AN EXAMINATION OF LEADERSHIP PRACTICES IN HIGH-PERFORMING TEXAS ELEMENTARY SCHOOLS PROMOTING ACADEMIC ACHIEVEMENT FOR HISPANIC ENGLISH LANGUAGE LEARNERS

A Dissertation

by

NANCY AGUILAR GUERRERO

Submitted to the Office of Graduate and Professional Studies
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

Chair of Committee,	Beverly J. Irby
Committee Members,	Rafael Lara-Alecio
	Robert Muller
	Gwendolyn Webb-Hasan
Head of Department,	Fred Nafuko

August 2016

Major Subject: Educational Administration

Copyright 2016 Nancy Guerrero

ABSTRACT

English language learners (ELLs) in public schools are a rapidly growing student population. Hispanic ELLs in Texas are working against numerous odds in public schools today. A growing number of Hispanic students learning a second language and living in poverty are falling behind; schools must find ways to promote and support their success. Effective school leadership, specifically the role of the principal, plays a vital role in ensuring strong school systems and practices to promote success for ELLs. I present a systematic review process to analyze the body of research available in relation to school leadership for English language learners, culturally responsive professional learning communities, and practices of equity and social justice of Hispanic ELLs. The systematic review outlines the limited studies available related to effective leadership practices and systems in place to serve Hispanic ELLs. Through this multi-case qualitative study I provide a lens into leadership practices in high performing Texas elementary schools and principal practices that cultivate positive school culture for the success of ELLs, identifying positive practices to address the opportunity gap encountered by numerous Hispanic ELLs, promoting a phenomenon for success in other settings with similar populations. I framed this study through the theoretical frameworks of synergistic leadership theory and Hispanic academic achievement theory, providing an analysis of the frameworks merged and working collectively to promote success for ELLs. The study culminates with the essentials for school leadership success with ELLs; strong leadership cultivates a school community of academic access, acceptance and affinity with all stakeholders.

DEDICATION

A lifetime of opportunity would not be possible without the people nearest and dearest to my heart, my family, and the blessing provided by God. I have accomplished this chapter in my life with the love, support, and encouragement of many. I have arrived at this accomplishment through the encouragement to dream long before these four years; my drive is supported through every new chapter I introduced in my life journey with the continuous support of my family. I dedicate this accomplishment, my dissertation, to my beloved family.

To my biggest fan, my supporter and hero, my mother: Mom, you have always inspired me to be my best, to set my dreams on anything I wanted. You inspired me to value education and leave an imprint on this world. I can only pray to have the strength you have and hope I have made you proud. I am so blessed to have you as my mother.

And, to the love of my life, my AMAZING husband, Andy: Honey, words can never express what you truly mean to me; you are my rock, my TRUE soul mate. You have supported every crazy thought, every silly idea and every mountain I wanted to climb. We did it, babe! I would be nothing without you. I give thanks to God every day for bringing you into my life over 28 years ago. You are my anchor; you amaze me, and I will love you always! For you, my love…

ACKNOWLEDGEMENTS

I would like to acknowledge my family for their continued love and support. First, I want to acknowledge and thank my children: Jacob, Michael, and Erin, my greatest gift and accomplishment. I give thanks daily for the blessing to be your mother. You have each taught me to lead life with a servant's heart, allowed me to be a teacher for you and for others, to pursue dreams and to accomplish them. You each make me so proud daily. I am amazed at the man you have become, Jacob; I marvel at your gifts and heart, Michael; and, my beautiful princess, Erin, you are a gem that leads with strength, determination, and conviction. You are each a gift, and I love you always! Thank you for being my greatest treasures and supporting my desire to continuously learn and grow. Second, I want to acknowledge my siblings, the Aguilar crew. I think my siblings knew long before me that I was a teacher at heart, dedicated to young people always, and the pursuit of learning. Janice, Elaine, Luis, Richard and Steve, I thank you for your unconditional love and your continued support. Danielle and Denise, my amazing sisters-in-law, you captured my heart and allowed me to be your big sister; I hope I have made you proud. In addition, I want to acknowledge my father. Dad, you ignited my curiosity, my desire to question the status quo and challenge myself to always be my best. Thank you for your support and love.

A special thanks to my Guerrero Mom and Dad: You have treated me as your own from the moment I met you. I am thankful for the blessing you are in my life. You have been my models for love, support and family first. I love you, both; you have taught me the true meaning of unconditional love. Thank you for your endless support

and belief in me. I also want to thank my sister, Ronnie, my partner in our stewardship to making this a better place for all children. You are the big sister I always wanted. Thank you for loving me, believing in me and inspiring me to be whoever I choose to be.

I would also like to thank my committee chair, Dr. Beverly Irby, and my committee members, Dr. Gwen Webb-Hasan, Dr. Robert Muller, and Dr. Rafael Lara-Alecio, for their guidance and support throughout the course of this research.

Dr. Irby, thank you for your encouragement and your belief in me, your scholar, your butterfly. I value your feedback, your guidance and your support. I know this is only the beginning of a lifetime of friendship and mentorship. You are a true gift. Thank you for making me a better writer, researcher and educator!

Dr. Webb-Hasan, thank you for being such a strong mentor, advisor, and model in the pursuit of social justice. You have taught me what it means to be a true advocate and steward. Thank you for all your guidance and opportunity to grow in my early stages of writing and learning. Your classes will always serve as highlights in my learning journey.

Dr. Muller, thank you for teaching me through the practitioner's lens. I learned so much from you as a student and grew as your assistant. Educational finance has more clarity because of you. Thank you for your support, guidance and belief in me as I grew in this journey. I am truly grateful to you and know I have a long time mentor in you.

Dr. Lara-Alecio, thank you for your guidance, your passion and your constant belief in me. You have inspired me, kept me focused and encouraged me. I am honored

to have you as a committee member and mentor. I know I will continue to learn from you long after this life chapter ends.

Special thanks to my Texas A&M friends, the department faculty and staff for helping make my experience at the university so rewarding. The journey allowed me to gain amazing friends, the 2012 Ed.D. cohort. Thank you for treating me as one of your own; I learned so much alongside you and from you; you are lifetime friends. A special thank you to the Round Rock Express, Laurelyn Arterbury and Sonya Hayes. The laughter and stories we shared on our Saturday drives to College Station will always be highlights of this time together. I am so grateful for our friendship, for your love and support. I know we are lifelong friends. Sonya, words cannot express what you truly mean to me; you are my sister by choice, connected for life. You inspired me to be my best, encouraged me when I didn't think I could go further; this journey was a gift with you by my side. I love you, Sonya! Here's to the next journey. And, my dear friend, Tiffany Spicer, you encouraged me to start this journey with you; I am thankful for the love and support, and the encouragement to the end. We did it!

I also want to thank Margaret Foster, library services godmother; thank you for your guidance and support through the critique of literature chapter and the lessons on systematic review. Cathy Malerba, data analyst guru, thank you for guiding me to come up with a system for analyzing over 1200 school districts. I am truly grateful.

Finally, I want thank my new friends in the north Texas region for allowing me the time to interview and gather data about your leadership and school systems. I am so

appreciative of all the time you provided and genuinely impressed with your talents. You are amazing leaders and gifts to your communities. Thank you!

NOMENCLATURE

AEIS	Academic Excellence Indicator
DLE	Dual Language Enrichment
ELPS	English Language Proficiency Standards
ELLs	English Language Learners
EOD	Economically Disadvantaged
ESL	English as a Second Language
HAAT	Hispanic Academic Achievement Theory
ISBP	Indicators of Successful Bilingual Programs
L2	Second Language
LEP	Limited English Proficient
PBMAS	Performance-Based Monitoring Analysis System
RtI	Response to Intervention
SES	Socio-Economic Status
SLT	Synergistic Leadership Theory
STAAR	State of Texas Assessments of Academic Readiness
TAPR	Texas Academic Performance Reports
TEA	Texas Education Agency

TABLE OF CONTENTS

Page

ABSTRACT ii

DEDICATION iii

ACKNOWLEDGEMENTS iv

NOMENCLATURE viii

LIST OF FIGURES xii

LIST OF TABLES xiii

CHAPTER I INTRODUCTION 1

- Statement of Problem 7
- Statement of Purpose 9
- Significance of Study 10
- Definition of Terms 10
- Theoretical Framework 12
- Research Questions 19
- Limitations, Delimitations and Assumptions 19
- Summary 20

CHAPTER II CRITIQUE OF LITERATURE 21

- Introduction 22
- Principal Leadership 23
- Practices for Highly Effective Learning Environments 26
- Summary 33

CHAPTER III METHODS 35

- Research Design 36
- Context 38
- Population and Sample 38
- Instrumentation 44
- Data Collection 47
- Data Analysis 47
- Reliability and Validity of the Study 49

Researcher Perspective 51
Summary 53

CHAPTER IV CASE STUDY PRINCIPAL HARMONY 55

Demographic Information 56
State Assessment Data 56
Principal Harmony's Experience and Attributes 57
Analysis of Data 58
Observation Snapshot 65
Principal Correlation to Synergistic Leadership Theory 66
Principal Relationship to Hispanic Academic Achievement Theory 73
Reflexive Voice 81
Synergistic Leadership Theory 82
Principal Relationship to Hispanic Academic Achievement Theory 84
Summary 84

CHAPTER V CASE STUDY PRINCIPAL JOY 86

Demographic Information 86
State Assessment Data 87
Principal Joy Experience and Attributes 88
Analysis of Data 89
Observation Snapshot 97
Principal Correlation to Synergistic Leadership Theory 98
Principal Relationship to Hispanic Academic Achievement Theory 103
Reflexive Voice 111
Synergistic Leadership Theory 113
Principal Relationship to Hispanic Academic Achievement Theory 114
Summary 115

CHAPTER VI CASE STUDY PRINCIPAL BLISS 117

Demographic Information 117
State Assessment Data 118
Principal Bliss' Experience and Attributes 120
Analysis of Data 121
Observation Snapshot 130
Principal Correlation to Synergistic Leadership Theory 131
Principal Relationship to Hispanic Academic Achievement Theory 136
Reflexive Voice 143
Synergistic Leadership Theory 145

Principal Relationship to Hispanic Academic Achievement Theory 146
Summary 147

CHAPTER VII CROSS-CASE ANALYSIS 149

Cross-Case Analysis Themes and Correlations 149
Synergistic Leadership Theory 150
Hispanic Academic Advancement Theory 158
Reflexive Voice 163
Synergistic Leadership Theory 165
Principal Relationship to Hispanic Academic Achievement Theory 165
Summary 166

CHAPTER VIII SUMMARY. IMPLICATIONS AND RECOMMENDATIONS 173

Summary of Study 173
Summary of Findings 178
Summary of Discussion 190
Implications for Public School Principals Serving ELLs 192
Limitations of Findings 195
Recommendations for Future Research 196
Concluding Thoughts and Final Reflection 197

REFERENCES 200

APPENDIX A 210

APPENDIX B 213

APPENDIX C 215

APPENDIX D 219

APPENDIX E 223

APPENDIX F 225

LIST OF FIGURES

Page

Figure 1. Tetrahedral Model for SLT 16

Figure 2. Steps for Identification of Study Sample 41

Figure 3. Merging of Theoretical Frameworks to Promote the Success of ELLs 183

Figure 4. Identifying School Leadership Essentials for ELLs' Success 190

LIST OF TABLES

Page

Table 1 Elementary Principals of Highly Effective Schools.....44

Table 2 Interview Protocol.....46

Table 3 State Assessment Data for Elementary A 57

Table 4 Hispanic Academic Achievement Theory Factors and Sub-Factors.....75

Table 5 Principal Harmony's ISBP Survey and Correlation to Framework.....77

Table 6 State Assessment Data for Elementary B.....88

Table 7 Principal Joy's ISBP Survey and Correlation to Framework 107

Table 8 State Assessment Data for Elementary C.....120

Table 9 Principal Bliss' ISBP Survey and Correlation to Framework 139

Table 10 Multi-Case Study Principals' Actions for ELL Success.....169

CHAPTER I

INTRODUCTION

There has been a growing population of Hispanic children regarded as English language learners (ELLs) in American schools, and the majority of these children are born in the United States.. "At more than 54 million strong, including nearly 4 million in Puerto Rico, Hispanics constitute the country's largest and fastest-growing minority group" (White, 2011). In Texas, Hispanic ELLs comprised 17% of the state's student population (Flores, Batalova, & Fix, 2012). Yet, Hispanic ELLs have the lowest graduation rate in Texas, 71.3% (TEA, 2013). Hispanic students are now the largest ethnic group in Texas public schools yet their academic performance is lagging behind the White student group (AEIS, TAPR, Castro, 2013). Students in the United States have a right to an education, an education that will tool every student for a real life chance. Nonetheless, many Hispanic students, specifically ELLs are working against numerous odds in public schools today. Now is a critical time in education; there is a moral pressure to improve schools for all learners (Knight, 2008). Still, a growing number of Hispanic students learning a second language are living in poverty and falling behind. School personnel must find ways to promote and support their success. A call for equity to serve students learning a second language, living in poverty requires an examination of public school history and the needs of this growing population. Additionally, identifying the role school leadership can take to promote academic success for these children will help address the academic gap and increase the potential for success.

Examining the history of public education in the United States, desegregation, reforms and the inequalities facing children living in poverty today will provide clarity of the opportunity gaps and the impact socioeconomics has on vast numbers of children served in many American schools. The issue is one to address if public education is to fulfill its purpose. The current state of education today is falling short of the obligation of delivering a high quality education as it relates to meeting the needs of children of color living in poverty. Reflecting on work from Public Broadcast Station (PBS) and "The Story of American Public Education (2001)," it is clear that the purpose of education has evolved from the initial school houses of America to current classrooms. Overall, the purpose of education includes various goals from preparing youth for citizenship, promoting literacy, developing skills to serve in the workforce, to fostering critical thinking, preparing students for college and supporting students to gain a global perspective and maintain our democracy. However, with the changes this country has faced throughout history from economic changes and civil rights to continued population growth, increases in poverty and the politics to remain competitive in a global society schools are responding with mandates, "rules governing the action of individuals and agencies, … intended to produce compliance," that frequently limits the effectiveness of educating all learners (Elmore & McDonnell, 1987, p. 134).

In the last half century, schools have experienced significant changes. Specifically, schools have experienced court-ordered desegregation and have experienced a shift in the demographic profile of the students served, an increase of Black and Hispanic minority groups, and changes in the levels of socioeconomic status

(Clayton, 2010, p. 673). Schools have not fared well in responding to the changing demographics of some schools; academic achievement gaps between student groups of color and their White peers are strikingly alarming. Mathews and Mellom (2012) described the gap between non-dominant student groups and their White counterparts, suggesting an average of four years behind in grade level performance in K - 12 public schools. Furthermore, Slavin and Madden (2006) argued this crisis has become the most important educational problem in U.S. schools today. "This gap, which appears early in elementary school, develops into differences in high school graduation rates, college attendance and completion, and ultimately, the differences in income and socioeconomic status (SES) that underlie the most critical social inequalities" (p. 389). Though equity for educational opportunity has been a resounding expectation for all students in the United States, reality for students living in poverty, especially a disproportionate number of children of color, are served in schools with insufficient resources and teachers unprepared to serve students a quality education (Murnane, 2007, p. 162).

Researchers have suggested the levels of segregation are greater than existing studies suggest due to a focus on Black and White students and overlook the increasing population of Hispanic students (Yimaki, Bennett, Fan, & Villasenor, 2012). "Across the United States, Latino(a)/Hispanic populations are increasing dramatically; it is projected that between 1990 and 2050, the percent of U.S. population of Hispanic origin will almost triple, growing from 9% to 25% (making them the largest minority group by far)" (Ylimaki, Bennett, Fan, & Villasenor, 2012, p. 169 – 170). Hispanics are not only the largest minority group in the United States; they are the fastest growing population in

schools, making them a relevant group in the country's future (Gandara, 2010). Both Hispanic and Black students are often found in segregated, high poverty schools with limited resources (Orfield & Lee, 2004). Increased levels of segregated schools began to surface in the early 1990s (Caldas & Bankston, 1998; Orfield & Lee, 2004, 2006). Most of the increase is associated with neighborhood segregation, urban area demographics, and an increasing tendency of courts and the executive branch to cease enforcement of existing integration orders (Caldas & Bankston, 1998; Orfield & Lee, 2004, 2006; Clayton, 2010). The changing demographics are another cause for the shift. As the 2000 Census notes, the Hispanic population within the United States has grown significantly in the last several decades. "High birth rates and increased immigration have contributed to this growth. Hispanic enrollment in public schools has tripled since 1968; during that same period, the Black student population has increased by 30% and the White student population decreased by 17%" (Clayton, 2010, p. 674). Though many educators identify socioeconomic status (SES) as a contributing factor in predicting academic achievement of students, researchers are examining whether the diversity of a school or lack thereof may also play a role (Clayton, 2010, p. 689). An examination of the inequalities students in high poverty areas are facing is needed. Schools serving large populations of children of color from poverty represent a reflection of schools past, segregated, and are under performing. "A segregated education in America is unacceptable…" (Kozol, 2005, p. 316). A need to re-examine schools, align with the purpose set out for public education and validate practices that do work to serve students of color and ELLs will address these school system deficits.

Schools must find ways to support students' educational needs while being cognizant of their social welfare. As the ELL population increases levels of school segregation increase. According to Orfield (2009), the ELL student population in Texas has experienced significant segregation in the last 30 years; 40% of Hispanic ELLs attended segregated schools in the 2006 – 2007 school year up from about one third in 1988. In addition, these students attended schools that experienced high low socioeconomics (Orfield, 2009). "We cannot separate a child's educational needs from his or her social welfare. One thing schools can do in this respect is make sure that disadvantages related to children's socioeconomic backgrounds are not exacerbated in school" (Boykin & Noguera, 2011, p. 186). The reality is schools exist with high minority and economically disadvantaged students; these schools face a multitude of factors that present challenges for schools, including: a decrease in fiscal and human resources. Schools serving these populations tend to have a more challenging time recruiting and retaining teachers and suffer from high teacher-turnover rates (Ingersoll, 2003; Jacob, 2007; Loeb, Darling-Hammond, & Luczak, 2005). Frequently, these schools do not provide students with access to challenging curricula and have a greater focus on basic skills (Gamoran, 1987). The students in these schools require the greatest attention and access to strong instruction; the current school-level factors described limit teachers from serving students requiring support in areas such as early literacy issues (Clayton, 2010). Therefore, schools serving this population must work to achieve "equality of resources and expectations at all schools and to encourage a measure of socioeconomic and racial integration" (Clayton, 2010, p. 673). Furthermore, school

outcomes such as high school graduation and college attendance are critically important factors in promoting economic and social equality for minority students with gaps in educational and economic attainment (Carnevaile, 1999; Greene, 2002), yet rates for these students remain low (Swail, Cabrera, & Lee, 2004). This can be attributed to the achievement gap between children from high minority – high poverty communities and their middle-class White peers (Matthews & Mellom, 2012). Examining the impact of diversity on student achievement, the effects of social economic status (SES) and poverty play a key role in the outcome of student success. While individual SES, including generational poverty, is important in examining this issue, school-level poverty also should be examined. Schools with a lack of diversity, specifically those with a high concentration of minority students, also display a high concentration of poverty. Orfield and Lee (2004) reported that in 2001 – 2002, 43% of all U.S. schools contained less than 10% Black and Latino students. Of these highly concentrated White schools, only 15% had more than half of their students eligible for free/reduced price lunch. Conversely, 88% of schools with high concentrations of minority students had more than half of their students eligible for free/reduced price lunch. Therefore, as districts move to having students attend neighborhood schools in increasing numbers, students who come from high-poverty neighborhoods will likely be attending high poverty/high minority schools (Clayton, 2010). Schools must find ways to support students' educational needs while being cognizant of their social welfare, suggesting the need for examination and identification of systems and practices that promote addressing the challenges found in the status quo of many Texas schools.

Statement of Problem

Hispanic children account for 24% of the U.S. K - 12 student population (Martinez & Ulanoff, 2013). In 2012 the U.S. Department of Health and Human Services reported that of the student group accounting for 24% of the student population, 70% speak a language other than English. "Spanish was the home language of nearly 3.8 million ELL students in 2013 – 2014, representing 76.5 percent of all ELL students and 7.7 percent of all pubic K – 12 students" (NCES, 2016). The growing population of Hispanic children regarded as English Language Learners (ELLs) in American schools are born in the United States. Researchers have reported approximately 80% of Hispanic ELLs are US-born (Fry & Gonzales, 2008; NEA, 2015). Flores, Batalova, and Fix (2012) found almost 5.3 million ELLs were enrolled in PK-12 public schools across the nation. This student group increased significantly from 3.5 million in 1998-99 to 5.3 million in 2008-09. There is a demographic shift in the United States as indicated by the growth of this student group over a ten year span. An analysis by the Texas Education Agency published findings that between 1987 - 1988 and 2012 – 2013 Texas public school systems served an increasingly diverse student population. "The growth of the Hispanic population... brought greater linguistic and cultural diversity to the state. The first school year in which the number of Hispanic students surpassed the number of White students was 2001 - 02" (TEA, 2014, p. 17). Hispanic students are now the largest ethnic group in Texas public schools yet their academic performance is lagging behind the White student group (AEIS, TAPR, Castro, 2013). Alarming state statistics (2013) reveal 46 percent of Hispanic fourth graders and 62 percent of ELL fourth

graders in Texas schools reading below grade level (AEIS, TAPR, Castro). According to the Public Education Information Management System (PEIMS) snapshot data for Spring 2012 - Fall 2013, the ELL enrollment for Texas schools included a total of 864,769 ELLs, an increase of 27,000 students compared to the previous year, 487, 896 students enrolled in bilingual programs, an increase of 10,500 students, and 328,879 students enrolled in ESL programs, an increase of 15,000 students (Seidlitz, Base, & Lara, 2014) The Texas Education Agency (2014) reported, "In 2012 - 2013, Hispanic students accounted for the largest percentage of total enrollment (51.3%)" in Texas public schools (p. 19) . In the 2012 – 2013, Texas served 773,732 Spanish speaking ELLs (Migration Policy Institute, 2015). TEA further reported, "The number of students identified as ELLs increased by 234,337, or 37.2 percent, between 2002 - 03 and 2012 - 13. Over the same period, the number of students participating in bilingual or ESL programs increased by 268,538, or 46.9 percent (2014, p. 35). "The educational outcomes for these students can either translate into a more productive, multilingual workforce or higher levels of academic failure and dropouts, with the attendant social costs" (Flores, Batalova, & Fix, 2012). The University of Texas at Dallas Education Research Center (UTD-ERC) completed a longitudinal study of students entering Texas schools and identified as ELLs (1995 – 2006); the finding of these studies indicate the disparity between non-ELLs and students "ever" identified as ELLs. Students "ever" defined as ELLs were much more likely to be economically disadvantaged than their non-ELL counterparts; furthermore, 90% of Hispanic ELLs were identifies as economically disadvantaged compared to 65% of Hispanic non-ELLs. Finally, the

researchers noted a consistently large gap in college enrollment between whites and Hispanics identified as ELLs during any time in their schooling; with school demographics and school context taken into account, Hispanic ELLs continue to be less likely to enroll in higher education (UTD-ERC, 2011). With the growing number of ELLs, the achievement gaps between Hispanic ELLs and their White counterparts and their underrepresentation in higher education, methods, systems and practices to better serve these learners must be identified and put into practice.

Statement of Purpose

Highly effective schools are able to establish strong systems that support the learning and social development of their students, have campus leaders that utilize practices to foster strong teaching and learning for every learner while cultivating a culture of high expectations for teachers and students alike. Discovering these systems and practices to aid in the academic success of Hispanic ELLs is essential. Identifying high performing schools and the school systems and practices utilized to support Hispanic ELLs will increase the body of literature addressing how to better serve this student group. The purpose of this study was to identify leadership practices in high-performing school districts/schools that impact Hispanic ELLs in Texas, promoting academic success and to discover what principal behaviors are employed that cultivate a culture of success for the Hispanic ELLs in schools that are positively responding to such students' needs.

Significance of Study

The Hispanic population of ELLs continues to grow in the U.S. and Texas. The growing population of Hispanic children regarded as ELLs in American schools are born in the United States. Currently, greater than 80% of Hispanic ELLs are US-born (Fry & Gonzales, 2008, NEA, 2015). Yet, this student group continues to underperform, have the largest number of dropout rates, the lowest number of college admission after high school, and a large percentage of poverty (Clayton, 2010; Gandara, 2010; Mathews & Mellom, 2012; Slavin & Madden, 2006). My study is significant in that it is aimed at providing the key campus leadership elements required for a highly effective school to support and meet the academic and social needs of Hispanic ELLs to reach academic success, including reaching college and career readiness. The purpose of my study is to identify systems and leadership practices for replication in schools with high Hispanic ELLs and high levels of poverty.

Definition of Terms

The terms used in the context of this study are as follows:

Academic Excellence Indicator System (AEIS)

AEIS is an annual report that pulls together various data points related to student performance in each school and district in Texas. This is the school report card published each fall (Texas Education Agency, 2014).

English Language Proficiency Standards (ELPS)

ELPS are cross-curricular student expectations for English language development utilized by teachers to plan instruction to address proficiency levels of ELLs (Seidlitz, Base, & Lara, 2014).

English Language Learners (ELLs)

ELLs are students learning English as a second language, have a first language other than English. ELLs have linguistic and academic needs requiring specialized instruction to develop the English language and excel in academic course work (Seidlitz, Base, & Lara, 2014).

Hispanic

Hispanic is a term used to identify a Spanish-speaking person of Latin descent living in the United States. For this study, students of Spanish speaking homes acquiring English as a second language (Merriam-Webster, 2014).

Instructional Leadership

Instructional leadership focuses on leadership practices that promote continuous school improvement and student achievement (Harvey, 2013).

Limited English Proficient (LEP)

The label assigned by TEA to define students limited in demonstrating English proficiency levels (TEA, 2014). However, in my study, I do not use LEP; rather, I will use ELL.

Performance-Based Monitoring Analysis System (PBMAS)

A TEA automated data system that reports annually on the performance of school districts and charter schools in selected program areas, including: bilingual education/English as a second language, career and technical education, special education, and certain Title programs under the No Child Left Behind Act (TEA, 2014).

Texas Academic Performance Reports (TAPR)

A TEA report pulls together a wide range of information detailing the performance of students in each school and district in Texas. The report is generated every year (TEA, 2014).

Texas Education Agency (TEA)

TEA is the governing body of public education is the State of Texas. It is responsible for the oversight of public elementary and secondary education. TEA oversees the operations of the independent school districts in the state (Texas Education Agency, 2014).

Theoretical Framework

A theory is an organized set of interrelated concepts, perceptions, or methods that "systematically explains regularities in behavior" (Lunenburg & Irby, 2008). This study was framed by two theories: the synergistic leadership theory (SLT) and Hispanic academic advancement theory (HAAT). Specifically, I examined how the actions, practices and school systems employed by three principals in high performing elementary schools align with the four factors of SLT and the three school factors of HAAT.

Synergistic Leadership Theory

Irby, Brown, Duffy, and Trautman (2002) provided the first twenty-first century leadership theory with emphasis on the systemic relationship and "interconnectedness" of four key factors: leadership behavior, organizational structure, external forces, and attitudes, beliefs and values. The theory development began in 1995 with an examination of leadership theories traditionally taught in administrative/management courses (Irby, Brown, & Duffy, 1999). The researchers focused their analysis on the origins, development, and the content of leadership theories. Irby, Brown, and Duffy (1999) found that the existing leadership theories were written for males but was applied to both male and female leaders. The SLT was developed by female researchers involving female sample participants through a feminine perspective (Irby, et. al., 1999). Furthermore, the authors emphasized

> …promoting transformative reflection related to self, others, context, and situations, encompassing the holistic nature of leadership and interactions internal and external to an organization, considering contextual, situational and changing dynamics of educational organizations, exemplifying cultural relevance through the recognition that culture is an external force that significantly impacts leadership and organizations, offering a framework for describing collaborative interdependence, and embracing inclusivity via the inclusion of female leaders' voices and their experiences alongside those of male leaders, (Irby, Brown, & Yang, 2009, 2013, p. 985).

The SLT is constructed around a tetrahedral model based on the four constructs: (a) leadership behaviors, (b) organizational structures, (c) attitudes, beliefs, and values, and (d) external forces (Irby, et. al., 2002). The tetrahedral model (see figure 1) represents the interconnectedness of the four factors and the equal merit of each factor. The shape can be rotated and still maintain its shape, signifying how each factor equally affects the leader's success (Irby, et. al., 2002, 2013). "…each factor equally affects the success of the leader in context as well as of the organization "(Irby et. al., 2002, 2013, p. 985). The SLT added to the existing leadership theory, key impacts that link to my study include:

1. Recognizing that culture is an external force that significantly impacts leadership and the organization,
2. Considering contextual dynamics,
3. Describing the systemic relationship and the interconnectedness of leadership behavior, organizational structure, external forces and attitude, beliefs, and values,
4. Promoting reflection related to self, others, and situations,
5. Offering a nonlinear framework for describing collaborative interdependence, and
6. Promoting equity and social justice (Irby, et. al., 2013, p. 987).

The SLT has been validated as a framework to describe the interactions and dynamic tensions among the four constructs, leadership behaviors, organizational structures, attitudes, values, and beliefs, and external factors; as the tetrahedron depicts,

all four constructs of the theory are equal and interactive rather than linear (Irby, Brown, & Trautman, 2000).

Drake and Roe (1994) explained the purpose of an administrative theory is to serve as a system to organize information and knowledge while assisting to analyze, predict, or explain the behaviors of people and their organizations. Holtkamp (2001) noted in her work for organizational theory validation, "This clear systematic description and organization of ideas makes it possible to present a theory that can be systematically tested, and from which predications can be derived." The SLT was developed using the principles for valid theory development and the framework has been applied to studies of researchers seeking to identify effective practices of school leaders and organizational leaders (Holtkamp, 2001; Kasper, 2006; Manuel, 2010).

The synergistic leadership theory, validated for both female and male leaders, served as the framework for this study as I sought to discover highly effective leadership practices and systems to promote the success of a marginalized student group, ELLs. The SLT aligns with the actions of highly effective school principals, providing a structure of guidance to analyze, predict and explain the behaviors of effective elementary principals promoting academic achievement for ELLs.

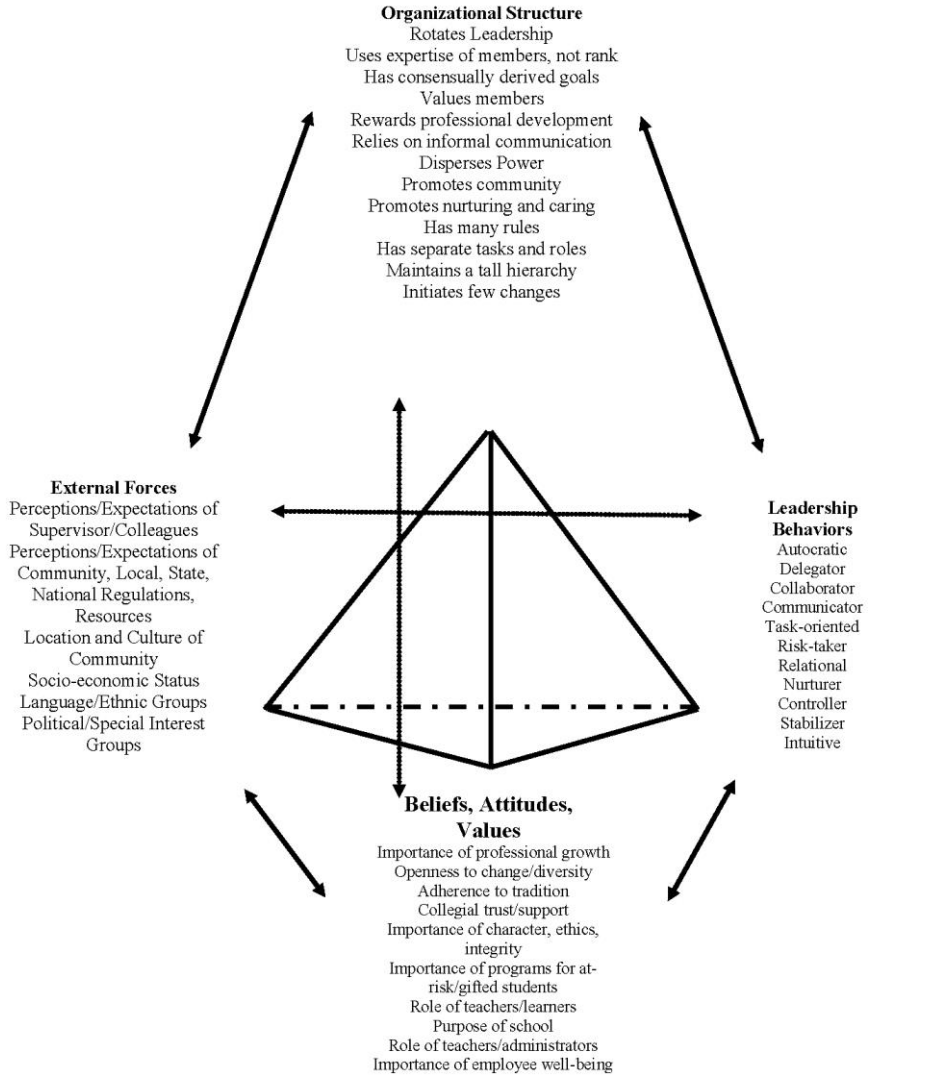

Figure 1. Tetrahedral model for the synergistic leadership theory*

Figure 1. Tetrahedral Model for SLT
Note. Figure from Irby, Brown, Duffy, and Trautman, 2002 with permission from author.

Hispanic Academic Advancement Theory

Jodry's (2001) Hispanic academic advancement theory (HAAT) focuses on the relationships and factors among home, school, and community that support Hispanic students in the advancement of advanced academic course work. Jodry's conceptual framework is a result of integrating research on resiliency, developmental assets and promising instructional education practices that directly impact Hispanic students through influential factors, such as: support, motivation and education. Through Jodry's groundbreaking study of Hispanic students participating in advanced placement courses in a large urban high school the development of the HAAT three factors of influence emerged:

1. Support – referring to the ways in which students in high performing Hispanic school studies experienced positive communication, positive adult relationships, a climate of caring, and collaborative relationships.
2. Motivation – referring to the ways in which the studies on high performing Hispanic schools valued academic goals, viewed students as assets, maintained an advocacy orientation, provided opportunities for service learning, provided positive adult role models, and promoted feelings of safety.
3. Education – referring to the ways in which students in the high performing Hispanic schools experienced high expectations for behavior, high expectations for their achievement, a priority given to

> their needs through programming, development of self-advocacy, respect for their heritage and language, culturally and linguistically responsive pedagogy, shared culture and language, a feeling that parents were assets, and culturally and linguistically responsive leadership (Jodry, 2001).

This theory addresses the urgency to respond to the needs of Hispanic ELLs emphasizing the importance of interpersonal relationships between the school, home and community for the advancement of these learners. Critical elements include: parents and immediate family involvement, early bilingual programs, positive communication and interactions between school and home, a supportive school climate, and the promotion of self-advocacy and goal setting.

The Hispanic academic advancement theory derived from grounded theory and an ethnographic study that examined the education of high school Hispanic students (Jodry, 2001; Jodry, Robles-Pina, Nichter, 2005). Jodry and Robles-Pina (2005) described the sub-factors that emerged that served to predict, describe, and explain the development of HAAT. The theory offers factors that align with the essential elements required for the success of Hispanic students and serve to guide my study in defining actions of highly effective school principals. HAAT served as a framework for my study aligning the identified highly effective practices of partnerships between school, families and community and promoting culture as capital to reach high levels of academic success.

Research Questions

The following research questions guided my study

1. What leadership practices do the campus principals of high performing campuses utilize to guide their schools/work for the success of their ELLs?
2. What principal behaviors cultivate a culture of success for the ELLs of the school?

Limitations, Delimitations and Assumptions

The limitations, delimitations, and assumptions of this study were identified as follows:

Limitations

A limitation of the study was that only Texas schools were examined in this study. The study was limited to the number of school districts and schools in the State of Texas demonstrating success trends for three or more years with ELLs, thus the study cannot be generalized at the national level. Of 1266 school districts in the State of Texas, only four school districts met the criteria of high performance of Hispanic ELLs as measured through state assessment data.

Delimitations

A delimitation of this study was that the focus was on Hispanic ELLs from Spanish speaking homes. Therefore, the findings of this study only addressed the needs of Spanish speaking ELLs learning English as a second language.

Assumptions

The researcher assumed the practices shared by the practicing school leaders of the identified high performing schools were reporting practices being implemented with fidelity. In addition, the data analyzed accurately measured academic success of ELLs in Texas schools.

Summary

The academic performance of Hispanic children in the United States is lagging behind the White student group. As the Hispanic population of ELLs continues to grow in Texas, the level of urgency to address these students' needs is critical. Highly effective schools are able to establish strong systems that support the learning and social development of their students, have campus leaders that utilize practices to foster strong teaching and learning for every learner while cultivating a culture of high expectations for teachers and students alike. Discovering these systems and practices to aid in the academic success of Hispanic English Language Learners was my goal through this study. Identifying high performing schools and the school systems and practices utilized to support Hispanic ELLs will increase the body of literature addressing how to better serve this student group. Through this study, I have identified the practices critical to best serve this growing population of learners.

CHAPTER II

CRITIQUE OF LITERATURE

A systematic review process was utilized to analyze the body of research available in relation to school leadership for English language learners, culturally responsive professional learning communities, and practices of equity and social justice of Hispanic ELLs. "Systematic literature reviews are methods of making sense of large bodies of information, and a means of contributing to the answers to questions about what works and what does not – and many other types of questions too" (Petticrew & Roberts, 2006, p. 2). The systematic literature review is a thorough process for identifying relevant studies and is used in a qualitative examination to discuss and compare the results of applicable studies (Impellizzeri & Bizzini, 2012). Lao-Tze, Chinese philosopher, (ca. 604 -521 BCE) stated, "It is important not only that we know what we know, but that we know what we do not know." The systematic review process promotes the opportunity to know what is known and not yet learned. The use of RIGOR, Research Instruction Guide on Reviews (Foster, 2015) allowed for the routine process to frame the research question, define criteria, search and analyze reviews, and code themes from studies. The defined purpose of this critique of literature is to identify existing literature related to language learners, effective practices for student academic success, and principal leadership related to serving ELLs. The question guiding the research is as follows: What current research exists regarding language learners and best practices of instructional leader and/or principal leader? The initial terms identified for the criteria included: language learners, best practices, language learners and principals.

By conducting a properly performed systematic review additional key terms were utilized: English language learners (ELLs), adolescent English language learners, economically disadvantaged, poverty, Latino students, Hispanic students, bilingual, school leadership, leadership, principal, educational leadership, school administration, collaborative leadership, distributed and instructional leadership, academic achievement, equity, culturally proficient learning community, and learning communities. The thorough process of the systematic review addresses any potential bias and ensures the literature is relevant to the research question not limited by my own opinion or research hypotheses. Databases searched included: ERIC, ProQuest, EBSCO, LibCat, JSTOR, and Google Scholar for the identification of studies related to principal practices and systems serving ELLs, specifically Hispanic ELLs. The search process initially produced a total of 48 articles for review. Of the 48 references, only 11 related specifically to the research question and highlighted studies related to the research question helping address the limitations of relevant literature. I reviewed current studies which guided findings around multiple themes, including: teaching and learning, systems and services, leadership and social affect, leaders as social justice agents, and community and accountability.

Introduction

As the Hispanic population of ELLs continues to grow and the academic gap between Hispanic ELLs and their counterparts remains to exist, the level of urgency to address these students' needs is critical. Identifying current literature related to school leadership as a critical component to the success of highly effective schools and the

practices implemented for success was my goal in this critique of literature. The Wallace Foundation (2013) identified the principal as critical to school leadership and influence. "While the educational administration field is replete with literature on effective principal leadership (e.g., Johnson, Moller, Jacobson & Wong, 2008; Leithwood, Steinbach, & Jantzi, 2002; Levine & Lezotte, 1990; Mulford et al., 2008; Prukey & Smith, 1983), few empirical studies provide principals with explicit guidance on how to navigate the cultural and political issues relevant to schools with growing Latino(a)/Hispanic, Native American, and other colonized populations" (Ylimaki, Bennett, Fan, & Villsernor, 2012. P. 169). With changing demographics, increases in Hispanic student populations how do leaders foster high achievement for learners, specifically Spanish speaking ELLs? What practices are essential to cultivating success? This systematic review outlined the limited studies available related to effective leadership practices and systems in place to serve Hispanic ELLs.

Principal Leadership

Through the systematic review of literature themes of leadership practices by principals emerged as common behaviors essential to the success of Hispanic ELLs. The leadership practices exhibit behaviors that foster sociocultural affects and social justice for students through relational capacity building (Brooks, et al., 2010; Ylimaki, et al., 2012).

Leadership and Sociocultural Affect

Leadership in schools has been studied in a variety of settings establishing success criteria for leaders such as the meta-analysis work of Leithwood and Riehl

(2003, 2005) that identified four key practices for leaders: setting direction through clear goals, mission and high expectations; developing people through continuous support and professional development; redesigning the organization into professional learning communities to increase teacher discourse and collaboration; and, managing the instructional program through close attention to the curriculum and instruction, honoring instructional time (Ylimaki et al., 2012, p. 173 – 174). Though these studies identify critical leadership dimensions, the literature lacks defining how leaders address the demographic shifts of communities serving greater numbers of student populations with language and immigration issues. Ylimaki et al. (2012) explored the sociocultural affect essential to the support of campus principals serving communities with large student populations of ELLs. Utilizing the International Study of Successful School Leadership (ISSPP) for an Arizona area case study design researchers identified sociocultural affect work as foundational to the success of school leadership. Specifically, Yumaki, Bennett, Fan, & Villasenor (2012) determined three dimensions of a sociocultural affect essential to enhancing the leadership framework of Leithwood and Riehl (2005): "(a) consciousness and awareness of the border context and political environment, (b) culturally responsive leadership capacity, and (c) relationships in an ethic of community" (p. 189).

Supporting the advancement of ELLs in schools requires identification of key elements for strong leadership. "…we need to prepare and recruit leaders with the cognitive and sociocultural affective skills, dispositions, and practices necessary for success in increasingly diverse school contexts" (Ylimaki, et al., 2012, p. 191).

Leaders as Social Justice Agents

School principals are the "primary gatekeepers for educational change" (Brooks et al, 2010). To meet the needs of ELL students today, school principals must have relationships with their ELLs to better understand their needs and perspectives. Principals must serve as stewards of social justice in schools, social justice and equity focused on professional learning communities to address inequalities facing ELL students (Brooks, Adams, & Morita-Mullaney, 2010; Jean-Marie, 2008). Jean-Marie (2008) noted, "a growing number of scholars argue that to address inequalities for diverse student populations, educational leaders must have a heightened awareness of social justice issues in a field struggling to meet the needs of all children (Strike 1999; Smulyan, 2000; Winant 2004; Bogotch 2005; Furman and Shields 2005; Marshall and Gestl-Pepin 2005; Merchant and Shoho 2006)" (p. 340). Too frequently, common practices serving ELL populations include utilizing the ESL teacher or paraprofessional as the leader and communicator for students and families; principal involvement relates to logistics (Brooks, et al, 2010). Suttmiller and Gonzalez (2006) reported, "few school districts have the leadership or instructional capacity to understand the needs of ELLs. The education of ELLs appears to have been isolated and designated to a few educators" (p. 168). Changing the level of involvement and knowledge for school leaders enhances the success opportunities for ELLs. According to Brooks, Adams, and Morita-Mullaney (2010), initial steps to attain a culturally responsive school setting requires administrators along with their teachers to

- Change their view of the languages and cultures of ELL, integrating students' language and culture into curriculum and instruction,
- Accurately assess ELL students,
- Focus on critical thinking skills in which students learn to question the world around them and work to make a difference in their communities, and
- Build relationships with parents of ELL students. (p. 148-149)

The principals' perspective for the role of serving ELLs must be intentional and informed. As schools become more diverse principals will cultivate a more responsive learning environment by enacting a values-orientation toward social justice, democracy, and equity (Jean-Marie, 2008). Social justice is promoted and addressed through the ongoing professional development in leaders' schools (Brooks, Adams, & Morita-Mullaney, 2010; Jean-Marie, 2008).

Practices for Highly Effective Learning Environments

Principal actions and practices foster effective learning environments for students. Through the systematic review common factors were identified that assisted principals in cultivating high performing learning settings for ELLs and to support their growth.

Teaching and Learning

Leaders must be tooled to support ELL instruction in schools. An examination of preparation programs for school leaders revealed sporadic, inconsistent development addressing second language learners (Baecher, Knoll, & Patti, 2013). The field of literature is rich with documentation supporting that "leaders play a key role in shaping

and improving learning" (Elfers & Stritikus, 2014, p. 307). Elfers and Stritikus (2014) identified five themes leaders facilitate that are critical to the advancement of ELL students:

1. resolving fragmentation by focusing on high-quality instruction,
2. creating a productive bled of district- and school-level leadership initiatives,
3. communicating a compelling rationale,
4. differentiating support systems at elementary and secondary levels, and
5. using data for instructional improvement. (p. 318)

The commitment to high-quality instruction requires great attention to effective teaching practices and learning contexts. In order for teachers to meet the needs of ELLs, district and school leadership work together to ensure strong support systems for teachers by collaboratively working together to provide clear direction and maximize resources. Furthermore, Elfers and Stritikus (2014) noted, "Alongside efforts to move beyond a fragmented approach to serving EL students, district and school leaders… [must seek] to communicate to all stakeholders that supporting teachers' efforts to serve EL students was central to their goals and connected to other reform activities" (p. 326). Addressing the programmatic support at elementary and secondary levels must be differentiated but continue to be met with problems; leaders must address the specific needs of EL students and the teachers serving students and be willing to differentiate to best serve the learners in the building served. Elfers and Stritikus (2014) found, "as elsewhere in the country,

much work remains to be done to solve the problem of effectively serving EL students at the secondary level" (p. 333). Finally, essential to the work of highly effective schools to address the needs of ELLs, "leaders in the case study districts (of Elfers & Stritikus, 2014) were strong advocates of the use of disaggregated data to identify areas for improvement, shape training and professional development, and support a culture of learning" (p. 333).

Calderon, Slavin, and Sanchez, (2011) indicated "that the quality of instruction is what matters most in educating English learners" (p. 103). A review of effective instruction for English learners by these scholars yielded models of highly effective practices, including: "school structures and leadership, language and literacy; integration of language, literacy, and content instruction in secondary schools; cooperative learning; professional development; parent and family support teams; tutoring; monitoring implementation and outcomes" (p. 103). Specific school structures and leadership required for strong learning outcomes for ELLs requires continuous use of formative data related to learning, teaching, attendance, behavior and other outcomes essential to the learning environment, a strong focus on professional development for all staff, clear standards for behavior and classroom management strategies, and leadership focused on developing a "high-reliability organization" , an organization "that shares information widely, monitors the quality of teaching and learning carefully, and holds all staff responsible for progress toward shared goals" (Calderon, Slavin, & Sanchez, 2011, p. 109 – 110). Through strong beliefs and experiences with ELL pedagogy, teaching and learning efforts for the development and support of classroom teachers, and effective

instruction for ELL students leaders can foster a highly effective learning environment for ELLs (Baecher, Knoll, & Patti, 2013; Calderon, Slavin, & Sanchez, 2011; Elfers & Stritikus, 2014).

Systems and Services

Identifying systems and services school leaders must foster is necessary for the success of all ELLs in school systems today. "Statistics on ELLs in general show that language plays a major part in their education. "While entitled to services that support their English development, many of these children do not fare well in school" (Hunt, 2011, p. 191). Hunt highlights the work of Miramontes, Nadeau, and Commins (1997) to support the urgency of serving ELLs. Until the needs of English Language Learner (ELLs) are

> [p]laced squarely in the mainstream of teaching, learning, planning and educational reform, it is unlikely these students will have access to equitable educational opportunities. In order for school reform efforts to be successful, educators must understand how to include all students, weigh program choices, and anticipate and evaluate the consequences of particular decisions. This means recognizing both the external sociopolitical context and the internal pressures that affect how programs function (Miramontes, Nadeau, & Commins, 1997, p. 9).

Dual language is a programing service available in many districts/schools across the country to meet the needs of ELLs. Providing a form of bilingual education, a dual language program uses two languages equally for academic instruction with the goal of

students developing language and literacy (Hunt, 2011; Freeman, Freeman, and Mercuri, 2005). Hunt (2011) gathered data from case studies in New York serving ELLs through dual language programs and identifies four leadership structures that are "essential in supporting bilingual learning communities" (p. 188). The structures include:

1. Mission
2. Collaborative and Shared Leadership
3. Flexibility
4. Trust

The four elements identified by Hunt (2011) of dual language learning communities provide supporting structures to best meet the needs of the ELLs served in the schools. First, a collective mission promotes clarity and balance for schools to facilitate their work. Each member of the staff can clearly articulate their purpose in delivering their services and support. Second, collaborative and shared leadership is described in each school studies as a shared ownership of leading for students and their outcomes. Third, trust is critical for the campus principal to trust in the teachers, teachers to enjoy their work and "principals and teachers trust the academic support and strength that learning in two languages can provide for students" (Hunt, 2011, p. 197). Finally, Hunt (2011) affirmed flexibility as the last key element for the success of a dual language learning community; flexibility is evident through the decision-making process and continuous support as a dual language program is implemented and develops. All four elements are essential to the success of the dual language learning community. Hunt (2011) concluded "What sustains these dual language programs over the course of their

extended histories is their ability to stay true to the goals of: (1) bilingualism, (2) biliteracy, and (3) the appreciation and promotion of multicultural perspectives" (p. 203).

Masumoto and Brown-Welty (2009) offered additional systems and practices of highly effective leaders from a rural high school perspective. Through their analysis of high school leaders three factors surfaced as change makers: (a) leaders utilized multiple instructional, distributive, and transformational leadership practices, including professional learning communities to involve teachers in collaborative discourse around curriculum, instruction, assessment and data analysis; (b) leaders promoted a school-wide focus on high expectations and instruction capitalizing on school resources such as teacher strengths; and, (c) various formal and informal school-community connections were established to meet the varying needs of students.

Theoharis and O'Toole (2011) found more inclusive, school-wide approaches to serving ELLs. In addition, strong school leadership is one of most essential qualities of effective schools required for ELLs' academic success (August & Hakuta, 1998 Theoharis & O'Toole, 2011).

> Theoharis (2007a) along with Frattura and Capper (2007) contend that social justice cannot be achieved for ELLs without creating inclusive services. Inclusive service delivery for English as a second language (ESL) involves valuing students learning English and positioning them and their families, languages, and cultures as central, integral aspects of the school community. It necessitates creating school structures where ESL services are brought to the

> students in heterogeneous general education classrooms, eliminating pullout and separate ESL classrooms and services (Theoharis & O'Toole, 2011, p. 648 – 649).

The case studies Theoharis and O'Toole examined included two elementary schools, one implemented classrooms with dual certified teachers and the other adopted a co-teaching model for an inclusive learning environment supporting ELLs and all other students in more heterogeneous learning environments. These learning environments were fostered through collaborative program planning to serve ELLs in each school. "A consistent finding in literature is that most effective programs for ELLs have emerged from comprehensive, schoolwide efforts that involve principals as well as teachers and staff" (Theoharis & O'Toole, 2011, p. 650). Though both programming models differed between cases, both principals shared common beliefs, knowledge and skills; both exercised a sense of responsibility and agency facilitating the restructuring of ELL service. "What made it possible were the collaborative efforts between staff and administration, the communication between the schools and ELL families, and the driving force of committed principals" (Theoharis & O'Toole, 2011, p. 675).

Case studies examining dual certification and co-teaching practices; effective school-wide practices and partnerships with home and community; and dual language programs all promote systems and leadership practices that foster the support, access and success of ELLs in schools (Hunt, 2011; Masumoto, 2009; Theoharis & O'Toole, 2011). School leadership, social justice leadership is the change agent required to address the needs of a student group that has been historically marginalized in school settings.

Community and Accountability

Accountability and the driving sense of urgency to close achievement gaps has created schools guided by centralized, neo-Tayloristic managerial approaches (Black, 2008). Black (2008) facilitated an ethnographic study on a successful Texas elementary driven by high-stakes accountability and finding success in a performance-based context. The success of this school was based on tight, controlled leadership.

> Theorizing around leadership practice within highly accountable and performance-oriented schools should begin to more explicitly address tensions and conflicts that are likely to remain and the effects that 'focused' leadership enactments might have on cultural identity and the ability to frame and pursue the broader democratic purposes of schooling (Black, 2008, p. 18).

How do school leaders balance the accountability while cultivating culturally responsive school settings? This ethnography highlights the success of one school that closed gaps but may have compromised the cultural identity of their ELLs. Response to school community and accountability, tightly coupled administration and control orientations of leadership frequently flourish in a performance-oriented context (Bennett & Jaradat, 2011; Black, 2008). Are mandates and accountability for school ratings limiting opportunities for distributive leadership, meeting diverse learners' needs, or comprising the purpose of schooling?

Summary

The systematic review of current studies was limited but provided a lens into effective practices and systems, programming and the limiting impact from high-stakes

accountability as schools respond to a student group that has historically been marginalized. "Despite limited examination of the needs of EL students in the leadership literature, there is much to build upon as the field comes to terms with shifting demographics in schools" (Elfers & Stritikus, 2014, p. 307). I sought to identify how leaders foster high achievement for learners, specifically Spanish speaking ELLs and the practices essential to cultivating success. This systematic review outlined the limited studies available related to effective leadership practices and systems in place to serve Hispanic ELLs. "Schools that serve English learners and other language minority children, especially in regions where most families are struggling economically, provide children their best and perhaps only chance to achieve economic security" (Calderon, Slavin, & Sanchez, 2011, p. 109). Due to the limited research my study has further merit to contribute to the phenomena of leadership practices that promote success for Hispanic ELLs through the frameworks of SLT and HAAT.

CHAPTER III

METHODS

The purpose of this multi-case study was to identify leadership practices in high-performing school districts/schools that impact Hispanic ELLs in Texas, promoting academic success and to discover what principal behaviors are employed that cultivate a culture of success for the Hispanic ELLs in schools that are positively responding to such students' needs. In the initial phase of the study I analyzed state assessment data to identify my sample of school principals from high performing districts successfully serving Hispanic ELLs as measured through state assessment data. After thorough analysis, invitations and acceptance, I focused my examination on three Texas elementary principals from major suburban high performing school districts, serving high numbers of Hispanic students, and their practices and actions as leaders of their schools. Each principal served campuses with high numbers of Hispanic ELLs and had state assessment data that demonstrated high achievement for ELLs as measured by the Texas state assessment measures of reading and mathematics. In addition, I applied the synergistic leadership theory and Hispanic academic advancement theory to the experiences and practices of these principals and identified practices and systems that promote academic success for ELLs that elementary principals with common demographics can utilize for success.

The following research questions guided my study:

1. What leadership practices do the campus principals of high performing campuses utilize to guide their schools/work for the success of their Hispanic ELLs?

2. What principal behaviors are employed that cultivate a culture of success for the Hispanic ELLs of the school?

Research Design

I conducted a multiple case qualitative study on leadership practices in high-performing elementary schools and principal practices that cultivate positive school culture for the success of ELLs. Creswell (2012) described the case study as "an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection" (p. 465). "Qualitative case studies share with other forms of qualitative research the search for meaning and understanding, the researcher as the primary instrument of data collection and analysis, an inductive investigative strategy, and the end product being richly descriptive" (Merriam, 2002, p. 178 – 179). I employed a multiple case study approach or collective case studies; Hayes and Singh (2012) described multiple case studies as work where "the researcher investigates several phenomena that are similar in nature" (p. 46). The research included an analysis of identified schools from the northern Texas area; identified school principals were examined as a case study and culminated in a multi-case analysis to identify leadership practices to meet needs of ELLs and principal actions that cultivate positive school culture for ELLs' success. Erickson (1986) contended, "…that since the general lies in the particular, what we learn in a particular case can be transferred to similar situations" (Merriam, 2002, p. 179).

This study was framed by two theories: the synergistic leadership theory (SLT) and Hispanic academic advancement theory (HAAT). Specifically, I examined how the

actions, practices and school systems employed by three high performing elementary principals align with the four factors of SLT and the three school factors of HAAT. First, the SLT is constructed around a tetrahedral model based on the four constructs: (a) leadership behaviors, (b) organizational structures, (c) attitudes, beliefs, and values, and (d) external forces (Irby, et. al., 2002). The tetrahedral model represents the interconnectedness of the four factors and the equal merit of each factor. Irby et al. (2013) noted key influences of the SLT linked to my study include:

1. Recognizing that culture is an external force that significantly impacts leadership and the organization,
2. Considering contextual dynamics,
3. Describing the systemic relationship and the interconnectedness of leadership behavior, organizational structure, external forces and attitude, beliefs, and values,
4. Promoting reflection related to self, others, and situations,
5. Offering a nonlinear framework for describing collaborative interdependence, and
6. Promoting equity and social justice.

Second, HAAT served as a framework for my study that aligned the identified highly effective practices of partnerships between school, families and community and promotion of culture as capital to reach high levels of academic success.

Context

I examined principal leadership practices and actions that promoted ELLs' success in elementary schools within northern Texas major suburban areas ranked in the top four districts identified as performing higher than the other 1266 Texas school districts across the state with significant populations of Hispanic, ELLs and economically disadvantaged groups; the school principals were selected from schools within top performing Texas school districts that provided approval for study. Research for this study took place during the 2015 – 2016 school year.

Population and Sample

The sample was comprised of elementary principals serving K – 5 public schools from four identified Texas school districts demonstrating higher academic performance over a three year span (2014, 2013, 2012) on the STAAR state assessment over other Texas schools across the state with significant populations of Hispanic ELLs and economically disadvantage groups; the schools and their principals were selected and invited to participate based on overall performance at the district level and individual school performance. Initially, four districts were invited to have principals participate in the study. The final sample resulted in three elementary principals from major suburban northern areas of Texas serving Hispanic ELLs with great success. A major suburban district is defined by TEA as not-urban, is contiguous to a major urban district, and enrollment is at least 4500 students (TEA, 2016). The sample size was a result of nonresponse from two districts of the original sample participants identified.

Sample Criteria

Seeking a methodology to differentiate high performing districts serving ELLs from other districts required an extensive examination of the 1266 districts in Texas. The data collection process to identify participants was initiated by accessing Performance-Based Monitoring Analysis System (PBMAS) state reports for all districts in the state of Texas for the last three consecutive years: 2014, 2013, and 2012. I elected to utilize the PBMAS to identify state wide trends and pinpoint top high performing school districts as identified by performance passing rate of ELLs in math and reading served in bilingual education programs and/or ESL programs. I examined performance trends and numbers of students participating and assessed on the state assessment over three years. I analyzed PBMAS data from 2014, 2013, and 2012. I identified districts having 100 or more Hispanic students participating and demonstrating high passing rates in the 90% and/or the 80% band in at least two areas of math and reading in bilingual and/or ESL programs for the district. This focus provided a bigger picture of data for third through twelfth grade. My initial analysis yielded four districts meeting each of the criteria set for measurement of high performance. The final four districts were selected based on the fact that each maintained passing rates in all four categories no lower than the 70% band and noted high success rates in the 90% band and 80% band in at least two tested areas (math and reading for bilingual program students and/or math and reading for ESL program students). The initial four districts ranged from Hispanic populations of 18% to 48% and number of Hispanic students from 162 to 2324. Thus, the intent of this research was focused on identifying districts based on density of ELLs that are of

Hispanic origin within their districts. A review of the Texas School Dashboard (Jan. 2015) provided me additional data for all identified districts; specifically, economically disadvantaged percentages and ELLs percentages were of interest to this research. In addition, each of these districts had an ELL population of at least 10%; these districts ranged from 11% to 26% ELL population (Dashboard, 2015). And, each district had an economically disadvantaged (EOD) population of at least 25%; these districts ranged from 29% to 81% economically disadvantaged population (Dashboard, 2015). To ensure the examination would address Hispanic ELLs specifically, another data source I utilized was the Texas Academic Performance Report (TAPR) to identify district demographics and cross reference state assessment scores. In summarization, I defined the first phase of the data collection for defining participants through the following steps:

1. Generated criteria to define high performing school districts serving Hispanic ELLs.
2. Examined 1266 school districts.
3. Identified four districts meeting criteria.
4. Examined elementary and secondary schools within the four districts meeting the same criteria defined.
5. Only elementary schools met the criteria, secondary campuses lacked meeting all criteria to produce a sample pool. (See Figure 2.)

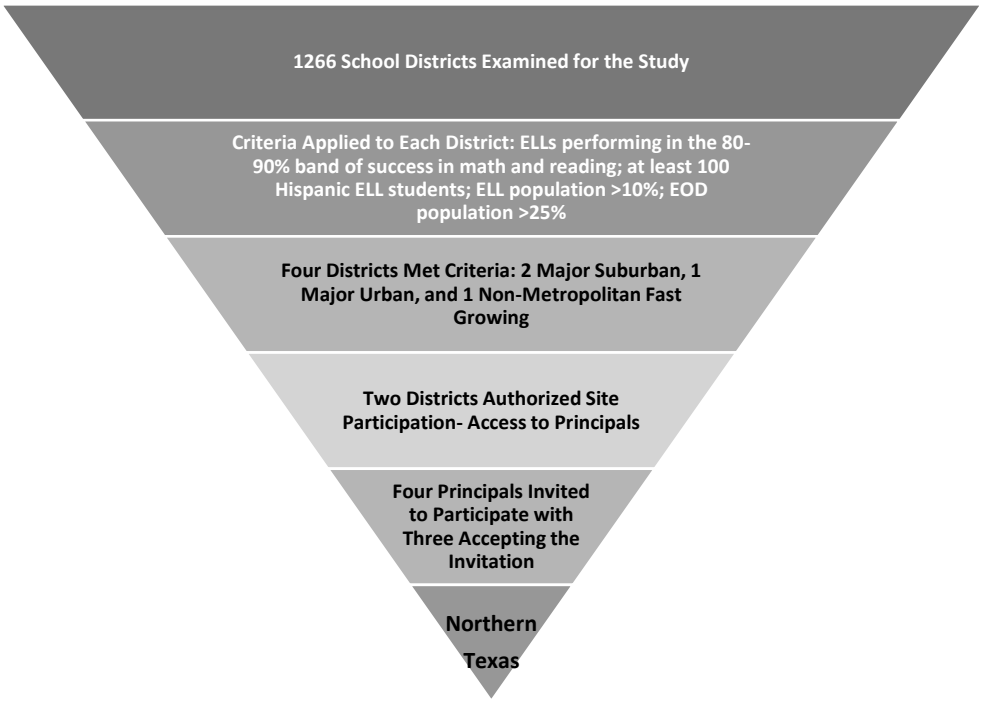

Figure 2. Steps for Identification of Study Sample

Sample Pool

The initial analysis affirmed the ELL populations for each district to be predominantly Hispanic. The identified districts represented a variety of school settings, including: major suburban, major urban and non-metropolitan: fast growing. I examined schools with this larger scope to further the literature and identify the practices essential to meeting the needs of the ELL population in the state of Texas. After defining the four districts, I attempted to create a list of high performing elementary and secondary campuses utilizing the same criteria applied to school districts in Texas and the identification of schools was created in the identified districts. The original intent was to interview principals from elementary and secondary; however, the number of secondary

schools meeting the criteria was not sufficient throughout all four districts in the state of Texas. Therefore, the focus for the research shifted to examining high performing elementary schools and included schools from districts granting permission for the study. Each of the four districts was invited to participate in the study with their elementary schools through a formal request for site authorization letter, two follow up e-mails and one phone call requesting the inclusion of two principals from each district. After multiple requests for authorization, I attained approval and acceptance to participate in the study from two major suburban districts and three principals invited from northern Texas areas, all major suburban settings, and focused my study on principals of major suburban schools successfully serving Hispanic ELLs.

The participants were selected through a purposive sampling (Lunenburg & Irby, 2008) method studying members of high performing elementary schools I identified leaders in schools of the four identified high performing districts serving Hispanic ELLs. Creswell (2012) noted, "…in purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon" (p. 206). Additional review of school data from the major suburban districts was analyzed to include principals whose schools met the criteria within a four year span to increase the sample pool. Introduction letters were sent out to the four potential district candidates of the top elementary schools in the identified districts with follow up e-mails and phone calls from me to solicit acceptance of participation and meeting times for interviews with each of the principals from the elementary campuses representing northern Texas

suburban districts. In summarization, I defined the second phase of the data collection for defining participants through the following steps:

1. Four districts invited through multiple contacts to participate.
2. Two of four districts accepted participation in the study.
3. Criteria applied to schools within districts accepting participation.
4. Four principals from approved districts were invited to participate.
5. Three of four accepted participation.

Participant Data

Three elementary principals serving high performing schools accepted the invitation to be part of the study. Each principal had fourteen or more years of administrative experience, served diverse campuses with ELL populations between 11% and 44% and EOD populations between 15% and 70% (see Table 1). Interviews took place at the interviewees' campus at their convenience. As researcher, I provided the programming survey for each participant in advance for review, data collection from staff, and self-reporting of perceived behaviors, values and beliefs, facilitated a 45 minute interview with each of the sample participants. Each initial interview extended to one hour to an hour and a half. Follow up contact was made with each participant via a phone conference after delivery of transcripts for follow up validation of reporting and clarification. Each follow up conference averaged 30 minutes. Each of the participating principals was assigned a pseudo name to provide anonymity.

Table 1.
Elementary Principals of Highly Effective Schools

Principals	District Type	Years of Experience as an Administrator
Harmony	Major Suburban	14
Joy	Major Suburban	16
Bliss	Major Suburban	20

Instrumentation

I utilized the Carrasquillo and Rodriguez (1997) *Indicators of Successful Bilingual Programs* (ISBP) survey which is publicly available and a research-developed interview protocol addressing my research questions for the identified elementary principals. The ISBP is based on studies by Carrasquillo and Rodriguez (1998) identifying ten focus areas evident in schools contributing to the academic success of ELLs based on a case study of three schools in New York City, two elementary schools and in high school with successful bilingual programs. The ten focus areas include (a) positive school climate, (b) an administration with leadership and commitment to bilingual education, (c) teachers' high expectations for students, (d) teacher effectiveness and empowerment, (e) clearly defined curricula, (f) extracurricular and co-curricular activities, (g) high student self-esteem and expectations of themselves, (h) academic growth, (i) satisfactory attendance, and (j) parental involvement (Carrasquillo & Rodriguez, 1998). The purpose of the ISBP is to serve as a checklist of indicators essential to the success of bilingual programing. ENLACE, the Latino Children Educational Network, provides assistance "to children… in need through motivation, to stay and succeed in school; to advocate on issues related to educational need, rights and

opportunities; and to provide a forum for ENLACE members to discuss issues related to children's education" (Carrasquillo & Rodriguez, 1997, p. 9). The design of the survey allowed me to measure participants' level of implementation related to the ten focus areas promoting success for ELLs. These focus areas compliment the attributes that directly support strong school leadership. "Trust, respect, collaboration, and shared leadership, combined with flexibility, were seen as essential ingredients for the ongoing, reflective, and creative process needed to solve ongoing problems brought on by constant change" (Menken & Solorza, 2013, p. 27). Menken and Solorza (2013) noted the work of Carrasquillo and Rodriguez and the correlation of identified processes to create collaborative relationships that assist in responding to the needs of this growing ELL population. These focus areas further guided me to apply the participants' reflections to the theoretical frameworks and identify practices essential for principal leadership success. Table 2 notes the questions for the questionnaire and the survey is noted in Appendix D. I used the questionnaire during the interview stage of the study. Each participant responded to the semi- structured interview questions. I recorded each interview, wrote notes and transcribed each of the interviews for coding and to identify themes.

Table 2.
Interview Protocol

Questions
1. Share your school demographics.
2. Define positive school culture.
3. What do you find essential to foster positive school climate for Hispanic ELLs?
4. What are the current challenges in your school related to Hispanic ELLs?
5. What is your leadership style?
6. What does bilingual education/ESL program look like at your school?
7. How do you support teacher preparedness to serve ELLs?
8. What are essential resources to best serve the Hispanic ELL population?
9. What systems do you have in place to promote success for Hispanic ELLs?
10. What does central office support entail?

Validity for the protocol was insured through a face validity pilot process (Edmondson & Irby, 2008). According to Edmondson and Irby (2008), face validity "relates directly to the question content" (p. 71) and requires a preliminary focus group of principals not considered for the study but serving in similar roles to the sample participants. Five elementary principals and fellow colleagues from the central Texas region were invited to review the interview questions, provide responses and feedback. Based on the pilot interviews, I determined the questions provided the necessary information to answer the research questions as presented with the intentional inclusion of the terms Hispanic ELLs in the questions to ensure the responses were specific to the student group in the research questions. In addition, the survey proved to measure the essential factors for effective bilingual programming.

Data Collection

Data collection included interview responses from notes and transcripts, field notes, and data from the Carrasquillo and Rodriguez survey. The data were collected from three different principals leading top performing elementary schools in the identified Texas area. The interviews were conducted at the participants' school sites, and interviews were scheduled at the participants' convenience. Each interview was 45 minutes in length, extending to one hour to one and one half hours. The decision to utilize the semi-structured interview that allowed me to gather detailed responses to the research questions while allowing participants' voices to emerge (Hays & Singh, 2012) and permitted me opportunity for follow-up questions. The goal of the interview session was to collect data on participants' beliefs, values, philosophy, experiences and practices serving ELLs in their schools. I recorded and transcribed all of the participants' interviews. In addition, the *Indicators of Successful Bilingual Programs* (ISBP) survey was administered and data were collected to further the understanding and identification of themes and practices common among the high-performing schools. Finally, field notes were gather at each of the site visits gathering data to further understand and identify themes and practices common among the high-performing schools.

Data Analysis

I conducted a qualitative study through a multi-case study approach and analyzed data through numerous steps. The data analysis required in-depth analysis and synthesis of the data collected. First, analysis of the data collected included review of all the interview data and coding. I examined all the interview data collected, including: notes,

transcripts and survey responses. All data points were mapped to develop common themes found in the data as I sought to explain the phenomena with descriptors through the theoretical frameworks. For each case study, I provided data from the semi-structured interviews that were coded to begin to develop the setting/context, subjects' ways of thinking, activities, strategies and relationship and social structures supported by significant statements of each participant (Bogdan & Biklen, 2007). Then, I presented a correlation between the leadership actions and skills of the principal and the alignment to the factors of synergistic leadership theory and components of Hispanic academic advancement theory through the school factor lens aligned to coding systems/themes (Bogdan & Biklen, 2007). According to Bogdan & Biklen (1998), "Analysis involves working with data, organizing them, breaking them into manageable units, synthesizing, searching for patterns, discovering what is important and what is learned, and deciding what you will tell others" (p. 157).

After the analysis and organization of the all data, I used reflexivity in order to provide my own self-reflection as an experienced Hispanic school principal serving a large population of Hispanic ELLs. Lincoln and Guba (2005) described reflexivity as a process of self-reflection, whereas the researcher is an instrument in the process. In the final stage of the findings, I presented a cross-case analysis of the data incorporating the semi-structured interview data, field notes data, and survey data from each case, and defined the correlation to the SLT and HAAT while identifying essential practices for current and future principals serving ELLs.

In examining the perspectives of highly effective elementary school principals, several parallels surfaced throughout the survey responses, field notes, and the interviews. Utilizing Creswell's process, I "highlight[ed] significant statements, sentences, or quotes" (2012, p. 82). I organized data to develop meanings from the data and developed themes (Hayes & Singh, 2012). These themes allowed me to identify common practices among high performing schools and their leadership. These findings allowed me to "write a composite description that presents the essence of the phenomenon" through each case study and a cross-case analysis (Creswell, 2012, p. 82).

Reliability and Validity of the Study

Validity

Creswell (2012) submitted, "Validating findings means that the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation" (p. 259). Validity in this study was attained through the following forms commonly used in qualitative research: triangulation, member checking, and reflexivity. Triangulation occurred through various data samples, including: interviews of multiple principals, field notes, and completion of Carrasquillo's survey (1997) by the sample population. "Triangulation is the process of corroborating evidence from different individuals, types of data, or methods of data collection" (Creswell, 2012, p. 259). In addition, I exercised member checking with the principal participants in which I asked "one or more participants in the study to check the accuracy of the account" (Creswell, 2012, p. 259). Finally, I employed the practice of reflexivity, in which I clarified my own bias as the researcher (Denzin & Lincoln,

2000). Merriam (2002) stated, "Even in journal articles researchers are being called upon to articulate and clarify their assumptions, experiences, worldview, and theoretical orientation to the study" (p. 26). I practiced reflexivity throughout the data analysis process by answering reflexive questions including: *What are my experiences as an experienced Hispanic school principal serving ELLs? How do I respond to the needs of the Hispanic ELLs I serve? Am I cognizant and intentional about being culturally responsive? How do I empower my teachers and promote their continued learning to best serve ELLs? Does my experience as a public school principal or graduate student influence my research findings?* Merriam (2002) noted that practicing reflexivity provides interpretations for the readers that allow "better understand[ing] [of] how the individual researcher might have arrived at the particular interpretation of the data" (p. 26). I made personal notes as I interviewed and as I analyzed the data in terms of my own context. I am a twenty one year educator, five years as a classroom teacher, 16 years as an administrator, six years as an assistant principal, and ten years as a lead principal. My experience has been in central Texas as I have witnessed great diversity and a significant shift in demographics, specifically the growing number of Hispanic ELLs served in a major suburban district. As I have personally served greater populations of Hispanic ELLs at the secondary level I have been alarmed by the number of ELLs that have been served in our public school systems for six, seven, eight years and predominantly performing below their white counterparts. I have been compelled to discover practices that better support the needs of our ELLs and assist with their

academic and social growth in public schools. I practiced reflexivity throughout this study applying and interpreting what I learned alongside my own experiences.

Reliability

Reliability of the data was attained through two different processes. First, the ISBP survey was e-mailed to participants to complete independently prior to the face to face interviews; this provided principals opportunity to reflect and complete based on their own thoughts. Second, the semi-structured interview questions were shared with the three principals in advance of the interview. I assured reliability when I interviewed the participants by utilizing a tape recorder as I took notes. Creswell (2013) suggested, "reliability can be enhanced in qualitative research if the researcher obtains detailed field notes by employing a good tape recorder and transcribing the notes" (p. 253). I employed each recommended practice to assure reliability.

Researcher Perspective

I am a mother, educator, wife, daughter, sister. I have a rich Latin background and have pride in my Mexican/Spaniard heritage. Though I take pride in my heritage, I was not an English language learner and cannot personally understand the challenges ELLs are confronted with in the school setting. I am a middle class, bilingual woman, and I choose to serve and advocate for all children to foster the growth of our students and tool them for this twenty-first century global, multicultural world. As a 16-year educational leader, principal, and PhD student, I bring my own beliefs and experiences related to serving Spanish-speaking ELLs. I do recognize that my experiences and beliefs can influence my research. Due to the potential for such influence, I exercised

reflexivity in my data analysis and during the writing of my findings. This allowed me to share my thoughts from my own perspective as I interviewed and as I reviewed the data.

In my twenty one years of experience serving young people, I am reminded frequently of my constant drive to advocate and promote social justice for children, all children; a great part of my career has caused me to be intentional about my growth and professional development to serve a particular population, Hispanic ELLs. Twenty years ago, I began my career in the district I serve today, a major suburban district. As I served that community for four years I recognized that I was the only Hispanic professional on staff. Though I considered leaving the campus shortly after my acceptance of the position I found my passion and advocacy at that school. The campus was predominantly white, only 7% of the population was Hispanic and the ELL population was only at 2%. My first day in professional development, the principal was reviewing state assessment data and shared that the campus missed an exemplary rating "because of the Hispanic students." I felt tears running down my face that day, and I vowed to make a difference, to be a role model for all Hispanic children. I soon took on the role of administrator and shifted to a campus that was more representative of the surrounding demographics, 50% white, 33% Hispanic, 17% African American. The campus began to serve its own ELLs in my second year as an assistant principal; this began the journey of my interest and my understanding of the great challenges we, as educators, put before students. I later moved to another school and continued to serve as an assistant principal and vertical leader, K – 12, on an ESL task force to define how to

serve ELLs in our district. The solutions have not come easily. I later served as an elementary summer school principal charged with facilitating a bilingual program and serve children from low socioeconomic. As of late, I serve as principal at a middle school with 24% of our learners active in the ESL program; my campus is 54% Hispanic, 26% white, 20% African American and 75% EOD. We have a rich, inviting culture. I am tasked with supporting our learners and challenging our school system to improve the learning environment of our Hispanic ELLs.

Summary

Creswell (2012) has described the case study as "an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection" (p. 465). As I completed this multiple case qualitative study on leadership practices in high-performing elementary schools and principal practices that cultivate positive school culture for the success of ELLs, I am able to: (a) define principal actions and systems to promote academic success for Hispanic ELLs, (b) frame findings around two theoretical frameworks, SLT and HAAT, to ensure practices for Hispanic ELLs academic success, and (c) determine how essential factors, working in conjunction with one another can define actions or principals' success serving communities with Hispanic ELLs. Erickson (1986) contends, "…that since the general lies in the particular, what we learn in a particular case can be transferred to similar situations" (Merriam, 2002, p. 179). Through my research I have provided leadership practices and principal actions that promote ELLs' success in elementary schools within

the northern Texas area in major suburban settings identified as performing higher and have promoted a phenomenon for success in other setting with similar populations.

CHAPTER IV

CASE STUDY PRINCIPAL HARMONY

The purpose of this multi-case study was to identify leadership practices in high-performing schools that impact Hispanic ELLs in Texas, promoting academic success and to discover what principal behaviors are employed that cultivate a culture of success for the Hispanic ELLs in schools that are positively responding to such students' needs. This chapter includes the first case study in the multi-case examination and includes six sections. The first section of the case study consists of the school demographics Principal Harmony leads. In the second section, I present the state assessment data of the campus for the three school years utilized. In the third section of the chapter I offer a snapshot of Principal Harmony's experiences and qualifications. In the fourth section of the chapter I provide data that addresses the research questions, including: (a) an individual interview of the principal, (b) responses from the principal survey, *Indicators of Successful Bilingual Programs*, (c) field notes analysis and (d) document analysis of Academic Excellence Indicator System (AEIS) reports and the Texas Academic Performance Reports (TAPR) I used to share campus data. In the fifth section I provide a correlation between the leadership actions and skills of the principal and the alignment to the factors of synergistic leadership theory. And, in the sixth section I provide links between the principal's leadership practices and components of Hispanic academic advancement theory through the school factor lens. Finally, I will close with my own reflexive voice, sharing my thoughts about the interview and data collect with Principal Harmony and how her actions and behaviors connect to SLT and HAAT. Through the

description and analysis of the case study, I will offer descriptors of essential actions Principal Harmony exhibited and described that supported the success of her Hispanic ELLs.

Demographic Information

Principal Harmony leads Elementary A, an elementary located in the northern region of Texas in a rapidly growing major suburban region. Harmony's elementary serves 711 students. The campus serves a diverse student population with 47% white, 19% African American, 15% Hispanic, 11% Asian, 7% two races or more and approximately 26% are economically disadvantaged. The campus has an ESL program serving 14% of their students in the program. The mobility rate is 11%. Elementary A serves a diverse community and takes great pride in the history of the area and the impact growth has had on the community from its beginnings in a single-building brick school to a thriving district with over 40 schools to serve children.

State Assessment Data

Harmony has witnessed great growth during her tenure on her campus. Over the last several years her ELLs have consistently performed as well as their counterparts. In 2013, the state assessment accountability system changed and the state introduced a new assessment with new accountability measures. Under the new accountability system Harmony's school received their first distinction in 2013 for academic achievement in Reading/English Language Arts. In 2014, distinctions increased and Harmony's school was recognized for academic achievement in Reading/English Language Arts, top 25% for student progress, top 25% for closing the achievement gap, and post-secondary

readiness. In 2015 the standards increased; Harmony's elementary continued to attain distinctions, including: top 25% closing the achievement gap and post-secondary readiness. Indicators that the ELLs at Elementary A were outperforming students across the state are noted in Table 3; students maintained performance in the 80% to 90% bands for reading, writing and mathematics for three consecutive years. In 2015, accountability changed, the rigor increased and demographics steadily changed for Elementary A. Although changes came in 2015, the ELLs Principal Harmony and her team served continued to perform at high levels in the area of writing. There was a small decline in reading and the team responded with added support for the 2016 school year. Details of the support will be shared in section five. In this year of assessment the math curriculum changed and the state did not include assessment data in the school report card for the 2015 school year.

Table 3.
State Assessment Data for Elementary A

% Met Standard for ELLs	2012	2013	2014	2015
Reading	**94**	**89**	**86**	**76**
Writing	**100**	**94**	**94**	**86**
Math	**94**	**84**	**89**	**Not scored this year**

Principal Harmony's Experience and Attributes

Principal Harmony has been an educator for 14 years. In that time she has served as a classroom teacher at the elementary and middle school level with certifications in elementary, English Language Arts, reading and social studies in the middle years, 4 - 8.

She has been an administrator since 2007 and has served as campus principal for five years. Principal Harmony is dedicated to continuous learning, holds a superintendent license and is currently working on completing a doctoral program in educational administration. Principal Harmony delivers a leadership style that is inviting to all stakeholder. In describing her leadership style she stated, "I'm open; I'm honest, very data driven, relationship building". She further articulated her commitment to team and relationship building as she expressed, "We do what we do for kids. And these teachers are amazing. It's my school in name, but it's our school; it's the teachers and parents that create the involvement."

Analysis of Data

The following section is an analysis of the research questions applied to Harmony's responses during the interview phase, field notes, and the completed survey, *Indicators of Successful Bilingual Programs* (ISBP). The guiding research questions included: (a) what leadership practices do the campus principals of high performing campuses utilize to guide their schools/work for the success of their ELLs?, and, (b) what campus factors must exist to cultivate a culture of success for the ELLs of the school?

Various scholars have worked to define effective school leadership, specifically the role of the principal. The Wallace Foundation (2013) addressed the role of the principal; "education research shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur is

the job of the principal" (p. 4). There is a strong correlation between school leadership and improved student achievement (Wallace Foundation, 2013, p. 5). Strong leadership can be defined as "an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth" (Fullan, 2006, p. 50). After thorough analysis of the role and function of Principal Harmony there were explicit actions, practices the principal demonstrated to guide the work for the success of her ELLs. Specific questions were posed in an interview with Harmony to answer the first research question: What leadership practices do the campus principals of high performing campuses utilize to guide their schools/work for the success of their ELLs? The responses supported defining key skills and actions required of the school principal.

Harmony was asked to describe her leadership style. She expressed, "I'm open; I'm honest, very data driven, relationship building." She described herself as a very hands-on principal, always visible in the hallways and hardly ever in her office, "out there with the teachers, seeing what they're facing, being in there and trying to help provide solutions, in the moment, instead of waiting for them to come to me later." She professed herself to be a pivotal part of the instructional team, "right along the journey with the staff." She described herself as committed to modeling what she expected; "I lead by example."

When asked to describe how Harmony supported teacher preparedness to serve ELLs she discussed the importance of the interview. She stated:

> It all starts from the interview. I look to see if they have their ESL certification. If they do not but seem to be a strong candidate, one of my caveats is that you must get ESL certified by December if you come work with us. As a district, we do not require that but just as my professional opinion I think we need them especially on this campus with so many students. So, I'd just rather have everyone with those strategies and skills.

Harmony fosters a campus with clear expectations for teaching certifications that better equip teachers to respond to students' needs, specifically ELLs. Though her district does not require the certification, her team of teachers has multiple certifications to deliver curriculum for content and respond with an instructional lens for supporting ELLs. Furthermore, Harmony described the importance of professional development to support teacher preparedness. "You know, this district is amazing at providing professional development opportunities and then also in my professional development opportunities on the campus." Her delivery of professional development and the focus from district offers instructional strategies to embed in lessons to increase academic success for students. The use of techniques and strategies are reinforced by Harmony as she models and incorporates instructional practices with her staff; "I lead by example." Finally, through the cooperation of the district central office Harmony's school team has ongoing support through a designated ELL coordinator, one designated to Elementary A. The team of teachers maintains current practices; "we just have the current research at our

fingertips and the specialist to come help us when we don't know what we're doing and that's fabulous."

Systems were discussed with Harmony. She was asked to describe what systems she has in place to promote success for Hispanic ELLs. Though Elementary A did not provide a bilingual program on site, Harmony described a strong ESL program. She emphasized the certifications of each of her grade level teachers in addition to a designated ESL teacher. She described a shift from traditional pull out models of support and discussed the use of a push in model for instructional support.

> Instead of pulling out we push into the classroom. And so, pushing into the classroom is where it really works out. We designate an hour of intervention time where no new learning occurs; so, that is the prime time for our specialist, for any kind of tutors to come into the classroom. And, I let it be totally teacher driven. So our teacher tutors and our specialist don't come in with their own agendas unless they're an ESL specialist providing specific services or a reading specialist is providing dyslexia services. But, they're coming in under the umbrella of concepts the teachers are trying to get to the students and pushing in first with small group, more targeted instruction in a smaller setting. So really, the targeted instruction is our push in time, the intervention time and our Response to Intervention, very strategic.

Harmony described a process of utilizing ESL strategies within the classroom, supporting students during intervention time by pushing into the classroom and

addressing needs through the curriculum being covered, with specialized support for reading and additional language practice during the intervention time. There was great emphasis on intervention time not including new learning. Students always have access to new learning with the content expert tooled with ESL endorsement and support of an ESL coordinator and on-site specialist.

With strong certificated teachers, dedicated specialists to support ELLs on site and continuous professional development, Harmony was asked to describe any current challenges in her school related to Hispanic ELLs. Harmony addressed the challenge, "the vocabulary and multi-meaning words in English; we have the most fickle language." She described how the English language can be difficult for those fluent in English and shared that at times the language, with multi-meaning words, creates greater difficulty for the ELLs and has discovered that students acquiring the language and coming from lower socioeconomics have exhibited more deficits with vocabulary. Harmony described promoting the development of vocabulary for ELLs simply requires the staff to focus on vocabulary development and promote it for everyone.

In addition to identifying the practices utilized by Principal Harmony to promote the success of ELLs served by her campus, Harmony was asked to address questions related to the second overarching research question: What campus factors must exist to cultivate a culture of success for the ELLs of the school? Harmony's responses promoted an essential function to foster a culturally responsive climate and positive learning environment.

Harmony was asked to define a positive school culture. She emphasized the importance of relationships and the need to lead in order to foster relationships.

> Positive school culture, I believe, starts with the leadership and you've got to build those relationships. And, you got to be authentic. You've got to build the capacity for change. You've got to look at your strengths and build those relationships with people that can. So, relationships are everything.

Harmony expressed the importance of relationships and the need to work from everyone's strengths. She mentioned the need to "build the capacity for change" eluding to the need to cultivate a community of acceptance that will further build relationships between students and teachers, teachers and teachers, school and parents.

Fostering positive school climate for Hispanic ELLs was another question Harmony was asked to describe. Harmony expressed the essential component to promoting positive school climate is acceptance. Harmony described a school climate where students could thrive and feel as members of the school community. Harmony stated, "They've got to know that this is their school. Harmony expressed promoting equitable opportunities, if there is something that's hindering their participation; bridge that so that they can participate as well as any other student on campus." Harmony described a strong disposition supporting equitable opportunities for students, ELLs as well as all students. Celebrating diversity and inclusivity drive the culture and climate of Elementary A.

Programming was discussed with Principal Harmony. She was asked to describe what the bilingual or ESL program looked like at her school. Elementary A does not have a bilingual program on site. English language learners are served at Elementary A through an ESL model. As previously noted, a strong number of Elementary A teachers are ESL certified. Harmony notes, "We do have a designated ESL teacher. To just have a designated ESL teacher that works with the children to help with their vocabulary skills and building what they need and small groups is huge" (2015). In addition, all students are served through an RtI (Response to Intervention) program. "We have a very good, well pronounced, RtI program where we look through data." The ESL program at Elementary A is an inclusive model where teachers are tooled with instructional practices essential to meeting students' needs as they learn curriculum and acquire a language. In addition, the campus has a designated ESL specialist able to support teachers and provide intense instruction to ELLs 50 minutes per day as needed. Elementary A has had success with the push in, inclusive model Principal Harmony described.

Principal Harmony was asked to highlight the essential resources to best serve Hispanic ELL students. Harmony expressed the need to focus on hearing the language and interacting with others to practice language.

> We just really need to provide our ELL students opportunities to hear speech. To hear it properly and real world communication and how they're going to be using this in their life now and in the future. And so, just lots of opportunities to speak (in our classrooms); they're speaking;

> they're having purposeful talk. They're in dialogue with their peers. And so, that's the true process for our ELLs.

Complete inclusion in the language and curriculum, interacting with peers to hear and engage in speech are essentials for the ELLs served at Elementary A. Principal Harmony celebrates the progress her ELLs are making, the success they are attaining as her team promotes opportunity with a focus on essential strategies learned through ongoing professional development.

Observation Snapshot

During my visit to Elementary A I was able to capture a picture of the school and systems Principal Harmony was leading. Through the gathering of field notes I was able to capture the interactions of students, teachers, staff and visitors. The campus was rich with visuals and posters of expectations. My interactions with stakeholders allowed me to gather qualitative data that suggested Principal Harmony was a hands on principal. I heard statements of a leader that is present, involved in the daily activity of the school and eager to celebrate the diversity of the school community. Examples of high levels of instruction included students engaged in curricular conversations, rich classroom setting with visuals and tools for vocabulary development. A few teachers were engaged in critical conversation about instruction and how to best meet students' needs. The office was active with visiting parents, some arriving to volunteer and others preparing to have lunch with their children. The office provided an inviting atmosphere where all stakeholders appeared to be comfortable. Two visitors were discussing the upcoming family night the school was preparing to have. The interactions witnessed depicted a

rich learning environment with engaged students and visually inviting classrooms. In conjunction with my interaction and interview with the principal, I was able to validate a campus focused on celebrating diversity and responding to students' needs to ensure engagement and success.

Principal Correlation to Synergistic Leadership Theory

As shared in the theoretical framework section, the SLT is constructed around a tetrahedral model based on the four constructs: (a) leadership behaviors, (b) organizational structures, (c) attitudes, beliefs, and values, and (d) external forces (Irby, et. al., 2002). The tetrahedral model represents the interconnectedness of the four factors and the equal merit of each factor. The shape can be rotated and still maintain its shape, signifying how each factor equally affects the leader's success (Irby, et. al., 2002, 2013). "…each factor equally affects the success of the leader in context as well as of the organization "(Irby et. al., 2002, 2013, p. 985). As the SLT added to the existing leadership theory, key impacts that link to my study include:

1. Recognizing that culture is an external force that significantly impacts leadership and the organization,
2. Considering contextual dynamics,
3. Describing the systemic relationship and the interconnectedness of leadership behavior, organizational structure, external forces and attitude, beliefs, and values,
4. Promoting reflection related to self, others, and situations,

5. Offering a nonlinear framework for describing collaborative interdependence, and
6. Promoting equity and social justice (Irby, et. al., 2013).

The synergistic leadership theory, a theory central to social justice that has been validated for both female and male leaders, served as the framework for this study. Principal Harmony's behaviors and processes align to the four factors of the SLT to promote the success of the ELLs served at Elementary A. The SLT aligns with the actions of Principal Harmony, providing a structure of guidance for elementary principals to adopt and promote increased academic achievement for ELLs.

Leadership Behaviors

Leadership behavior was demonstrated by Principal Harmony through her actions with the school community. "Leadership behaviors, within the SLT, are defined as daily professional actions exhibited by an administrator" (Irby, et al., 2013, p. 985). Principal Harmony exhibits leadership behaviors daily, leading by example, showing authenticity, and promoting positive school culture by building relationships. Harmony defines her leadership as inclusive, guiding her team on the path to their vision.

> You've got to build the capacity for change. You've got to look at your strengths on the campus, look at your weaknesses and build up on those strengths and build those relationships with people that can. So, relationships are everything. I'm open; I'm honest, very data driven, relationship building. So the leadership is actually going right along the journey with your staff. And, I let it be totally teacher driven.

Principal Harmony has successfully transformed her school from the traditional setting to better support ELLs and all her students. Harmony practices the SLT model essential for organizational leaders, "…leaders need to be adaptable as they find themselves frequently faced with challenges to traditional practices in schools" (Irby, et.al, 2013, p. 987). Harmony's leadership behaviors allow her campus to have the results that have moved her campus to greater success. "Leadership behaviors such as decisiveness, visioning, facilitation, team building, capacity building, community building, ongoing reflection, and conflict management all support the agility necessary to lead change in the twenty-first century" (Irby, et.al, 2013, p. 987). Specific behaviors Principal Harmony exhibited included: facilitation of systems to ensure first teach and access to all new curriculum, while coordinating with specialists to respond to individualized student needs, promoting team building by allowing for teacher led planning of instruction and program while being an integral part of the organization and showing her commitment with her presence, building capacity by promoting on going professional development and leading professional development, modeling with her own continued learning, and modeling continuous reflection of school practices and willing to lead discuss for adjustment and improvement. Harmony portrays the attributes of an SLT leader preparing her school team and students in this twenty first century.

Organizational Structures

Harmony described various organizational structures that promote success for the ELLs she served. "The structure of the organization includes how the system operates and the organization's characteristics, as well as how the structure influences behaviors,

the exchange of communication, relationships among the organizations members, and the values of the group" (Irby, et.al, 2013, p. 987). Principal Harmony shared her organizational structures that have promoted the growth and success of her school. She highlighted the commitment to teacher certification, implementation of ESL services through an inclusion model and RtI with fidelity, and continuous professional development.

> It all starts with the interview. I look to see if they have ESL certification; if they do not but seem to be a strong candidate; one of my caveats is that you must get ESL certified by December. I'd just rather have everyone with those strategies and skills. We do have the ESL program. We push into the classroom. And so, pushing into the classroom is where it really works out. We have designated an hour of intervention time where no new learning occurs so that is the prime time for our specialist, for any kind of tutors, can come into the classroom. So, really the targeted instruction is our push in time, the intervention time and our Response to Intervention, very strategic. We have an ELL coordinator; one that's designated to just our particular campus. We do have a designated ESL teacher. To just have a designated ESL teacher that works with the children to help with their vocabulary skills and building what they need and small groups is huge, and also our RtI program. We have a very good, well pronounced RtI program where we look through data.

Principal Harmony shared how the structures of the organization promote the continued growth of ELL students' growth and teachers' level of expertise. Principal Harmony defined the intentionality of ESL certified teachers providing curriculum through the use of ESL instructional strategies, responding through professional development when teachers lack response tools to meeting ELL students' needs, and individualizing students instructional needs during a prescribed Response to Intervention (RtI) time. Harmony does celebrate the inclusive ESL model to facilitating as successful for ELLs with the expertise of a dually certified teacher and the added support of ESL specialists on site. In addition, teachers know students, their data and their needs. "Within the SLT, organizational structures interact with the other three to impact leadership and organizational progress" (Irby, et.al., 2013, p. 987).

Attitudes, Beliefs and Values

"How individuals see the world is based on their attitudes, assumptions, values, and beliefs" (Irby, el al., (2013, p. 987). Harmony celebrated the values of Elementary A and noted, acceptance, equitable opportunities, and participation allow students to feel a part of their school.

> I love this school because of the diversity. Acceptance, they've got to know that this is their school. Equitable opportunities, if there is something that's hindering their participation bridge that so that they can participate as well as any other student on campus.

"Thus, attitudes, beliefs and values, directly impact the choices and decisions made by individuals, communities, and organizations" (Irby, et.al, 2013, p. 987). Principal

Harmony takes pride in the work of her team and the greater community of learners that exemplify a true celebration of diversity and allow Elementary A to have success.

> Just looking at the children. I think no one feels that I'm the different one. I think everyone… you can go out in the hallways and kids are moving and going and doing different things. I mean you will see a black child with a Vietnamese child with a white child with a Hispanic child. And they are all best friends. It's my school in name but it's our school; it's the teachers and parents that create the involved. Celebrate diversity, celebrate the openness and acceptance of others.

The community of Elementary A celebrates diversity, promotes acceptance and builds bridges for success. Irby, Brown, and Yang (2009) submit "for [twenty-first] century leaders, understanding the attitudes, values, and beliefs of themselves and of the individuals they lead is critical to moving the vision of the organization forward" (p. 97). So—are Haromony's attitudes, beliefs and values aligned?? You do not say here… even if I didn't mention this—you must address this—I asked for a reading—word for word and line for line—I asked for that – more alignment info above in the other section—it goes for every section and every case.

External Factors

Organizations, like Elementary A, are impacted by external factors. "In the SLT, external forces are pressures outside the organization over which leaders have no control; however, leaders must attend to such constantly changing external environments or influencers" (Irby, et.al, 2013, p. 987). External forces can include demographics,

culture and familial circumstances (Irby, et.al, 2013). Harmony expressed the greatest external factors impacting the school community were the barrier to building a more diverse staff to better support the diverse cultures served, understanding the challenges associated with acquiring the English language and the impact of lower socioeconomics for students accessing curriculum while acquiring a new language. Principal Harmony has worked persistently to recruit a more diverse teaching staff for the community she serves. She shared trying to recruit from more predominantly Hispanic communities, inviting them to join her in the metropolis. She was frequently confronted with highly qualified teachers saying they could not leave their families. "You know family is thicker and I get it, and a lot of culture". Providing instruction for ELLs to ensure the development of their language acquisition was a challenge requiring great attention. "The vocabulary, the multi-meaning words in English; we have the most fickle language." Attention to vocabulary development is critical. "And then you also have to look at your lower socioeconomic English speakers. Sometimes they are deficient in the vocabulary as well; so, it's really good to just build that up for everyone." Principal Harmony is aware of external forces and monitors to challenge her team to overcome any barrier they confront to best meet students' needs. She leads by example, promoting acceptance and continuous learning to bring the strongest instructional practices to the forefront for her teachers and students. External forces are not barriers for the success of Principal Harmony and her school.

Principal Relationship to Hispanic Academic Achievement Theory

Best educational leadership practices promote healthy relationships between the school and student, the school and home. Jodry (2005) identified key factors supporting the success of Hispanic ELLs related to the relational capacity of the educational setting in the ground theory, Hispanic Academic Achievement Theory. Jodry contended the school promotes three factors leading to the success of ELLs: support, motivation and education. Jodry (2001) focused on the relationships and factors among home, school, and community that support Hispanic students in the advancement of advanced academic course work. Jodry's conceptual framework was a result of integrating research on resiliency, developmental assets and promising instructional education practices that directly impact Hispanic students through the influential factors. This theory addresses the urgency to respond to the needs of Hispanic ELLs emphasizing the importance of interpersonal relationships between the school, home and community for the advancement of these learners. Critical elements include: parents and immediate family involvement, early bilingual programs, positive communication and interactions between school and home, a supportive school climate, and the promotion of self-advocacy and goal setting.

The Hispanic academic advancement theory aligned with the actions of Principal Harmony, providing a structure of guidance for elementary principals to adopt and promote increased academic achievement for ELLs. Specifically, HAAT served as a framework for the actions of Principal Harmony aligning the identified highly effective practices of partnerships between school, families and community and promoting culture

as capital to reach high levels of academic success. Table 4 further identifies the factors associated with the Hispanic academic achievement theory as they relate to the school and the dynamics impacting student achievement. First, support is delivered through communication. Communication to provide support includes: "a caring faculty/staff, a caring school environment, and collaboration initiated by the school with families and communities" (2005, p. 28). Motivation is the second factor identified by Jodry as a driving indicator for promoting student success. Jodry suggested that motivating students is peaked when "faculty/staff valued the students; they were seen as assets, provided good role models, advocated for them, such as seeking learning opportunities for them, and made students feel safe at school" (2005, p. 28). Finally, promoting education as critical and attainable further encourages and ensures Hispanic students will achieve. Education remains pivotal and achievable for students when "faculty/staff at school had high expectations for achievement and behavior, felt the school provided programs that were needed to address students' needs, felt the school valued their language and culture by providing role models in the faculty, using cultural and linguistically responsive pedagogy, and viewed parents as assets" (Jodry, 2005. P. 29).

Table 4.

Hispanic Academic Achievement Theory Factors and Sub-Factors

Factors	Sub-Factors
Support	The school provided positive communication
	Positive adult relationships were provided by the faculty/staff
	The faculty/staff provided a caring school climate.
	Collaborations were established between the parents, schools and the community.
Motivation	The faculty/staff valued the students' academic goals.
	Students were seen as assets by the faculty/staff.
	An advocacy orientation was promoted for students.
	Adult role models were provided by faculty/staff.
	Service learning opportunities were provided to the students.
	The student felt safe within the school.
Education	The faculty/staff had high expectations for student achievement.
	The faculty/staff had high expectations for student behavior.
	Programs were provided that addressed student needs.
	Students learned and were encouraged to become self-advocating.
	Respect for students' language and heritage was evidenced within the school and by the faculty.
	The faculty/staff utilized culturally responsive pedagogy.
	The faculty/staff utilized linguistically responsive pedagogy.
	Faculty/staff/peers shared the same culture and language within the school.
	The school saw Hispanic parents as assets.
	Instructional leadership was culturally and linguistically responsive.

Note. Table adapted from "Hispanic academic advancement theory: An ethnographic study of urban students participating in a high school advanced diploma program," by Jodry, L., Robles-Pina, R. A., & Nichter, M., 2005, *High School Journal*, *88*(2), p. 23-32.

Support, motivation and education, essential factors for Hispanic student success, were central to the work of Principal Harmony and her school. Principal Harmony highlighted the continuous efforts of her team and the systems that provide support: continuous professional development, highly qualified teachers with ESL endorsements, ESL specialists, RtI systems and tutors, push in services, a value for relationships, communication and diversity. Robles-Pina and Hinojosa (2007) noted Jodry's school support as (a) teachers advocated on the students' behalf about information on courses… (b) teachers valued their language and culture by allowing students to speak with them

about personal matter (p. 103). Principal Harmony described building motivation by supporting a positive culture Elementary A. The goal is student success for all; ensuring systems are in place to support all students while being inclusive. And, education is pivotal. There were high expectations, response for any need and a culturally responsive school setting. Table 3 further supports the framework introduced by Jodry (2001). I utilized the table to offer a correlation between the three framework factors and the indicators highlighted in the ISBP survey; Table 5 includes Principal Harmony's responses during the study.

The "support" factor was measured in the survey through positive school culture and teacher effectiveness and empowerment. Principal Harmony rated her school, the school work and her leadership; the survey is based on a scale from 1 – 5 with 1 being always and 5 being never. Principal Harmony rated all indicators correlating to the support factor as always or usually, a 1.44 rating. The school is safe, students' first language is respected, and individual attention is provided to students are a few highlights of indicators that always happen at Elementary A. The survey was provided in advance of the interview to be shared with staff and culminated in the submission of the survey by the principal. The responses indicated the overall perceptions of the principal after review with staff.

Table 5.

Principal Harmony's ISBP Survey and Correlation to Framework

Framework Factors	ISBP Survey	Rating (1 – 5)	Indicators
Support	Positive School Culture	1	School is a safe and secure place to learn.
		1	School is clean and in good repair.
		1	All students are respected.
		1	Student have pride in their school.
		2	Staff work together to solve problems.
		2	Student work together on school/classroom activities.
		2	The school rewards excellence in achievement.
		2	Students' achievement is disseminated throughout the school community.
		1	The school provides an environment where the students' first language is respected.
	Teachers' Effectiveness and Empowerment	2	Teachers know their content area well.
		2	Teachers are provided opportunities to use their preferred teacher methodology.
		1	Teacher are certified/licensed in their field of teaching.
		2	Teachers have a comprehensive understanding of bilingual education's philosophy and methodologies.
		1	Individual attention is provided to students.
		1	Teacher are respected by administrators, students, and parents.
		1	Students treat teachers with respect.
Motivation	Students' Positive High Self-Esteem; Students' High Expectations of Themselves	1	Students feel proud of who they are.
		1	Students feel proud of their school.
		1	Students are self-motivated.
		1	Students enjoy coming to school.
		1	Students feel that the staff and administrators are part of their lives.
		1	Students work very hard in completing school work.
		2	Students show desires of going to prestigious academic institutes.
		2	Students desire highly academic demanding professions.
	Students' Satisfactory Attendance	1	Students come to school regularly (at least 90% of the time).
		2	Students feel that if they are absent they will Miss school content. Students are responsible

Table 5 Continued

Framework Factors	ISBP Survey	Rating (1 – 5)	Indicators
			for missed school/classroom work.
		2	If absent, student's parent is immediately notified.
		2	When absent, student provides school with a parent note explaining reasons for absence.
Education	Administration's Commitment to	1	Principal feels proud of having a bilingual program in the school.
	Bilingualism and Bilingual Education	1	Principals recognizes the role of students' language in their academic development.
		1	Principal demonstrates concrete evidence of support of bilingual students' learning.
		1	There is good communication between the principal and students.
		2	Principal is knowledgeable about the academic components.
		2	Principal is perceived as a teacher and learner.
		1	Principal is perceived as an instructional leader.
		1	Principal is visible to students, teachers and all staff members.
	Teachers' High Expectations of	2	Teachers emphasize each student's success rather than failures.
	Students	2	Teachers let students know how well they are doing in each subject.
		2	Teachers understand how students learn.
		2	Teachers are friendly and support students learning.
	Clearly Defined School Curriculum	1	Students are informed by teacher and administrators about what they are studying.
		2	Class content and activities are neither too hard nor too easy.
		2	The curriculum varies and is challenging.
		2	There is flexibility in the implementation of the curriculum.
		2	There is diversity and flexibility of methodologies used.
	Extra-Curricular, Co-Curricular	2	The school encourages students' participation in school/community activities.
	Activities	2	The school provides several related social, academic, and physical activities to satisfy the needs/interests of the students.

Table 5 Continued

Framework Factors	ISBP Survey	Rating (1 – 5)	Indicators
		1	The administration supports students' school groups.
	Students' Academic Growth	4	Students are able to learn two languages.
		2	Students are able to develop skills in English in a continuum.
		4	Students are able to read and write in both languages.
		2	Students do well in content areas, especially in mathematics.
		2	Students demonstrate knowledge of science and social studies concepts and skills.
		1	There is evidence of student's academic performance (by means of informal standardized instruments) in core courses.
	Quality of Parental Involvement	4	School displays students' work in both languages.
		1	Parents are welcome in the school.
		1	Parents have a room in school to meet as an organized group.
		1	The school provides activities for parents.
		1	Parent groups are active in the school.
		1	Parents are aware of the school policy on attendance, homework, curricula, and discipline.

Note. Table adapted from factors of "Hispanic academic advancement theory: An ethnographic study of urban students participating in a high school advanced diploma program," by Jodry, L., Robles-Pina, R. A., & Nichter, M., 2005, *High School Journal, 88*(2), p. 23-32, and Carrasquillo, A., & Rodríguez, J. (1998). Measuring success bilingual education programs case studies of exemplary practices. Flushing, NY: Bastos Book Company.

The "motivation" factor was measured in the survey through students' positive high self-esteem and expectations of themselves and students' satisfactory attendance. Principal Harmony rated all indicators correlating to the motivation factor as always or usually, a 1.42 rating. The students at Elementary A were proud of their school, are self-motivated, enjoyed coming to school, worked hard and felt that the staff were a part of

their lives; these indicators were added quantifiers supporting a campus focused on the achievement of students at Elementary A.

The "education" factor was measured in the survey through administration's commitment to bilingualism and bilingual education, teachers' high expectations of students, clearly defined school curriculum, extra-curricular, co-curricular activities, students' academic growth, and quality of parental involvement. Principal Harmony rated all indicators correlating to the education factor as always or usually, with the exception of three indicators due to an ESL program versus a bilingual program, resulting in a 1.75 rating. Principal Harmony was proud to serve bilingual children, recognized the role of students' language in their academic development, and shared strong communication with students. The teachers and administration of Elementary A communicated academic expectations to students, understood how students learn, and measure students' performance in core classes. The parents were actively involved in the school, had a place in the school to meet, and the school provided activities for their parents. These were some the indicators highlighted by Principal Harmony to support a focus on education with high expectations for their Hispanic ELLs and other students.

Hispanic academic achievement was rooted in the success of school indictors identified by Jodry. The examination of Elementary A's work with a focus on the actions and behaviors of Principal Harmony clearly marked how students served in this community have success. Principal Harmony depicted a community of learners that have reached a level of confidence and self-advocacy through the acceptance of diversity, the promotion of best instructional practices, the individualizing of instruction

as needed, and the sense of community. She noted, "And I think that's what makes us so strong… Is that any child is willing to say, "I don't understand" and any child is willing to say, "Oh, I can help with that." And that's, that's our strength right there."

Reflexive Voice

I activated reflexivity by answering reflexive questions as I noted in the methods section. My personal reflections are italicized to portray my thoughts as I reflected on the data collected from Principal Harmony. I employed the practice of reflexivity, in which I clarified my own bias as the researcher (Denzin & Lincoln, 2000). Merriam (2002) stated, "Even in journal articles researchers are being called upon to articulate and clarify their assumptions, experiences, worldview, and theoretical orientation to the study" (p. 26). I practiced reflexivity throughout the data analysis process by answering reflexive questions. I italicized my thoughts to demonstrate what I perceived during the analysis of data collected. *Conducting Principal Harmony's interview I asked, what do I expect to learn from Principal Harmony? Will she enlighten me and share something so profound that I have not witnessed or reviewed in literature? Is there something happening in her school that we keep missing in the school community I serve? Will I be able to contribute to the literature and deliver a template for success, a framework of essentials that any school leader can access to lead a campus our Hispanic ELLs deserve? Will she share common practices I consider essential? I had so many questions as I prepared for the interview and entered Principal Harmony's office. Her staff and office were very inviting. I felt welcomed and eager to learn from her. Principal Harmony was able to solidify for me many of the things I already know; she is*

a systems thinker that considers people first, students and teachers. She responded through stories, and I felt I was speaking to someone I'd known for a very long time. Her emphasis on culture and her desire to recruit more teachers representative of her students was admirable. I immediately related to the challenges of recruiting teachers from geographic areas that are more representative of the current demographic shifts I have experienced in my school district and school. She acknowledged the social cultural capital of the Hispanic community and their commitment to family. I valued her acknowledgement because I have witnessed students longing for a sense of family and related to that very need as a Hispanic woman. The experience with Principal Harmony allowed me to reflect on my own practices and experiences, to consider my next steps as a campus leader and drive a the promise as a researcher to be able to define steps and actions for principals serving ELLs.

Synergistic Leadership Theory

The experiences and practices of Principal Harmony as examined through the frameworks of SLT and HAAT showed me that strong leadership begins with a balance and awareness of all the factors that can impact the leadership of the school a principal serves. Principal Harmony expressed systems that connect to the four factors of SLT, leadership behavior, organizational structure, values, attitudes and beliefs, and external factors. Leadership behaviors, within the SLT, are defined as daily professional actions exhibited by an administrator" (Irby, et al., 2013, p. 985). Principal Harmony exhibited leadership behaviors daily, leading by example, showing authenticity, and promoting positive school culture by building relationships. "The structure of the organization

includes how the system operates and the organization's characteristics, as well as how the structure influences behaviors, the exchange of communication, relationships among the organizations members, and the values of the group" (Irby, et.al, 2013, p. 987). Principal Harmony highlighted the commitment to teacher certification, implementation of ESL services through an inclusion model and RtI with fidelity, and continuous professional development. "How individuals see the world is based on their attitudes, assumptions, values, and beliefs" (Irby, el al., (2013, p. 987). Harmony celebrated the values of Elementary A and noted, acceptance, equitable opportunities, and participation allow students to feel a part of their school. And, external forces can include, demographics, culture and familial circumstances (Irby, et.al, 2013). Harmony expressed the greatest external factors impacting the school community were the barrier to building a more diverse staff to better support the diverse cultures served, understanding the challenges associated with acquiring the English language and the impact of lower socioeconomics for students accessing curriculum while acquiring a new language. Yet, after all that Principal Harmony shared there was a genuine belief that she works tirelessly to seek solutions to the barriers and has a genuine desire to make a difference for her ELLs. Principal Harmony appeared confident and genuine in all her responses, the interview was believable. I wanted to offer her the SLT framework and guide her great work to greatness for every ELL, even those requiring so much individualized attention.

Principal Relationship to Hispanic Academic Achievement Theory

In relation to Hispanic Academic Achievement Theory, this theory addressed the urgency to respond to the needs of Hispanic ELLs emphasizing the importance of interpersonal relationships between the school, home and community for the advancement of Hispanic ELLs. Critical elements included schools providing support, motivation and an emphasis on education. Principal Harmony's responses suggested an abundance of support through campus systems and relational capacity. She shared being on a mission to seek opportunities to promote motivation for every ELL student in her building and her systems clearly displayed the high expectations for an education and its importance. I have always been guided by the need to build relationships, to model building relationships. The students of Elementary A were vested in their school because of the leadership their principal displayed to ensure support, motivation and education.

Summary

Principal Harmony exercised specific leader actions promoting the success of her Hispanic ELLs, intentional principal actions for English Language Learners through modeling, expectations and school systems. Actions included: acceptance of diversity by fostering cultural responsiveness among others, promoting acceptance through equitable opportunities for all students and goal setting for growth. She established high expectations for achievement of teachers and students through defined goals. In addition, she establishing Professional Learning Communities (PLCs) promoting teacher collaboration, teacher driven decision making for curriculum and instruction while

giving explicit directives to incorporate the language objectives into instruction, promoting purposeful talk for students, engaging in conversations with peers in every lesson, to promote self-esteem and academic growth. Principal Harmony facilitated bilingual programming that meets the individualized needs of students through an inclusion model, and focused on relationship building through authentic interactions that build capacity for positive change. Communication between school and home were functions carried out by Principal Harmony sharing students' progress and student-centered activities. Flexible scheduling was an essential system at Elementary A, promoting access to tier I, first teach, and individualized support during RtI time. Principal Harmony focused on building capacity for change through the strengths of the campus, teachers' strengths and building a sense of community through students' assets. Essential to the work at Elementary A was the level of district support through a dedicated ESL specialist for the campus. These actions were validated through extensive time with Principal Harmony, interaction on her campus and the collection of field notes during observation.

CHAPTER V

CASE STUDY PRINCIPAL JOY

This chapter included the second case study in the multi-case examination and includes six sections. The first section of the case study consists of the school demographics Principal Joy leads. In the second section I present the state assessment data of the campus for the three school years utilized. In the third section of the chapter I offer a snapshot of Principal Joy's experiences and qualifications. In the fourth section of the chapter I provide data that address the research questions, including: (a) an individual interview of the principal, (b) responses from the principal survey, *Indicators of Successful Bilingual Programs*, (c) field notes analysis and (d) document analysis of AEIS reports and TAPR reports providing campus data. In the fifth section I provide a correlation between the leadership actions and skills of the principal and the alignment to the factors of Synergistic Leadership Theory. In the sixth section I provide links between the principal's leadership practices and components of Hispanic Academic Advancement Theory through the school factor lens. Finally, I will close with my own reflexive voice, sharing my thoughts about the interview and data collect with Principal Joy and how her actions and behaviors connect to SLT and HAAT. Through the description and analysis of the case study, I will offer descriptors of essential actions Principal Joy exhibited and described that supported the success of her ELLs.

Demographic Information

Principal Joy leads Elementary B, an elementary located in the northern region of Texas in a rapidly growing major suburban region. Joy's elementary serves 576

students. The campus serves a diverse student population with 55% white, 16% African American, 15% Hispanic, 6% Asian, 1% American Indian, 7% two races or more and approximately 15% are economically disadvantaged. The campus has an ESL program serving 11% of their students in the program, about 60 students. Elementary B serves a diverse community and takes great pride in the history of the origin of their namesake. The school is named after a former teacher and principal of the school district in which the school was established. The school's namesake served at a time when the school community was working through the last of segregation and the shift to integration. The school takes pride serving as a legacy for a community member that embodied strong values and principles. The school community is committed to "providing a positive child centered learning environment that engages all learners I academic, social, and emotional growth."

State Assessment Data

Joy has witnessed great growth during her tenure on her campus. Over the last several years her ELLs consistently performed as well as their counterparts. In 2013, the state assessment accountability system changed and the state introduced a new assessment with new accountability measures. Though the scores for Elementary B appeared to slightly drop, the new accountability system included more rigorous questions and students maintained performance in the 80% to 90% bands for reading and mathematics, while attaining 100% in the area of writing. In 2014, distinctions were awarded and Joy's school was recognized for academic achievement in Reading/English Language Arts and top 25% for closing the achievement gap. In 2015 the standards

increased; Joy's elementary continued to attain distinctions, including: top 25% student progress. Indicators that the ELLs at Elementary B were outperforming students across the state are noted in table 6; students maintained performance in the 80% to 90% bands for reading and mathematics for three consecutive years. In 2015, accountability changed, the rigor increased and demographics steadily changed for Elementary B. Although changes came in 2015, Principal Joy and her team examined the challenges and prepared to respond to the needs of their ELLs to add support for the 2016 school year. Though the school experienced challenges in the 2015 school year, Elementary B was awarded a distinction, top 25%: student progress. Details of the support will be shared in section five. In this year of assessment the math curriculum changed and the state did not include assessment data in the school report card for the 2015 school year.

Table 6.
State Assessment Data for Elementary B

% Met Standard for ELLs	2012	2013	2014	2015
Reading	**100**	**80**	**85**	**67**
Writing	**88**	**100**	**67**	**-**
Math	**88**	**90**	**85**	**Not scored this year**

Principal Joy Experience and Attributes

Principal Joy has been an educator for over 16 years. In that time she has served as a reading classroom teacher and reading across discipline specialist at the middle school level with certifications in elementary self-contained 1 – 8 and elementary mathematics 1 - 8. She has been an administrator since 2002 and has served as campus

principal for five years. Principal Joy is dedicated to continuous learning, focused on serving all students; she has served a variety of diverse learning communities at multiple levels. Principal Joy described delivering a leadership style that supports all stakeholders. In describing her leadership style she stated, "I would call myself steadfast". She further articulated her commitment to team and solutions as she expressed, "Nothing really ruffles my feathers quickly. It's we're going to figure out what we need to do. We're going to create a plan, and we're going to take things one step at a time, and I'm listener". Building ownership for all stakeholders was an important practice to Principal Joy; she worked to continuously grow the sense of team vital to a strong organization. Principal Joy surmised her leadership style; "So, I would say just calm, listen, effective, supporting a culture of teamwork".

Analysis of Data

The following section is an analysis of the research questions applied to Joy's responses during the interview phase and the completed survey, *Indicators of Successful Bilingual Programs* (ISBP). The guiding research questions included: (a) what leadership practices do the campus principals of high performing campuses utilize to guide their schools/work for the success of their ELLs? and, (b) what campus factors must exist to cultivate a culture of success for the ELLs of the school?

Various scholars have worked to define effective school leadership, specifically the role of the principal. The Wallace Foundation (2013) addressed the role of the principal; "education research shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables

combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal" (p. 4). There is a strong correlation between school leadership and improved student achievement (Wallace Foundation, 2013, p. 5). Strong leadership can be defined as "an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth" (Fullan, 2006, p. 50). After thorough analysis of the role and function of Principal Joy there were explicit actions, practices the principal demonstrates to guide the work for the success of her ELLs. Specific questions were posed in an interview with Joy to answer the first research question: What leadership practices do the campus principals of high performing campuses utilize to guide their schools/work for the success of their ELLs? The responses supported defining key skills and actions required of the school principal.

Joy was asked to describe her leadership style. She expressed, "I would say just calm, listen, effective, supporting a culture of teamwork." She described herself as a steadfast leader; a leader that was loyal and committed, dependable and constant. She described herself as solutions-oriented with a team focus in order to promote a collaborative culture to create plans for action. "I'll listen, figure out, okay, what is your perception on this, what are you perceiving the problem to be. I'm going to study and find out some things from other people and then we're going to create a plan that we can all work with and move forward on how to address something".

When asked to describe how Joy supported teacher preparedness to serve ELLs she discussed the importance of professional development. She stated:

> It's professional development and making sure that they're getting the strategies that they can utilize. Word walls, using visuals, vocabulary development, providing opportunities for students to peer talk, to talk about their learning and pair with someone who has that vocabulary so they can practice or hear it in kid language.

Joy facilitated her leadership with clear expectations for ongoing professional development, providing support that better equips teachers to respond to students' needs, specifically ELLs. Joy further described additional tools teachers are trained to utilize and assist learners, such as: "scaffolding of language to prepare students to be academically successful, (and) sentence starters". In addition to the continuous training of teachers, Joy was aware that teachers may require additional tools to support communication home. Joy stressed the importance of continuous communication with parents. If teachers need assistance with language to communicate home, "we're going to be able to help them".

Principal Joy also highlighted the resources she finds essential for teachers to have in the classroom to promote success for ELLs, for any child "to build their vocabulary, to build their strategies." She posed a question for herself; "what do I need as an administrator to help provide for my teachers for language acquisition?"

> A lot of that is the training, picture cards, vocabulary strategy resources, books are culturally diverse and a range of reading materials that are different levels so that they have access to what is their current reading level and above to push. There's also this whole digital world… library of

> books that they can read online. Making sure teachers have the instructional materials and interest level and truly diverse.

Systems were discussed with Joy. She was asked to describe what systems she has in place to promote success for Hispanic ELLs. Though Elementary B did not provide a bilingual program on site, Joy described a strong ESL program. She emphasized the intervention system Elementary B has in place.

> We're going to work really hard on that first teach but then we do have that stop of the day, that 50 minutes, to where, whatever intervention is needed, whether it's more intense language intervention with the ESL specialist, if it's more math intervention, whatever they're needing at that time. There was a time four or five years ago, there was one day I went to observe a 4th grade teacher and a lot of her kids were gone. Halfway through the math lesson, a kid came in, they were all ESL students, and they had been with the ESL teacher getting their instruction. When they come in, they have missed half of the math lesson and were expected to pick up where they were and be successful. They just missed half of math instruction. So, we just created the problem. Even if it was during their language arts instruction, they're still missing that. And, that was a problem across our district, and that's why we went district-wide to having this intervention block, where every child can get what they need at that time and still have access to their general education curriculum, huge shift in thinking for everyone.

Joy described a process of utilizing ESL strategies within the classroom, and further supporting students during intervention time. "The system of intervention is what I would say what has promoted the most success".

Principal Joy asserted an interesting phenomenon that occurred on her campus after the implementation of intervention time and emphasis on the first teach during classroom instruction.

> The other thing that's come from that is that there was a philosophy with some of the teachers that ESL students were Mr. S's kids so I'm not responsible for them. And now, this is my student. I really have ownership for their progress in the curriculum. He is going to help provide this little icing on the cake but even if he's not able to, I'm still responsible for this child. I want to keep them. I don't want them to go anywhere else. That's been a huge shift in thinking. It came with a lot of tears. We've lost some teachers down the way but that was okay because that was ultimately what was best for students.

With strong professional development, clear resources for language acquisition, a dedicated specialist to support ELLs on site and a true mind shift focused on doing what is best for every student, Joy was asked to describe any current challenges in her school related to Hispanic ELLs. Joy addressed the challenge, "I would think the biggest thing is vocabulary and with any second language learners, it's that academic vocabulary and either they haven't been exposed or not using it can create some holes." She thought and reflected on any other challenges but noted none; "it's the academic vocabulary."

Experiences have played a pivot role in the acquisition of language. Joy shared that she has a number of ELLs with "lots of prior knowledge" from their experiences; "they have something to hang on to." However, when they have had a student "who is an English language learner and economically disadvantaged, we have a double-whammy there." Joy described promoting the development of vocabulary for ELLs simply requires the staff to focus on vocabulary development and promote it for everyone.

In addition to identifying the practices utilized by Principal Joy to promote the success of ELLs served by her campus, Joy was asked to address questions related to the second overarching research question: What campus factors must exist to cultivate a culture of success for the ELLs of the school? Joy's responses promoted an essential function to foster a culturally responsive climate and positive learning environment.

Joy was asked to define a positive school culture. She emphasized the importance of celebrations and the need to foster community with her team and the families of her school.

> Positive school culture for me is that there is a focus on success of students and the success of students doesn't just mean academic but their emotional, social well-being, that there is growth. Success can mean growth. We may not be meeting what the state says the standard is at this time but we're showing growth and we feel good about where it's going. Kids are confident and they feel good about their learning. We celebrate those successes. A culture of family, it's not just the student that's sitting here that's important, but it's bringing in the entire parent, grandparent,

> whoever is involved in this child's life to help them succeed. It's teamwork between all of us. We all work together.

Joy expressed the importance of teamwork, of partnerships between school and home to promote success for students, success that is measured not only academically but socially and emotionally too. Positive school culture at Elementary B was defined as "partnership, celebration, growth and family".

Fostering positive school climate for Hispanic ELLs was another question Joy was asked to describe. Joy expressed the essential components to promoting positive school climate as celebration and communication. Joy described a school climate where students could thrive and feel as members of the school community. Celebrating diversity and inclusivity have driven the culture and climate of Elementary B. Joy stated, "We're going to celebrate; we're going to provide celebrations, communication of what we need to partner with the family about, just communication so that they're in the know." Joy described strong systems for continuous communication home, a strong emphasis on first teach and continuous access to the right curriculum, and the instructional practices essential for students' success, strategies and scaffolding.

Programming was discussed with Principal Joy. She was asked to describe what the bilingual or ESL program looked like at her school. Elementary B does not have a bilingual program on site. English language learners are served at Elementary B through an ESL model, sheltered instruction. ELLs were assigned to teachers with ESL certifications to support the sheltered instruction model. The ESL program at Elementary B was an inclusive, sheltered instruction model where teachers are tooled

with instructional practices essential to meeting students' needs as they learn curriculum and acquire a language. In addition, the campus has a designated ESL specialist able to support teachers and provide intense instruction to ELLs 50 minutes per day as needed.

> We have a specialist, and ESL specialist that will do pull outs for certain times of the day to build and strengthen. So each grade level has a 50 minute block of time in the master schedule that we call the intervention block. And so, there is no new general instruction being given at that time… [The specialist] will go get those kids and they will do… lessons to build their vocabulary, their reading comprehension, to build their writing, everything."

Elementary B has had success with the inclusive model Principal Joy described.

Principal Joy was asked to highlight the essential resources to best serve Hispanic ELL students. Joy expressed the need to focus on instructional tools that will assist students in acquiring language and build strategies for academic success.

> I'm thinking of resources… to build their vocabulary, to build their strategies, so, even thinking just, in the classroom, what do I need as an administrator to help provide for my teachers for language acquisition? A lot of that is the training, picture cards, vocabulary strategy resources, books that are culturally diverse and a range of reading materials that are different levels so that they have access to what is their current reading level and about to push… Making sure teachers have the instructional materials and interest level and truly diverse.

Continuously considering the instructional materials and strategies available for ELLs were essential resources to the continued success and support of Hispanic ELLs, of all students. Principal Joy celebrated the progress her ELLs are making, the success they attained as her team honored diversity with a focus on essential strategies and materials to incorporate into instruction through ongoing professional development.

Observation Snapshot

During my visit to Elementary B I was able to capture a picture of the school and systems Principal Joy was leading. Through the gathering of field notes I was able to capture the interactions of students, teachers, staff and visitors. The campus was rich with visuals, activity by students and adults, teachers and guests, and systems posters of expectations, acceptance and diversity were displayed throughout the building. My interactions with stakeholders allowed me to gather qualitative data that suggested Principal Joy was authentic and focused on building positive relationships. I heard statements of a leader that is engaged in the work and involved in the daily activity of the school. The visitors at the school were representative of the school community, diverse and appeared pleased to be at the school. The principal expressed her commitment to celebrating diversity; the school community was clearly diverse and students and parents were engaged during the school day. Examples of high levels of instruction included students engaged in curricular conversations in the hallway and on the way to lunch. There were rich classroom setting with visuals and tools for vocabulary development, resources that included text that was culturally responsive and representative. At Elementary B I witnessed a few teachers engaged in professional

learning communities discussing curriculum and engaged in critical conversation about instruction and how to best meet students' needs. The office was active with visiting parents, some arriving to volunteer and others preparing to have lunch with their children. The office provided an inviting atmosphere where all stakeholders appeared to be comfortable. The interactions witnessed, provided data of a rich learning environment with engaged students and visually inviting rooms. The observations gathered and my interaction and interview with the principal validated a campus focused on celebrating diversity and responding to students' needs to ensure engagement and success.

Principal Correlation to Synergistic Leadership Theory

Leadership Behaviors

Principal Joy demonstrated leadership behaviors through her daily interactions with the school community. "Leadership behaviors, within the SLT, are defined as daily professional actions exhibited by an administrator" (Irby, et al., 2013, p. 985). Principal Joy described herself as a "steadfast" leader. Her actions promoted a sense of loyalty, dedication, reliability and trust. Through her actions she was able to cultivate a team that is reflective and responsive as she modeled what she leads her team to do.

> I don't see a problem, and … we have to fix it. We kind of look at it, we study and figure out… We're going to create a plan, and we're going to take things one step at a time, and I'm a listener. I'll listen, figure out, okay, what is your perception on this; what do you perceive the problem to be. I'm going to study and find out some things from other people, and

> then we're going to create a plan that we can all work with and move forward on how to address something. So, I would say just calm, listen, effective, supporting a culture of teamwork.

Applying the SLT model, Irby, Brown, and Yang suggested a leader must be "insightful and reflective" (2009). Principal Joy demonstrated her reflective and insightful attributes by modeling attention to team members, working collaboratively for solutions, and devising plans for action. "Leadership behaviors such as decisiveness, visioning, facilitation, team building, capacity building, community building, ongoing reflection, and conflict management all support the agility necessary to lead change in the twenty-first century" (Irby, et.al, 2013, p. 987). Principal Joy led as an exemplar for demonstrating behaviors necessary to lead. She challenged a status quo and allowed for instruction to change to better support learners, involving staff in decision making, and including the greater community as partners in the learning and advancing of the young ELLs she serves.

Organizational Structures

Principal Joy described the structures of her school that promoted a sense of community. "The structure of the organization includes how the system operates and the organization's characteristics, as well as how the structure influences behaviors, the exchange of communication, relationships among the organizations members, and the values of the group" (Irby, et.al, 2013, p. 987). Principal Joy promoted a campus that is collaborative, working as one team collectively. Communication within the team was continuous and communication home was vital. Principal Joy has guided a staff into

change and new learning and understanding while providing the essential supports required to support students. Principal Joy highlighted the critical structures of her organization.

> It's teamwork between all of us. We all work together… We're going to provide communication, communication of what we need to partner with the family about, just communication so that they're in the know. A lot of emphasis on first teach in the general education environment. So every student has a right to that curriculum. First teach, make sure we're providing them access to the curriculum at their grade level with the strategies and the scaffolding they need to help them be successful.

Joy emphasized teamwork, communication and access to curriculum through that first teach in a classroom with a general education teacher that has her ESL certification providing sheltered instruction. These were essential components to the success of the organization to meet students' needs. In addition, she highlighted the additional support to ensure the success of her ELL students with the assistance of an ESL specialist that provided individualized instruction during a defined time that does not include new learning. Most of the teachers at Elementary B have their ESL certification. Principal Joy "would love for everybody to have it." Principal Joy highlighted success through the use of instructional strategies being a critical part of the organizational structure. The most dynamic component to the organization for the staff was "professional development and making sure that they're getting the strategies that they can utilize. Making sure teachers have the instructional materials" they need that are culturally

relevant and of high interest to students. The organizational structures at Elementary B have caused a significant mind shift that celebrates differences and accepts change. Joy noted, "Now, this is my student. I really have ownership for their progress in the curriculum. That's been a huge shift in thinking." The structures influenced the thinking and behavior of staff members that promoted greater opportunity for students. "Within the SLT, organizational structures interact with the other three to impact leadership and organizational progress" (Irby, et.al., 2013, p. 987).

Attitudes, Beliefs and Values

Values and attitudes of Joy helped cultivate the climate she sought to promote for her community. "How individuals see the world is based on their attitudes, assumptions, values, and beliefs" (Irby, el al., (2013, p. 987). Principal Joy clearly pronounced the values and beliefs for herself and her school; "that's really what it is partnership, celebration, growth, and family." Joy became visibly excited as she celebrated the students she served, highlighting their growth in self-confidence as well as reading comprehension and language acquisition. She affirmed the values that define her school.

> There is focus on success of students and the success of students doesn't just mean academic but their emotional, social well-being, that there is growth. Kids are confident and they feel good about their learning. We celebrate those successes, a culture of family. It's teamwork between all of us. That's really what it is partnership, celebration, growth, and family.

The sense of family that was cultivated allowed the mind shift that occurred over several years at Elementary B. Teachers took ownership for every student in their classrooms. Teachers felt accountable and committed to each child's success. Irby, Brown, and Yang (2009) submit "for [twenty-first] century leaders, understanding the attitudes, values, and beliefs of themselves and of the individuals they lead is critical to moving the vision of the organization forward" (p. 97).

External Factors

Principal Joy identified external forces within the community that she described as having an impact of the school environment. "In the SLT, external forces are pressures outside the organization over which leaders have no control; however, leaders must attend to such constantly changing external environments or influencers" (Irby, et.al, 2013, p. 987). External forces can include demographics, culture and familial circumstances (Irby, et.al, 2013). Joy was able to express the greatest external factor impacting the school community was the barrier of inclusivity for all members of the diverse cultures of the school. As she stepped in to lead Elementary B, she immediately noticed the lack of representation by parents in a diverse community. She began inviting families, soliciting their voice and promoting value as their capital to contribute to the community of Elementary B.

> I feel like when I first came to this school… I felt like sometimes our parents of other cultures didn't feel like they could fit in; they felt secluded. So, I reached out; I really need your voice on PTA, site-based. I feel like that has changed quite a bit, and that was important to me. We

> have something to learn from you… They have a right to feel; everyone has a right to feel comfortable in their learning environment, and yes we have differences, but we're really so much more alike than we're different, and I want to look at those differences as a positive and to teach our children that we may have come from different places but we all have value to add.

Principal Joy was cognizant of external forces and monitored to challenge any status quo from overcoming the lack of parental representation within the school to recognizing the state and local pressures of changing accountability measures. She led by seeking the positives. Differences were to be celebrated and were value added allowing for others to learn from one another. Accountability measures in school setting will always change; Elementary B was focused on celebrating growth and self-confidence. External forces were not permitted barriers for the success of Principal Joy and her school.

Principal Relationship to Hispanic Academic Achievement Theory

Best educational leadership practices promote healthy relationships between the school and student, the school and home. Jordy (2005) identified key factors supporting the success of Hispanic ELLs related to the relational capacity of the educational setting in the ground theory, Hispanic Academic Achievement Theory. Jodry contended the school promoted three factors leading to the success of ELLs: support, motivation and education. Jodry (2001) focused on the relationships and factors among home, school, and community that support Hispanic students in the advancement of advanced academic work. Jodry's conceptual framework was a result of integrating research on

resiliency, developmental assets and promising instructional education practices that directly impact Hispanic students through the influential factors. This theory addressed the urgency to respond to the needs of Hispanic ELLs emphasizing the importance of interpersonal relationships between the school, home and community for the advancement of these learners. Critical elements include: parents and immediate family involvement, early bilingual programs, positive communication and interactions between school and home, a supportive school climate, and the promotion of self-advocacy and goal setting.

The Hispanic academic advancement theory aligned with the actions of Principal Joy provided a structure of guidance for elementary principals to adopt and promote increased academic achievement for ELLs. Specifically, HAAT served as a framework for the actions of Principal Joy aligning the identified highly effective practices of partnerships between school, families and community and promoting culture as capital to reach high levels of academic success. Table 4 identifies the factors associated with the Hispanic Academic Achievement Theory as they relate to the school and the dynamics impacting student achievement. First, support is delivered through communication. Communication to provide support includes: "a caring faculty/staff, a caring school environment, and collaboration initiated by the school with families and communities" (2005, p. 28). Motivation is the second factor identified by Jodry as a driving indicator for promoting student success. Jodry suggested that motivating students is peaked when "faculty/staff valued the students; they were seen as assets, provided good role models, advocated for them, such as seeking learning opportunities

for them, and made students feel safe at school" (2005, p. 28). Finally, promoting education as critical and attainable further encourages and ensures Hispanic students will achieve. Education remains pivotal and achievable for students when "faculty/staff at school had high expectations for achievement and behavior, felt the school provided programs that were needed to address students' needs, felt the school valued their language and culture by providing role models in the faculty, using cultural and linguistically responsive pedagogy, and viewed parents as assets" (Jodry, 2005. P. 29).

Support, motivation and education, essential factors for Hispanic student success, were central to the work of Principal Joy and her school. Principal Joy highlighted the continuous efforts of her team and the systems that provided support: continuous professional development, highly qualified teachers with ESL endorsements, sheltered instruction, ESL specialists, intervention system, a value for celebrations and family, communication and diversity. Motivation was exhibited through the positive culture cultivated at Elementary B. The goal was student success for all; ensuring systems were in place to support all students while being inclusive. And, education was pivotal. There were high expectations, response for any need and a culturally responsive school setting. Table 7 further supports the framework introduced by Jodry (2001). I utilized the table to offer a correlation between the three framework factors and the indicators highlighted in the ISBP survey; Principal Joy's responses are included in the table.

The "support" factor was measured in the survey through positive school culture and teacher effectiveness and empowerment. Principal Joy rated her school, the school work and her leadership; the survey is based on a scale from 1 – 5 with 1 being always

and 5 being never. Principal Joy rated all indicators correlating to the support factor as always or usually, a 1.25 rating. The school is safe, all students are respected, and individual attention is provided to students are a few highlights of indicators that always happen at Elementary B.

Table 7.

Principal Joy's ISBP Survey and Correlation to Framework

Framework Factors	ISBP Survey	Rating (1 – 5)	Indicators
Support	Positive School Culture	1	School is a safe and secure place to learn.
		1	School is clean and in good repair.
		1	All students are respected.
		1	Student have pride in their school.
		2	Staff work together to solve problems.
		1	Student work together on school/classroom activities.
		1	The school rewards excellence in achievement.
		1	Students' achievement is disseminated throughout the school community.
		2	The school provides an environment where the students' first language is respected.
	Teachers' Effectiveness and Empowerment	1	Teachers know their content area well.
		2	Teachers are provided opportunities to use their preferred teacher methodology.
		1	Teacher are certified/licensed in their field of teaching.
		2	Teachers have a comprehensive understanding of bilingual education's philosophy and methodologies.
		1	Individual attention is provided to students.
		1	Teacher are respected by administrators, students, and parents.
		1	Students treat teachers with respect.
Motivation	Students' Positive High Self-Esteem; Students' High Expectations of Themselves	1	Students feel proud of who they are.
		1	Students feel proud of their school.
		2	Students are self-motivated.
		2	Students enjoy coming to school.
		2	Students feel that the staff and administrators are part of their lives.
		2	Students work very hard in completing school work.
		2	Students show desires of going to prestigious academic institutes.
		2	Students desire highly academic demanding professions.
	Students' Satisfactory Attendance	2	Students come to school regularly (at least 90% of the time).
		2	Students feel that if they are absent they will Miss school content. Students are responsible

Table 7 Continued

Framework Factors	ISBP Survey	Rating (1 – 5)	Indicators
			for missed school/classroom work.
		3	If absent, student's parent is immediately notified.
		2	When absent, student provides school with a parent note explaining reasons for absence.
Education	Administration's Commitment to	1	Principal feels proud of having a bilingual program in the school.
	Bilingualism and Bilingual Education	1	Principals recognizes the role of students' language in their academic development.
		1	Principal demonstrates concrete evidence of support of bilingual students' learning.
		1	There is good communication between the principal and students.
		1	Principal is knowledgeable about the academic components.
		1	Principal is perceived as a teacher and learner.
		1	Principal is perceived as an instructional leader.
		1	Principal is visible to students, teachers and all staff members.
	Teachers' High Expectations of	2	Teachers emphasize each student's success rather than failures.
	Students	2	Teachers let students know how well they are doing in each subject.
		2	Teachers understand how students learn.
		1	Teachers are friendly and support students learning.
	Clearly Defined School Curriculum	1	Students are informed by teacher and administrators about what they are studying.
		2	Class content and activities are neither too hard nor too easy.
		2	The curriculum varies and is challenging.
		2	There is flexibility in the implementation of the curriculum.
		2	There is diversity and flexibility of methodologies used.
	Extra-Curricular, Co-Curricular	1	The school encourages students' participation in school/community activities.
	Activities	1	The school provides several related social, academic, and physical activities to satisfy the needs/interests of the students.

Table 7 Continued

Framework Factors	ISBP Survey	Rating (1 – 5)	Indicators
		1	The administration supports students' school groups.
	Students' Academic Growth	5	Students are able to learn two languages.
		2	Students are able to develop skills in English in a continuum.
		5	Students are able to read and write in both languages.
		2	Students do well in content areas, especially in mathematics.
		2	Students demonstrate knowledge of science and social studies concepts and skills.
		2	There is evidence of student's academic performance (by means of informal standardized instruments) in core courses.
	Quality of Parental Involvement	5	School displays students' work in both languages.
		1	Parents are welcome in the school.
		3	Parents have a room in school to meet as an organized group.
		2	The school provides activities for parents.
		2	Parent groups are active in the school.
		2	Parents are aware of the school policy on attendance, homework, curricula, and discipline.

Note. Table adapted from "Hispanic academic advancement theory: An ethnographic study of urban students participating in a high school advanced diploma program," by Jodry, L., Robles-Pina, R. A., & Nichter, M., 2005, *High School Journal, 88*(2), p. 23-32.

The "motivation" factor was measured in the survey through students' positive high self-esteem and expectations of themselves and students' satisfactory attendance. Principal Joy rated all indicators correlating to the motivation factor as always or usually, with the exception of one indicator, "if absent, a student's parent is immediately notified"' this was rated a 3, sometimes. Principal Joy's responds resulted in a 1.92 rating. The students at Elementary B were proud of who they are, proud of their school, self-motivated, and enjoyed coming to school; these indicators were added quantifiers supporting a campus focused on the achievement of students at Elementary B.

The "education" factor was measured in the survey through administration's commitment to bilingualism and bilingual education, teachers' high expectations of students, clearly defined school curriculum, extra-curricular, co-curricular activities, students' academic growth, and quality of parental involvement. Principal Joy rated all indicators correlating to the education factor as always or usually, with the exception of four indicators due to an ESL program versus a bilingual program, resulting in a 1.88 rating. Principal Joy was proud to serve bilingual children, recognized the role of students' language in their academic development, and had strong communication with students. The teachers and administration of Elementary B communicated academic expectations to students, understood how students learn, and measures students' performance in core classes. The parents were welcomed in the school, actively involved in the school, and the school provided activities for their parents. These were some the indicators highlighted by Principal Joy to support a focus on education with high expectations for their Hispanic ELLs and other students.

Hispanic academic achievement was rooted in the success of school indictors identified by Jodry. The examination of Elementary B's work with a focus on the actions and behaviors of Principal Joy clearly marked how students served in this community have success. Principal Joy depicted a community of learners that have reached a level of confidence and self-advocacy through the celebration of diversity, the promotion of best instructional practices, the individualizing of instruction as needed, and the sense of community. She expressed, "Everyone has a right to feel comfortable in their learning environment; and yes, we have differences, but we're really so much

more alike than we're different, and I want to look at those differences as a positive and to teach our children that we may have come from different places, but we all have value to add."

Reflexive Voice

I activated reflexivity by answering reflexive questions as I noted in the methods section. My personal reflections are italicized to portray my thoughts as I reflected on the data collected from Principal Joy. I employed the practice of reflexivity, in which I clarified my own bias as the researcher (Denzin & Lincoln, 2000). Merriam (2002) stated, "Even in journal articles researchers are being called upon to articulate and clarify their assumptions, experiences, worldview, and theoretical orientation to the study" (p. 26). I practiced reflexivity throughout the data analysis process by answering reflexive questions. I italicized my thoughts to demonstrate what I perceived during the analysis of data collected. *Conducting Principal Joy's interview I asked, what do I expect to learn from Principal Joy? Will I hear similar response to the first participant? Will she enlighten me and share something so profound that I have not witnessed or reviewed in literature? Is there something happening in her school that we keep missing in the school community I serve? Will I be able to contribute to the literature and deliver a template for success, a framework of essentials that any school leader can access to lead a campus our Hispanic ELLs deserve? Will she share common practices I consider essential? I had so many questions as I prepared for the interview and entered Principal Joy's school. She was anticipating my arrival, welcomed me to her school and began to talk as if we were longtime friends. I felt welcomed, valued and eager to learn*

from her. Principal Joy was able to solidify for me many of the things I already know and some that allowed me to be proud to serve as a fellow educator with her. She divulged a true passion for social justice, believing her role was to empower, not only her teachers and staff, her students but her parental community. She expressed a true respect for culture and differences that I was pleased to hear. Her communication was authentic, not simply what I wanted to hear. She shared stories of her first year as the principal five years earlier and the social injustices she heard from community members, parents that did not want their child in an inclusion setting with ESL students. She handled the external factor as a true advocate for diversity. She was well prepared for our interview and was able to share more than what my questions asked. She too is a systems thinker that considers people first, students and teachers. She responded through stories, and I felt I acquired a friend that day. Her pride was in changing the mindset of many stakeholders, parents and teachers, recognizing that some losses are worth it as she leads a campus moving toward respect and acceptance. Her definition of serving and achievement for ELLs was grounded around the whole child, socially, emotionally and academically. The experience with Principal Joy allowed me to reflect on my own practices and experiences, to consider my next steps as a campus leader and drive the promise as a researcher to be able to define steps and actions for principals serving ELLs.

Synergistic Leadership Theory

The experiences and practices of Principal Joy as examined through the frameworks of SLT and HAAT showed me that strong leadership begins with a balance and awareness of all the factors that can impact the leadership of the school a principal serves. Principal Joy expressed systems that connect to the four factors of SLT, leadership behavior, organizational structure, values, attitudes and beliefs, and external factors. Leadership behaviors, within the SLT, are defined as daily professional actions exhibited by an administrator" (Irby, et al., 2013, p. 985). Principal Joy exhibited leadership behaviors daily, promoting academic access that is culturally relevant, acceptance of differences and grooming relationships that empower, students, teachers and family partners in education. "The structure of the organization includes how the system operates and the organization's characteristics, as well as how the structure influences behaviors, the exchange of communication, relationships among the organizations members, and the values of the group" (Irby, et.al, 2013, p. 987). Principal Joy highlighted the commitment to first teach, access to curriculum, ESL model for ELLs focused on essential instructional practices, and a mind shift to serve all learners, ELLs as your and doing whatever it takes to support your student, from communication to professional development. "How individuals see the world is based on their attitudes, assumptions, values, and beliefs" (Irby, el al., (2013, p. 987). Joy celebrated the values of Elementary B and noted acceptance, access, and communication students to feel a part of their school. And, external forces can include, demographics, culture and familial circumstances (Irby, et.al, 2013). Joy expressed the greatest external

factors impacting the school community was the barrier to developing academic vocabulary. Yet, after all that Principal Joy shared there was a genuine belief that she is devoted to seeking the resources and providing access to teachers, students and parents to address any barrier. Principal Joy appeared confident and genuine in all her responses, the interview was believable. I wanted to offer her the SLT framework and guide her great work to greatness for every ELL, even those requiring a little more attention with academic vocabulary.

Principal Relationship to Hispanic Academic Achievement Theory

In relation to Hispanic Academic Achievement Theory, this theory addressed the urgency to respond to the needs of Hispanic ELLs emphasizing the importance of interpersonal relationships between the school, home and community for the advancement of Hispanic ELLs. Critical elements included schools providing support, motivation and an emphasis on education. Principal Joy's responses suggested an abundance of support through campus systems and relational capacity. She shared being on a mission to seek opportunities to promote motivation for every ELL student in her building and her systems clearly displayed the high expectations for an education and its importance. I have always been guided by the need to build relationships, to model building relationships. The students of Elementary B were vested in their school because of the leadership their principal displayed to ensure support, motivation and education.

Summary

Principal Joy exercised specific leader actions promoting the success of her Hispanic ELLs, intentional principal actions for English Language Learners through modeling, expectations and school systems. Actions included: acceptance of diversity by fostering cultural responsiveness among others, promoting acceptance through partnerships between home and school focused on inclusivity, and high expectations for achievement of teachers and students through defined goals. Principal Joy was also intentional about establishing and maintaining Professional Learning Communities (PLCs), promoting teacher collaboration, teacher driven decision making for curriculum and instruction and strategic planning to meet Hispanic ELLs' needs. She led with explicit directives to incorporate the language objectives into instruction, utilizing word walls, vocabulary development, peer talk and visuals to further promote self-esteem and academic growth for ELLs. She facilitated a strong bilingual program that meets the individualized needs of students through a sheltered instruction model, fostering teamwork through collective capacity and tooling teachers to meet students' needs with professional development targeting instruction. Communication between school and home was key to Principal Joy. And, flexible scheduling was a constant, promoting access to tier I, first teach, and individualized support during RtI time that was scaffolded or extended to meet students' needs. She continuously focused on student success, including: academic, emotional and social well-being to promote student growth. And she fostered a culture of family through students' and parents' assets celebrating that differences are the value added for the school. She insisted that district

support through a dedicated ESL specialist for campus was essential. These actions were validated through extensive time with Principal Joy, interaction on her campus and the collection of field notes during observation.

CHAPTER VI

CASE STUDY PRINCPAL BLISS

This chapter includes the third case study in the multi-case examination and includes six sections. The first section of the case study consists of the school demographics Principal Bliss leads. In the second section I present the state assessment data of the campus for the three school years utilized. In the third section of the chapter I offer a snapshot of Principal Bliss' experiences and qualifications. In the fourth section of the chapter I provide data that address the research questions, including: (a) an individual interview of the principal, (b) responses from the principal survey, *Indicators of Successful Bilingual Programs*, (c) field notes analysis and (d) document analysis of AEIS reports and TAPR reports providing campus data. In the fifth section I offer a correlation between the leadership actions and skills of the principal and the alignment to the factors of Synergistic Leadership Theory. In the sixth section I provide links between the principal's leadership practices and components of Hispanic Academic Advancement Theory through the school factor lens. Finally, I will close with my own reflexive voice, sharing my thoughts about the interview and data collect with Principal Bliss and how his actions and behaviors connect to SLT and HAAT. Through the description and analysis of the case study, I will offer descriptors of essential actions Principal Bliss exhibited and described that supported the success of his ELLs.

Demographic Information

Principal Bliss leads Elementary C, an elementary located in the northern region of Texas in a rapidly growing suburban region. Bliss' elementary serves 550 students,

pre-kindergarten through fourth grade. The campus serves a diverse student population with 25% white, 13% African American, 56% Hispanic, and approximately 70% are economically disadvantaged. The campus has a bilingual program serving 44% of their students in the program, about 242 students. Elementary C serves a diverse community representing families from the entire school district. They take great pride in the history of the origin of their namesake. The school was named after a former teacher of the school district in which the school was established. The school's namesake served as a teacher when the district was only one building. During her teaching career she taught generations of the same families. The school takes pride serving as a legacy for a community member that "gave many students a lifelong love of learning through her example." The school community is committed to providing a "comprehensive system of support, developing productive members of society, and challenging both students and teachers to be lifelong learners."

State Assessment Data

Bliss has witnessed great growth during his tenure on his campus. Over the last several years his ELLs have consistently performed as well as their counterparts. Through initial data review, Elementary C was not selected as a case study. Upon further investigation, the north region district selected for high performance was based on the collective data of multiple sites, many sheltered instruction, ESL sites with a few bilingual sites. As Elementary C's data was further reviewed there was a clear trend to attain the criteria bands of the 80% to 90% band in reading and mathematics. As researcher, I elected to include a bilingual site in the study. In 2013, the state assessment

accountability system changed and the state introduced a new assessment with new accountability measures. Under the new accountability system Bliss' school received their first distinction in 2013 for academic achievement in Reading/English Language Arts. In 2014, distinctions increased and Bliss' school was recognized for academic achievement in Reading/English Language Arts, academic achievement in mathematics, top 25% for student progress, top 25% for closing the achievement gap, and post-secondary readiness. In 2015 the standards increased; Bliss' elementary continued to attain distinctions, including: academic achievement in Reading/English Language Arts, top 25% student progress, top 25% closing the performance gap and post-secondary readiness. Indicators that the ELLs at Elementary C were outperforming students across the state are noted in table 8; students maintained performance in the 80% to 90% bands for mathematics for three consecutive years. As Bliss continued to lead the campus, attainment to the 80% to 90% band became a reality in the last two years of the state assessment administration. In 2015, accountability changed, the rigor increased and demographics steadily changed for Elementary C. Although changes came in 2015, the ELLs Principal Bliss and his team served continued to perform at high levels in the area of reading and writing. In this year of assessment the math curriculum changed and the state did not include assessment data in the school report card for the 2015 school year.

Table 8.
State Assessment Data for Elementary C

% Met Standard for ELLs	2012	2013	2014	2015
Reading	**67**	**80**	**88**	**83**
Writing	**75**	**71**	**88**	**87**
Math	**82**	**97**	**94**	**Not scored this year**

Principal Bliss' Experience and Attributes

Principal Bliss has been an educator for twenty years. In that time he has served as a classroom teacher at middle school level, language arts/reading teacher, with certifications in elementary and English Language Arts, reading in the middle years, 4 - 8. He has been an administrator for the last thirteen years and has served as campus principal for the last three years. Principal Bliss is dedicated to continuous learning and seeking ways to continuously grow and support the team he serves. Principal Bliss delivered a leadership style that is inviting to all stakeholders. In describing his leadership style he stated, "I truly believe my role is to empower my talented people to lead. I work hard to understand my team's strengths and to maximize those strengths by supporting and highlighting those gifts. My goal is to translate the districts vision, be a part of that, but also equip my talented people to use the gifts they have do the good things they do". He further articulated his commitment to team and relationship building as he expressed, "I believe happy teachers teach happy kids". Principal Bliss fostered a positive work environment for teachers by creating teams for the adult learners as well as the students, providing opportunities for collaboration in smaller communities.

Analysis of Data

The following section is an analysis of the research questions applied to Bliss' responses during the interview phase and the completed survey, *Indicators of Successful Bilingual Programs* (ISBP). The guiding research questions include: (a) what leadership practices do the campus principals of high performing campuses utilize to guide their schools/work for the success of their ELLs? and, (b) what campus factors must exist to cultivate a culture of success for the ELLs of the school?

Various scholars have worked to define effective school leadership, specifically the role of the principal. The Wallace Foundation (2013) addressed the role of the principal; "education research shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass. Creating the conditions under which that can occur is the job of the principal" (p. 4). There is a strong correlation between school leadership and improved student achievement (Wallace Foundation, 2013, p. 5). Strong leadership can be defined as "an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth" (Fullan, 2006, p. 50). After thorough analysis of the role and function of Principal Bliss there were explicit actions, practices the principal demonstrates to guide the work for the success of his ELLs. Specific questions were posed in an interview with Bliss to answer the first research question: What leadership practices do the campus principals of high performing

campuses utilize to guide their schools/work for the success of their ELLs? The responses supported defining key skills and actions required of the school principal.

Bliss was asked to describe his leadership style. He expressed, "I truly believe my role is to empower my talented people to lead. I work hard to understand my team's strengths and to maximize those strengths by supporting and highlighting those gifts. My goal is to translate the districts vision, be a part of that, but also equip my talented people to use the gifts they have do the good things they do". He described himself as a very hands-on principal, always visible in classroom and the hallways. "We try to support through our presence [in the classroom]. I don't ever see evidence that our teachers are uncomfortable having us come in the room and the kids certainly aren't. And it just leads to really good discussions that way." He further articulated his commitment to team and relationship building as he expresses, "I believe happy teachers teach happy kids". Principal Bliss fostered a positive work environment for teachers by creating teams for the adult learners as well as the students, providing opportunities for collaboration in smaller communities.

When asked to describe how Bliss supported teacher preparedness to serve ELLs he discussed the importance of the collaboration and continuous support. He stated:

> We have lots of district level meetings. Our district level bilingual coordinator has done a really good job of coordinating programs between our bilingual campuses… Now, we are having more articulation between our schools… We are trying to get teachers together, just from bilingual programs, and let them plan together and let them brainstorm over best

> practices. I think it is really an important thing. And funding, if they're telling me they need something then we find a way to get it for them, particularly, as we said earlier, the options aren't real extensive.

Bliss fostered a campus with clear expectations for certifications and programming that better equip teachers to respond to students' needs, specifically ELLs. Furthermore, Bliss described the importance of teamwork and working with strengths to support teacher preparedness and response to ELLs needs. Then, "providing teachers the resources they need to support our students and then the professional development opportunities on the campus and with our district." His delivery of professional development, presence in the classroom and the focus from district offered instructional strategies to embed in lessons to increase academic success for students. The efforts to empower teachers were reinforced by Bliss as he described giving teachers leadership opportunities and focusing on professional learning communities with his staff. Finally, through the cooperation of the district central office Bliss' school team has ongoing support through a designated ELL coordinator, one designated to Elementary C.

Systems were discussed with Bliss. He was asked to describe what systems he has in place to promote success for Hispanic ELLs. Elementary C provided a bilingual program on site; Bliss described a strong bilingual program, a Gomez and Gomez model.

> The Gómez & Gómez DLE [Dual Language Enrichment] Model is both comprehensive and detailed with a number of activities that take into account the academic and linguistic developmental growth of children developing their first language and adding a second language… The

> model is unique in that: 1) it provides instruction of subject areas in only *one* of the two languages with ongoing "vocabulary enrichment" in the opposite language of instruction, 2) it calls for *conceptual refinement* activities that supports the learning of content in the L2 [second language] in respective subject area and promotes academic rigor PK-5th grade, 3) it promotes the development of *content-area biliteracy* by the end of 5th grade, 4) it uses the concept of *bilingual pairs* for increased student engagement in all classroom learning activities, 5) it uses *bilingual learning centers* PK-2nd grade, and *bilingual research centers* beginning 3rd grade, and 6) it requires the use of the *language of the day* for all non-instructional school language used throughout the day by all students, parents and school staff, and for focused vocabulary development activities. (Gomez & Gomez DLE Model, dlti.us/3hyml, *Dual Language Training Institute*, Dr. Leo Gomez)

He emphasized the RtI program embedded in their school day as a key system to the success of students.

> Our RtI program is really rock solid… We do a really good job of identifying students, specifically based on their needs… We only use data… We just look at specifically how [a student] is performing and, you know, if he is reading low where it is low. We write targeted goals to address those needs. One of the things I feel really blessed about is we have, because of being a Title I campus, we do have more staff. We have

> put all our Title funds into staff. We have three full time people; we have a math specialist, a bilingual reading specialist, and Ms. C who we use for everything… They are in meetings with us writing goals and then when it comes time for our intervention block [they respond].

Bliss described the detailed process of RtI, their intervention block. The master schedule was designed to assist students with stamina for examination as well as closing academic gaps and enriching strengths.

> The way intervention works… we have a fifty minute block that meets Monday through Thursday, twenty-five minutes is reading and twenty-five minutes is math, and students are in one of three categories. If they are tier three they are meeting with one of our specialists. If they are tier two they're meeting at their small group table with their classroom teacher on whatever their goal would be. And then, if they're tier one they're working on think tanks that are group enrichment activities… One thing that's really beneficial to us, being that we have those extra three specialists, plus we have our ESL specialist and a regular reading specialist that all school have, we have five instructional specialists. That, plus the five classroom teachers give us ten rotations spots.

Bliss highlighted a focus on data and strategically meeting every student's needs, celebrating the opportunity to have a strong response team with a variety of specialists to ensure all students' goals can be attained.

With a strong bilingual program, dedicated specialists to support ELLs on site and continuous professional development, Bliss was asked to describe any current challenges in his school related to Hispanic ELLs. Bliss addressed the challenge, "obtaining equitable materials." "There are a few vendors… but from the feedback I get from [my specialists] the samples [for benchmarks/assessments] are not equivalent. The Spanish is much more formal… The level of Spanish fluency required is higher than the English equivalent." He described another challenge with the misunderstanding of the bilingual program delivered at Elementary C. Elementary C was a one way dual language program. The goal was to take students with Spanish as their native language and "hook English" to their Spanish language; use their language as an "anchor" to support English acquisition.

> Sometimes we have Spanish speaking parents that don't understand [the program] and maybe they speak Spanish but their kids actually are more English dominant than they are Spanish dominant. And so, they still want their kids in the program because they want the Spanish taught. But, it's not really the same thing and sometimes it's harder for the kids because now we're asking them to learn two languages.

The last challenge addressed by Principal Bliss was the hardships parents express when they are monolingual and timid about reading in another language or knowing how to support their student with homework. This was an absolute challenge Elementary C worked to overcome for families.

In addition to identifying the practices utilized by Principal Bliss to promote the success of ELLs served by his campus, Bliss was asked to address questions related to the second overarching research question: What campus factors must exist to cultivate a culture of success for the ELLs of the school? Bliss' responses promoted an essential function to foster a culturally responsive climate and positive learning environment.

Bliss was asked to define a positive school culture. He emphasized the importance of team and the need to lead in order to foster strong relationships within the team.

> Positive school culture, this is really my main focus. I believe happy teachers teach happy kids. And, I work really hard, I think, to try to keep a positive environment with my teachers. And I do believe that, in turn, translates to a positive environment for the kids.

Bliss expressed the importance of "keeping a pulse" of the teachers and their stress level, and responding with support and team building. "We do different team activities. I have divided us into four different teams that are vertical and once a month we do something related to those teams that are purely faculty driven." The students also belong to communities or "houses" to develop a sense of belonging and being a part of something.

Fostering positive school climate for Hispanic ELLs was another question Bliss was asked to describe. Bliss expressed the essential component to promoting positive school climate is respect of students and their culture. Bliss described a school climate where students could thrive and feel as members of the school community. Bliss stated,

> I think we work really hard to make sure our kids are spending time together. Our bilingual classroom, by necessity, is a separate classroom, but all of our enrichment activities, [P.E., recess, lunch, clubs], are together on rotation. We have lots of opportunities to make sure that all our kids participate with each other.

Bliss described a lot of student and family activities from more traditional math and literacy nights to a variety of clubs that promoted inclusiveness for all students of Elementary C. Highlighted the day of my visit was the dance club, a club with Hispanic ELLs along with representation of all student groups making up the school. The dance focus was on the Hispanic culture and all students appeared excited and included.

Programming was discussed with Principal Bliss. He was asked to describe what the bilingual or ESL program looked like at his school. Elementary C has a one-way bilingual program serving pre-kindergarten through fourth grade on site. English language learners are served at Elementary C through the Gomez and Gomez model.

> We are a Gomez and Gomez model, but not exclusively. There are some areas where we vary a little bit. On area, is that our science instruction is in English because we believe the academic vocabulary is really too rigorous. So, we want to give kids [plenty] of practice with that. We transition to taking tests in English as quickly as we feel the students are ready. By fourth grad half of our bilingual kids will take the language arts test in English and by fourth grade, roughly fifty percent of our bilingual kids are taking all the tests in English. Our third grade teacher

> work extremely hard; assessing where the kids are in that respect. About a quarter of [students] in third grade are already taking the test in English. We pick up about another twenty-five percent over the course of the next year.

Elementary C has had success with the pace and adjustment of the bilingual model Principal Bliss described.

Principal Bliss was asked to highlight the essential resources to best serve Hispanic ELL students. Bliss expressed the most critical resource to meeting the needs of his students are his dedicated staff.

> It's my dedicated staff. Really, I mean it. You ran into Ms. C coming out with a tutoring group. I can tell you right now, a week from now, next Friday, as we are getting ready to leave for Christmas break, she will still be tutoring… I brought our [bilingual specialist] on board to get our vertical writing game together and to raise the bar of what writing looks like in kinder, what it looks like in first grade, and what it looks like in second and by the time kids get to fourth grade, the teachers don't feel so overwhelmed. You know, you can't buy a good teacher out of a book. Resources are difficult [to acquire]. Yes, but you know the resources don't make the teacher anyway. When it really come down to it, it's their own expertise, their own ability to challenge their kids. I just can't brag on them enough.

Continuously considering the needs of the teachers leading the instruction for students and developing the systems to support teachers were the essential resources to the continued success and support of Hispanic ELLs, of all students. Principal Bliss celebrated the progress his ELLs were making, the success they were attaining as his team honors diversity with a focus on meeting students' needs, challenging students academically while incorporating opportunities for collaboration and ongoing professional development.

Observation Snapshot

During my visit to Elementary C I was able to capture a picture of the school and systems Principal Bliss was leading. Through the gathering of field notes I was able to capture the interactions of students, teachers, staff and visitors. This campus was rich with visuals inside and outside the classrooms, evidence of team work, happy and active students, and school community members eager to share their story with me. My interactions with stakeholders allowed me to gather qualitative data that suggested Principal Bliss was a hands on principal there to provide support, encouragement, acceptance and celebration. Students and teachers alike wanted to share videos of their extra-curricular activities that had taken place earlier that week. Students were engaged in the language objects, many eager to discuss what they were learning with me while others smiled, welcomed me as a guest and carried on completely engaged in their lesson. During my observation at Elementary C I was introduced to their ESL specialist that could discuss every student with great knowledge. The administrative team brought forth artifacts for me to review that detailed the strategic planning and flexible master

schedule that ensured access to new curriculum and built in time for individualized attention. I heard statements of a leader that is present, involved in the daily activity of the school and eager to celebrate the diversity of the school community. I was invited to return to the school. All stakeholders were authentic and proud of their school. Examples of high levels of instruction included students engaged in curricular conversations, rich classroom setting with visuals and tools for vocabulary development. Teachers not working with students were engaged in critical conversation about instruction and how to best meet students' needs. The office provided an inviting atmosphere where all stakeholders appeared to be comfortable. Two visitors were discussing the upcoming family night the school was preparing to haveThrough my observations and gathering of field notes and in conjunction with my interaction and interview with the principal, I was able to validate a campus focused on celebrating diversity and responding to students' needs to ensure engagement and success.

Principal Correlation to Synergistic Leadership Theory

Leadership Behaviors

Principal Bliss demonstrated leadership behaviors through his interactions with his school community. "Leadership behaviors, within the SLT, are defined as daily professional actions exhibited by an administrator" (Irby, et al., 2013, p. 985). Principal Bliss described himself as a leader focused on empowering others. His actions promoted a sense of cultivating excellence for the greater good of his learning community. Through his actions he was able to cultivate a team that is responsive as he modeled what he led his team to do.

> I truly believe my role is to empower my talented people… I work really hard to understand the gifts my teachers have and to highlight those gifts and to use them the best way [we] can… It would be silly to not tap into the talent we have here… My goal is to know and translate the district vision and be a part of that, but also equip my talented people to use the gifts they have and do the good things they do [for students].

Applying the SLT model, Irby, Brown, and Yang suggest a leader must be "insightful and reflective" (2009). Principal Bliss demonstrated his reflective and insightful attributes by maintaining a vision, modeling attention to team members and their strengths, nurturing a collaborative environment, and formulating goal-centered plans for action. "Leadership behaviors such as decisiveness, visioning, facilitation, team building, capacity building, community building, ongoing reflection, and conflict management all support the agility necessary to lead change in the twenty-first century" (Irby, et.al, 2013, p. 987). Principal Bliss was a model for demonstrating behaviors necessary to lead. Challenging a status quo and allowing for instruction to change to better support learners, involving staff in decision making, and celebrating diversity and culture in the learning environment allowed for the advancement of the young ELLs he served.

Organizational Structures

Principal Bliss expressed the importance of the organizations structures that complement the school environment. "The structure of the organization includes how the system operates and the organization's characteristics, as well as how the structure

influences behaviors, the exchange of communication, relationships among the organizations members, and the values of the group" (Irby, et.al, 2013, p. 987). Principal Bliss promoted a campus that is collaborative, focused on data, working as one team collectively, strengthened by one another's talents. Communication within the team was continuous, including the creation of vertical teams within the organization and communication home is essential. Principal Bliss guided a staff to know every student and to respond to needs by providing the essential supports required to support students. Principal Bliss highlighted the critical structures of his organization.

> It's my dedicated staff… When it really comes down to it, it's their own expertise, their own ability to challenge their kids… [And], our RtI program is really rock solid. We do a really great job of identifying students, specifically based on their needs… Students are in one of three categories. If they are tier three, they are meeting with one of our specialists. If they are tier two, they're meeting at their small group table with their classroom teacher on whatever their goals would be. And then, if they're tier one, they're working on think tanks that are group enrichment activities.

Principal Bliss shared how the structures of the organization promoted the continued growth of students' and teachers' level of expertise. "Within the SLT, organizational structures interact with the other three to impact leadership and organizational progress" (Irby, et.al., 2013, p. 987).

Attitudes, Beliefs and Values

Bliss expressed how his values promoted the opportunities for his ELLs to be successful in the school. "How individuals see the world is based on their attitudes, assumptions, values, and beliefs" (Irby, el al., (2013, p. 987). Principal Bliss clearly pronounced the values and beliefs for himself and his school; "we work really hard to make the school inviting…, work hard…, and remember why [we] come to work." Bliss became visibly excited as he celebrated the students he served, highlighting their desire to be at school and their self-confidence as learners. He affirmed the values that define his school and the team he leads.

> I feel like [our school] is a place where the kids feel that they're respected and you know their culture is highlighted… You know we're all in this together… I think that it really is a family… We work really hard at making the school a really inviting, fun place to be and if you can get the kid wanting to come to school, you can do a whole lot once you get them excited about actually coming. And then, you give the teachers what they need and turn them loose to let them do it. That's just good stuff; there's no substitute for working hard and remembering why you come to work.

The sense of family that is cultivated has allowed Elementary C to experience positive change, academic success and inclusivity for all students. Teachers took ownership for every student in their classrooms. Teachers felt accountable and committed to each child's success. Their relational capacity fostered the ability for teachers to stay connected long after the student has left their classrooms. Irby, Brown, and Yang (2009)

submit “for [twenty-first] century leaders, understanding the attitudes, values, and beliefs of themselves and of the individuals they lead is critical to moving the vision of the organization forward” (p. 97).

External Factors

External factors were described by Principal Bliss as challenges that had a direct impact on students and their families. “In the SLT, external forces are pressures outside the organization over which leaders have no control; however, leaders must attend to such constantly changing external environments or influencers” (Irby, et.al, 2013, p. 987). External forces can include demographics, culture and familial circumstances (Irby, et.al, 2013). Bliss was able to express the greatest external factors impacting the school community. External factors noted included a clear understanding by some parents of the bilingual program. “Sometimes we have Spanish speaking parents that don’t understand [the goal of the bilingual program]; they [want] Spanish to be taught.” The hardships parents felt regarding how to support their child with homework; “this is absolutely valid… if parents are dominant in another language then what their kids are being taught, they don’t know how to help them with their homework.” And, the pressures of preparing student for state assessments with limited vendors and equitable materials that match grade level readability were an external barrier. Principal Bliss was cognizant of external forces and monitors to challenge any status quo from overcoming the lack of parental understanding within the school to recognizing the state and local pressures of changing accountability measures. He led his campus by seeking the positives. Accountability measures in school setting will always change; Elementary C

is focused on celebrating growth and self-confidence. External forces were not permitted as barriers for the success of Principal Bliss and his school.

Principal Relationship to Hispanic Academic Achievement Theory

Best educational leadership practices promote healthy relationships between the school and student, the school and home. Jordy (2005) identifies key factors supporting the success of Hispanic ELLs related to the relational capacity of the educational setting in the ground theory, Hispanic Academic Achievement Theory. Jodry contended the school promotes three factors leading to the success of ELLs: support, motivation and education. Jodry (2001) focused on the relationships and factor among home, school, and community that support Hispanic students in the advancement of advanced academic work. Jodry's conceptual framework was a result of integrating research on resiliency, developmental assets and promising instructional education practices that directly impact Hispanic students through the influential factors. This theory addressed the urgency to respond to the needs of Hispanic ELLs emphasizing the importance of interpersonal relationships between the school, home and community for the advancement of these learners. Critical elements include: parents and immediate family involvement, early bilingual programs, positive communication and interactions between school and home, a supportive school climate, and the promotion of self-advocacy and goal setting.

The Hispanic Academic Advancement Theory aligned with the actions of Principal Bliss, provided a structure of guidance for elementary principals to adopt and promote increased academic achievement for ELLs. Specifically, HAAT served as a

framework for the actions of Principal Bliss aligning the identified highly effective practices of partnerships between school, families and community and promoting culture as capital to reach high levels of academic success. Table 4 further identifies the factors associated with the Hispanic Academic Achievement Theory as they relate to the school and the dynamics impacting student achievement. First, support was delivered through communication. Communication to provide support includes: "a caring faculty/staff, a caring school environment, and collaboration initiated by the school with families and communities" (2005, p. 28). Motivation was the second factor identified by Jodry as a driving indicator for promoting student success. Jodry suggested that motivating students is peaked when "faculty/staff valued the students; they were seen as assets, provided good role models, advocated for them, such as seeking learning opportunities for them, and made students feel safe at school" (2005, p. 28). Finally, promoting education was critical and attainable and further encouraged and ensured Hispanic students would achieve. Education remained pivotal and achievable for students when "faculty/staff at school had high expectations for achievement and behavior, felt the school provided programs that were needed to address students' needs, felt the school valued their language and culture by providing role models in the faculty, using cultural and linguistically responsive pedagogy, and viewed parents as assets" (Jodry, 2005. P. 29).

Support, motivation and education, essential factors for Hispanic student success, were central to the work of Principal Bliss and his school. Principal Bliss highlighted the continuous efforts of his team and the systems that provided support: continuous

professional development and collaboration, highly qualified teachers, a bilingual program, RtI systems and tutors, a value for community, communication and diversity. Motivation was exhibited through the positive culture cultivated at Elementary C. The goal was student success for all; ensuring systems were in place to support all students while being inclusive. And, education was pivotal. There were high expectations, response for any need and a culturally responsive school setting. Table 9 further supports the framework introduced by Jodry (2001). In the table I offered a correlation between the three framework factors and the indicators highlighted in the ISBP survey; Principal Bliss' responses were included in the table.

The "support" factor is measured in the survey through positive school culture and teacher effectiveness and empowerment. Principal Bliss rated his school, the school work and his leadership; the survey is based on a scale from 1 – 5 with 1 being always and 5 being never. Principal Bliss rated all indicators correlating to the support factor as always or usually, a 1.44 rating. The school is safe, all students are respected, and individual attention is provided to students are a few highlights of indicators that always happen at Elementary C.

Table 9

Principal Bliss' ISBP Survey and Correlation to Framework

Framework Factors	ISBP Survey	Rating (1 – 5)	Indicators
Support	Positive School Culture	1	School is a safe and secure place to learn.
		1	School is clean and in good repair.
		1	All students are respected.
		2	Student have pride in their school.
		2	Staff work together to solve problems.
		2	Student work together on school/classroom activities.
		2	The school rewards excellence in achievement.
		2	Students' achievement is disseminated throughout the school community.
		2	The school provides an environment where the students' first language is respected.
	Teachers' Effectiveness and Empowerment	2	Teachers know their content area well.
		1	Teachers are provided opportunities to use their preferred teacher methodology.
		1	Teacher are certified/licensed in their field of teaching.
		1	Teachers have a comprehensive understanding of bilingual education's philosophy and methodologies.
		1	Individual attention is provided to students.
		1	Teacher are respected by administrators, students, and parents.
		1	Students treat teachers with respect.
Motivation	Students' Positive High Self-Esteem; Students' High Expectations of Themselves	1	Students feel proud of who they are.
		1	Students feel proud of their school.
		2	Students are self-motivated.
		1	Students enjoy coming to school.
		1	Students feel that the staff and administrators are part of their lives.
		2	Students work very hard in completing school work.
		3	Students show desires of going to prestigious academic institutes.
		2	Students desire highly academic demanding professions.
	Students' Satisfactory Attendance	2	Students come to school regularly (at least 90% of the time).
		2	Students feel that if they are absent they will Miss school content. Students are responsible

Table 9 Continued

Framework Factors	ISBP Survey	Rating (1 – 5)	Indicators
			for missed school/classroom work.
		3	If absent, student's parent is immediately notified.
		3	When absent, student provides school with a parent note explaining reasons for absence.
Education	Administration's Commitment to	1	Principal feels proud of having a bilingual program in the school.
	Bilingualism and Bilingual Education	1	Principals recognizes the role of students' language in their academic development.
		2	Principal demonstrates concrete evidence of support of bilingual students' learning.
		1	There is good communication between the principal and students.
		1	Principal is knowledgeable about the academic components.
		2	Principal is perceived as a teacher and learner.
		1	Principal is perceived as an instructional leader.
		2	Principal is visible to students, teachers and all staff members.
	Teachers' High Expectations of	2	Teachers emphasize each student's success rather than failures.
	Students	1	Teachers let students know how well they are doing in each subject.
		1	Teachers understand how students learn.
		1	Teachers are friendly and support students learning.
	Clearly Defined School Curriculum	1	Students are informed by teacher and administrators about what they are studying.
		2	Class content and activities are neither too hard nor too easy.
		2	The curriculum varies and is challenging.
		2	There is flexibility in the implementation of the curriculum.
		1	There is diversity and flexibility of methodologies used.
	Extra-Curricular, Co-Curricular	1	The school encourages students' participation in school/community activities.
	Activities	1	The school provides several related social, academic, and physical activities to satisfy the needs/interests of the students.

Table 9 Continued

Framework Factors	ISBP Survey	Rating (1 – 5)	Indicators
		1	The administration supports students' school groups.
	Students' Academic Growth	2	Students are able to learn two languages.
		2	Students are able to develop skills in English in a continuum.
		2	Students are able to read and write in both languages.
		2	Students do well in content areas, especially in mathematics.
		2	Students demonstrate knowledge of science and social studies concepts and skills.
		2	There is evidence of student's academic performance (by means of informal standardized instruments) in core courses.
	Quality of Parental Involvement	3	School displays students' work in both languages.
		1	Parents are welcome in the school.
		1	Parents have a room in school to meet as an organized group.
		1	The school provides activities for parents.
		1	Parent groups are active in the school.
		1	Parents are aware of the school policy on attendance, homework, curricula, and discipline.

Note. Table adapted from "Hispanic academic advancement theory: An ethnographic study of urban students participating in a high school advanced diploma program," by Jodry, L., Robles-Pina, R. A., & Nichter, M., 2005, *High School Journal, 88*(2), p. 23-32.

The "motivation" factor is measured in the survey through students' positive high self-esteem and expectations of themselves and students' satisfactory attendance. Principal Bliss rated all indicators correlating to the motivation factor as always, usually, or sometimes, a 1.92 rating. The students at Elementary C are proud of who they are, proud of their school, enjoy coming to school, work hard and feel that the staff are a part of their lives; these indicators are added quantifiers supporting a campus focused on the achievement of students at Elementary C.

The "education" factor is measured in the survey through administration's commitment to bilingualism and bilingual education, teachers' high expectations of students, clearly defined school curriculum, extra-curricular, co-curricular activities, students' academic growth, and quality of parental involvement. Principal Bliss rated all indicators correlating to the education factor as always or usually, with the exception of one indicator recognizing that student work is only "sometimes" displayed in both languages, resulting in a 1.47 rating. Principal Bliss is proud to serve bilingual children, recognizes the role of students' language in their academic development, and has strong communication with students. The teachers and administration of Elementary C communicate academic expectations to students; understand how students learn, and measure students' performance in core classes. The parents are actively involved in the school, have a place in the school to meet, and the school provides activities for their parents. These are some the indicators highlighted by Principal Bliss to support a focus on education with high expectations for their Hispanic ELLs and other students.

Hispanic academic achievement is rooted in the success of school indictors identified by Jodry. The examination of Elementary C's work with a focus on the actions and behaviors of Principal Bliss clearly marks how students served in this community have success. Principal Bliss depicts a community of learners that have reached a level of confidence and self-advocacy through the celebration of diversity, the promotion of best instructional practices, the individualizing of instruction as needed, and the sense of community. He notes, "I think we just work really hard at making the school really inviting and a fun place to be. If you can get that, the kids want to come to

school. You can do a whole lot with them once you get them excited about actually coming. And then, you give the teachers what they need and turn them loose to let them do it. I do mean, that's just the good stuff. There's no substitute for working hard and remembering why you come to work."

Reflexive Voice

I activated reflexivity by answering reflexive questions as I noted in the methods section. My personal reflections are italicized to portray my thoughts as I reflected on the data collected from Principal Bliss. I employed the practice of reflexivity, in which I clarified my own bias as the researcher (Denzin & Lincoln, 2000). Merriam (2002) stated, "Even in journal articles researchers are being called upon to articulate and clarify their assumptions, experiences, worldview, and theoretical orientation to the study" (p. 26). I practiced reflexivity throughout the data analysis process by answering reflexive questions. I italicized my thoughts to demonstrate what I perceived during the analysis of data collected. *Conducting Principal Bliss' interview I asked, what do I expect to learn from Principal Bliss? Will I hear similar response to the first or second participant? How will this interview be different with a bilingual program and a male principal? Will he enlighten me and share something so profound that I have not witnessed or reviewed in literature? Is there something happening in his school that we keep missing in the school community I serve? Will I be able to contribute to the literature and deliver a template for success, a framework of essentials that any school leader can access to lead a campus our Hispanic ELLs deserve? Will he share common practices I consider essential? I had so many questions as I prepared for the interview*

and entered Principal Bliss' school. He was visibly excited awaiting my arrival and eager to do something I had not had as thorough an opportunity to do at other sites; he wanted to show me the school and Elementary C in action. I am accustomed to walk throughs but knew that I would glean an opportunity to see elementary classrooms in action. Would they look different from my middle school classrooms? I was thankful to see bilingual instruction at work. Students were happy and engaged. Principal Bliss glowed with pride. I felt welcomed, valued and eager to learn from him. Through Principal Bliss I was able to witness and hear about promising practices, the value of bilingual education but the need to be flexible and respond to external factors that may cause a shift in how you deliver instruction. At Elementary C students were not receiving science instruction in their first language because of the academic vocabulary and the high stakes testing students must be prepared to take in 5th grade. I was pleased to see that Principal Bliss did not make that decision in isolation nor was the decision driven by one state test. Instead, the decision was made collaboratively and based on what the team thought was best for their students. Like the others, Principal Bliss had a strong hand on systems, building relationships and above all much respect for the culture of his community. He expressed a true respect for culture and differences that I was pleased to hear. His communication was authentic, not simply what I wanted to hear. He shared stories of students and teachers and became excited to share all he is thankful for at his school. I thoroughly enjoyed hearing about all the extra-curricular events Elementary C hosts to find that place for belonging for all members of the school. He too is a systems thinker that considers people first, students and teachers. He

responded through many student stories, and I felt I acquired a friend that day, a fellow peer in the pursuit of serving young people to build true life chances. His definition of serving and achievement for ELLs was grounded around the whole child, socially, emotionally and academically. The experience with Principal Bliss allowed me to reflect on my own practices and experiences, to consider my next steps as a campus leader and drive a the promise as a researcher to be able to define steps and actions for principals serving ELLs.

Synergistic Leadership Theory

The experiences and practices of Principal Bliss as examined through the frameworks of SLT and HAAT showed me that strong leadership begins with a balance and awareness of all the factors that can impact the leadership of the school a principal serves. Principal Bliss expressed systems that connect to the four factors of SLT, leadership behavior, organizational structure, values, attitudes and beliefs, and external factors. Leadership behaviors, within the SLT, are defined as daily professional actions exhibited by an administrator" (Irby, et al., 2013, p. 985). Principal Bliss exhibited leadership behaviors daily focused on empowering others. His actions promoted a sense of cultivating excellence for the greater good of his learning community. Principal Bliss promoted a campus that is collaborative, focused on data, working as one team collectively, strengthened by one another's talents. Communication within the team was continuous, including the creation of vertical teams within the organization and communication home was essential. Principal Bliss clearly pronounced the values and beliefs for himself and his school promoting inclusivity. External forces can include

demographics, culture and familial circumstances (Irby, et.al, 2013). Bliss was able to express the greatest external factors impacting the school community. External factors noted included a clear understanding by some parents of the bilingual program. Principal Bliss appeared confident and genuine in all his responses, the interview was believable. I wanted to offer him the SLT framework and guide his great work to greatness for every ELL, even those requiring a little more academic attention.

Principal Relationship to Hispanic Academic Achievement Theory

In relation to Hispanic Academic Achievement Theory, this theory addressed the urgency to respond to the needs of Hispanic ELLs emphasizing the importance of interpersonal relationships between the school, home and community for the advancement of Hispanic ELLs. Critical elements included schools providing support, motivation and an emphasis on education. Principal Bliss' responses suggested an abundance of support through campus systems and relational capacity. Support, motivation and education, essential factors for Hispanic student success, were central to the work of Principal Bliss and his school. Principal Bliss highlighted the continuous efforts of his team and the systems that provided support: continuous professional development and collaboration, highly qualified teachers, a bilingual program, RtI systems and tutors, a value for community, communication and diversity. Motivation was exhibited through the positive culture cultivated at Elementary C. The goal was student success for all; ensuring systems were in place to support all students while being inclusive. And, education was pivotal. There were high expectations, response for any need and a culturally responsive school setting. I have always been guided by

the need to build relationships, to model building relationships. The students of Elementary C were vested in their school because of the leadership their principal displayed to ensure support, motivation and education.

Summary

Principal Bliss exercised specific leader actions promoting the success of his Hispanic ELLs, intentional principal actions for English Language Learners through modeling, expectations and school systems. Actions Principal Bliss displayed included: promoting acceptance through inclusivity for all students, having every student involved, and goal setting for growth of ELLs, setting high expectations for achievement of teachers and students through targeted goals, and establishing Professional Learning Communities (PCs), promoting teacher collaboration and teacher driven decision making for curriculum and instruction. Principal Bliss also issued explicit directives to incorporate the language objectives into instruction, promoting ESL strategies that build students' self-esteem and academic growth. He facilitated a bilingual program that meets the individualized needs of students through a one-way bilingual model. Principal Bliss fostered relationship building through smaller communities that build capacity for positive change. In addition, Principal Bliss created a sense of community through students' assets promoting cultural responsiveness and celebrating through extra-curricular activities. At Elementary C, district support was a tool for success through a dedicated ESL specialist for the campus. Principal Bliss established a strong system for response to individual students' needs through teacher driven strategic planning and the use of ESL instructional strategies. He ensured a strong instructional team by including

ongoing professional development through varying practices: embedded, timely, and individualized based on need. Finally, Principal Bliss was intentional about celebrating diversity through student-centered activities and parental involvement with opportunities to participate in organizations and volunteer options. These actions were validated through extensive time with Principal Bliss, interaction on his campus and the collection of field notes during observation.

CHAPTER VII

CROSS-CASE ANALYSIS

In this Chapter, I present a cross-case analysis of the multi-case study incorporating the semi-structured interview and the data collection of the principal participants. The purpose of this multi-case study was to identify leadership practices campus principals of high performing campuses utilize to guide their schools/work for the success of their ELLs and to identify principal behaviors employed to cultivate a culture of success for the ELLs served at each of the campus leader's schools. Several themes and correlations to the theoretical framework of SLT and HAAT surfaced from the study.

Cross-Case Analysis Themes and Correlations

In this chapter, I present an analysis of the themes discussed in the case studies through the research questions and the correlation to the theoretical frameworks, synergistic leadership theory and Hispanic academic advancement theory.

Research Question One

What leadership practices do the campus principals of high performing campuses utilize to guide their schools/work for the success of their ELLs?

Each principal serving campuses within the northern region of Texas is a veteran school leader with fourteen or more years in school administration. Principals Harmony, Joy, and Bliss each serve diverse campuses with unique needs to their specific communities. Though two of the campuses served ELLs through an ESL program and one a one-way bilingual program, each principal described a focus on the essentials of

school leadership and provided evidence of aligning to common leadership practices outlined in literature, such as: the five practices of school leadership: campus vision with a focus on academic success for every student, school climate, building teacher leadership capacity, continuous focus on teaching and learning, and management of personnel and resource to positively impact student performance (The Wallace Foundation, 2013). Primary attention was given to the belief, actions and systems orchestrated and demonstrated by these principals because their district had strong performance in relation to state testing outcomes in the areas of reading and mathematics for ELLs. After further analysis of responses to interview questions and outcomes of the ISBP survey, clear trends and practices became evident and aligned to the framework of synergistic leadership and Hispanic academic advancement. I will review the correlations to synergistic leadership, followed by Hispanic academic advancement and then demonstrate the correlation and framework for effective school leadership to best serve ELLs.

Synergistic Leadership Theory

Irby, Brown, Duffy, and Trautman (2002) provided the first twenty-first century leadership theory with emphasis on the systemic relationship and "interconnectedness" of four key factors: leadership behavior, organizational structure, external forces, and attitudes, beliefs and values. "…Each factor equally affects the success of the leader in context as well as of the organization (Irby et al., 2002, 2013, p. 985). The interconnected nature of this theory supports the inclusive practices currently

documented in the practices and systems of each of the principals reviewed in this multi-case study resulting in the positive support of all Hispanic ELLs served in these schools.

Leadership Behaviors

In the first case study, Principal Harmony exhibited leadership behaviors daily, leading by example, showing authenticity, and promoting positive school culture by building relationships. Harmony defined her leadership as inclusive, guiding her team on the path to their vision. Principal Harmony has successfully transformed her school from the traditional setting to better support ELLs and all her students. Harmony practiced the SLT model essential for organizational leaders, "…leaders need to be adaptable as they find themselves frequently faced with challenges to traditional practices in schools" (Irby, et.al, 2013, p. 987). Harmony's leadership behaviors allowed her campus to have the results that have moved her campus to greater success. "Leadership behaviors such as decisiveness, visioning, facilitation, team building, capacity building, community building, ongoing reflection, and conflict management all support the agility necessary to lead change in the twenty-first century" (Irby, et.al, 2013, p. 987). Harmony portrayed the attributes of an SLT leader preparing her school team and students in this twenty first century. "Leadership behaviors, within the SLT, are defined as daily professional actions exhibited by an administrator" (Irby, et al., 2013, p. 985). Each of the principals studied demonstrated leadership behaviors necessary to lead their school communities.

In the second case study, Principal Joy described herself as a "steadfast" leader. Her actions promoted a sense of loyalty, dedication, reliability and trust. Through her

actions she was able to cultivate a team that was reflective and responsive as she modeled what she led her team to do. Applying the SLT model, Irby, Brown, and Yang suggest a leader must be "insightful and reflective" (2009). Principal Joy demonstrated her reflective and insightful attributes by modeling attention to team members, working collaboratively for solutions, and devising plans for action. "Leadership behaviors such as decisiveness, visioning, facilitation, team building, capacity building, community building, ongoing reflection, and conflict management all support the agility necessary to lead change in the twenty-first century" (Irby, et.al, 2013, p. 987). Principal Joy was an exemplar for demonstrating behaviors necessary to lead, challenging a status quo and allowing for instruction to change to better support learners, involving staff in decision making, and including the greater community as partners in the learning and advancing of the young ELLs she served.

In the third case study, Principal Bliss described himself as a leader focused on empowering others. His actions promoted a sense of cultivating excellence for the greater good of his learning community. Through his actions he was able to cultivate a team that was responsive as he modeled what he wanted from his team. Applying the SLT model, Irby, Brown, and Yang suggest a leader must be "insightful and reflective" (2009). Principal Bliss demonstrated his reflective and insightful attributes by maintaining a vision, modeling attention to team members and their strengths, nurturing a collaborative environment, and formulating goal-centered plans for action. "Leadership behaviors such as decisiveness, visioning, facilitation, team building, capacity building, community building, ongoing reflection, and conflict management all

support the agility necessary to lead change in the twenty-first century" (Irby, et.al, 2013, p. 987). Principal Bliss was a model for demonstrating behaviors necessary to lead. Challenging a status quo and allowing for instruction to change to better support learners, involving staff in decision making, and celebrating diversity and culture in the learning environment allowed for the advancement of the young ELLs he served.

The synergistic leadership model "can serve to build an understanding of that [school] environment in order to aid in the leader's decision making" (Irby, et.al, 2013, p. 993). In the first case study, Principal Harmony exhibited leadership behaviors daily, leading by example, showing authenticity, and promoting positive school culture by building relationships. In the second case study, Principal Joy demonstrated her actions to promote a sense of loyalty, dedication, reliability and trust. In the third case study, Principal Bliss described himself as a leader focused on empowering others. His actions promoted a sense of cultivating excellence for the greater good of his learning community. Through his actions he was able to cultivate a team that was responsive as he modeled what he expected of his team to do. Each principal demonstrated how their leadership behaviors directly impacted the school environment that resulted in strong systems, a collaborative culture, with a caring climate.

Organizational Structures

In the first case study, Principal Harmony shared her organizational structures that have promoted the growth and success of her school. She highlighted the commitment to teacher certification, implementation of ESL services through an inclusion model and RtI with fidelity, and continuous professional development.

Principal Harmony shared how the structures of the organization promote the continued growth of students' growth and teachers' level of expertise. In the second case study, Principal Joy promoted a campus that is collaborative, working as one team collectively. Communication within the team was continuous and communication home was vital. Principal Joy has guided a staff into change and new learning and understanding while providing the essential supports required to support students. Joy emphasized teamwork, communication and access to curriculum through that first teach in a classroom with a general education teacher that has her ESL certification providing sheltered instruction. These were essential components to the success of the organization to meet students' needs. The most dynamic component to the organization for the staff was "professional development and making sure that they're getting the strategies that they can utilize. Making sure teachers have the instructional materials" they need that are culturally relevant and of high interest to students. The structures influenced the thinking and behavior of staff members that promoted greater opportunity for students. In the third case study, Principal Bliss promoted a campus that was collaborative, focused on data, working as one team collectively, strengthened by one another's talents. Communication within the team was continuous, including the creation of vertical teams within the organization and communication home was essential. Principal Bliss guided a staff to know every student and to respond to needs by providing the essential supports required to support students. Principal Bliss shared how the structures of the organization promoted the continued growth of students' and teachers' level of expertise. "Within the SLT, organizational structures interact with the other three to

impact leadership and organizational progress" (Irby, et.al., 2013, p. 987). The structures then promoted high expectations for achievement, strong programming and a culturally responsive environment.

Attitudes, Beliefs and Values

In the first case study, Harmony celebrated the values of Elementary A and noted, acceptance, equitable opportunities, and participation allow students to feel a part of their school. "Thus, attitudes, beliefs and values, directly impact the choices and decisions made by individuals, communities, and organizations" (Irby, et.al, 2013, p. 987). Principal Harmony took pride in the work of her team and the greater community of learners that exemplify a true celebration of diversity and allow Elementary A to have success. The community of Elementary A celebrated diversity, promoted acceptance and built bridges for success. In the second case study, Principal Joy clearly pronounced the values and beliefs for herself and her school; "that's really what it is partnership, celebration, growth, and family." The sense of family that was cultivated allowed a mind shift that occurred over several years at Elementary B. Teachers took ownership for every student in their classrooms. Teachers felt accountable and committed to each child's success. In the third case study, Principal Bliss clearly pronounced the values and beliefs for himself and his school; "we work really hard to make the school inviting…, work hard…, and remember why [we] come to work." Principal Bliss continuously affirmed the values that define his school and the team he leads. The sense of family that is cultivated has allowed Elementary C to experience positive change, academic success and inclusivity for all students. Teachers felt accountable and

committed to each child's success. Their relational capacity fostered the ability for teachers to stay connected long after the student had left their classrooms. The attitudes, beliefs and values of each school organization in the study exhibited value for students' academic goals and demonstrated continued advocacy for every student, and held children as assets. Irby, Brown, and Yang (2009) submit "for [twenty-first] century leaders, understanding the attitudes, values, and beliefs of themselves and of the individuals they lead is critical to moving the vision of the organization forward" (p. 97).

External Factors

External forces exist outside of the control of the leader or organization and leaders must continuously be aware of the impact to the school. External forces can include demographics, culture and familial circumstances (Irby, et.al, 2013). In the first case study, Harmony expressed the greatest external factors impacting the school community were the barrier to building a more diverse staff to better support the diverse cultures served, understanding the challenges associated with acquiring the English language and the impact of lower socioeconomics for students accessing curriculum while acquiring a new language. Principal Harmony has worked persistently to recruit a more diverse teaching staff for the community she served. In addition, providing instruction for ELLs to ensure the development of their language acquisition was a challenge requiring great attention. Attention to vocabulary development was critical. Principal Harmony was aware of external forces and monitors to challenge her team to overcome any barrier they confronted to best meet students' needs. She led by example, promoting acceptance and continuous learning to bring the strongest instructional

practices to the forefront for her teachers and students. External forces were not barriers for the success of Principal Harmony and her school. In the second case study, Joy was able to express the greatest external factor impacting the school community was the barrier of inclusivity for all members of the diverse cultures of the school. Principal Joy was cognizant of external forces and monitors to challenge any status quo from overcoming the lack of parental representation within the school to recognizing the state and local pressures of changing accountability measures. She led by seeking the positives. Differences were to be celebrated and were value added allowing for others to learn from one another. Accountability measures in school setting will always change; Elementary B was focused on celebrating growth and self-confidence. External forces were not barriers for the success of Principal Joy and her school. In the third case study, Principal Bliss was able to express the greatest external factors impacting the school community. External factors noted included a clear understanding by some parents of the bilingual program. The hardships parents felt regarding how to support their child with homework. And, the pressures of preparing student for state assessments with limited vendors and equitable materials that match grade level readability. Principal Bliss was cognizant of external forces and monitors to challenge any status quo from overcoming the lack of parental understanding within the school to recognizing the state and local pressures of changing accountability measures. He led by seeking the positives. Accountability measures in school setting will always change; Elementary C was focused on celebrating growth and self-confidence. External forces were not barriers for the success of Principal Bliss and his school. Each principal in the study was

able to address external forces by working through organizational structures, leading with respect for heritage and language and recognizing parents as assets.

Hispanic Academic Advancement Theory

Jodry's (2001) Hispanic Academic Advancement Theory focuses on the relationships and factors among home, school, and community that support Hispanic students in the advancement of advanced academic course work. This theory addressed the urgency to respond to the needs of Hispanic ELLs emphasizing the importance of interpersonal relationships between the school, home and community for the advancement of these learners. Critical elements include: parents and immediate family involvement, early bilingual programs, positive communication and interactions between school and home, a supportive school climate, and the promotion of self-advocacy and goal setting. The Hispanic Academic Advancement Theory identified the highly effective practices school leaders are exercising to promote strong partnerships between school and families, honoring culture to reach high levels of academic success.

Best educational leadership practices promote healthy relationships between the school and student, the school and home. Jordy (2005) identifies key factors supporting the success of Hispanic ELLs related to the relational capacity of the educational setting in the ground theory, Hispanic Academic Achievement Theory. Jodry contends the school promotes three factors leading to the success of ELLs: support, motivation and education. First, support was delivered through communication. Communication to provide support included: "a caring faculty/staff, a caring school environment, and collaboration initiated by the school with families and communities"

(2005, p. 28). Motivation was the second factor identified by Jodry as a driving indicator for promoting student success. Jodry suggested that motivating students was peaked when "faculty/staff valued the students; they were seen as assets, provided good role models, advocated for them, such as seeking learning opportunities for them, and made students feel safe at school" (2005, p. 28). Finally, promoting education was critical and attainable further encouraged and ensured Hispanic students would achieve. Education remained pivotal and achievable for students when "faculty/staff at school had high expectations for achievement and behavior, felt the school provided programs that were needed to address students' needs, felt the school valued their language and culture by providing role models in the faculty, using cultural and linguistically responsive pedagogy, and viewed parents as assets" (Jodry, 2005. P. 29).

Support, motivation and education, essential factors for Hispanic student success, were central to the work of Principal Harmony and her school. Principal Harmony highlighted the continuous efforts of her team and the systems that provided support: continuous professional development, highly qualified teachers with ESL endorsements, ESL specialists, RtI systems and tutors, push in services, a value for relationships, communication and diversity. Motivation was exhibited through the positive culture cultivated at Elementary A. The goal was student success for all; ensuring systems were in place to support all students while being inclusive. And, education was pivotal. There were high expectations, response for any need and a culturally responsive school setting. Examination of the three framework factors and the indicators highlighted in the ISBP survey resulted in each case study principal rating her actions and school systems.

The "support" factor is measured in the survey through positive school culture and teacher effectiveness and empowerment. In the first case study, Principal Harmony rated her school, the school work and her leadership; the survey is based on a scale from 1 – 5 with 1 being always and 5 being never. Principal Harmony rated all indicators correlating to the support factor as always or usually, a 1.44 rating. The school was safe, students' first language was respected, and individual attention was provided to students are a few highlights of indicators that always happen at Elementary A. In the second case study, Principal Joy rated all indicators correlating to the support factor as always or usually, a 1.25 rating. The school was safe, all students were respected, and individual attention was provided to students are a few highlights of indicators that always happen at Elementary B. In the third case study, Principal Bliss rated all indicators correlating to the support factor as always or usually, a 1.44 rating. The school was safe, all students were respected, and individual attention was provided to students are a few highlights of indicators that always happen at Elementary C.

The "motivation" factor was measured in the survey through students' positive high self-esteem and expectations of themselves and students' satisfactory attendance. In the first case study, Principal Harmony rated all indicators correlating to the motivation factor as always or usually, a 1.42 rating. The students at Elementary A were proud of their school, were self-motivated, enjoyed coming to school, worked hard and felt that the staff were a part of their lives; these indicators were added quantifiers supporting a campus focused on the achievement of students at Elementary A. In the second case study, Principal Joy rated all indicators correlating to the motivation factor

as always or usually, with the exception of one indicator, "if absent, a student's parent is immediately notified"' this was rated a 3, sometimes. Principal Joy's responses resulted in a 1.92 rating. The students at Elementary B were proud of who they are, proud of their school, were self-motivated, and enjoyed coming to school; these indicators were added quantifiers supporting a campus focused on the achievement of students at Elementary B. In the third case study, Principal Bliss rated all indicators correlating to the motivation factor as always, usually, or sometimes, a 1.92 rating. The students at Elementary C were proud of who they are, proud of their school, enjoyed coming to school, worked hard and felt that the staff were a part of their lives; these indicators were added quantifiers supporting a campus focused on the achievement of students at Elementary C.

The "education" factor was measured in the survey through administration's commitment to bilingualism and bilingual education, teachers' high expectations of students, clearly defined school curriculum, extra-curricular, co-curricular activities, students' academic growth, and quality of parental involvement. Principal Harmony rated all indicators correlating to the education factor as always or usually, with the exception of three indicators due to an ESL program versus a bilingual program, resulting in a 1.75 rating. Principal Harmony was proud to serve bilingual children, recognized the role of students' language in their academic development, and had strong communication with students. The teachers and administration of Elementary A communicated academic expectations to students, and understood how students learn, and measured students' performance in core classes. The parents were actively involved

in the school, had a place in the school to meet, and the school provided activities for their parents. These were some of the indicators highlighted by Principal Harmony to support a focus on education with high expectations for their Hispanic ELLs and other students. Principal Joy rated all indicators correlating to the education factor as always or usually, with the exception of four indicators due to an ESL program versus a bilingual program, resulting in a 1.88 rating. Principal Joy was proud to serve bilingual children, recognized the role of students' language in their academic development, and had strong communication with students. The teachers and administration of Elementary B communicated academic expectations to students, understood how students learn, and measured students' performance in core classes. The parents were welcomed in the school, were actively involved in the school, and the school provided activities for their parents. These were some the indicators highlighted by Principal Joy to support a focus on education with high expectations for their Hispanic ELLs and other students. Principal Bliss rated all indicators correlating to the education factor as always or usually, with the exception of one indicator recognizing that student work is only "sometimes" displayed in both languages, resulting in a 1.47 rating. Principal Bliss was proud to serve bilingual children, recognized the role of students' language in their academic development, and had strong communication with students. The teachers and administration of Elementary C communicated academic expectations to students, understood how students learn, and measured students' performance in core classes. The parents were actively involved in the school, had a place in the school to meet, and the school provided activities for their parents. These were some of the indicators

highlighted by Principal Bliss to support a focus on education with high expectations for their Hispanic ELLs and other students.

Hispanic academic achievement is rooted in the success of school indictors identified by Jodry. The examination of each school with a focus on the actions and behaviors of the principals clearly marks how students served in this community have success. At Elementary A Principal Harmony depicted a community of learners that have reached a level of confidence and self-advocacy through the acceptance of diversity, the promotion of best instructional practices, the individualizing of instruction as needed, and the sense of community. Principal Joy depicted a community of learners that have reached a level of confidence and self-advocacy through the celebration of diversity, the promotion of best instructional practices, the individualizing of instruction as needed, and the sense of community at Elementary B. Finally, Elementary C's Principal Bliss clearly marked how students served in this community have success. Principal Bliss depicted a community of learners that have reached a level of confidence and self-advocacy through the celebration of diversity, the promotion of best instructional practices, the individualizing of instruction as needed, and the sense of community.

Reflexive Voice

I utilized reflexivity by answering reflexive questions as I noted in the methods section. My personal reflections are italicized to portray my thoughts as I reflected on the data collected from the three case study principals. I employed the practice of reflexivity, in which I clarified my own bias as the researcher (Denzin & Lincoln, 2000).

Merriam (2002) stated, "Even in journal articles researchers are being called upon to articulate and clarify their assumptions, experiences, worldview, and theoretical orientation to the study" (p. 26). I practiced reflexivity throughout the data analysis process by answering reflexive questions. I italicized my thoughts to demonstrate what I perceived during the analysis of data collected. *While completing the cross-case analysis of the data collected and applying the research questions and the theoretical frameworks I reflected on the themes that continued to surface, and I could hear the number of teachers and prior peers that I have frequently heard say, "these are great strategies for all kids." I started to consider if there is something within this data that goes beyond "great for all kids". I am committed; it is my stewardship to give a helping hand to all children but with their uniqueness and differences, I have to believe that some things are essential for some but not all. We serve children, and children deserve the "right fit". So, how do I go about summarizing what I have learned from these stellar educators to promote action for more? Will these educators take the findings from this study and improve their practices and systems? Will I be able to contribute to the literature and deliver a template for success, a framework of essentials that any school leader can access to lead a campus our Hispanic ELLs deserve? The demographics continue to shift. The world has become a more globally competitive environment. The sense of urgency has resurfaced to define solutions for a critical group of students, Hispanic ELLs. Year after year, I witness young people that cannot exit an ESL program yet they have been in services since pre-kindergarten. How do children get such big gaps? I do believe these principals have further inspired me and*

encouraged me to define some of the actions that can be implemented. The experiences of all three principals allowed me to reflect on my own practices and experiences, to consider my next steps as a campus leader and drive the promise as a researcher to be able to define steps and actions for principals serving ELLs.

Synergistic Leadership Theory

The experiences and practices of all three principals as examined through the frameworks of SLT and HAAT showed me that strong leadership begins with a balance and awareness of all the factors that can impact the leadership of the school a principal serves. Each principal expressed systems that connect to the four factors of SLT, leadership behavior, organizational structure, values, attitudes and beliefs, and external factors. The principals shared commonality in building relationships, promoting a culture of excellence for their ELLs while empowering their teachers to work collaboratively.

Principal Relationship to Hispanic Academic Achievement Theory

In relation to Hispanic academic achievement theory, this theory addressed the urgency to respond to the needs of Hispanic ELLs emphasizing the importance of interpersonal relationships between the school, home and community for the advancement of Hispanic ELLs. Support, motivation and education, essential factors for Hispanic student success, were central to the work of all three principals and their schools. Hispanic academic achievement is rooted in the success of school indictors identified by Jodry. The examination of each school with a focus on the actions and behaviors of the principals clearly marked how students served in this community have

success. At Elementary A Principal Harmony depicted a community of learners that have reached a level of confidence and self-advocacy through the acceptance of diversity, the promotion of best instructional practices, the individualizing of instruction as needed, and the sense of community. Principal Joy depicted a community of learners that have reached a level of confidence and self-advocacy through the celebration of diversity, the promotion of best instructional practices, the individualizing of instruction as needed, and the sense of community at Elementary B. Finally, Elementary C's Principal Bliss clearly marked how students served in this community have success. Principal Bliss depicted a community of learners that have reached a level of confidence and self-advocacy through the celebration of diversity, the promotion of best instructional practices, the individualizing of instruction as needed, and the sense of community.

Summary

Each principal in the multi-case study exercised specific leader actions promoting the success of his Hispanic ELLs, intentional principal actions for English Language Learners through modeling, expectations and school systems. Table 10 highlights the actions of each case study and denotes common thread for replication. As principals take the lead of diverse campuses, campuses with high populations of Hispanic ELLs, leadership action essential for success include:

1. Acceptance of diversity by fostering cultural responsiveness among others

2. Promoting acceptance through equitable opportunities for all students and goal setting for growth
3. High expectations for achievement of teachers and students through defined/targeted goals
4. Establishing Professional Learning Communities promoting teacher collaboration, teacher driven decision making for curriculum and instruction
5. Explicit directives to incorporate the language objectives into instruction, utilizing ESL strategies, promoting self-esteem and academic growth for students
6. Facilitating bilingual programming that meets the individualized needs of students (model may vary)
7. Fostering teamwork/building collective capacity and tooling teachers to meet students' needs with professional development targeting instruction
8. Communication between school and home promoting students' progress and student-centered activities in languages spoken at home
9. Flexible scheduling promoting access to tier I/first teach and individualized support during RtI time
10. Building capacity for change through the strengths of team members
11. Sense of community through students' assets and promoting cultural responsiveness through culturally relevant instructional materials
12. District support through dedicated ESL specialist for campus

13. Promoting response to individual students' needs driven by teachers through strategic planning and the use of ESL instructional strategies
14. Celebration of diversity through student-centered activities and parental involvement with opportunities to participate in organizations and volunteer options, and
15. Ongoing professional development through varying practices: embedded, timely, individualized based on need.

These actions were validated through extensive time with each principal, interaction on her campus and the collection of field notes during observation.

Table 10

Multi-Case Study Principals' Actions for ELL Success

Intentional Principal Action for English Language Learners through Modeling, Expectations and School Systems					
Support		**Motivation**		**Education**	
Positive School Culture	Teachers' Effectiveness and Empowerment	Students' Academic Growth and High Self-Esteem	Parental Involvement	Principal's Commitment to Bilingualism and Bilingual Education	School Curriculum delivered through diversity and flexibility
CASE STUDY #1 *Principal Harmony*					
Acceptance of Diversity by fostering cultural responsiveness among others		Promoting Acceptance through equitable opportunities for all students and goal setting for growth		High Expectations for Achievement of teachers and students through defined goals	
Establishing Professional Learning Communities promoting teacher collaboration, teacher driven decision making for curriculum and instruction		Explicit Directives to incorporate the language objectives into instruction, promoting purposeful talk for students, engaging in conversations with peers in every lesson, promoting self-esteem and academic growth		Facilitating Bilingual Programming that meets the individualized needs of students through inclusion model	
Relationship Building through authentic interactions that build capacity for positive change		Communication between school and home promoting students' progress and student-centered activities		Flexible Scheduling promoting access to tier I, first teach, and individualized support during RtI time	
Building Capacity for change through the strengths of the campus – seeking/utilizing the strengths of team members		Sense of Community through students' assets promoting cultural responsiveness through culturally relevant instructional materials		District Support through dedicated ESL specialist for campus	
Promoting Response to Individual Students' Needs teacher driven through strategic planning and the use of ESL instructional strategies		Celebration of Diversity through student-centered activities and parental involvement with opportunities to participate in organizations and volunteer options		Ongoing Professional Development through varying practices: embedded, timely, individualized based on need	

Table 10 Continued

Intentional Principal Action for English Language Learners through Modeling, Expectations and School Systems					
Support		**Motivation**		**Education**	
Positive School Culture	Teachers' Effectiveness and Empowerment	Students' Academic Growth and High Self-Esteem	Parental Involvement	Principal's Commitment to Bilingualism and Bilingual Education	School Curriculum delivered through diversity and flexibility
CASE STUDY #2 *Principal Joy*					
Acceptance of Diversity by fostering cultural responsiveness among others		Promoting Acceptance through partnerships between home and school focused on inclusivity		High Expectations for Achievement of teachers and students through defined goals	
Establishing Professional Learning Communities promoting teacher collaboration, teacher driven decision making for curriculum and instruction and strategic planning to meet students' needs		Explicit Directives to incorporate the language objectives into instruction, utilizing word walls, vocabulary development, peer talk and visuals, further promoting self-esteem and academic growth		Facilitating Bilingual Programming that meets the individualized needs of students through a sheltered instruction model	
Fostering Teamwork/Building Collective Capacity and tooling teachers to meet students' needs with professional development targeting instruction		Communication between school and home promoting students' progress, student-centered activities, and opportunities for parents		Flexible Scheduling promoting access to tier I, first teach, and individualized support during RtI time that is scaffolded or extended to meet students' needs	
Focus on student success, academic, emotional and social well-being to promote student growth		A Culture of Family through students' and parents' assets celebrating that differences are the value added for school		District Support through dedicated ESL specialist for campus	
Promoting Response to Individual Students' Needs teacher driven through strategic planning and the use of ESL instructional strategies		Celebration of Diversity through student-centered activities and parental involvement with opportunities to participate in organizations and volunteer options		Ongoing Professional Development through varying practices: embedded, timely, individualized based on need	

Table 10 Continued

Intentional Principal Action for English Language Learners through Modeling, Expectations and School Systems					
Support		**Motivation**		**Education**	
Positive School Culture	Teachers' Effectiveness and Empowerment	Students' Academic Growth and High Self-Esteem	Parental Involvement	Principal's Commitment to Bilingualism and Bilingual Education	School Curriculum delivered through diversity and flexibility
CASE STUDY #3 *Principal Bliss*					
Acceptance of Diversity by fostering cultural responsiveness among others		Promoting Acceptance through inclusivity for all students, every student involved, and goal setting for growth		High Expectations for Achievement of teachers and students through targeted goals	
Establishing Professional Learning Communities promoting teacher collaboration, teacher driven decision making for curriculum and instruction		Explicit Directives to incorporate the language objectives into instruction, promoting ESL strategies that build students' self-esteem and academic growth		Facilitating Bilingual Programming that meets the individualized needs of students through a one-way bilingual model	
Relationship Building through smaller communities that build capacity for positive change		Communication between school and home promoting students' progress and student-centered activities		Flexible Scheduling promoting access to tier I, first teach, and individualized support during RtI time	
Building Capacity for change through the strengths of each team member/strengthened by one another's talents		Sense of Community through students' assets promoting cultural responsiveness and celebration through extra-curricular activities		District Support through dedicated ESL specialist for campus	
Promoting Response to Individual Students' Needs teacher driven through strategic planning and the use of ESL instructional strategies		Celebration of Diversity through student-centered activities and parental involvement with opportunities to participate in organizations and volunteer options		Ongoing Professional Development through varying practices: embedded, timely, individualized based on need	

Table 10 Continued

Intentional Principal Action for English Language Learners through Modeling, Expectations and School Systems					
Support		**Motivation**		**Education**	
Positive School Culture	Teachers' Effectiveness and Empowerment	Students' Academic Growth and High Self-Esteem	Parental Involvement	Principal's Commitment to Bilingualism and Bilingual Education	School Curriculum delivered through diversity and flexibility
Collective Principal Actions – *Common Threads for Replication*					
Acceptance of Diversity by fostering cultural responsiveness among others		Promoting Acceptance through equitable opportunities for all students and goal setting for growth		High Expectations for Achievement of teachers and students through defined/targeted goals	
Establishing Professional Learning Communities promoting teacher collaboration, teacher driven decision making for curriculum and instruction		Explicit Directives to incorporate the language objectives into instruction, utilizing ESL strategies, promoting self-esteem and academic growth for students		Facilitating Bilingual Programming that meets the individualized needs of students (model may vary)	
Fostering Teamwork/Building Collective Capacity and tooling teachers to meet students' needs with professional development targeting instruction		Communication between school and home promoting students' progress and student-centered activities in languages spoken at home		Flexible Scheduling promoting access to tier I/first teach and individualized support during RtI time	
Building Capacity for change through the strengths of team members		Sense of Community through students' assets and promoting cultural responsiveness through culturally relevant instructional materials		District Support through dedicated ESL specialist for campus	
Promoting Response to Individual Students' Needs driven by teachers through strategic planning and the use of ESL instructional strategies		Celebration of Diversity through student-centered activities and parental involvement with opportunities to participate in organizations and volunteer options		Ongoing Professional Development through varying practices: embedded, timely, individualized based on need	

CHAPTER VIII

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

Through this multi-case study, I had the opportunity to learn about leadership practices in high-performing elementary public schools that promote academic success for Spanish-speaking English Language Learners (ELLs), and to discover what principal behaviors are employed that cultivate a culture of success for the Hispanic ELLs in schools that are positively responding to their students' needs. The principals in the study are able to establish strong systems that support the learning and social development of their students, utilize practices to foster strong teaching and learning for every learner while cultivating a culture of high expectations for teachers and students alike. The principals were committed to sharing their campus systems and practices to aid in the academic success of Hispanic ELLs. They were able to share their own challenges confronting their schools and assisted in highlighting what works and is essential for any principal leading a campus to ensure the success of Spanish speaking ELLs. In Chapter VIII, I will summarize this multi-case study, discuss implications for the principals serving Hispanic ELLs populations or preparing to take the lead of a diverse campus serving ELLs, and offer recommendations for future research.

Summary of Study

In Chapter I, I introduced the problem that influenced this study, the purpose of the study, and the significance of the study. In the introduction to the problem, I established the urgency of addressing a rapidly growing student population by citing statistics of ELLs, the preparedness of educators, the academic achievement gap, and the

underrepresentation in higher education. The National Education Association (2015) reported,

> According to census data, approximately 80 percent of all English Language Learners (ELLs) in the U.S. are Hispanic. The majority of these students were born in the U.S. Nationwide, approximately 2.5 percent of teachers who instruct ELL students possess a degree in ESL or bilingual education (NCES, 1997). The absence of ELL programs and teachers impacts ELL student academic achievement. In 2000 – 2001, of the states that test ELLs in reading comprehension, only 18.7 percent of ELLs were assessed as being at or above the norm, in the same year, almost 10 percent of ELLs in grades 7 – 12 were retained. There is a critical need for more ELL programs and a need to train and recruit more ELL teachers to serve this rapidly growing student population. (http://www.nea.org/home/HispanicsEducation Issues.htm)

English Language Learners in public schools continues to increase, especially in western states. Based on data from The National Council for Education Statistics (2016),

> The percentage of public school students in the United States who were English language learners (ELL) was higher in school year 2013 – 2014 (9.3 percent) than in 2003 – 2004 (8.8 percent) and 2012 – 2013 (9.2 percent). In 2013 – 2014, five of the six states with the highest percentage of ELL students in their public schools were located in the West.

Texas is one of the states impacted by a growing percentage of ELLs. Though the number of ELLs served in public schools are generally greater in more urban school districts, suburban districts are serving a greater number of ELL students. "ELL students constituted an average of 8.7 percent of [suburban] public school enrollment, ranging from 6.0 percent in midsize suburban areas to 9.0 percent in large suburban areas" (NCES, 2016). After a closer examination of ELL students, I confirmed Spanish is the home language greatest represented. "Spanish was the home language of nearly 3.8 million ELL students in 2013 – 2014, representing 76.5 percent of all ELL students and 7.7 percent of all pubic K – 12 students" (NCES, 2016). In the 2012 – 2013, Texas served 773,732 Spanish speaking ELLs (Migration Policy Institute, 2015). In addition, The University of Texas at Dallas Education Research Center (UTD-ERC) completed a longitudinal study of students entering Texas schools and identified as ELLs (1995 – 2006); the finding of these studies indicate the disparity between non-ELLs and students "ever" identified as ELLs. Students "ever" defined as ELL were much more likely to be economically disadvantaged than their non-ELL counterparts; furthermore, 90% of Hispanic ELLs were identifies as economically disadvantaged compared to 65% of Hispanic non-ELLs. Finally, the researchers noted a consistently large gap in college enrollment between whites and Hispanics identified as ELLs during any time in their schooling; with school demographics and school context taken into account, Hispanic ELLs continue to be less likely to enroll in higher education (UTD-ERC, 2011). With the growing number of ELLs, the achievement gaps between Hispanic ELLs and their White counterparts, the need for greater educator preparedness and their

underrepresentation in higher education, methods, systems and practices to better serve these learners must be identified and put into practice.

After establishing the problem, I then explained the purpose of the study. The purpose of this multi-case qualitative study was to discover leadership practices in high performing elementary schools and principal practices that cultivate positive school culture for the success of ELLs, identifying positive practices to address the opportunity gap encountered by numerous Hispanic ELLs. Through my research, I intented to provide defined leadership practices and principal actions that promote ELLs' success in elementary schools of specific high performing Texas schools to promote a phenomenon for success in other settings with similar populations. The study addressed the following research questions:

1. What leadership practices do the campus principals of high performing campuses utilize to guide their schools/work for the success of their ELLs?
2. What principal behaviors cultivate a culture of success for the ELLs of the school?

In this study, I defined the study participants to include principals from high performing elementary schools as determined by three year positive trends in Texas state assessment data in the areas of reading and math, serving students in a major suburban setting, and I framed this study through the theoretical frameworks of Synergistic leadership theory and Hispanic academic achievement theory.

In Chapter II, I utilized a systematic review process to analyze the body of research available in relation to school leadership for English language learners,

culturally responsive professional learning communities, and practices of equity and social justice of Hispanic ELLs. The systematic review outlined the limited studies available related to effective leadership practices and systems in place to serve Hispanic ELLs. Through the systematic review of literature I explained themes that emerged of leadership practices by principals of common behaviors essential to the success of Hispanic ELLs, including: (a) leadership practices exhibiting behaviors that foster sociocultural affects and social justice for students through relational capacity building; and, (b) principal actions and practices fostering effective learning environments for students through factors such as, teaching and learning, systems and services, and community and accountability. The systematic review of current studies was limited but provided a lens into effective practices and systems, programming and the limiting impact from high-stakes accountability as schools respond to a student group that has historically been marginalized. "Despite limited examination of the needs of EL students in the leadership literature, there is much to build upon as the field comes to terms with shifting demographics in schools" (Elfers & Stritikus, 2014, p. 307).

In Chapter III, I explained the research methods for this study. After obtaining IRB approval, I used a multi-case study research design to conduct a qualitative study in two stages. In the first stage I sent the participating principals the ISBP survey for completion independently. In the second stage, I visited each of the participating principals for a face-to-face, semi-structured interview and field notes collection of observations. The data was analyzed using several analysis and interpretation steps defined by Bogdan and Biklen (2007) and Hayes and Singh (2012). The steps included

developing coding categories, assigning coding themes, analysis and interpretation to develop "a composite description that presents the essence of the phenomenon" (Creswell, 2012, p. 82). The data findings for this study were discussed in Chapters IV through VII.

Summary of Findings

The findings of this study were presented in three Chapters, IV, V, VI and VII. Each chapter provided a case study in a multi-case examination providing six sections and culminating in a cross-case analysis. In the first four sections of each chapter I provided data from the semi-structured interviews that were coded to begin to develop the setting/context, subjects' ways of thinking, activities, strategies and relationship and social structures supported by significant statements by each of the participants (Bogdan and Biklen, 2007). The fifth section and sixth section of each chapter offered a correlation between the leadership actions and skills of the principal and the alignment to the factors of Synergistic Leadership Theory and components of Hispanic Academic Advancement Theory through the school factor lens aligned to coding systems/themes (Bogdan and Biklen, 2007). After I presented supporting statements from the participants, I synthesized the data from the individual interviews and survey responses to develop a composite description of the phenomenon (Creswell, 2012).

In this summary, I present a summary of the themes discussed in the findings through the research questions and the correlation to the theoretical frameworks, Synergistic leadership theory and Hispanic academic advancement theory.

Research Question One

What leadership practices do the campus principals of high performing campuses utilize to guide their schools/work for the success of their ELLs?

Each principal serving campuses within the north area of Texas is a veteran school leader with fourteen or more years in school administration. Principals Harmony, Joy and Bliss each serve diverse campuses with unique needs to their specific communities. Though two of the campuses served ELLs through an ESL program and one a one-way bilingual program, each principal described a focus on the essentials of school leadership and provided evidence of aligning to common leadership practices outlined in literature. , such as: The Wallace Foundation (2013) and the five practices of school leadership: campus vision with a focus on academic success for every student, school climate, building teacher leadership capacity, continuous focus on teaching and learning, and management of personnel and resource to positively impact student performance. Primary attention was given to the belief, actions and systems orchestrated and demonstrated by these principals because their district had strong performance in relation to state testing outcomes in the areas of reading and mathematics for ELLs. I will summarize the correlations to Synergistic leadership, followed by Hispanic academic advancement and then demonstrate the correlation and framework for effective school leadership to best serve ELLs.

Synergistic Leadership Theory

The interconnected nature of this theory supports the inclusive practices currently documented in the practices and systems of each of the principals reviewed in this multi-

case study resulting in the positive support of all Hispanic ELLs served in these schools. Through thorough analysis of each case study and a cross-case analysis the correlation to SLT was highlighted by actions of the case study principals. Leadership behavior was highlighted by each principal. And, each principal demonstrated how their leadership behaviors directly impacted the school environment that resulted in strong systems, a collaborative culture, with a caring climate. Organizational structures were evident in the descriptions provided by each of the case study principals. The structures facilitated by the principals promoted high expectations for achievement, strong programming and a culturally responsive environment. Furthermore, the attitudes, beliefs and values of each school organization in the study exhibited value for students' academic goals and demonstrated continued advocacy for every student, and held children as assets. Finally, each principal in the study was able to address external forces by working through organizational structures, leading with respect for heritage and language and recognizing parents as assets.

Hispanic Academic Advancement Theory

Hispanic academic achievement is rooted in the success of school indictors identified by Jodry. The examination of each school with a focus on the actions and behaviors of the principals clearly marked how students served in this community have success. At Elementary A Principal Harmony depicted a community of learners that have reached a level of confidence and self-advocacy through the acceptance of diversity, the promotion of best instructional practices, the individualizing of instruction as needed, and the sense of community. Principal Joy depicted a community of learners

that have reached a level of confidence and self-advocacy through the celebration of diversity, the promotion of best instructional practices, the individualizing of instruction as needed, and the sense of community at Elementary B. Finally, Elementary C's Principal Bliss clearly marked how students served in this community have success. Principal Bliss depicted a community of learners that have reached a level of confidence and self-advocacy through the celebration of diversity, the promotion of best instructional practices, the individualizing of instruction as needed, and the sense of community.

This multi-case study resulted in the opportunity to examine principal actions and systems through the lens of two frameworks, synergistic leadership theory and Hispanic achievement advancement. Upon analysis of the data the two frameworks merged, defining the work of highly effective principals and the work highlighted to promote success for ELLs. Figure 3 depicts the two frameworks merged, working together to further empower school leadership to promote success for ELLs. Through my study I intended to define the phenomenon of the principal as leader and the impact on the academic success of Hispanic ELLs through the theoretical frameworks of SLT and HAAT. Figure 3 allows me to exhibit how the actions of principals can be categorized into the four constructs of SLT and the essential factors of HAAT.

The success of Hispanic ELLs is attainable. School leadership can utilize the frameworks of this multi-case study to guide the work of the school principal through validated practices. A uniting of the two frameworks helped define the factors and how they complement one another. Leadership behavior correlates to support and is

demonstrated through the actions highlighted in figure 3, top, left quadrant. The behaviors or actions include: positive communication, caring climate, and collaborative relationships. Seeking to develop the leadership behavior will enhance a supportive school climate. Organizational structure relates education and is highlighted in the top, right quadrant. Descriptors of such actions include: high expectations for achievement, programming, respect for heritage and language, a culturally and linguistically responsive pedagogy and Hispanic parents as assets. Attitudes, beliefs and values are defined by motivation and can be highlighted through the actions noted on the bottom left quadrant.

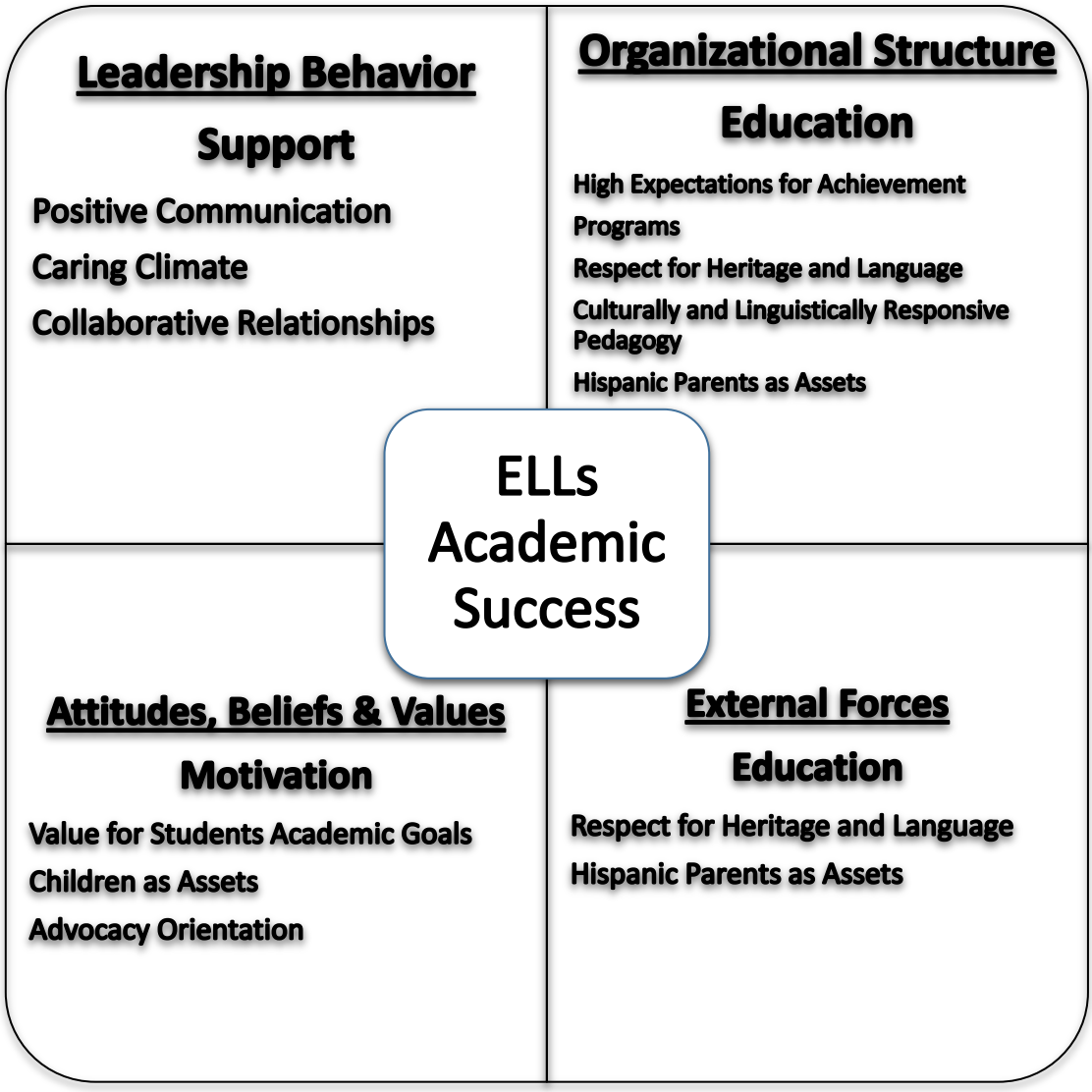

Figure 3. Merging of Theoretical Frameworks to Promote the Success of ELLs

Descriptors that define attitudes, beliefs and values include: value for students' academic goals, children as assets, and advocacy orientation. Finally, external forces can be supported through education. Descriptors of education impacting external factors include: respect for heritage and language and Hispanic parent as assets.

Research Question Two

What principal behaviors cultivate a culture of success for the ELLs of the school?

Principals in the multi-case study responded to defining positive school culture, services for meeting the needs of ELLs and language acquisition, and identifying essential resources to cultivate strong a strong school. Positive school culture was a driving force for each principal. Harmony emphasized the importance of relationships and the need to lead in order to foster relationships. She expressed the importance of relationships and the need to work from everyone's strengths. She mentioned the need to "build the capacity for change" eluding to the need to cultivate a community of acceptance that will further build relationships between students and teachers, teachers and teachers, school and parents. Joy emphasized the importance of celebrations and the need to foster community with her team and the families of her school. Joy also expressed the importance of teamwork, of partnerships between school and home to promote success for students, success that is measured not only academically but socially and emotionally too. Positive school culture at Elementary B was defined as "partnership, celebration, growth and family" (Joy, 2015). Bliss emphasized the importance of team and the need to lead in order to foster strong relationships within the team. Strong relationship included relationships with all stakeholders from students and parents to the teachers and workforce. Bliss focuses on developing a sense of belonging and being a part of something.

More specifically, fostering positive school climate for Hispanic ELLs was described. Harmony expressed the essential component to promoting positive school

climate is acceptance. Harmony described a school climate where students could thrive and feel as members of the school community. Harmony described a strong disposition supporting equitable opportunities for students, ELLs as well as all students. Celebrating diversity and inclusivity drive the culture and climate of Elementary A. Principal Joy expressed the essential components to promoting positive school climate are celebration and communication. Joy described a school climate where students could thrive and feel as members of the school community. Celebrating diversity and inclusivity drive the culture and climate of Elementary B. Joy described strong systems for continuous communication home, a strong emphasis on first teach and continuous access to the right curriculum, and the instructional practices essential for students' success, strategies and scaffolding. Bliss expressed the essential component to promoting positive school climate was respect of students and their culture. Bliss described a school climate where students could thrive and feel as members of the school community. Bliss described a lot of student and family activities from more traditional math and literacy nights to a variety of clubs that promoted inclusiveness for all students of Elementary C.

Programming was discussed with each principal in the study. First, Harmony described English language learners served at Elementary A through an ESL model. As previously noted, a strong number of Elementary A teachers were ESL certified. In addition, all students were served through an RtI (Response to Intervention) program. The ESL program at Elementary A was an inclusive model where teachers were tooled with instructional practices essential to meeting students' needs as they learn curriculum and acquire a language. Elementary A has had success with the push in, inclusive model

Principal Harmony described. When Principal Joy was asked to describe what the bilingual or ESL program looked like at her school. Joy shared English language learners are served at Elementary B through an ESL model, sheltered instruction. The ESL program at Elementary B was an inclusive, sheltered instruction model where teachers are tooled with instructional practices essential to meeting students' needs as they learn curriculum and acquire a language. Elementary B has had success with the inclusive model Principal Joy described. Elementary C has a one-way bilingual program; English language learners are served at Elementary C through the Gomez and Gomez model. Elementary C has had success with the pace and adjustment of the bilingual model Principal Bliss described.

Defining essentials to best meet the needs of ELLs required asking principals to highlight the essential resources to best serve Hispanic ELL students. Harmony expressed the need to focus on hearing the language and interacting with others to practice language. Complete inclusion in the language and curriculum, interacting with peers to hear and engage in speech were essentials for the ELLs served at Elementary A. Principal Harmony celebrated the progress her ELLs were making, the success they were attaining as her team promotes opportunity with a focus on essential strategies learned through ongoing professional development. Principal Joy expressed the need to focus on instructional tools that will assist students in acquiring language and build strategies for academic success. Continuously considering the instructional materials and strategies available for ELLs were essential resources to the continued success and support of Hispanic ELLs, of all students. Principal Joy celebrated the progress her ELLs were

making, the success they were attaining as her team honored diversity with a focus on essential strategies and materials to incorporate into instruction through ongoing professional development. Finally, Bliss expressed the most critical resource to meeting the needs of his students were his dedicated staff. Continuously considering the needs of the teachers leading the instruction for students and developing the systems to support teachers are the essential resources to the continued success and support of Hispanic ELLs, of all students. Principal Bliss celebrated the progress his ELLs were making, the success they were attaining as his team honored diversity with a focus on meeting students' needs, challenging students academically while incorporating opportunities for collaboration and ongoing professional development.

Through the lens, experience and modeling of each of the principals in the case study, I was able to define essentials for school leadership to utilize as they lead campuses serving ELLs. I designed Figure 4 as a way to define school leadership essentials for ELLs' success as derived from the multi-case study. The three guiding practices essential to success are academic access, acceptance and affinity, relationships with stakeholders. The three driving concepts are further defined into action. Academic access ensures the use of responsive pedagogy, a focus on academic vocabulary, the use of culturally responsive text, always preparing youth for the next stage through readiness development and ongoing professional development of the teachers. Acceptance honors diversity, positively impacts culture through celebration, equitable opportunities, and a constant focus on advocacy utilizing students' and parents' assets as social capital. Affinity is defined as the critical component of partnership and building relationships.

Relationships empower stakeholders and develop investment in the school and for the education of students, and a continuous focus on building relationship between school and home with parents through an inviting disposition promotes parents as assets. In addition, principals must continuously provide professional development to staff to foster skills that promote relationship building with stakeholders.

As principals begin to consider academic access, ensuring the use of responsive pedagogy, a focus on academic vocabulary, the use of culturally responsive text, and always preparing youth for the next stage through readiness development, consider the constructs of organizational structures and education. The frameworks support the findings for essential components to examine and prepare to promote the success of Hispanic ELLs. Based on the limited literature review, Calderon, Slavin, and Sanchez, (2011) indicated "that the quality of instruction is what matters most in educating English learners" (p. 103). A review of effective instruction for English learners by these scholars yielded models of highly effective practices, including: "school structures and leadership, language and literacy; integration of language, literacy, and content instruction in secondary schools; cooperative learning; professional development; parent and family support teams; tutoring; monitoring implementation and outcomes" (p. 103). Principals focusing on academic access can promote a successful environment for ELLs.

The second element for consideration when leading a school with ELLs is acceptance, which honors diversity, positively impacts culture through celebration, provides equitable opportunities, and has a constant focus on advocacy. This essential relates to attitudes, beliefs and values of SLT and motivation of HAAT. Principals lead

the course in the success for ELLs in schools. "What made it possible were the collaborative efforts between staff and administration, the communication between the schools and ELL families, and the driving force of committed principals" (Theoharis & O'Toole, 2011, p. 675).

The third essential for school principals to consider is affinity, defined as the critical component of partnership and building relationships. Relationships empower stakeholders and develop investment in the school and for the education of students, and continuous focus on building relationship between school and home with parents through an inviting disposition. The SLT factors correlating to affinity include both organizational structure and external forces. The HAAT component, that complements these factors and essential, is education.

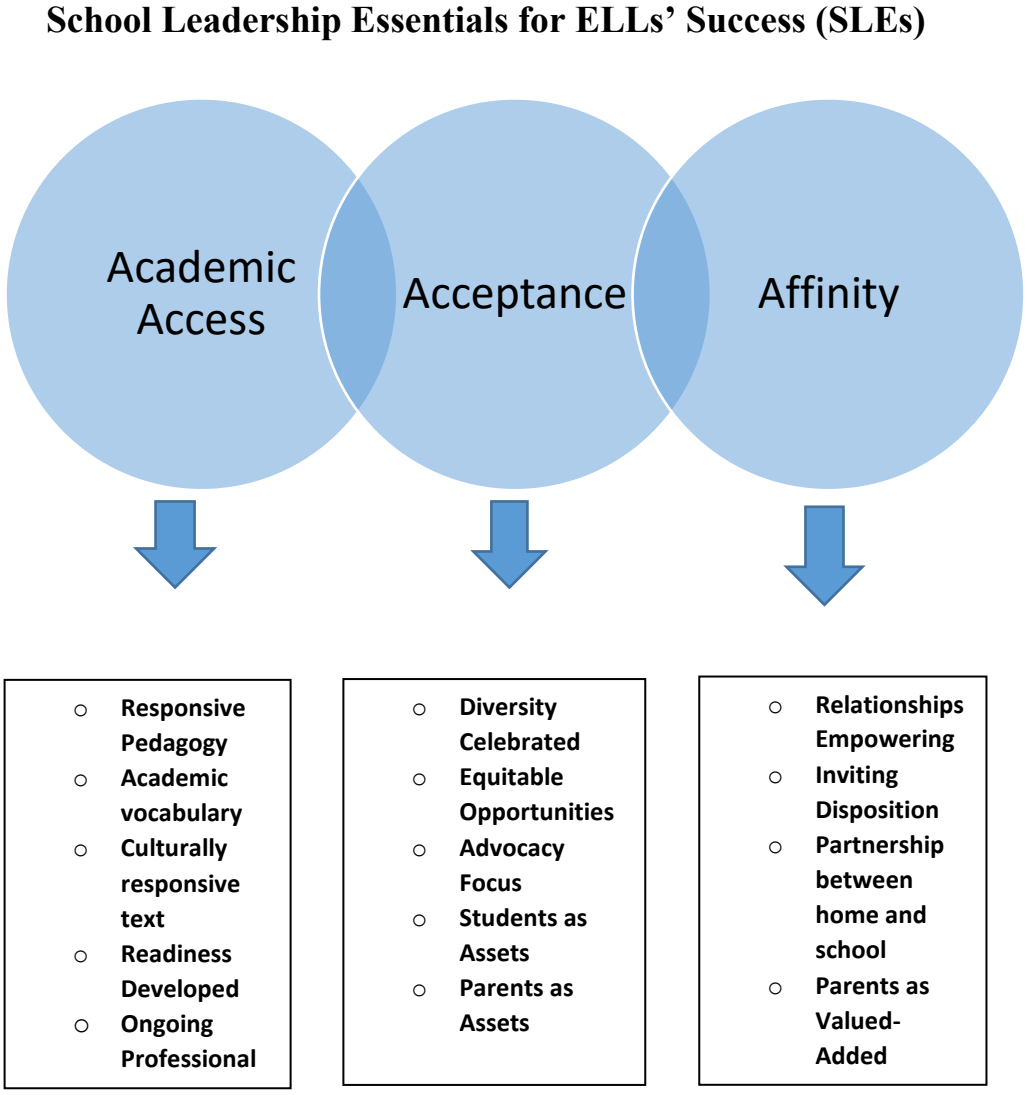

Figure 4. Identifying School Leadership Essentials for ELLs' Success

Summary of Discussion

Through this multi-case qualitative study I provided a lens into leadership practices in high performing Texas elementary schools and principal practices that cultivate positive school culture for the success of ELLs, identifying positive practices to

address the opportunity gap encountered by numerous Hispanic ELLs, promoting a phenomenon for success in other settings with similar populations. Various scholars have worked to define effective school leadership, specifically the role of the principal. The Wallace Foundation (2013) addressed the role of the principal; "education research shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass, creating the conditions under which that can occur is the job of the principal" (p. 4). There is a strong correlation between school leadership and improved student achievement (Wallace Foundation, 2013, p. 5). Strong leadership can be defined as "an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth" (Fullan, 2006, p. 50). The participants in each case study embraced the role he played in the success of the school as a whole. After thorough analysis of each case there are explicit actions, practices the principal demonstrates to guide the work for the success of her ELLs. Through this study, I learned there are several challenges to meeting the needs of a diverse student population and services vary within districts and schools, each defining what is believed to be the best approach for serving learners. Specific to the student population of focus for this study, I thought I would discover the best programming that support student learning and growth. The success is behind the actions of those serving students and the leadership of the campus principal to ensure essentials for positive school culture and a continuous focus on learning. As each principal focused on the development of a positive school culture,

each maintained a focus on academic access and tools to promote access. Each principal is continuously focused on his role as an instructional leader. Brazer and Bauer (2013) defined instructional leadership as "the effort to improve teaching and learning for PK – 12 students by managing effectively, addressing the challenges of diversity, guiding teacher learning, and fostering organizational learning" (p. 650). The principals in this study model a focus on attention to diversity, guiding teaching and learning through continuous professional development, and developing systems of collaboration to promote student success. This study revealed that the number of school districts in Texas performing at high academic levels is very limited. The success of Hispanic ELLs is masked by the varying student groups and reporting of state assessment data. Of the 1266 school districts in the state of Texas only four were identified as achieving high academic performance with Hispanic ELLs as defined by the state assessment measures. The study culminates with the essentials for school leadership success with ELLs; strong leadership cultivates a school community of academic access, acceptance and affinity with all stakeholders.

Implications for Public School Principals Serving ELLs

"While the educational administration field is replete with literature on effective principal leadership (e.g., Johnson, Moller, Jacobson & Wong, 2008; Leithwood, Steinbach, & Jantzi, 2002; Levine & Lezotte, 1990; Mulford et al., 2008; Prukey & Smith, 1983), few empirical studies provide principals with explicit guidance on how to navigate the cultural and political issues relevant to schools with growing Latino(a)/Hispanic, Native American, and other colonized populations" (Ylimaki,

Bennett, Fan, & Villsernor, 2012. P. 169). With changing demographics, increases in Hispanic student populations how do leaders foster high achievement for learners, specifically Spanish speaking ELLs? What practices are essential to cultivating success? Through the systematic review of literature some themes of leadership practices by principals emerged as common behaviors essential to the success of Hispanic ELLs. The leadership practices exhibit behaviors that foster sociocultural affects and social justice for students through relational capacity building (Brooks, et al., 2010: Ylimaki, et al., 2012). "Schools that serve English learners and other language-minority children, especially in regions where most families are struggling economically, provide children their best and perhaps only chance to achieve economic security" (Calderon, Slavin, & Sanchez, 2011. P. 109). Yet, the systematic review of current studies confirms the limited lens into effective practices and systems. "Despite limited examination of the needs of EL students in the leadership literature, there is much to build upon as the field comes to terms with shifting demographics in schools" (Elfers & Stritikus, 2014, p. 307).

In this study I provide valuable tools for instructional leaders from the perspective of high performing principals in successful elementary settings. Additionally, the study contributes to the field of educational administration literature about effective school principals' practices and systems that help establish positive, inviting learning environments with a culture for success, collaboration and celebration. Furthermore, I highlight and define three overarching essentials for principals to focus on (a) academic access through effective and culturally responsive pedagogy, ongoing professional development, and opportunity to collaborate, (b) acceptance of diverse

cultures and a focus on advocacy orientation, and (c) affinity, focused on developing relationships within the school and with home. The results of this study have several implications for current and future principals of campuses serving Spanish speaking ELLs. Based on the findings of this multi-case study and the trends in changing demographics leadership preparation programs, principal mentorships and practicing principals must focus on tooling school leadership to promote culturally responsive learnings environments for curricular, instructional access and social justice in the education of Spanish speaking ELLs. Through the study and systematic review, I offered key elements essential to a strong educational system for ELLs to promote a positive culture and academic success. Key elements for the success of serving English language learners that prevailed with each of the leading principals included:

1. collaborative leadership through the focus on academic access, acceptance and affinity,
2. promoting continuous development for teachers through a focus on academic access, acceptance and affinity,
3. implementation of a strongly articulated, explicit bilingual language programming, such as one-way dual language or ESL inclusion or sheltered instruction models, and
4. partnering with the parents/guardians of the ELLs served.

Elementary principals can begin by reviewing the three essentials: academic access, acceptance and affinity, and adopting the SLT framework maintaining knowledge of the four factors and utilizing the critical components from HAAT to foster the most effective

learning environment for the ELLs served on their campus. With diversity one size does not fit all but essential to success are the frameworks and a clear grasp on monitoring the factors.

Limitations of Findings

Finding of this study should be understood with consideration of the following limitations: delimitations and assumptions of this study are identified as follows:

1. The study was limited to three principals of high performing schools in major suburban settings in the northern Texas area.
2. The study sample was limited to a small number of schools in the State of Texas demonstrating success trends for three or more years with ELLs within an area that provided approval for research.
3. The study does not include additional school settings such as urban and rural thus limiting the study to responses in major suburban settings.
4. Data were obtained by means of self-reporting, which may have been influenced by bias or recall.
5. The study was focused on Hispanic ELLs from Spanish speaking homes; therefore, the findings of this study are intended for transfer to similar student populations and context
6. Only the study sample formally completed the ISBP survey which may have been influenced by bias.

7. Of the 1266 school districts in Texas only four school districts met the criteria of high academic performance of Hispanic ELLs; there are significant limitations of models for high performing schools in the state of Texas support Hispanic ELLs.

Recommendations for Future Research

After the findings of this multi-case study, I provide opportunities for further significant studies. First, this multi-case study was focused on high performing schools within major suburban settings and did not examine principal actions from varying school setting. Future researchers may consider the findings of this study and design a study focused on urban settings or rural settings to compare differences and experiences through a qualitative lens. In addition, the study can be expanded to a national lens and gather data through a quantitative approach to determine the strongest practices used by campus principals as measured by effect size.

Second, my research did not delve into the preparation background of the principals serving these high performing schools; researchers my want to gather data related to principal preparation programs and the readiness standards incorporated into curriculum to best serve second language learners. Researchers may take a qualitative approach with focus on public schools in one state or nationally. Researchers may take a quantitative approach and examine the curriculum standards involved with preparation programs, with an examination of professors delivering curriculum or participants that have attended programs.

Third, the examination of this study focused on suburban campuses with a limited number of languages and ethnicities represented. Researchers may consider an

examination of a more diverse student population to determine if such experiences would help students rise more academically or define varied experiences.

Fourth, a longitudinal study to track the progress of bilingual and/or ESL students in successful elementary programs through secondary school and higher education is a strong opportunity for researchers through ethnography or a quantitative lens.

Fifth, my study revealed the principals including parents as assets to the development and success of their students. Future researchers may examine the effect of parental involvement on the academic success of Hispanic ELLs.

Concluding Thoughts and Final Reflection

I started my dissertation expressing a need to ensure the best learning environment for our Spanish speaking ELLs through strong school leadership. The academic performance of Hispanic children in the United States is lagging behind the White student group. As the Hispanic population of ELLs continues to grow in Texas, the level of urgency to address these students' needs is critical. Highly effective schools are able to establish strong systems that support the learning and social development of their students, have campus leaders that utilize practices to foster strong teaching and learning for every learner while cultivating a culture of high expectations for teachers and students alike. Discovering these systems and practices to aid in the academic success of Hispanic English Language Learners is essential. Identifying high performing schools and the school systems and practices utilized to support Hispanic ELLs will increase the body of literature addressing how to better serve this student

group. I intended to identify the practices critical to best serve this growing population of learners. As I end my dissertation, I am passionate that I have highlighted strong practices and systems through the study of school leaders in high performing elementary schools in the northern area of Texas. Revealed in this study is the limited number of school districts in the state of Texas performing at high academic levels for Hispanic ELLs. Of the 1266 school districts, only four districts experienced trends of high academic performance, as measured by the criteria of 80% – 90% passing rates in the areas of math and reading. In addition, the systematic review of literature further supported my finding that there are limited studies of principal practices impacting the success of Hispanic ELLs. My passion to continue to grow my own knowledge and leadership skills has grown; I will commit to continue to research and add to the literature. This study has ignited in me a desire to further develop practicing school leaders and future leaders to be prepared to lead collaborative teams of educators to meet every child's need to learn, deliver relevant curricula and build collaborative communities for learning.

As a mother, educator, wife, daughter, sister with a rich Latin background and pride in my Mexican/Spaniard heritage, I choose to serve and advocate for all children to foster the growth of our students and tool them for this 21st century global, multicultural world. As a 16-year educational leader, principal, and PhD student I do bring my own beliefs and experiences related to serving Spanish-speaking ELLs, I do believe in my own stewardship to adding value to a school system and finding ways to ensure success

for every student. I have learned through this experience that the principal is the key for change and opportunity to allow every student to have success.

REFERENCES

August, D. & Hakuta, K. (Eds.) (1998). *Educating language-minority children.* Washington, D.C.: National Research Council.

Baecher, L., Knoll, M., & Patti, J. (2013). Addressing English language learners in the school leadership curriculum: Mapping the terrain. *Journal of Research on Leadership Education, 8*(3), 280-303.

Bennett, J., & Jaradat, M. (2011). Adolescent immigrant education: It is about more than learning English. *Journal of Cases in Educational Leadership, 14*(1), 25-47.

Black, W. R. (2008). The contradictions of high-stakes accountability "success": A case study of focused leadership and performance agency. *International Journal of Leadership in Education, 11*(1), 1-22.

Bogdan, R.C., & Biklen, S.K. (1998). *Qualitative research for education: An introduction to theory and methods* (3rd ed.). Boston: Allyn and Bacon.

Bogdan, R.C., & Biklen, S.K. (2007). *Qualitative research in education: An introduction to theory and methods* (5th ed.). Boston: Allyn and Bacon.

Boykin, A., & Noguera, P. (2011). *Creating the opportunity to learn*. Alexandria, Virginia: ASCD.

Brazer, S.D. & Bauer, S.C. (2013). Preparing instructional leaders: A model. *Educational Administrative Quarterly.* 49(4). 645 – 684.

Brooks, K., Adams, S. R., & Morita-Mullaney, T. (2010). Creating inclusive learning communities for ELL students: Transforming school principals' perspectives. *Theory into Practice,* 49(2), 145-151.

Caldas, S., & Bankston, C., III (1998). The inequality of separation: Racial composition of schools and academic achievement. *Educational Administration Quarterly*, 34, 553-557.

Calderon, M., Slavin, R., & Sanchez, M. (2011). Effective instruction for English learners. *Future of Children, 21*(1), 103-127.

Carrasquillo, A. & Rodriguez, J. (1997). *Indicators of successful bilingual programs*. Bronx, NY: ENLACE: Latino Children Educational Network.

Carrasquillo, A., & Rodríguez, J. (1998). *Measuring success in bilingual education programs case studies of exemplary practices*. Retrieved from http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED419845

Castro, T. (2013). *Hispanic now majority in Texas public schools, districts assess if they are ready for change.* Retrieved from http://www.huffingtonpost.com/2013/06/12/hispanics-majority-texas-schools_n_3427239.html

Clayton, J. (2010). Changing diversity in US schools: The impact on elementary student performance and achievement. *Education and Urban Society, 43*(6), 671-695.

Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Boston, MA: Pearson Education, Inc.

Drake, T.L., &Roe, W.H. (1994). *The principalship* (4th ed.). New York, NY: Macmillan College Publishing Company.

Denzin, N. K., & Lincoln, Y. (Eds.). (2000). *Handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.

Edmondson, S., & Irby, B.J. (2008). *Ten tips for producing a top qualitative research study*. Boston, MA: Pearson.

Elfers, A. M., & Stritikus, T. (2014). How school and district leaders support classroom Teachers' work with English language learners. *Educational Administration Quarterly, 50*(2), 305-344.

Elmore, R., & McDonnell, L., (1987). Getting the job done: Alternative policy instruments. *Educational Evaluation and Policy Analysis,* 9(2), 133-152.

Erickson, F. (1986). Qualitative methods in research on teaching. In M.D. Whittrock (Ed.), *Handbook of research on teaching.* (3rd ed.) Old Tappan, NJ: Macmillan.

Flores, S. M., Batalova, J., Fix, M., & Migration Policy Institute, (2012). The educational trajectories of English language learners in Texas. *Migration Policy Institute.* Retrieved from http://www.migrationpolicy.org/research/educational-trajectories-english-language-learners-texas

Foster, M. (2015). *RIGOR*. Retrieved from http://guides.library.tamu.edu/systematicreviews

Freeman, Y.S., Freeman, D.E., & Mercuri, S.P. (2005). *Dual language essentials for teachers and administrators.* Portsmouth, NH: Heinemann.

Fullan, M. (2006). *The development of transformational leaders for educational decentralization.* Toronto, Canada: Michael Fullan.

Fry, R., Gonzales, F., & Pew Hispanic, C. (2008). One-in-five and growing fast: A profile of Hispanic public school students. *Pew Hispanic Center*.Retrieved from

http://www.pewtrusts.org/en/research-and-analysis/reports/2008/08/26/oneinfive-and-growing-fast-a-profile-of-hispanic-public-school-students

Gamoran, A. (1987). The stratification of high school learning opportunities. *Sociology of Education,* 60, 135- 155.

Gandara, P. (2010). The Latino education crisis. *Educational Leadership,* 67(5), 24-30.

Greene, J.P. (2002). *High school graduation rates in the United States. Civic report from Manhattan Institute for policy research.* Retrieved from http://www.manhattan-institute.org/html

Harvey, J. (Ed.). (2013). *The school principal as leader: Guiding schools to better teaching and learning.* (Expanded Edition). Seattle, Wash.: The Wallace Foundation.

Hays, D.G., & Singh, A.A. (2012). *Qualitative inquiry in clinical and educational settings*. New York, NY: The Guilford Press.

Holtkamp, L. W. (2001). *The validation of the organizational and leadership effectiveness inventory.* (Doctoral dissertation, Sam Houston State University, Huntsville, TX). Retrieved from ProQuest Dissertations and Theses. (Order No. 3020890)

Hunt, V. (2011). Learning from success stories: Leadership structures that support dual language programs over time in New York City. *International Journal of Bilingual Education and Bilingualism,* 14(2), 187-206.

Impellizzeri, F. & Bizzini, M. (2012). Systematic review and meta-analysis: A primer. *International Journal of Sports and Physical Therapy.* 7(5), 493 – 503.

Ingersoll, R. (2003). The teacher shortage: Myth or reality? *Educational Horizons,* 81, 146 – 152.

Irby, B., Brown, G., Duffy, J., & Trautman, D. (2002). The synergistic leadership theory. *Journal of Educational Administration.* 40(4), 304 – 322.

Irby, B., Brown, G., & Duffy, J. (2000). *Organizational and leadership effectiveness inventory.* Huntsville, TX: Sam Houston Press.

Irby, B., Brown, G., & Yang, L. (2013). The synergistic leadership theory: An inclusive theory in the twenty-first century. *The Handbook of Educational Theories.* Charlotte, NC.: Information Age Publishing, Inc.

Jacob, B. (2007). The challenges of staffing urban schools with effective teachers. *Future of Children*, 17, 129 – 153.

Jean-Marie, G. (2008). Leadership for social justice: An agenda for 21st century schools. *Educational Forum,* 72(4), 340-354.

Jodry, E. O. (2001). *Hispanic academic advancement theory: An ethnographic study of students participating in an urban Texas high school advanced diploma program*. (Doctoral dissertation, Sam Houston State University, Hunstville, TX). Retrieved from ProQuest Dissertations and Theses. (Order No. 3059691)

Jodry, L., Robles-Pina, R. A., & Nichter, M. (2005). Hispanic academic advancement theory: An ethnographic study of urban students participating in a high school advanced diploma program. *High School Journal*, 88(2), 23-32.

Kasper, L.F. (1996). Using discipline-based texts to boost college ESL reding instruction. *Journal of Adolescent & Adult Literacy.* 39(4). 298 – 306.

Knight, J., (2008). *The Kansas coaching project*. Retrieved from www.instructionalcoach.org/

Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America.* New York, NY: Crowing Publishing.

Leithwood, K.A. & Riehl, C. (2003). *What we know about successful school leadership*. Philadelphia, PA: Laboratory for Student Success, Temple University.

Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry*. Thousand Oaks, CA: Sage.

Lincoln, Y. S., & Guba, E. G. (2005). *Handbook of qualitative research.* Beverly Hills, CA: Sage.

Lincoln, Y.S., Lynham, S.A., & Guba, E.G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. *The Sage Handbook of Qualitative Research*, 4, 97-128.

Loeb, S. Darling-Hammond, L., & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. *Peabody Journal of Education*, 60, 44 – 70.

Lunenburg, F.C. & Irby, B.J. (2008), *Writing a successful thesis and dissertation.* Thousand Oaks, CA: Corwin Press.

Martinez, E., & Ulanoff, S. H. (2013). Latino parents and teachers: Key players building neighborhood social capital. *Teaching Education, 24*(2), 195-208.

Masumoto, M., & Brown-Welty, S. (2009). Case study of leadership practices and school-community interrelationships in high-performing, high-poverty, rural California high schools. *Journal of Research in Rural Education*, 24(1), 1-18.

Matthews, P.H., & Mellom, P.J. (2012). Shaping aspirations, awareness, academics, and action outcomes of summer enrichment programs for English-learning secondary students. *Journal of Advanced Academics.* 23(2). 105 – 124.

Menken, K. & Solorza, C. (2013). Where have all the bilingual programs gone? Why prepared school leaders are essential for bilingual education. *Journal of Multilingual Education Research,* 4 (3).

Merriam, S.B. (Ed.). (2002). *Qualitative research in practice*. San Francisco, CA: Jossey-Bass.

Merriam-Webster. (2014). *Hispanic*. Retrieved from http://www.merriam-webster.com/dictionary/hispanic

Migration Policy Institute. (2015). *ELL information center.* Retrieved from www.migrationpolicy.org/prgrams/ell-information-center

Miramontes, O., A. Nadeau, and N. Commins. 1997. Restructuring schools for linguistic diversity: Linking decision making to effective programs. New York: Teachers College Press.

Mondale, S. & Patton, S. (Producers). (2001). *School: The story of American public education* [Documentary]. U.S.: PBS

Murnane, R.J. (2007). Improving the education of children living in poverty. *Future Child,* 17(2), 161 – 182.

National Forum on Education Statistics. (2016). *Fast facts: English language learners* Retrieved from https://nces.ed.gov/forum

National Education Association. (2015). *Hispanics: Education issues.* Retrieved from www.nea.org/home/HispanicEducation%20Issues.htm

Orfield, G., & Lee, C. (2004). *Brown at 50: King's dream or Plessy's nightmare?* Cambridge, MA: Civil Rights Project of Harvard University.

Orfield, G., & Lee, C. (2006). *Racial transformation and the changing nature of segregation.* Cambridge, MA: Civil Rights Project of Harvard University.

Orfield, G (200). *Reviving the goal of an integrated society: A 21st century challenge.* Cambridge, MA: Civil Rights Project of Harvard University.

Petticrew, M. & Roberts, H. (2006). *Systematic review in the social sciences: A practical guide*. Malden, MA: Blackwell Publishing.

Seidlitz, J., Base, M., & Lara, M. (2014). *ELLs in Texas: What administrators need to know.* San Clemente, CA: Canter Press.

Slavin, R.E. & Madden, N.A. (2006). Reducing the gap: Success for all and the achievement of African American students. *The Journal of Negro Education.* 75(3). 389 – 400.

Suttmiller, E. F., & Gonzalez, M. L. (2006). Successful school leadership for English language learners. In K. Téllez & H. C. Waxman (Eds.), Preparing quality educators for English language learners: Research, policies, and practices (pp. 167-188). Mahwah, NJ: Lawrence Erlbaum.

Swail, W.S., Cabrera, A.F., & Lee, C. (2004). *Latino youth and the pathway to college. The Pew Hispanic Center/USC Annenberg School for Communication.* Washingto, DC: Educational Policy Institute, Inc.

Texas Education Agency. (*2013*). *Enrollment in Texas public schools*, 2012-13. (Document. No. GE14 601 06). Retrieved from *tea.**texas**.gov/acctres/**Enroll**_2012-13.pdf*

Texas Education Agency. (2014). *Texas education agency history.* Retrieved from http://tea.texas.gov/

Texas Education Agency. (2015). *Student testing and accountability.* Retrieved from http://tea.texas.gov/

The White House. (2011). Winning the future: Improving education for the Latino Community. *The White House.* Retrieved from https://www.whitehouse.gov/sites/default/files/rss_viewer/WinningTheFutureImprovingLatinoEducation.pdf

Theoharis, G., & O'Toole, J. (2011). Leading inclusive ELL: Social justice leadership for English language learners. *Educational Administration Quarterly,* 47(4), 646-688.

Thurlow, M., Barrera, M., & Zamora-Duran, G. (2006). School leaders taking responsibility for English language learners with disabilities. *Journal of Special Education Leadership,* 19(1), 3-10.

Wallace Foundation. (2013). *The school principal as leader: Guiding schools to better teaching and learning*. Retrieved from www.wallacefoundation.org/knowledge-center/Documents/The-School-Principal-as-Leader-Guiding-Schools-to -Better-Teaching-and-Learning-2nd-Ed.pdf

Yang, L. (2010). *A validation of the synergistic leadership theory by educational leaders in Chinese and American public universities* (Doctoral dissertation, Sam Houston

State University, Hunstville, TX). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3441939)

Ylimaki, R. M., Bennett, J. V., Fan, J., & Villasenor, E. (2012). Notions of "success" in southern Arizona schools: Principal leadership in changing demographic and border contexts. *Leadership and Policy in Schools,* 11(2), 168-193.

APPENDIX A

REQUEST FOR SITE AUTHORIZATION LETTER

Your school district, Glory ISD, has been selected to participate in a research study. This form provides you with information about the qualitative study for review and request to authorize the study in your district.

Title of the Study: An Examination of Leadership Practices in High-Performing Texas Elementary Schools Promoting Academic Achievement for Hispanic English Language Learners

Principal Investigator/Faculty Chair: Beverly Irby, Ph.D., Educational Administration, beverly.irby@tamu.edu

Researcher: Nancy Guerrero, Texas A & M University – College Station, nancyag@tamu.edu, 512.635.7054

What is the purpose of this study?
Highly effective schools are able to establish strong systems that support the learning and social development of their students, have campus leaders that utilize practices to foster strong teaching and learning for every learner while cultivating a culture of high expectations for teachers and students alike. Discovering these systems and practices to aid in the academic success of Hispanic ELLs is essential. Identifying high performing schools and the school systems and practices utilized to support Hispanic ELLs will increase the body of literature addressing how to better serve this student group. The purpose of this study is to identify leadership practices in high-performing school districts that impact Hispanic ELLs in Texas, promoting academic success and to discover what principal behaviors are employed that cultivate a culture of success for the Hispanic ELLs in schools that are positively responding to such students' needs.

Contact/Recruitment of study participants:

The participant will be informed of the study through an information/invitation letter followed by a personal phone call by the researcher at the start of the 2015 - 2016 school year. The participant will be involved in a 45 minute face to face interview and completing a survey related to bilingual programming at the elementary level. The participant will be provided an opportunity to review the interview data and findings of the study.

If you authorize this study, the researcher will ask for the following:

- Participation of a minimum of one elementary principal, a maximum of two elementary school principals to be interview about their experiences and practices as a campus principal in a high performing school. The session will last no longer than 45 minutes.
- The participating principal(s) will complete a programming survey.
- The anticipated timeline for data collection is three months September 14th through December 18th providing adequate time and flexibility to meet the needs of each participant.
- School site(s): Identified elementary schools meeting criteria

Risks and benefits of participating in this study:

- Participation in the study poses no physical risk.
- Participation in this study is expected to benefit participants by engaging each in reflecting on current practices and success by highlighting effectiveness. In addition, outcomes will be shared highlighting practices revealed from multiple sites. A copy of the study with results will also be made available to participating school districts.

Compensation:

- There is no compensation for participating in this study.

Confidentiality and Privacy Protections:

- The data resulting from the principal(s)' participation will be used for educational purposes and possible publication. The data will contain no identifying information that could associate the district with it, or with participation in this study.
- Data will be stored to ensure that it is secure and remains confidential. The participants' responses to interview questions will be audiotaped, though participants may choose whether or not to be taped. Pending participant approval, the recorded sessions will be saved until the completion of the research. Files will be destroyed immediately following transcription. Pseudonyms will be assigned after interviews and actual names will be removed from all recordings and data. The researcher will maintain a master key, which maintains the participant's real name and the assigned pseudonym. This key will be securely stored in the TAMU Educational Administration & Human Resources Development office with department chair, Beverly Irby.

- The records of this study will be stored securely and kept confidential. Authorized persons from Texas A & M University and members of the Institutional Review Board (IRB) have the legal right to review research records and will protect the confidentiality of those records to the extent permitted by law.
- Throughout this study, the researcher will notify the participants of new information that may become available and that might affect the decision to remain in the study.

Contacts and Questions:

- If you have any questions about the study, want additional information, or wish to withdraw participation, contact the researcher conducting this study. My name, phone number, and email address are listed above.
- For questions about rights as a research participant, to provide input regarding research, or if you have questions, complaints, or concerns about the research, you may call the Texas A&M University Human Research Protection Program office by phone at 1-979-458-4067, toll free at 1-855-795-8636, or by e-mail at irb@tamu.edu.

You will be given a copy of this form to keep for your records with IRB stamped approval of this consent document.

APPENDIX B

REQUEST FOR PARTICIPATION SAMPLE EMAIL

Dear _____:

You are invited to participate in a study conducted by Nancy Guerrero, doctoral candidate at Texas A & M University. Discovering systems and practices to aid in the academic success of Hispanic ELLs is essential. Identifying high performing schools and the school systems and practices utilized to support Hispanic ELLs will increase the body of literature addressing how to better serve this student group. The purpose of this study is to identify leadership practices in high-performing school districts that impact Hispanic ELLs in Texas, promoting academic success and to discover what principal behaviors are employed that cultivate a culture of success for the Hispanic ELLs in schools that are positively responding to such students' needs. You were selected as a possible participant for this study because of the work you have done with English language learners at the elementary campus where you lead.

Participation in this study is entirely voluntary, confidential and separate from normal work duties.

If you are interested in participating in this study and would like additional information, please contact Nancy Guerrero via email at nancyag@tamu.edu or by phone: 512-635-7054.

Thank you,

Nancy Guerrero
Texas A & M University – College Station
Doctoral Candidate

APPENDIX C

CONSENT FORM

Please Keep This Form for Your Records

You are being asked to participate in a research study. This form provides you with information about the qualitative study. The researcher conducting this research study will also describe the study to you and answer all of your questions. Please read the information below and ask any questions you might have before deciding whether or not to participate. Your participation is entirely voluntary. You can refuse to participate without penalty or loss of benefits to which you are otherwise entitled. You can stop your participation at any time and your refusal will not impact current or future relationships with Texas A & M University. To end your participation, simply notify the researcher that you wish to stop participation. The researcher will provide you with a copy of this consent form for your records.

Title of the Study: An Examination of Leadership Practices in High-Performing Texas Elementary Schools Promoting Academic Achievement for Hispanic English Language Learners

Researcher: Nancy Guerrero, Texas A & M University – College Station, nancyag@tamu.edu, 512.635.7054

Faculty Chair: Beverly Irby, Ph.D., Educational Administration, beverly.irby@tamu.edu

What is the purpose of this study?
Highly effective schools are able to establish strong systems that support the learning and social development of their students, have campus leaders that utilize practices to foster strong teaching and learning for every learner while cultivating a culture of high expectations for teachers and students alike. Discovering these systems and practices to aid in the academic success of Hispanic ELLs is essential. Identifying high performing schools and the school systems and practices utilized to support Hispanic ELLs will increase the body of literature addressing how to better serve this student group. The purpose of this study is to identify leadership practices in high-performing school districts that impact Hispanic ELLs in Texas, promoting academic success and to discover what principal behaviors are employed that cultivate a culture of success for the Hispanic ELLs in schools that are positively responding to such students' needs.

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

- Participate in an audio recorded face to face interview about your experiences and practices as a campus principal in a high performing school. The session will last no longer than 45 minutes.
- Complete a programming survey examining you services for bilingual education students receiving services as second language learners. The survey will take 30 minutes to complete.

Risks and benefits of participating in this study:

- Participation in the study poses no physical risk.
- Participation in this study is expected to benefit participants by engaging each in reflecting on current practices and success by highlighting effectiveness. In addition, outcomes will be shared highlighting practices revealed from multiple sites.

Compensation:

- There is no compensation for participating in this study.

Confidentiality and Privacy Protections:

- The data resulting from your participation will be used for educational purposes and possible publication. The data will contain no identifying information that could associate you with it, or with your participation in this study.
- Data will be stored to ensure that it is secure and remains confidential. The participants' responses to interview questions will be audiotaped, though participants may choose whether or not to be taped. Pending participant approval, the recorded sessions will be saved until the completion of the research. Files will be destroyed immediately following transcription. Pseudonyms will be assigned after interviews and actual names will be removed from all recordings and data. The researcher will maintain a master key, which maintains the participant's real name and the assigned pseudonym. This key will be securely stored in the TAMU Educational Administration & Human Resources Development office with department chair, Beverly Irby.
- The records of this study will be stored securely and kept confidential. Authorized persons from Texas A & M University and members of the Institutional Review Board (IRB) have the legal right to review research records

and will protect the confidentiality of those records to the extent permitted by law.

- Throughout this study, the researcher will notify you of new information that may become available and that might affect your decision to remain in the study.

Contacts and Questions:

- If you have any questions about the study, please ask now. If you have questions later, want additional information, or wish to withdraw your participation, contact the researcher conducting this study. My name, phone number, and email address are listed above.
- For questions about your rights as a research participant, to provide input regarding research, or if you have questions, complaints, or concerns about the research, you may call the Texas A&M University Human Research Protection Program office by phone at 1-979-458-4067, toll free at 1-855-795-8636, or by e-mail at irb@tamu.edu.

You will be given a copy of this form to keep for your records.

As the researcher conducting this study, I have explained the purpose, procedure, risks, and benefits involved in participation in this study.

Signature of researcher_____
Date_____

Statement of Consent:

- I have read the information above and have sufficient information to make a decision about participating in this study.
- _____I give my permission for [audio recordings] to be made of me during my participation in this research study.
- _____I do not give my permission for [audio recordings] to be made of me during my participation in this research study.
- I consent to participate in this study.

Your signature_____
Date_____

Please print your
name_____

- I grant permission for the researcher to use the data collected as a result of my participation in this study for future publication and other educational purposes.

Your signature_____
Date_____

Signature of researcher_____
Date_____

Printed name of researcher_____
Date_____

APPENDIX D

PRINCIPAL SURVEY

Adapted from *Indicator of Successful Bilingual Programs*

Rate on a scale from 1 to 5 with 1 being always and 5 being never.

Principal Analysis of Indicators for Bilingual Programming	**Rating (1 – 5)**	**Indicators**
Positive School Culture		School is a safe and secure place to learn. School is clean and in good repair. All students are respected. Student have pride in their school. Staff work together to solve problems. Student work together on school/classroom activities. The school rewards excellence in achievement. Students' achievement is disseminated throughout the school community. The school provides an environment where the students' first language is respected.
Teachers' Effectiveness and Empowerment		Teachers know their content area well. Teachers are provided opportunities to use their preferred teacher methodology. Teacher are certified/licensed in their field of teaching. Teachers have a comprehensive understanding of bilingual education's philosophy and methodologies. Individual attention is provided to students. Teacher are respected by administrators, students, and parents. Students treat teachers with respect.
Students' Positive High Self-Esteem; Students' High		Students feel proud of who they are.

Principal Analysis of Indicators for Bilingual Programming	**Rating (1 – 5)**	**Indicators**
Expectations of Themselves		Students feel proud of their school.
		Students are self-motivated.
		Students enjoy coming to school.
		Students feel that the staff and administrators are part of their lives.
		Students work very hard in completing school work.
		Students show desires of going to prestigious academic institutes.
		Students desire highly academic demanding professions.
		Students come to school regularly (at least 90% of the time).
		Students feel that if they are absent they will Miss school content.
Students' Satisfactory Attendance		Students are responsible for missed school/classroom work.
		If absent, student's parent is immediately notified.
		When absent, student provides school with a parent note explaining reasons for absence.
		Principal feels proud of having a bilingual program in the school.
		Principals recognizes the role of students' language in their academic development.
Administration's Commitment to Bilingualism and Bilingual Education		Principal demonstrates concrete evidence of support of bilingual students' learning.
		There is good communication between the principal and students.
		Principal is knowledgeable about the academic components.
		Principal is perceived as a teacher and learner.

Principal Analysis of Indicators for Bilingual Programming	**Rating (1 – 5)**	**Indicators**
		Principal is perceived as an instructional leader.
		Principal is visible to students, teachers and all staff members.
Teachers' High Expectations of Students		Teachers emphasize each student's success rather than failures.
		Teachers let students know how well they are doing in each subject.
		Teachers understand how students learn. Teachers are friendly and support students learning.
Clearly Defined School Curriculum		Students are informed by teacher and administrators about what they are studying.
		Class content and activities are neither too hard nor too easy. The curriculum varies and is challenging.
		There is flexibility in the implementation of the curriculum.
		There is diversity and flexibility of methodologies used.
Extra-Curricular, Co-Curricular Activities		The school encourages students' participation in school/community activities.
		The school provides several related social, academic, and physical activities to satisfy the needs/interests of the students.
		The administration supports students' school groups.
Students' Academic Growth		Students are able to learn two languages.
		Students are able to develop skills in English in a continuum.
		Students are able to read and write in both languages.
		Students do well in content areas, especially in mathematics.

Principal Analysis of Indicators for Bilingual Programming	Rating (1 – 5)	Indicators
		Students demonstrate knowledge of science and social studies concepts and skills.
		There is evidence of student's academic performance (by means of informal standardized instruments) in core courses.
Quality of Parental Involvement		School displays students' work in both languages.
		Parents are welcome in the school.
		Parents have a room in school to meet as an organized group.
		The school provides activities for parents.
		Parent groups are active in the school.
		Parents are aware of the school policy on attendance, homework, curricula, and discipline.

APPENDIX E

INTERVIEW SCRIPT

Introductory Comments:

Thank you for agreeing to this interview. I am asking you to participate in my qualitative research study. As I shared previously, highly effective schools are able to establish strong systems that support the learning and social development of their students, have campus leaders that utilize practices to foster strong teaching and learning for every learner while cultivating a culture of high expectations for teachers and students alike. Discovering these systems and practices to aid in the academic success of Hispanic ELLs is essential. Identifying high performing schools like yours and the school systems and practices utilized to support Hispanic ELLs will increase the body of literature addressing how to better serve this student group. The purpose of my study is to identify leadership practices in high-performing school districts that impact Hispanic ELLs in Texas, promoting academic success and to discover what principal behaviors are employed that cultivate a culture of success for the Hispanic ELLs in schools that are positively responding to such students' needs.

The purpose for this interview is to collect the experiences and practices you share. As I collect similar data from other fellow principals I will seek commonalities that promote the success you have each demonstrated over time. This interview is for research purposes only for the singular purpose of collecting data on your experiences.

- Share your school demographics.
- Define positive school culture.
- What do you find essential to foster positive school climate for Hispanic ELLs?
- What are the current challenges in your school related to Hispanic ELLs?
- What is your leadership style?
- What does bilingual education/ESL program look like at your school?

- How do you support teacher preparedness to serve ELLs?

- What are essential resources to best serve the Hispanic ELL population?

- What systems do you have in place to promote success for Hispanic ELLs?

- What does central office support entail?

Thank you for your participation and sharing your experiences and practices. I will transcribe our session and send you a copy of the transcription for your review. Do you have any questions before we end? Again, thank you for your time and contributions.

APPENDIX F

COPYRIGHT PERMISSION

Permission to Reprint the Tetrahedral Model for the Synergistic Leadership Theory

Nancy Guerrero
608 Meadowbrook Dr.
Georgetown, Tx. 78628

June 2, 2016

Dr. Beverly Irby
Texas A&M University
College Station, TX 77843
Email: Beverly.Irby@tamu.edu

Dear Dr. Irby,

This letter will confirm our recent conversations regarding my doctoral dissertation at Texas A&M University titled "*An Examination of Leadership Practices in High-Performing Texas Elementary Schools Promoting Academic Achievement for Hispanic English Language Learners."* I am requesting your permission to reprint and reproduce the "Tetrahedral Model for the Synergistic Leadership Theory" (Irby, et al, 2002).

The requested permission extends to any future revisions and edition of my dissertation, including non-exclusive world rights in all languages, and to the prospective publication of my dissertation by UMI. These rights will in no way restrict republication of the materials in any other form by you or by others authorized by you. Your approval of this letter will also confirm that you own the copyright to the above-described material.

If these arrangements meet with your approval, please sign the letter where indicated below and return to me in the envelope provided. Thank you in advance for your consideration of my request.

Sincerely,

Nancy Guerrero

PERMISSION GRANTED FOR THE USE REQUESTED ABOVE:

June 2, 2016
Dr. Beverly Irby Date