Texas Successful Schools Award System. Consequently, this school was also selected to participate in the Effective Border Schools Research and Development Initiative by the University of Texas at Austin in 1995. This clearly confirmed to the researcher that the staff were committed to continuous school improvement. They had demonstrated that they were risk-takers and that they accepted no excuses for children not learning. They had proven repeatedly to be a high performing campus that was committed to maximize learning opportunities for the students they serve. While the Effective Border Schools Research and Development Initiative identified key findings in the area of leadership and governance, this case study of the campus focused on the specific strategies which parents and teachers viewed as being the most important behaviors the principal engaged in creating and sustaining this high performance.

The researcher proceeded to make arrangements for the study by discussing the proposed study with the Superintendent of Schools of the district. Once this

permission was obtained, the researcher scheduled a meeting with the principal to discuss the plan for the case study. The principal agreed to participate and decided that she would inform the staff of the study and ask for their consent about their participation. Once the principal explained the intent of the study to the staff, they agreed to participate after it was made clear that participation was completely voluntary. The researcher then proceeded with the plan to conduct the study.

First, the researcher asked the principal to select a small group of three teachers and three parents to conduct the pilot study. The researcher had drafted two separate surveys; one for teachers and one for parents. The one for the teachers was developed in English and the one for parents was developed in English and Spanish. The researcher set individual appointments with the three teachers. The teachers had been instructed to take a copy of the survey the day before they were to complete their survey, review each of the questions for content, and be ready to discuss their comments and suggestions with the researcher during their scheduled time. The survey contained questions in the four areas of study: high student achievement, strong parental involvement, shared vision and high teacher morale. The survey questions for the parental involvement component were based on an extensive survey developed by Epstein and Salinas (1993), but modified by the researcher for this case study.

Once this pilot study was conducted, all three teachers were in agreement that none of the questions be changed or omitted from the survey. The

researcher prepared a cover letter for the teachers explaining the survey, directions for completion and for returning the completed survey and assuring confidentiality. All teachers who attended team meetings on a given day were asked to complete the survey. Out of the forty-eight teachers on staff, thirty-three surveys were completed for a return rate of 69%. The surveys were subsequently analyzed by the researcher. Survey results were summarized and categorized and the comments were coded. Data display tables were prepared to illustrate the data and to highlight the major findings of the study.

A similar approach was used to survey the parents. A survey was developed addressing the same four areas: high expectations/high student achievement, parental involvement, shared vision, and high teacher morale. The component for parental involvement was also based on the survey developed by Epstein and Salinas (1993) but also modified for the purpose of this study. A small group of three parents was asked to come in and pilot the survey. At the parent's request, the researcher conducted this pilot study in a focus group. It was apparent that the parents felt more comfortable doing this activity as a group as opposed to individually. Since all three parents were Spanish speaking, this activity was conducted totally in Spanish. The only change the parents recommended as a result of this activity was in the choice of one word. The researcher asked what word they felt the parents would feel more comfortable with to explain "shared vision". The parents were given a detailed explanation of what school vision stood for and they agreed that the researcher should use

the word "proposito". No other suggestions for changes were made by the parents.

Once this activity was completed, the children who were in third, fourth and fifth grades and had been at the campus for at least three years were identified. Fifteen children were identified from 3rd and 4th grade and 10 were identified from 5th grade using a stratified random sample procedure. The parents of these children were then asked to complete the survey. A cover letter was developed by the researcher explaining the intent of this study, directions for the completion of the survey, and instructions for returning it to the school attendance clerk, and assuring confidentiality. Parents were also supplied a pencil and an envelope to facilitate the process. Thirty-four of the forty surveys distributed were completed for a return rate of 85%. The data from these surveys were analyzed by the researcher in an effort to identify attitudes, strategies, behaviors and perceptions related to the leadership behaviors of the principal. The results were summarized and categorized. The comments were coded and data display tables were prepared to demonstrate the findings of the survey results.

The other critical collection procedure of this study was the semi-structured interview. An interview protocol (guide) was developed for teachers in English and an interview protocol (guide) was developed for parents in English and Spanish. These protocols were prepared as guides for the interviews and were piloted with the same group of teachers and parents that piloted the teacher and

parent surveys. These pilot study sessions served to review and revise the protocols as necessary. Once this was done, the researcher interviewed a stratified random sample of teachers. The principal identified one teacher per grade level to be interviewed plus the two supervisors as well as the principal. Teachers were then notified by the principal that if they would be willing to participate in an interview with the researcher, this was strictly voluntary if they agreed to be interviewed. They were reassured of the confidentiality of their responses in the study. A total of ten staff members were interviewed. The teachers were interviewed during their conference periods and the administrators were interviewed at a mutually agreed time by the researcher and the administrators. All staff interviews were conducted in the school conference room.

The parents were selected by the parent liaison and the principal. They were invited to come to the school to participate in an interview on a volunteer basis. All interviews were conducted in Spanish in the school's conference room at a time convenient to the parents who agreed to be interviewed. The researcher explained the purpose of the study prior to conducting each interview, reassured the parents of the confidentiality of their responses and then proceeded to conduct the interviews. All parents were interviewed individually except for two small focus groups: one focus group consisted of two parents and the other focus group consisted of three parents. A total of twelve parents were interviewed. The researcher spent three full days at the school conducting the

interviews. All staff members and parents interviewed were asked if they had any objection to the interviews being audio taped and to demonstrate their agreement each person to be interviewed, signed a consent form to participate in the study and to be audio-taped. The researcher then listened to the interviews. Then they were transcribed and coded in preparation for the analysis and compilation of the data.

The results of the surveys and of the interviews provided much in-depth knowledge for the researcher to begin to shape this case study report and the analysis, findings and conclusions of this case study (Lincoln & Gaba, 1985; Yin, 1994). The teacher and parent survey results were collapsed from five response categories to three for reporting purposes. Display tables were created for each of the four categories with an item analysis for each question in the survey plus a mean response of each item in the survey. A total mean response for each section was included in each data table. Comments and responses to open-ended questions on the survey were also summarized.

The researcher reviewed the survey results and transcribed all the interviews and then categorized the responses and comments in order to identify the strategies for each category. This assisted the researcher in summarizing the findings of the study and in answering the research questions as reported in Chapter IV. Chapter V includes the summary, conclusions and recommendations for future studies.

Findings and Conclusions

Principal's Behaviors and Strategies that Promote High Expectations/ High Student Achievement, Parental Involvement, Shared Vision and High Teacher Morale

The findings of this study revealed that twelve categories of strategies were utilized by the school principal to develop and maintain high expectations, strong parental involvement, a shared vision and high teacher morale among teachers, students and staff. The strategies were systematic methods organizing specific behaviors toward a particular end in the organization. Successful principal leadership is "aimed toward influencing internal school processes that are directly linked to student learning. This internal process ranges from school policies and norms (such as academic expectations, school mission, student opportunity to learn, instructional organization, academic learning time) to the practices of teachers" (Hallinger and Heck, 1996). This research also supported the notion that efforts of the principal to sustain a schoolwide purpose focused on student learning do have a positive impact (1996, 37-38). The strategies that have been identified were characterized by the perceptions that teachers, parents and students had of the school's leader – the principal.

While leaders come in many forms and diverse qualities, it is what the leader did say or did not that caused these perceptions among the teachers and the parents. The twelve categories of strategies identified by this study included:

1) communication strategies, 2) goal setting strategies, 3) modeling strategies, 4) organization strategies, 5) encouragement strategies, 6) facilitative strategies, 7) agreement building strategies, 8) networking strategies, 9) institution building strategies, 10) recognition strategies, 11) support strategies, and 12) interpersonal strategies. These strategies are explained in detail in the last section of Chapter IV, pages 130 to 148. The most powerful strategy as identified by the teachers and the parents was the communication strategy which also addresses two other strategies: articulation and interpersonal, with interpersonal being a very critical strategy.

Communication Strategies. Both teachers and parents emphasized the importance of the principal taking the time to communicate well with all the stakeholders. This strategy calls for the principal to have good articulatory skills and excellent interpersonal skills. "Principals must facilitate the work of others and they must solve many problems every day" (Cawelti, 1999). The principal of study was found to be able to communicate well with students, parents and staff via phone calls, letters to parents, general assemblies with parents and students and a multitude of meetings (grade level, team meetings, team leader meetings, administrative team meetings, faculty meetings, Site Based Decision Making Council meetings) where these communication, articulation and the interpersonal strategies practiced by the principal were the glue that held the school community together as they worked toward the common goal of increased student achievement. The principal practiced these strategies in

written and verbal form by being cognizant that all communications with parents were always done in English and Spanish.

Facilitative Strategies. "The best leaders are good analyzers of what their schools need most and are able to provide experiences that galvanize others into action" (Cawelti, 1999, p. 64). The principal had to facilitate the process in order for this to happen by bringing the staff together, explaining what the goals were and creating that sense of urgency that would mobilize them to want to go for it. Studies show that principals have the responsibility for creating a team that was about more than just motivating teachers. It was essential for students, parents and the community to understand and take responsibility for improvement. The principal must have the skill to make sure "that all teachers understand the strategy and are excited about it" (Lake, et al. 1999, 10).

Goal Setting Strategies. "The principal is the educational leader of the school and the person who, on a day to day basis, ensures that students receive a quality education. The principal establishes high standards and expectations, and takes the initiative to promote consistent commitment to those standards and expectations" (Anderson, 1997, 24). This study revealed that the principal set the high expectations by meeting with parents, students and staff and clearly setting these goals from the beginning of the school year. All stakeholders knew what the shared vision of the school was and both teachers and parents were willing to act to get these goals accomplished.

Modeling Strategies. If the principal stated that all stakeholders are important and valued as contributing members of this organization, then the principal must model good, professional interactions with all groups. Through this strategy, the principal had to model behaviors that would preserve the necessary level of trust. Teachers and parents knew that issues and concerns shared with the principal were treated with a high degree of trust. Many other behaviors must be modeled but trust is one of the most critical since this will be the foundation of many relationships formed at the school. "There is much to be gained for any leader in winning the trust of constituents. A leader capable of inspiring trust is especially valuable in bringing about collaboration among mutually suspicious elements in the constituency" (Gardner, 1990).

Organization Strategies. The study also revealed that the organizational skills of the principal demonstrated to the stakeholders that time on task was important. To the students, increased time on task enhanced the students' opportunities to improve their self esteem and their motivation for learning, thus increasing student achievement. The principal's organizational skills also served as a motivation for teachers to be organized and to plan well so that they were helped to deliver quality lessons.

Networking Strategies. "The process of creating or maintaining a pattern of informal linkages among individuals or institutions" was defined by Gardner (1990). The study revealed that the principal had to create these linkages between students and teachers, teachers and teachers, and teachers and parents

by creating communication among all the stakeholders. These networks allowed the stakeholders to come together, problem solve and revisit the goals that they were trying to accomplish together.

Encouragement and Support Strategies. “A leader must recognize the needs of followers or constituents, help them see how those needs can be met, and give them confidence that they can accomplish that result through their own efforts” (Gardner, 1990). This study revealed that the encouragement and support strategies used by the principal helped motivate the students to continue to improve in their academic learning. Support for the teachers helped in keeping them motivated to get the job done. This support came in guidance, feedback, and encouragement so that the teachers remained focused on the job that needed to be done. As explained in Chapter IV, the comments from teachers supported the notion that the teachers felt supported in their role in the organization.

Agreement Building Strategies. These strategies can also be referred to as consensus-building strategies where the leader creates opportunities for the group to come together to discuss, problem-solve and agree on ways they were going to address the issues at hand. This process takes skill. Not everyone can have his own way in a large organization and the skill of the leader in bringing people together was critical to the success of the organization. The leader was skillful in determining what was needed by the group so that the group could move forward. The leader had to have her hand in everything that was going on

in the school. The leader served as a thermometer and gauged where the people were in order to determine what they needed.

Institution building strategies. The principal had institutionalized many of the effective ways that provided opportunities for the staff to come together to address the issues that needed to be addressed. These included grade level meetings, campus council meetings, team planning meetings, administrative team meetings and other types of meetings that allowed the staff to experience that they were not alone. They knew that together they could problem solve and determine how best to address the issue. Successful strategies or techniques had to be institutionalized so that they become part of the school. Leaders must build their purposes into institutions (Gardner, 1990).

Recognition Strategies. All individuals have a need for recognition; therefore, the principal's role in creating the opportunities for staff to shine is critical. These strategies must be in place for students, parents and teachers. Stakeholders agreed (both parents and teachers) that the principal valued good teaching and rewarded students for their accomplishments and their achievements.

In summary, the findings support the idea that a key factor related to the individual elementary school's success is the performance of the building principal. The principal sets the tone as the school's educational leader, enforces the positive, and convinces the students, parents and teachers that all children can learn and improve academically (Anderson, 1997). However, it is important

to note that good principals don't always succeed. Many conditions and circumstances exist that can contribute to the success of the principal. These may include the make-up of the faculties, community pressures or any other condition that will hinder a principal's performance.

Theoretical Implications

Leadership is defined as an influencing process, one that depends on the extent to which people eventually perceive leadership as a quality someone possesses and as a result of that perception, consent to be led (Greenfield, 1995). Being perceived as a leader is just as important to the leader's effectiveness in the role as is the exercise of some set of leadership practices or behaviors. Leadership is the process of being perceived as a leader (Lord and Maher, 1993, p. 11). Leithwood (1994) cites four dimensions of transformational leadership practices:

1. Fostering development of vision and goals: behavior on the part of the leader aimed at identifying new opportunities for his or her school; developing, articulating, and inspiring others with his or her vision of the future; and building consensus on school goals and priorities.
2. Symbolizing good professional practice: behavior on the part of the leader that models for staff the way interactions between staff and students should be.

3. Providing individualized support: behavior on the part of the leader that indicates respect for staff and concern about their personal feelings and needs.
4. Holding high performance expectations: behavior that demonstrates the leader's expectations for excellence, quality, and high performance on the part of staff.
5. Parents must be made to feel welcome and valued at the school. Such positive action by school staff should foster the development of interpersonal trust, which is a prerequisite for establishing the legitimacy of the school and the home-school partnership, from the parent's perspective (Erickson, 1987).

One important implication is that doing good work at one's school and being seen to do such work is likely to be the most powerful strategy for positively influencing teachers' perceptions of one's leadership. It is what you do (your actions and their perceived efforts), not who you are (age, gender), that matters to teachers (Leithwood, 1995). The in-school conditions such as the school's mission and goals, culture, structure and organization, policies and procedures, planning, information collection and decision making and instruction are the most powerful variables explaining teachers' leadership perceptions. If teachers see the leader contributing to each of these school dimensions in ways that teachers find helpful, then the teachers interpret such actions as signs of transformational leadership. Teachers see their leaders as

engaging in management practices that contribute to the effectiveness of the school. If leaders are engaged in management practices, provide instructional support, visibly monitor school activities and maintain a community focus, then they are also perceived as transformational. The interpretation is not due to the fact that the leader is male or female, young or old or whether the teacher is male or female, young or old, has served the school one year or ten years or whether the school is small or large, elementary or secondary. (Leithwood and Steinbach, 1995).

Based on this theoretical implication, this qualitative study was designed to identify what teachers and parents perceived to be the behaviors of the principal that contributed to a high performing campus. This study enhanced the theory by confirming that it is what the leader does that contributed to how the parents and teachers perceived her role as principal.

The second implication was the role of the leader's gender in accounting for teachers' leader perceptions. While many different aspects of gender have been studied such as leadership styles of men and women (Eagly and Johnson, 1990), perspectives on the meaning of leadership by men and women (Shakeshaft, 1989), differences in leadership behaviors (Shakeshaft, 1987), women's and men's motivation to manage (Eagly et al., 1994) and evolution in the experience of women in school leader roles (Tabin and Coleman, 1993), the findings of this study are based on the teachers' and parents' perceptions of a female principal. In other studies, women leaders were found more frequently in elementary

schools with high proportions of women teachers. As Table 4.1 illustrates, this was also true for the staff at El Encanto Elementary School. The findings of this study are based on the perceptions of 30 female teachers. For the parents, it was not noted by the researcher whether the mother or the father completed the survey.

This study added to the theory by expanding the knowledge base of what teachers and parents believed are the key behaviors of the principal that contribute to a high performing campus. The conclusion that principals do play a vital role in influencing what happens in the school was strengthened in this study.

The findings and conclusions of this study affirmed the theory discussed as they relate to the five areas of focus: high expectations, high student achievement, parental involvement, shared vision and high teacher morale.

1. Principals should “have a clear vision for their schools; have clear and well-understood goals; establish a safe and positive climate; focus on academics, teaching, and learning; and practice shared decision making in concert with teachers, parents and students”. (Lyons, 1999, 19).
2. The principal must be able to manage efficiently and instructionally effective schools. A principal who neglects to manage managerial tasks does not provide the staff with a well-organized environment in which to work (Stronge, 1993).

3. The principal must be instructionally focused regardless of all the other demands. "Too often, carrying out necessary management and support tasks leads to distortion of the goals of the job of the principal. The management tasks become the main goal, and instructional improvement is worked in wherever there is time" (Drake and Roe, 1994).
4. The principal must engage in reflective, purposeful observable behavior built on a personal philosophy and a strong knowledge base. The principal uses these to help staff and students develop a schoolwide vision, which should be observable everywhere in the building and should be acted upon daily (Colon, 1994, 87).

Research studies repeatedly identified one common element: strong and consistent leadership by the school principal. This high performing school had a staff that shared a strong set of values that supported a safe environment; high expectations for every student; a shared belief in the importance of basic skills instruction; clear performance goals and continuous feedback; and strong leadership and a belief in its importance. The principal, teachers and parents believed in a shared vision – success and high performance for every child. Other high performing schools studied by the Charles A. Dana Center for the U. S. Department of Education also found some common themes highlighting the importance of the principal. Among them were:

- School leaders created a collective sense of responsibility for school improvement. The shared sense of responsibility was nurtured by joint planning processes and reinforced by efforts to involve everyone in key components of the school's work.
- The quality and quantity of time spent on instructional leadership activities increased. Principals spent more time helping teachers attend to instructional issues and decreased the time teachers spent on distractions that diverted them from teaching and learning.
- Education persisted through difficulties, setbacks and failures. In spite of challenges and frustrations, school leaders did not stop trying to improve their schools (1997, VIII-IX).

Limitations of Findings and Conclusions

This single case study is of a very unusual as far as we know. 1) We cannot assume that the principal's leadership was effective in the absence of other contributing factors - staff, politics, resources, conflicts. 2) Identical leadership might have been ineffectual under certain external conditions – school board or superintendent opposition, community turmoil over its schools, lack of financial or staff support at district level. 3) Identical leadership might have been ineffectual under internal conditions – traditions opposing these practices, incompetent staff (faculty), etc. 4) Identical leadership might have been effective or other forms more effective in other school levels, especially in secondary

schools where traditions and dynamics are quite different – size, departmentalization, collegiate pressures, parental reluctance, teacher insistence on autonomy, etc.

Implications for Practice

This study has clearly identified the behaviors of the principal that are most likely to help produce a high performing elementary school serving high poverty, low socioeconomic Mexican American children. The National Census Bureau of 2000 results show Hispanics as the largest minority and so schools must finally pay attention to these children. Designing more effective schools for Hispanic children is a necessity, not an option.

Therefore, an elementary school's leader serving students with similar demographics such as a high concentration of Mexican American, low-socioeconomic, limited English proficient, could consider these critical factors as needing immediate attention to move toward a high performing campus:

- a shared belief which values children from diverse background,
- a staff that is committed to serving children who are unique and face challenges that are beyond their control,
- a “no excuse” philosophy that will not allow for any student to fall through the cracks,
- a shared commitment to providing every single child with academic success,

- a commitment to learning where students and teachers value learning,
- a commitment to professional development for staff which promotes the concept that everyone is a learner with an emphasis on training for inter-personal skills,
- a belief that parents do play a critical part in the education process of these children,
- a commitment on the part of staff and parents that makes academic achievement the driving force of all that they do,
- a shared commitment to high expectations and high quality standards for all,
- a shared belief system that models respect and dignity for students and teachers.

Additionally, principal training programs could benefit from the findings of this study. These results can help blend the traditional content – driven curriculum with leadership and process skills to create a new framework for preparing principals. This new framework for principals calls for putting instruction first before paper work. It also means that a principal knows, respects, and wants to work with parents. It means that principals are always ready to talk with parents. The “BUSY” sign is not hung on the principal’s door. So when does the principal do all the paperwork that is so abundant? He/she has to create a schedule that allows him/her to work with teachers and talk to

parents. Then, when does the paperwork get done? This would have to happen early or late, but not during the precious time that the principal has with the teachers and parents. The principal is an organizer, first of time, then of other arrangements. A principal will have to delegate some management processes if he/she wants to work so much with teachers and parents.

In current principal training programs, the emphasis is still on laws, finance, buildings, politics, management, schedules, bus routes, discipline, etc. These are not what is clearly needed as major emphasis. Major restructuring of masters and even post-masters programs are in order if these findings are sound.

RECOMMENDATIONS FOR RESEARCH

Although much research has been conducted on leadership, few studies have been done with low-income Mexican American children, therefore, it is recommended that this study be replicated with other high performing elementary schools with demographics similar to El Encanto Elementary School. This would enhance the reliability of the findings of this study.

If certain leadership strategies are found to be common in other research studies, another recommendation would be to include these strategies as part of a revised principal-training program in the Valley of South Texas or where large populations of Mexican American kids are found. With the shortage of administrators in the very near future, a more concise, hands on type of training will be needed so that young administrators can step up to the plate and perform the demanding tasks of a principal. Another facet of this training could be to provide extensive mentorships with principals who have demonstrated the specific strategies identified in this study. Over time, a study of the trainee's performance would help determine whether the training program was in fact helping new principals replicate the identified strategies of a successful principal. However, it is important to note that practices identified must be appropriate to

a school population. Principal behaviors specific to a special population are what is going to make a difference.

APPENDICES

APPENDIX A

Interview Guide for Teachers

1. What does the term effective leadership mean to you?

2. Could you give me some examples of how the principal has provided leadership for you at this campus?

3. What specific things do *you* do to share the school's shared vision with other teachers and with students.

4. Could you give some examples of how parents are involved in this school?

5. What specific things does the principal do to involve parents at this school?

6. What are the things that help you get to know the parents of your students?
 - a. How do you find out what their needs are?

 - b. How do you find out how they feel about school?

 - c. How do you determine whether if they would like to be involved?

Interview Guide for Teachers cont'd.

7. What are 2 or 3 things that you do to promote high student achievement among the parents of your students?

8. How do you help parents to help you promote high expectations and high student achievement with their children?

9. Is it important to you to build relationships with the parents of your students?
(If yes) How do you go about building these relationships?

10. Name one thing the principal has said or done that lets you know that high student achievement and high expectations are expected at this school?

11. What do the principal and his/her assistants do to influence parents to be involved in their children's education?

12. What do you think is the most important factor that influences parents to be involved in this school?

APPENDIX B

Interview Guide for Parents

1. Do you like the way your child (ren) is (are) treated at this school?
2. Could you give me two examples of how the principal has made you feel important in this school?
3. What are two things that you have done to support what the school wants to accomplish?
4. Could you give two examples of how parents are involved in this school?
5. Can you think of two things that the principal does to involve parents at this school?
6. Name one thing the principal has said or done that lets you know that high student achievement is expected at this school.
7. What do the principal and his/her assistants do to influence parents to be involved in their children's education?
8. What do you think is the most important activity to help parents be involved in this school?

APPENDIX C

Guia de entrevista para padres

1. ¿Le gusta la manera en la cual se le trata a su hijo(a)(s) en esta escuela?
2. ¿Puede darme dos ejemplos como ha logrado el director(a) hacerlo(a) sentirse importante en esta escuela?
3. ¿Qué son dos cosas que ha hecho usted para apoyar lo que quiere lograr hacer la escuela?
4. ¿Puede darme dos ejemplos como los padres estan participando en esta escuela?
5. ¿Puede pensar en dos cosas que hace el director(a) para incluir a los padres en esta escuela?
6. Nombre una cosa que el director(a) ha dicho o hecho para darle saber que en esta escuela se espera un nivel alto para el éxito del estudiante.
7. ¿Qué hacen, el director(a) y sus asistentes para influir la participación de los padres sobre la educación de su hijo/(a)?
8. ¿Qué piensa usted que es la actividad más importante para ayudar a los padres a que participen en esta escuela?

APPENDIX D

Interview Guide for Administrators

1. Is it important to you to build relationships with the parents of your students? If yes, how do you go about building these relationships?

2. What are the things you do to help you know the parents of your students?

3. How do you know what their needs are?

4. How do you find out how they (parents) feel about this school?

5. How do you determine if they would like to be involved?

6. Name 2 or 3 things that you have done that communicates that you have high expectations for all students at this school.

7. Name 1 or 2 things that you do that promotes high student achievement at this school.

8. What do you do to influence parents to be involved in their children's education.

APPENDIX E

(TEACHER SURVEY)

TEACHER SURVEY

SECTION 1: HIGH EXPECTATIONS/STUDENT ACHIEVEMENT

- | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| 1. The principal sets high expectations for teachers. | 1 | 2 | 3 | 4 | 5 |
| 2. The principal sets high expectations for students. | 1 | 2 | 3 | 4 | 5 |
| 3. The principal encourages parents to set high expectations for their children. | 1 | 2 | 3 | 4 | 5 |
| 4. The principal expects all students to learn. | 1 | 2 | 3 | 4 | 5 |
| 5. The teachers communicate high expectations for their student. | 1 | 2 | 3 | 4 | 5 |
| 6. The teachers communicate high expectations for the parents. | 1 | 2 | 3 | 4 | 5 |
| 7. The teachers and principal value high student achievement. | 1 | 2 | 3 | 4 | 5 |
| 8. The teachers and principals will not accept excuses for not learning. | 1 | 2 | 3 | 4 | 5 |
| 9. The principal models high expectations. | 1 | 2 | 3 | 4 | 5 |
| 10. The principal provides opportunities to discuss high expectations for all students. | 1 | 2 | 3 | 4 | 5 |

SECTION II: Parental Involvement

- | | | | | | |
|---|---|---|---|---|---|
| 11. Parental involvement is important for a good school. | 1 | 2 | 3 | 4 | 5 |
| 12. All parents should learn ways to assist their children on schoolwork at home. | 1 | 2 | 3 | 4 | 5 |

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13. Parent involvement helps teachers be more effective with more students.	1	2	3	4	5
14. Parents of children at this school want to be involved more than they are.	1	2	3	4	5
15. Parental involvement is important for student success in school.	1	2	3	4	5
16. This school view parents as important partners.	1	2	3	4	5
17. This community values education for all students.	1	2	3	4	5
18. Compared to other schools, this school has one of the best school climates for teachers, students and parents.	1	2	3	4	5
Section 3: Shared Vision					
19. The principal leads the formulation of a shared vision for this school.	1	2	3	4	5
20. The teacher supports the shared vision.	1	2	3	4	5
21. All teachers and faculty members know the school's shared vision.	1	2	3	4	5
22. Parents help build the shared vision of the school.	1	2	3	4	5
23. The principal has provided opportunities for staff to be involved in developing a shared vision.	1	2	3	4	5
24. The principal models our school's shared vision.	1	2	3	4	5
25. The principal's behavior helps influence a shared vision among teachers, parents and students.	1	2	3	4	5
Section 4: High Morale					
26. The principal recognizes teachers' for good teaching.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
27. The principal recognizes students' accomplishments.	1	2	3	4	5
28. The principal celebrates successful teachers who contribute to high teacher morale.	1	2	3	4	5
29. The principal recognizes and rewards high student achievement.	1	2	3	4	5
30. The principal provides for meeting the instructional needs of individual teachers by providing sufficient staff development opportunities.	1	2	3	4	5
31. The principal is available to teachers by listening to their concerns or troubles.	1	2	3	4	5

Teacher Survey (Cont.)

1. **Name 2 or 3 actions/behaviors of the principal that let you know that high student achievement and high expectations are the norm at this school.**

2. **What do you think is the most important factor that has contributed to a shared vision among all staff members at this campus?**

3. **What do you think is the most important factor that influences parents to be involved with their children's education?**

4. I have been teaching _____ years at this school.

5. I have _____ years of teaching experience.

6. Other comments you wish to add:

APPENDIX F

Parent Survey

Section 1: High Expectations/Student Achievement

1. The principal sets high expectations for teachers.
2. The principal sets high expectations for students.
3. The principal sets high expectations for parents.
4. The principal expects all students to learn.
5. The teachers set high expectations for student learning.
6. The teachers set high expectations for parents.
7. The teachers and principal value high student achievement.
8. The teachers and principal will not accept excuses for not learning.
9. The principal wants everyone to have high expectations.
10. The principal provides opportunities to discuss high expectations for all students.

Section 2: Parental Involvement

11. Parental involvement is important for a good school.
12. All parents should learn ways to assist their children on schoolwork at home.
13. Parent involvement helps teachers to be more effective with more students.
14. Parents of children at this school want to be involved.

Strongly Disagree Disagree Neutral Agree Strongly Agree

	1	2	3	4	5
1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5
8.	1	2	3	4	5
9.	1	2	3	4	5
10.	1	2	3	4	5
11.	1	2	3	4	5
12.	1	2	3	4	5
13.	1	2	3	4	5
14.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15. Parent involvement is important for student success in school.	1	2	3	4	5
16. This school views parents as important partners.	1	2	3	4	5
17. This community values education for all students.	1	2	3	4	5
18. Compared to other schools, this school has one of the best school climates for teachers, students and parents.	1	2	3	4	5
19. The principal contributes to high parental involvement.	1	2	3	4	5

Section 3: Shared Vision

20. The principal lets everyone know what the purpose of the school is.	1	2	3	4	5
21. The teachers support the purpose of the school.	1	2	3	4	5
22. Everyone knows the school's purpose.	1	2	3	4	5
23. Parents help build the main objective of this school.	1	2	3	4	5
24. The principal has provides opportunities for parents to be involved in developing what the main purpose is.	1	2	3	4	5
25. The principal models our school's purpose.	1	2	3	4	5
26. The principal's behavior helps influence the purpose among teachers, parents and students.	1	2	3	4	5

Section 4: High Morale

27. The principal demonstrates that she values the teachers.	1	2	3	4	5
28. The principal demonstrates that she values the students.	1	2	3	4	5
29. The principal recognizes students accomplishments.	1	2	3	4	5
30. The principal recognizes students' achievements.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
31. The principal recognizes and rewards high student achievement.	1	2	3	4	5
32. The principal is available to parents to discuss concerns or troubles.	1	2	3	4	5
33. The students feel respected at this school.	1	2	3	4	5
34. The parents feel respected at this school.	1	2	3	4	5
35. My child enjoys going to school.	1	2	3	4	5
36. My child is proud to be attending this school.	1	2	3	4	5
37. I am satisfied with my child's education.	1	2	3	4	5

Parent Survey (Cont.)

1. **Name some actions/behaviors of the principal that let you know that high student achievement and high expectations are what is expected at this school.**

2. **What do you think is the most important factor that has contributed to a shared vision among parents, teachers and students at this campus?**

3. **What do you think is the most important factor that has influenced you to be involved in your child's education?**

4. **Other comments you may wish to add:**

APPENDIX G

Encuesta De Padres

Seccion 1: Expectaciones Altas/Exito Estudiantil

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. El director(a) pone altas expectativas para maestros.	1	2	3	4	5
2. El director(a) pone altas expectativas para alumnos.	1	2	3	4	5
3. El director(a) pone altas expectativas para padres.	1	2	3	4	5
4. El director(a) espera que todos los alumnos aprendan.	1	2	3	4	5
5. Los maestros ponen altas esperanzas para el aprendizaje de alumnos.	1	2	3	4	5
6. Los maestros ponen altas esperanzas para los padres.	1	2	3	4	5
7. El maestro(a) y el director(a) valorizan altos logros de alumnos.	1	2	3	4	5
8. El maestro(a) y el director(a) no aceptan excusas para no aprender.	1	2	3	4	5
9. El director(a) quiere que todos tengan altas esperanzas.	1	2	3	4	5
10. El director(a) da oportunidades para discutir altas esperanzas para todos los alumnos.	1	2	3	4	5

Seccion 2: Participacion de Padres

11. Participacion de padres es muy importante para una buena escuela.	1	2	3	4	5
12. Todos los padres deben aprender maneras de asistir a sus hijos co trabajo escolar en casa.	1	2	3	4	5
13. La Participacion de padres ayuda a los maestros ser mas eficientes con los alumnos.	1	2	3	4	5
14. Padres de hijos en esta escuela quieren participar.	1	2	3	4	5

- | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|-------------------|----------|---------|-------|----------------|
| 15. La participacion de padres es importante para el exito de alumnos en la escuela. | 1 | 2 | 3 | 4 | 5 |
| 16. Esta escuela ve a los padres como companeros importantes. | 1 | 2 | 3 | 4 | 5 |
| 17. Esta comunidad valoriza ls educacion para todos los alumnos. | 1 | 2 | 3 | 4 | 5 |
| 18. Comparado a otras escuelas, esta escuela tiene una de las mejores medio ambientes para los maestros, alumnos y padres. | 1 | 2 | 3 | 4 | 5 |
| 19. El director(a) contribuye hacia alta participacion de padres. | 1 | 2 | 3 | 4 | 5 |

Seccion 3: Meta Compartida

- | | | | | | |
|--|---|---|---|---|---|
| 20. El director(a) le da saber a todos el proposito de la escuela. | 1 | 2 | 3 | 4 | 5 |
| 21. Los maestros apoyan el proposito de la escuela. | 1 | 2 | 3 | 4 | 5 |
| 22. Todo mundo conoce el proposito de la escuela. | 1 | 2 | 3 | 4 | 5 |
| 23. Los padres ayudaron construir el objetivo principal de la escuela. | 1 | 2 | 3 | 4 | 5 |
| 24. El director(a) ha dado oportunidades a padres de participar en el desarrollamento del proposito principal. | 1 | 2 | 3 | 4 | 5 |
| 25. El director(a) modela el proposito de la escuela. | 1 | 2 | 3 | 4 | 5 |
| 26. El comportamiento del director(a) ayuda influir el proposito entre maestros, padres y alumnos. | 1 | 2 | 3 | 4 | 5 |

Seccion 4: Alta Moral

- | | | | | | |
|--|---|---|---|---|---|
| 27. El director(a) demuestra que aprecia a los maestros. | 1 | 2 | 3 | 4 | 5 |
| 28. El director(a) demuestra que aprecia a los alumnos. | 1 | 2 | 3 | 4 | 5 |
| 29. El director(a) reconoce exitos de alumnos. | 1 | 2 | 3 | 4 | 5 |

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
30. El director(a) reconoce y recompensa altos exitos de alumnos.	1	2	3	4	5
31. El director(a) esta disponible para los padres para discutir preocupaciones o molestias.	1	2	3	4	5
32. Los alumnos sienten respeto en esta escuela.	1	2	3	4	5
33. Los padres sienten respeto en esta escuela.	1	2	3	4	5
34. Los padres sienten respeto en esta escuela.	1	2	3	4	5
35. Mi hijo(a) disfruta ir a la escuela.	1	2	3	4	5
36. Mi hijo(a) esta orgulloso(a) de estar asistiendo a esta escuela.	1	2	3	4	5
37. Estoy satisfecho(a) con la educacion de mi hijo(a).	1	2	3	4	5

Encuesta de Padres (Cont.)

1. **Nombre 1 o 2 acciones/comportamientos del director(a) que le da saber que exitos estudiantiles y expectativas altas son lo que se espera en esta escuela.**

2. **¿Que piensa usted que sea el factor mas importante que ha contribuido a la meta compartida entre padres, maestros y alumnos en este campo escolar?**

3. **¿Que piensa usted que sea el factor mas importante que lo(a) ha influido a participar en la educacion de su hijo(a)?**

4. **Otros comentarios que gustaria agregar:**

APPENDIX H

January 31, 2001

Dear Teachers:

Congratulations for being a member of a high-performing team. As part of my dissertation, I am conducting a study to identify key leadership behaviors of the principal of a campus that is high performing and has sustained high performance through the years. This study is important because it will help other schools in South Texas replicate this success.

This survey should take less than 30 minutes to complete. It is strictly CONFIDENTIAL. You do not need to write your name on the survey.

Thanks in advance for taking the time to complete this survey.

Respectfully,

Alda Benavides

APPENDIX I

January 31, 2001

Dear Parents,

I am a doctoral student at the University of Texas – Pan American and as a part of my dissertation work, I am conducting a study to identify key leadership behaviors of the principal of a campus that is high performing. This study is important because it will help other schools in South Texas replicate this success and you and your child will have contributed to this success.

This survey should take no more than 30 minutes to complete. It is completely CONFIDENTIAL. The information or names will not be released.

Please take the time to complete this very important survey.

Respectfully,

Alda Benavides

***PLEASE COMPLETE ONLY ONE SURVEY, ENGLISH OR
SPANISH, NOT BOTH.
PLEASE RETURN IN ENCLOSED ENVELOPE.**

APPENDIX J

31 de diciembre 2001

Estimados Padres,

Estoy conduciendo un estudio de la escuela de donde su hijo/a participa porque han tenido gran éxito año tras año. Este estudio es importante porque otras escuelas pueden aprender de esta escuela y tener más éxito.

El título de mi estudio es lo que un director(a) hace para contribuir que una escuela tenga gran éxito.

Haga favor de responder a las preguntas y regresar este cuestionario mañana a el maestro(a) de su niño.

Muchas gracias por su tiempo y por sus respuestas.

Gracias,

Alda Benavides

***FAVOR DE LLENAR NADA MAS UN QUESTIONARIO, YA
SEA EN INGLES O ESPAÑOL, NO LAS DOS.
DEVUELVA EN EL MISMO SOBRE. GRACIAS.**

APPENDIX K

Teacher Survey

Survey Title:
TEACHER SURVEY

Administered To:
Teacher Survey

PulseSurvey II by Scantron

Teacher Survey

Administered To: Teacher Survey..

Hidden-Category Summary

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
High Expectations/Student...	0.0	3.4	17.2	31.0	48.3
n = 3	Mean: 4.24/5 SD: 0.87		Mode: 5/5	Rank: 1/4	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Parental Involvement	4.2	20.8	16.7	37.5	20.8
n = 3	Mean: 3.50/5 SD: 1.18		Mode: 4/5	Rank: 4/4	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Shared Vision	0.0	28.6	14.3	33.3	23.8
n = 3	Mean: 3.52/5 SD: 1.17		Mode: 4/5	Rank: 3/4	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
High Morale	5.6	16.7	22.2	27.8	27.8
n = 3	Mean: 3.56/5 SD: 1.25		Mode: */5	Rank: 2/4	

Results reported in a percent scale
PulseSurvey II by Scantron

* - more than one mode
(R) = Reversed Scoring

Rank based on: Descriptive Mean

Teacher Survey

Administered To: Teacher Survey

Main Report Section

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The principal sets high expectations for teachers.	0.0	0.0	33.3	66.7	0.0
n = 3	Mean: 3.67/5 SD: 0.58		Mode: 4/5	Rank: 15/31	
2. The principal sets high expectations for students.	0.0	0.0	0.0	33.3	66.7
n = 3	Mean: 4.67/5 SD: 0.58		Mode: 5/5	Rank: 3/31	
3. The principal encourages parents to set high expectations for their children.	0.0	0.0	33.3	66.7	0.0
n = 3	Mean: 3.67/5 SD: 0.58		Mode: 4/5	Rank: 15/31	
4. The principal expects all students to learn.	0.0	33.3	0.0	33.3	33.3
n = 3	Mean: 3.67/5 SD: 1.53		Mode: */5	Rank: 15/31	
5. The teachers communicate high expectations for their student.	0.0	0.0	0.0	0.0	100.0
n = 3	Mean: 5.00/5 SD: 0.00		Mode: 5/5	Rank: 1/31	
6. The teachers communicate high expectations for the parents.	0.0	0.0	0.0	0.0	100.0
n = 2	Mean: 5.00/5 SD: 0.00		Mode: 5/5	Rank: 1/31	

Results reported in a percent scale
PulseSurvey II by Scantron

* - more than one mode
(R) = Reversed Scoring

Rank based on: Descriptive Mean

Teacher Survey

Administered To: Teacher Survey

Main Report Section

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7. The teachers and principal value high student achievement.	0.0	0.0	33.3	33.3	33.3
n = 3	Mean: 4.00/5 SD: 1.00		Mode: */5	Rank: 8/31	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8. The teachers and principals will not accept excuses for not learning.	0.0	0.0	33.3	0.0	66.7
n = 3	Mean: 4.33/5 SD: 1.15		Mode: 5/5	Rank: 7/31	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9. The principal models high expectations.	0.0	0.0	33.3	33.3	33.3
n = 3	Mean: 4.00/5 SD: 1.00		Mode: */5	Rank: 8/31	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
10. The principal provides opportunities to discuss high expectations for all students.	0.0	0.0	0.0	33.3	66.7
n = 3	Mean: 4.67/5 SD: 0.58		Mode: 5/5	Rank: 3/31	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11. Parental involvement is important for a good school.	0.0	0.0	33.3	66.7	0.0
n = 3	Mean: 3.67/5 SD: 0.58		Mode: 4/5	Rank: 15/31	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12. All parents should learn ways to assist their children on schoolwork at home.	33.3	0.0	33.3	0.0	33.3
n = 3	Mean: 3.00/5 SD: 2.00		Mode: */5	Rank: 25/31	

Results reported in a percent scale
PulseSurvey II by Scantron

* - more than one mode
(R) = Reversed Scoring

Rank based on: Descriptive Mean

Teacher Survey

Administered To: Teacher Survey

Main Report Section

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19. The principal leads the formulation of a shared vision for this school.	0.0	66.7	0.0	0.0	33.3
n = 3	Mean: 3.00/5 SD: 1.73 Mode: 2/5 Rank: 25/31				

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
20. The teacher supports the shared vision.	0.0	33.3	0.0	66.7	0.0
n = 3	Mean: 3.33/5 SD: 1.15 Mode: 4/5 Rank: 22/31				

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21. All teachers and faculty members know the school's shared vision.	0.0	0.0	0.0	33.3	66.7
n = 3	Mean: 4.67/5 SD: 0.58 Mode: 5/5 Rank: 3/31				

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
22. Parents help build the shared vision of the school.	0.0	0.0	33.3	66.7	0.0
n = 3	Mean: 3.67/5 SD: 0.58 Mode: 4/5 Rank: 15/31				

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
23. The principal has provided opportunities for staff to be involved in developing a shared vision.	0.0	0.0	33.3	33.3	33.3
n = 3	Mean: 4.00/5 SD: 1.00 Mode: */5 Rank: 8/31				

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
24. The principal models our school's shared vision.	0.0	33.3	33.3	33.3	0.0
n = 3	Mean: 3.00/5 SD: 1.00 Mode: */5 Rank: 25/31				

Results reported in a percent scale
PulseSurvey II by Scantron

* - more than one mode
(R) = Reversed Scoring

Rank based on: Descriptive Mean

Teacher Survey

Administered To: Teacher Survey

Main Report Section

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
25. The principal's behavior helps influence a shared vision among teachers, parents and students.	0.0	66.7	0.0	0.0	33.3
	n = 3 Mean: 3.00/5 SD: 1.73 Mode: 2/5 Rank: 25/31				
26. The principal recognizes teachers' for good teaching.	33.3	33.3	33.3	0.0	0.0
	n = 3 Mean: 2.00/5 SD: 1.00 Mode: */5 Rank: 31/31				
27. The principal recognizes students' accomplishments.	0.0	0.0	66.7	0.0	33.3
	n = 3 Mean: 3.67/5 SD: 1.15 Mode: 3/5 Rank: 15/31				
28. The principal celebrates successful teachers who contribute to high teacher morale.	0.0	0.0	0.0	100.0	0.0
	n = 3 Mean: 4.00/5 SD: 0.00 Mode: 4/5 Rank: 8/31				
29. The principal recognizes and rewards high student achievement.	0.0	33.3	33.3	33.3	0.0
	n = 3 Mean: 3.00/5 SD: 1.00 Mode: */5 Rank: 25/31				
30. The principal provides for meeting the instructional needs of individual teachers by providing sufficient staff...	0.0	33.3	0.0	0.0	66.7
	n = 3 Mean: 4.00/5 SD: 1.73 Mode: 5/5 Rank: 8/31				

Results reported in a percent scale
PulseSurvey II by Scantron

* - more than one mode
(R) = Reversed Scoring

Rank based on: Descriptive Mean

Teacher Survey

Administered To: Teacher Survey

Main Report Section

31. The principal is available to teachers by listening to their concerns or troubles.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
n = 3	0.0	0.0	0.0	33.3	66.7
	Mean: 4.67/5 SD: 0.58		Mode: 5/5	Rank: 3/31	

Results reported in a percent scale
PulseSurvey II by Scantron

(R) = Reversed Scoring

Rank based on: Descriptive Mean

APPENDIX L

Parent Survey

Survey Title:
Parent Survey

Administered To:
Parent Survey

PulseSurvey II by Scantron

Parent Survey

Administered To: Parent Survey

Hidden-Category Summary

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
High Expectations/Student...	0.0	4.0	9.0	36.0	51.0
n = 10	Mean: 4.34/5 SD: 0.81		Mode: 5/5	Rank: 4/4	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Parental Involvement	0.0	2.2	6.7	31.5	59.6
n = 10	Mean: 4.48/5 SD: 0.72		Mode: 5/5	Rank: 3/4	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Shared Vision	0.0	1.4	2.9	41.4	54.3
n = 10	Mean: 4.49/5 SD: 0.63		Mode: 5/5	Rank: 2/4	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
High morale	0.0	0.0	4.5	34.5	60.9
n = 10	Mean: 4.56/5 SD: 0.58		Mode: 5/5	Rank: 1/4	

Results reported in a percent scale
PulseSurvey II by Scantron

(R) = Reversed Scoring

Rank based on: Descriptive Mean

Parent Survey

Administered To: Parent Survey

Main Report Section

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The principal sets high expectations for teachers.	0.0	10.0	10.0	40.0	40.0
n = 10	Mean: 4.10/5 SD: 0.99		Mode: */5	Rank: 35/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2. The principal sets high expectations for students.	0.0	0.0	10.0	50.0	40.0
n = 10	Mean: 4.30/5 SD: 0.67		Mode: 4/5	Rank: 29/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3. The principal sets high expectations for parents.	0.0	10.0	20.0	30.0	40.0
n = 10	Mean: 4.00/5 SD: 1.05		Mode: 5/5	Rank: 37/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4. The principal expects all students to learn.	0.0	0.0	10.0	40.0	50.0
n = 10	Mean: 4.40/5 SD: 0.70		Mode: 5/5	Rank: 24/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5. The teachers set high expectations for student learning.	0.0	0.0	0.0	40.0	60.0
n = 10	Mean: 4.60/5 SD: 0.52		Mode: 5/5	Rank: 7/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6. The teachers set high expectations for parents.	0.0	0.0	10.0	50.0	40.0
n = 10	Mean: 4.30/5 SD: 0.67		Mode: 4/5	Rank: 29/37	

Results reported in a percent scale
PulseSurvey II by Scantron

* - more than one mode
(R) = Reversed Scoring

Rank based on: Descriptive Mean

Parent Survey

Administered To: Parent Survey

Main Report Section

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7. The teachers and principal value high student achievement.	0.0	10.0	0.0	20.0	70.0
n = 10	Mean: 4.50/5 SD: 0.97		Mode: 5/5	Rank: 15/37	
8. The teachers and principal will not accept excuses for not learning.	0.0	0.0	20.0	20.0	60.0
n = 10	Mean: 4.40/5 SD: 0.84		Mode: 5/5	Rank: 24/37	
9. The principal wants everyone to have high expectations.	0.0	0.0	10.0	30.0	60.0
n = 10	Mean: 4.50/5 SD: 0.71		Mode: 5/5	Rank: 15/37	
10. The principal provides opportunities to discuss high expectations for all students.	0.0	10.0	0.0	40.0	50.0
n = 10	Mean: 4.30/5 SD: 0.95		Mode: 5/5	Rank: 29/37	
11. Parental involvement is important for a good school.	0.0	0.0	10.0	20.0	70.0
n = 10	Mean: 4.60/5 SD: 0.70		Mode: 5/5	Rank: 7/37	
12. All parents should learn ways to assist their children on schoolwork at home.	0.0	10.0	0.0	20.0	70.0
n = 10	Mean: 4.50/5 SD: 0.97		Mode: 5/5	Rank: 15/37	

Results reported in a percent scale
PulseSurvey II by Scantron

(R) = Reversed Scoring

Rank based on: Descriptive Mean

Parent Survey

Administered To: Parent Survey

Main Report Section

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13. Parent involvement helps teachers to be more effective with more students.	0.0	0.0	10.0	20.0	70.0
n = 10	Mean: 4.60/5 SD: 0.70		Mode: 5/5	Rank: 7/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14. Parents of children at this school want to be involved.	0.0	0.0	0.0	70.0	30.0
n = 10	Mean: 4.30/5 SD: 0.48		Mode: 4/5	Rank: 29/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15. Parent involvement is important for student success in school.	0.0	0.0	10.0	10.0	80.0
n = 10	Mean: 4.70/5 SD: 0.67		Mode: 5/5	Rank: 1/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16. This school views parents as important partners.	0.0	0.0	10.0	40.0	50.0
n = 10	Mean: 4.40/5 SD: 0.70		Mode: 5/5	Rank: 24/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
17. This community values education for all students.	0.0	0.0	0.0	40.0	60.0
n = 10	Mean: 4.60/5 SD: 0.52		Mode: 5/5	Rank: 7/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
18. Compared to other schools, this school has one of the best school climates for teachers, students and parents.	0.0	0.0	20.0	20.0	60.0
n = 10	Mean: 4.40/5 SD: 0.84		Mode: 5/5	Rank: 24/37	

Results reported in a percent scale
PulseSurvey II by Scantron

(R) = Reversed Scoring

Rank based on: Descriptive Mean

Parent Survey

Administered To: Parent Survey

Main Report Section

19. The principal contributes to high parental involvement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
n = 9	0.0	11.1	0.0	44.4	44.4
	Mean: 4.22/5 SD: 0.97		Mode: */5	Rank: 33/37	

20. The principal lets everyone know what the purpose of the school is.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
n = 10	0.0	0.0	0.0	60.0	40.0
	Mean: 4.40/5 SD: 0.52		Mode: 4/5	Rank: 24/37	

21. The teachers support the purpose of the school.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
n = 10	0.0	0.0	0.0	40.0	60.0
	Mean: 4.60/5 SD: 0.52		Mode: 5/5	Rank: 7/37	

22. Everyone knows the school's purpose.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
n = 10	0.0	0.0	0.0	30.0	70.0
	Mean: 4.70/5 SD: 0.48		Mode: 5/5	Rank: 1/37	

23. Parents help build the main objective of this school.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
n = 10	0.0	10.0	10.0	40.0	40.0
	Mean: 4.10/5 SD: 0.99		Mode: */5	Rank: 35/37	

24. The principal has provides opportunities for parents to be involved in developing what the main purpose is.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
n = 10	0.0	0.0	10.0	60.0	30.0
	Mean: 4.20/5 SD: 0.63		Mode: 4/5	Rank: 34/37	

Results reported in a percent scale
PulseSurvey II by Scantron

* - more than one mode
(R) = Reversed Scoring

Rank based on: Descriptive Mean

Parent Survey

Administered To: Parent Survey

Main Report Section

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
25. The principal models our school's purpose.	0.0	0.0	0.0	30.0	70.0
n = 10	Mean: 4.70/5 SD: 0.48		Mode: 5/5	Rank: 1/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
26. The principal's behavior helps influence the purpose among teachers, parents and students.	0.0	0.0	0.0	30.0	70.0
n = 10	Mean: 4.70/5 SD: 0.48		Mode: 5/5	Rank: 1/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
27. The principal demonstrates that she values the teachers.	0.0	0.0	0.0	50.0	50.0
n = 10	Mean: 4.50/5 SD: 0.53		Mode: */5	Rank: 15/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
28. The principal demonstrates that she values the students.	0.0	0.0	0.0	30.0	70.0
n = 10	Mean: 4.70/5 SD: 0.48		Mode: 5/5	Rank: 1/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
29. The principal recognizes students accomplishments.	0.0	0.0	0.0	30.0	70.0
n = 10	Mean: 4.70/5 SD: 0.48		Mode: 5/5	Rank: 1/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
30. The principal recognizes students' achievements.	0.0	0.0	10.0	30.0	60.0
n = 10	Mean: 4.50/5 SD: 0.71		Mode: 5/5	Rank: 15/37	

Results reported in a percent scale
PulseSurvey II by Scantron

* - more than one mode
(R) = Reversed Scoring

Rank based on: Descriptive Mean

Parent Survey

Administered To: Parent Survey

Main Report Section

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
31. The principal recognizes and rewards high student achievement.	0.0	0.0	0.0	50.0	50.0
n = 10	Mean: 4.50/5 SD: 0.53		Mode: */5	Rank: 15/37	
32. The principal is available to parents to discuss concerns or troubles.	0.0	0.0	0.0	40.0	60.0
n = 10	Mean: 4.60/5 SD: 0.52		Mode: 5/5	Rank: 7/37	
33. The students feel respected at this school.	0.0	0.0	0.0	50.0	50.0
n = 10	Mean: 4.50/5 SD: 0.53		Mode: */5	Rank: 15/37	
34. The parents feel respected at this school.	0.0	0.0	0.0	50.0	50.0
n = 10	Mean: 4.50/5 SD: 0.53		Mode: */5	Rank: 15/37	
35. My child enjoys going to school.	0.0	0.0	10.0	20.0	70.0
n = 10	Mean: 4.60/5 SD: 0.70		Mode: 5/5	Rank: 7/37	
36. My child is proud to be attending this school.	0.0	0.0	20.0	10.0	70.0
n = 10	Mean: 4.50/5 SD: 0.85		Mode: 5/5	Rank: 15/37	

Results reported in a percent scale.
PulseSurvey II by Scantron

* - more than one mode
(R) = Reversed Scoring

Rank based on: Descriptive Mean

Parent Survey

Administered To: Parent Survey

Main Report Section

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
37. I am satisfied with my child's education.	0.0	0.0	10.0	20.0	70.0
n = 10	Mean: 4.60/5 SD: 0.70		Mode: 5/5	Rank: 7/37	

Results reported in a percent scale
PulseSurvey II by Scantron

(R) = Reversed Scoring

Rank based on: Descriptive Mean

APPENDIX M

Encuesta de Padres

Survey Title:
Encuesta De Padres

Administered To:
Encuesta de Padres

PulseSurvey II by Scantron

Encuesta de Padres

Administered To: Encuesta de Padres

Hidden-Category Summary

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Expectaciones Altas/Exito Estudiantil	0.0	2.1	8.9	32.6	56.3
n = 19	Mean: 4.43/5 SD: 0.74		Mode: 5/5	Rank: 3/4	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Participacion de Padres	0.0	1.2	5.8	28.1	64.9
n = 19	Mean: 4.57/5 SD: 0.66		Mode: 5/5	Rank: 1/4	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Meta Compartida	0.0	0.8	12.8	48.9	37.6
n = 19	Mean: 4.23/5 SD: 0.70		Mode: 4/5	Rank: 4/4	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Alta Moral	0.5	1.0	5.3	34.4	58.9
n = 19	Mean: 4.50/5 SD: 0.69		Mode: 5/5	Rank: 2/4	

Results reported in a percent scale
PulseSurvey II by Scantron

(R) = Reversed Scoring

Rank based on: Descriptive Mean

Encuesta de Padres

Administered To: Encuesta de Padres

Main Report Section

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. El director(a) pone altas expectativas para maestros.	0.0	0.0	10.5	47.4	42.1
n = 19	Mean: 4.32/5 SD: 0.67		Mode: 4/5	Rank: 28/37	
2. El director(a) pone altas expectativas para alumnos.	0.0	0.0	21.1	31.6	47.4
n = 19	Mean: 4.26/5 SD: 0.81		Mode: 5/5	Rank: 32/37	
3. El director(a) pone altas expectativas para padres.	0.0	5.3	15.8	42.1	36.8
n = 19	Mean: 4.11/5 SD: 0.88		Mode: 4/5	Rank: 35/37	
4. El director(a) espera que todos los alumnos aprendan.	0.0	0.0	5.3	15.8	78.9
n = 19	Mean: 4.74/5 SD: 0.56		Mode: 5/5	Rank: 2/37	
5. Los maestros ponen altas esperanzas para el aprendizaje de alumnos.	0.0	0.0	5.3	31.6	63.2
n = 19	Mean: 4.58/5 SD: 0.61		Mode: 5/5	Rank: 10/37	
6. Los maestros ponen altas esperanzas para los padres.	0.0	5.3	0.0	42.1	52.6
n = 19	Mean: 4.42/5 SD: 0.77		Mode: 5/5	Rank: 19/37	

Results reported in a percent scale
PulseSurvey II by Scantron

(R) = Reversed Scoring

Rank based on: Descriptive Mean

Encuesta de Padres

Administered To: Encuesta de Padres

Main Report Section

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7. El maestro(a) y el director(a) valorizan altos logros de alumnos.	0.0	0.0	5.3	21.1	73.7
n = 19	Mean: 4.68/5 SD: 0.58		Mode: 5/5	Rank: 4/37	
8. El maestro(a) y el director(a) no aceptan excusas para no aprender.	0.0	5.3	15.8	31.6	47.4
n = 19	Mean: 4.21/5 SD: 0.92		Mode: 5/5	Rank: 34/37	
9. El director(a) quiere que todos tengan altas esperanzas.	0.0	5.3	0.0	21.1	73.7
n = 19	Mean: 4.63/5 SD: 0.76		Mode: 5/5	Rank: 6/37	
10. El director(a) da oportunidades para discutir altas esperanzas para todos los alumnos.	0.0	0.0	10.5	42.1	47.4
n = 19	Mean: 4.37/5 SD: 0.68		Mode: 5/5	Rank: 23/37	
11. Participación de padres es muy importante para una buena escuela.	0.0	0.0	0.0	15.8	84.2
n = 19	Mean: 4.84/5 SD: 0.37		Mode: 5/5	Rank: 1/37	
12. Todos los padres deben aprender maneras de asistir a sus hijos co trabajo escolar en casa.	0.0	0.0	0.0	31.6	68.4
n = 19	Mean: 4.68/5 SD: 0.48		Mode: 5/5	Rank: 4/37	

Results reported in a percent scale
PulseSurvey II by Scantron

(R) = Reversed Scoring

Rank based on: Descriptive Mean

Encuesta de Padres

Administered To: Encuesta de Padres

Main Report Section

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13. La Participacion de padres ayuda a los maestros ser mas eficientes con los alumnos.	0.0	0.0	5.3	26.3	68.4
n = 19	Mean: 4.63/5 SD: 0.60		Mode: 5/5	Rank: 6/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14. Padres de hijos en esta escuela quieren participar.	0.0	5.3	10.5	31.6	52.6
n = 19	Mean: 4.32/5 SD: 0.89		Mode: 5/5	Rank: 28/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15. La participacion de padres es importante para el exito de alumnos en la escuela.	0.0	0.0	0.0	26.3	73.7
n = 19	Mean: 4.74/5 SD: 0.45		Mode: 5/5	Rank: 2/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16. Esta escuela ve a los padres como companeros importantes.	0.0	0.0	10.5	21.1	68.4
n = 19	Mean: 4.58/5 SD: 0.69		Mode: 5/5	Rank: 10/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
17. Esta comunidad valoriza la educacion para todos los alumnos.	0.0	0.0	10.5	31.6	57.9
n = 19	Mean: 4.47/5 SD: 0.70		Mode: 5/5	Rank: 17/37	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
18. Comparado a otras escuelas, esta escuela tiene una de las mejores medio ambientes para los maestros, alumnos y padres.	0.0	5.3	5.3	31.6	57.9
n = 19	Mean: 4.42/5 SD: 0.84		Mode: 5/5	Rank: 19/37	

Results reported in a percent scale
PulseSurvey II by Scantron

(R) = Reversed Scoring

Rank based on: Descriptive Mean

Encuesta de Padres

Administered To: Encuesta de Padres

Main Report Section

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	El director(a) contribuye hacia alta participacion de padres.	0.0	0.0	10.5	36.8	52.6
	n = 19	Mean: 4.42/5 SD: 0.69		Mode: 5/5	Rank: 19/37	

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
20.	El director(a) le da saber a todos el proposito de la escuela.	0.0	0.0	5.3	52.6	42.1
	n = 19	Mean: 4.37/5 SD: 0.60		Mode: 4/5	Rank: 23/37	

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21.	Los maestros apoyan el proposito de la escuela.	0.0	0.0	10.5	47.4	42.1
	n = 19	Mean: 4.32/5 SD: 0.67		Mode: 4/5	Rank: 28/37	

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
22.	Todo mundo conoce el proposito de la escuela.	0.0	5.3	26.3	36.8	31.6
	n = 19	Mean: 3.95/5 SD: 0.91		Mode: 4/5	Rank: 36/37	

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
23.	Los padres ayudaron construir el objetivo principal de la escuela.	0.0	0.0	26.3	52.6	21.1
	n = 19	Mean: 3.95/5 SD: 0.71		Mode: 4/5	Rank: 36/37	

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
24.	El director(a) ha dado oportunidades a padres de participar en el desarrollamento del proposito...	0.0	0.0	10.5	42.1	47.4
	n = 19	Mean: 4.37/5 SD: 0.68		Mode: 5/5	Rank: 23/37	

Results reported in a percent scale
PulseSurvey II by Scantron

(R) = Reversed Scoring

Rank based on: Descriptive Mean

Encuesta de Padres

Administered To: Encuesta de Padres

Main Report Section

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
25. El director(a) modela el proposito de la escuela.	0.0	0.0	5.3	57.9	36.8
n = 19	Mean: 4.32/5 SD: 0.58		Mode: 4/5	Rank: 28/37	
26. El comportamiento del director(a) ayuda influir el proposito entre maestros, padres y alumnos.	0.0	0.0	5.3	52.6	42.1
n = 19	Mean: 4.37/5 SD: 0.60		Mode: 4/5	Rank: 23/37	
27. El director(a) demuestra que aprecia a los maestros.	0.0	5.3	5.3	47.4	42.1
n = 19	Mean: 4.26/5 SD: 0.81		Mode: 4/5	Rank: 32/37	
28. El director(a) demuestra que aprecia a los alumnos.	0.0	0.0	5.3	52.6	42.1
n = 19	Mean: 4.37/5 SD: 0.60		Mode: 4/5	Rank: 23/37	
29. El director(a) reconoce exitos de alumnos.	0.0	0.0	5.3	31.6	63.2
n = 19	Mean: 4.58/5 SD: 0.61		Mode: 5/5	Rank: 10/37	
30. El director(a) reconoce y recompensa altos exitos de alumnos.	0.0	0.0	5.3	36.8	57.9
n = 19	Mean: 4.53/5 SD: 0.61		Mode: 5/5	Rank: 14/37	

Results reported in a percent scale
PulseSurvey II by Scantron

(R) = Reversed Scoring

Rank based on: Descriptive Mean

Encuesta de Padres

Administered To: Encuesta de Padres

Main Report Section

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
31. El director(a) esta disponible para los padres para discutir preocupaciones o molestias.	0.0	5.3	5.3	21.1	68.4
n = 19	Mean: 4.53/5 SD: 0.84		Mode: 5/5	Rank: 14/37	
32. Los alumnos sienten respeto en esta escuela.	0.0	0.0	0.0	36.8	63.2
n = 19	Mean: 4.63/5 SD: 0.50		Mode: 5/5	Rank: 6/37	
33. Los padres sienten respeto en esta escuela.	0.0	0.0	5.3	26.3	68.4
n = 19	Mean: 4.63/5 SD: 0.60		Mode: 5/5	Rank: 6/37	
34. Los padres sienten respeto en esta escuela.	0.0	0.0	5.3	42.1	52.6
n = 19	Mean: 4.47/5 SD: 0.61		Mode: 5/5	Rank: 17/37	
35. Mi hijo(a) disfruta ir a la escuela.	0.0	0.0	10.5	36.8	52.6
n = 19	Mean: 4.42/5 SD: 0.69		Mode: 5/5	Rank: 19/37	
36. Mi hijo(a) esta orgulloso(a) de estar asistiendo a esta escuela.	0.0	0.0	10.5	26.3	63.2
n = 19	Mean: 4.53/5 SD: 0.70		Mode: 5/5	Rank: 14/37	

Results reported in a percent scale
PulseSurvey II by Scantron

(R) = Reversed Scoring

Rank based on: Descriptive Mean

Encuesta de Padres

Administered To: Encuesta de Padres

Main Report Section

37. Estoy satisfecho(a) con la educacion de mi hijo(a).

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
n =	5.3	0.0	0.0	21.1	73.7
19	Mean: 4.58/5 SD: 0.96		Mode: 5/5	Rank: 10/37	

Results reported in a percent scale
PulseSurvey II by Scantron

(R) = Reversed Scoring

Rank based on: Descriptive Mean

APPENDIX N

Informed Consent Form

I, _____, have been informed by Alda Trevino-Benavides that I am one of approximately eighty subjects that have been asked to complete a Teacher or Parent Survey. This survey is designed to investigate key leadership behaviors of a principal in a high performing elementary school. A blank 8 1/2 x 11" sized envelope will be distributed along with the survey. Subjects are instructed to complete the survey and place it in the blank size envelope and seal it. You are instructed to put no names on the survey. Surveys will be returned to the schools' main office where they will be collected by the investigator. Subjects are asked to complete the survey to the best of their ability. Participation in this survey is voluntary and you may withdraw at any time without penalty.

This research has been reviewed and approved by the Institutional Review Board – Human Subjects in Research. For research related questions regarding the Human Subject's Committee may be contacted through Dr. Juan Gonzalez, Chair, at 381-2880.

I have read and understand the explanations provided to me and voluntarily agree to participate in this study.

Signature of Subject _____ Date _____ / _____ / _____

Signature of Subject _____ Date _____ / _____ / _____

APPENDIX O

Forma de Consentimiento

Yo, _____, me he informado por la Señora Alda Trevino Benavides que soy uno de aproximadamente ochenta (80) personas que les han pedido que completen este cuestionario. Este estudio esta designado para analizar los comportamientos de un director(a) en un escuela primaria que ha tenido much exito. Se les dara un sobre para que entregen el encuestionario. Todos los cuestionarios se entregaran a la oficina de la escuela en el sobre sellado. Participacion en este cuestionario es de fe voluntaria y usted puede decir que no quiere participar a cual quier punto de el estudio sin ningun problema.

Este estudio ha sido revisado y aprobado por la Institutional Review Board Human Subjects in Research. Si tiene alguna pregunta sobre la aprobacion tocante el comite de los sujetos humanos, puede llamar al Sr. Juan Gonzalez, Miembro al 381-2880.

Yo he leído y comprendo las explicaciones que se me han provido y estoy de acuerdo de participar en este estudio.

Firma de sujeto	_____	Fecha	_____	/	_____	/	_____
Firma de testigo	_____	Fecha	_____	/	_____	/	_____

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