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Sonia Matthew

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Walden University
2016

Abstract

Exploring Leadership in a Multicultural School

by

Sonia A. Matthew

MA, Walden University, 2007

BA, University of Ottawa, 1998

BA, Carleton University, 1997

Dissertation Proposal Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Walden University

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Abstract

The educational problem addressed in this study was the lack of empirical research of the effects of how principal leadership characteristics and style influence the culture of multicultural schools. This qualitative case study identified and explored the leadership strategies used by a reputedly successful principal of a multicultural school. A successful principal was the case being studied. The conceptual framework was anchored in Burns' transformational leadership theory. Three research questions focused on the principal's leadership characteristics, the participants' perceptions of how the principal applied the leadership style, and the influence of the principal's leadership style on school culture. A principal, an assistant principal, and 8 lead teachers knowledgeable of the principal's leadership style participated in semistructured interviews. School climate surveys were examined to enhance understanding of school climate under the principal's leadership. Data analysis strategies included transcribing interview data, thematic development, and data triangulation. Results showed that the principal's abilities to share decision-making and communicate the school's vision were important skills. The principal had profound influence on school culture and also shaped how teachers created a safe, nurturing, and stimulating learning environment sensitive to multicultural students. A central recommendation of the study is that principals in similar settings should build trust and collaboration to create inviting and equitable learning environments for diverse students and their families. This study contributes to positive social change by providing insight that may help current and emerging principals in similar situations lead school personnel in ways that contribute to positive and productive learning environments that ultimately provide increased awareness of diversity and ensure student success.

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Section 1: The Introduction

The appointment of principals in largely multicultural elementary schools is increasing, yet little is known about the impact of their leadership practices on school climate (Furman, 2012; Jackson & Marriott, 2012; Lunenburg & Ornstein, 2012; Pitre, 2014; Planty, Provasnik, Hussar, & Snyder, 2007; Urick & Bowers, 2014). The leadership practices of principals in multicultural elementary schools may have a significant influence on school climate. Empirical investigations of impact on school climate in general are limited. Empirically grounded research is necessary to understand fully the ways principals influence and shape culture in largely multicultural elementary schools.

This study will fill a current gap in the literature by providing a qualitative research study demonstrating the effects of leadership on one multicultural elementary school. Although current literature describes principal leadership of diverse schools (Capper, 2015; Davis, Gooden, & Micheaux, 2015; DeMatthews & Mawhinney, 2014; Green, 2015; Kinney, 2009; Marsh & Desai, 2012; McGrady & Reynolds, 2013; Murtadha, 2009; Nelson & Guerra, 2014; Richardson, 2010; Santamaría, 2014; Sperandio & LaPier, 2009), studies do not delineate how leadership should be facilitated to meet the needs of a diverse student body. The race of the principal is rarely specified as being different from that of the school community (Capper, 2015; DeMatthews & Mawhinney, 2014; Green, 2015; Kinney, 2009; Murtadha, 2009; Richardson, 2010; Sperandio & LaPier, 2009; Theoharis & O'Toole, 2011). The specification of racial identity of the principal and the school community may or may not affect leadership practices and how members of the school community create and sustain its culture.

Research on urban schools shows consistently that multicultural schools experience numerous challenges (Brown, Benkovitz, Muttillo, & Urban, 2011; Cuban, 2001; Davis et al., 2015; DeMatthews & Mawhinney, 2014; Harvey, 2003; Holme, Diem, & Welton, 2013; Kraft et al., 2015; McCray & Beachum, 2011; National Task Force on the Future of Urban Districts, 2002; Theoharis & O'Toole, 2011).

Urban schools commonly lack quality learning, so principals of urban schools "need to develop expertise in communicating the unique characteristics of their schools that suffer when schools are ranked and compared against criteria that fail to account for the unique challenges of their community" (Portin, 2000, p. 503). Researchers on effective schools (Barth, 1990; Edmonds, 1979; Goldring, Mavrogordato, & Taylor Haynes, 2015; Murtadha, 2009; Purkey & Smith, 1983; Rigby, 2014; Sebastian & Allensworth, 2012; Sperandio & LaPier, 2009; Stone-Johnson, 2014; Witziers, Bosker, & Krüger, 2003) indicated that the most important catalyst for school reform and success is the instructional leader; therefore, it is important that principals of multicultural schools understand the role of leadership and the relationship of leadership to school culture. Although all principals need to know about leadership in general, understanding and practicing cultural proficiency through the exercise of leadership may impact the effectiveness of leadership of multicultural elementary schools (Combs, 2002; Green, 2015; Nelson & Guerra, 2014; Santamaría, 2014; Terrell & Lindsey, 2008; Theoharis & O'Toole, 2011; Thomas, 2008; B. L. Young, Madsen, & Young, 2010).

The remaining sections of this study focus on the importance of the roles of principals in leadership and how these roles influence the culture of the multicultural elementary schools they lead. This study examined, through a qualitative case study, one

multicultural elementary school located in the greater Washington, DC area. The school principal and teachers in the school took part in interviews designed to obtain insight into the local issue. Additional discussion on the local issue follows in Section 2.

Problem Statement

The leadership styles and influence of principals leading multicultural elementary schools in urban settings was the focus of this doctoral research study. The research was completed in an urban school district in the greater Washington, DC metropolitan area. The research centered on leadership practices and influence of principals leading multicultural elementary schools, as well as how principals' leadership practices shape and influence the climate in multicultural elementary schools. Examining the issue of the leadership implications of principals leading multicultural schools in general, and in the research setting in particular, was a worthy investigation for several reasons.

First, although students of color comprise 40% of children nationwide, the number of leaders of color remains low (Snyder, Dillow, & Hoffman, 2009). Given that 11% of school administrators are "non-Hispanic Multicultural," and 7% are Hispanic (Snyder et al., 2009), it may be reasonable to assume that the leadership of chief administrators in largely multicultural schools is not commonly explored, thereby making the phenomenon a salient topic for exploration.

Second, with only scarce research on principals' leadership of and influence in largely multicultural elementary schools, the perspective from which the principals operate may be narrow or limited because of insufficient understanding of the social, familial, and cultural experiences and mores of the dominant faculty and student demographic (Brown et al., 2011; McCray & Beachum, 2011; Ryan, 2003). Often,

principals' language, interaction style, customs, values, attitudes, and religious beliefs differ from those of their multicultural students and stakeholders, which may interfere with effective communication and leadership (Khalifa, 2012; Kraft et al., 2015; Ryan, 2003; Theoharis & O'Toole, 2011). Consequently, principals responsible for leading largely multicultural schools may have much to learn about the nature of their students and communities.

Third, administrators may not be conscious of the privileges they have as a result of their race; therefore, they may not understand how students of color and their families experience life in urban schools and communities (Capper, 2015; Davis et al., 2015; Kailin, 2002; Tirozzi, 2000). Therefore given Kailin's (2002) and Tirozzi's (2000) research on this subject, it seems that principals' limited understanding of students' cultural and life experiences may have unanticipated consequences and negative effects on multicultural students' academic performance, staff and faculty attitudes (particularly multicultural staff and faculty), and student and familial relations.

Given the salience of the topic, examining the leadership practices and influence of a principal in a multicultural elementary school enhances and extends existing literature and the practice of principal leadership. This information aids in identifying, exploring, and clarifying principals' impact on students and familial relations, staff and faculty, diversity issues, and the overall organizational climate of the learning environment.

Research Questions

The following research questions guided the study:

Research Question 1: What are the leadership characteristics of a reputedly successful principal in a multicultural school?

Research Question 2: How does a reputedly successful principal shape and influence the culture of a multicultural school?

Research Question 3: How do school personnel define and characterize the leadership style of a reputedly successful principal of a multicultural school?

Purpose of the Study

The study has multiple purposes. The first purpose of this qualitative study was to explore and understand how a reputedly successful principal defined his or her leadership style in a multicultural elementary school. Second, this study gained understanding about how school building staff and faculty defined and described the leadership practices of a reputedly successful principal in a multicultural school. Third, this study explored how a reputedly successful principal shaped the values and norms of a multicultural school.

Conceptual Framework

Qualitative investigators often use a conceptual framework as a theoretical lens or perspective to guide research and raise questions related to a phenomenon (Creswell, 2003). In general, transformational leadership provides intellectual direction and innovation in an organization while empowering and supporting members in decision making (Balyer, 2012; Burns, 1978; Conley & Goldman, 1994; Dvir, Eden, Avolio, & Shamir, 2002; Jackson & Marriott, 2012; Leithwood, 1994; Neumerski, 2012; O'Malley & Capper, 2015; Price, 2012; Silins, Mulford, Zarins, & Bishop, 2000). Transformational leadership replaces hierarchical and procedural notions of leadership with a model of shared instructional leadership by seeking to raise participants' level of commitment to

the organization (Dvir et al., 2002; Kraft et al., 2015; Leithwood, 1994; Neumerski, 2012; Thoonen et al., 2011). Consequently, in this study, the focus on transformational leadership applies to the school principal as a change agent who motivates staff to become active participants in promoting a positive culture in largely multicultural elementary school settings.

Transformational leadership theory is an appropriate basis for the conceptual framework of this study for at least two broad reasons. First, transformational leadership theory is well suited to explore challenges and meet the uncertainty of change that may come about, for example, in multicultural elementary schools. Second, as principals continue to lead multicultural schools, analytic functions of transformational leadership approaches will allow organizational issues to be examined appropriately, productively, and equitably.

In transformational leadership theory, positive school culture, facilitated by the school principal, emerged as a broad category from the literature. Leaders provide positive climate-centered leadership through the three analytic functions of *articulation of vision, shared leadership,* and *raising the motivation and commitment of the group.* Transformational leaders articulate vision by working with others in the school community to identify personal goals and connect individual goals to broader organizational goals (Balyer, 2012; Barth, 1990; Hicks, Pitre, & Charles, 2012; Lambert, 2005; Sebastian & Allensworth, 2012). Shared leadership focuses on problem identification, problem solving, and collaboration with stakeholders to improve organizational performance (Darling-Hammond, 1988; Fullan, 2002a; Goldring et al., 2015; Hallinger, 1992b; Khalifa, 2012; Le Fevre & Robinson, 2015). Leaders develop the

motivation and commitment of the group by encouraging group members to reach their fullest potential (Bass & Avolio, 1994; Nelson & Guerra, 2014; Price, 2012; Terosky, 2014; Urick & Bowers, 2014), and to support them in transcending their own self-interests for a larger good (Bass & Avolio, 1994; Kraft et al., 2015; Le Fevre & Robinson, 2015; Leithwood, Tomlinson, & Genge, 1996; Neumerski, 2012; Sagor & Barnett, 1994; Silins et al., 2000).

For this investigation, the three analytic functions of articulation of vision, shared leadership, and raising the commitment and motivation of the group served as the conceptual framework to examine the influence of principals leading multicultural elementary schools in a school district in the greater Washington, DC area.

I used the conceptual framework to refine the research questions and sharpen the focus of the study; to develop interview protocols to ensure plausible data were collected; to sort, classify, and analyze textual and other data once collected; and to develop conclusions and research for future study. Because education communities expect principals to carry out leadership practices that facilitate positive climates, the utility of transformational leadership theory to examine the leadership practices of principals leading multicultural elementary schools was appropriate. In Section 2, I will review and analyze the broader literature on theoretical leadership models and comprehensively describe the analytic functions of transformational leadership theory.

Definitions of Terms

The following definitions of terms were used for this study:

Climate: A set of internal characteristics that distinguishes one school from another and influences the behavior of the people in the school (Fullan, 2005;

Sergiovanni, 2000). School climate consists of the quality and consistency of interpersonal interactions in the school community that influence children's cognitive, social, and psychological development. These interactions include those among staff, among students, and between school and home (Cotton, 2003; Haynes, Emmons, & Ben-Avie, 1997).

Cultural proficiency: The esteeming of culture, knowing how to learn about individual and organizational culture, and interacting effectively in a variety of cultural environments (Lindsey, Robins, Nuri, & Terrell, 2003; Terrell & Lindsey, 2008); a way of being that enables individuals and organizations to respond effectively to people who differ from them and the manner in which differences are viewed and encountered positively (Lindsey et al., 2003).

Leadership: Those activities engaged in by an individual or members of a group that contribute significantly to "development and maintenance of role structure and goal direction necessary for effective group performance" (Snowden & Gorton, 2002, p. 69). Leadership focuses on the instruction of students and improving learning outcomes. W. F. Smith and Andrews (1989) defined the leader as someone who is a resource provider, an instructional resource, a communicator, and a visible presence. The school leader defines the mission, manages the curriculum and instruction, and promotes the school climate (Hallinger, 1992a). The manner in which the leader performs is based on a combination of beliefs, values, and preferences, as well as organizational culture and norms that encourage some styles and discourage others (Barth, 1990; Changing Minds.org, 2007; Hallinger & Murphy, 1987a; Murphy, 2002).

Multicultural: Multicultural includes people who indicated their race(s) as "multicultural," or of a different culture or race, other than "Caucasian," such as "African American," or "Hispanic" (U.S. Census Bureau, 2010).

Race: Race is a concept derived from physical characteristics and socially constructed racial categories, including Asian American, African American, Latino, Hispanic, American Indian, and Caucasian (Gay, 2000; Omi & Winant, 1994). Race consists of socially constructed categories based on physical characteristics and traits used in everyday life and in social and institutional settings, such as school systems, to identify and specify racial groups (Gay, 2000; Katz, 1989; Omi & Winant, 1994).

Reputedly successful: For the purposes of this study, reputedly successful is based on representational data provided by individuals from the school system who are in a position to assess the performance of school principals (S. C. Smith & Piele, 1997). A variety of styles and strategies of leadership, including hierarchical, transformational, and participative, depending on their reading of the leaders themselves, their followers, and the organizational context may determine a principal's success (Brezicha, Bergmark, & Mitra, 2015; DeMatthews & Mawhinney, 2014; Donaldson, 2007; DuFour, 2004; Eaker & Stantas, 2007; Khalifa, 2012; Le Fevre & Robinson, 2015; Rigby, 2014; Sebastian & Allensworth, 2012; Spillane, 2005).

School culture: How the environment manifests itself in customs, rituals, symbols, stories, and language (Stoll, 2000). School culture represents the core values and practices that make the school unique. School culture develops from at least three sources: the social environment of the school, the internal structure, and the action of school leaders over time (Van Houtte, 2005). Culture is passed from one leader to the

next and changes to culture are slow and incremental. School culture spans time and is broader in scope than climate. A leader has a greater chance of influencing climate because it is a function of how individuals in a school feel about their institution. Climate does affect culture over time, and in this way school leaders have a hand in shaping culture over time (Schein, 2004).

Stakeholder: A person or a group of people who have some investment in a program, whether or not actively engaged in operations (Avery, 2005). For example, parents of students attending the school under study are considered stakeholders.

Assumptions, Limitations, Scope, and Delimitations

Assumptions

To prevent potential misunderstandings of the research problem, assumptions that have a material bearing on the issue should be "openly and unreservedly set forth" (Leedy & Ormrod, 2001, p. 63). Therefore, the following assumptions are specific to the nature of this study. First, principals may not fully identify with most members of the multicultural school community (Davis et al., 2015; DeMatthews & Mawhinney, 2014; Lewis, 2001; Mahoney, 1997; McIntyre, 1997; Ryan, 2003; Santamaría, 2014; Shields, 2004). Consequently, principals may not understand cultural proficiency. A second assumption is that participants evaluated principals' leadership styles based on honest perceptions of school leaders, the assistant principal, and teachers. Third, the conceptual framework chosen for this research study was appropriate to address and explain the topic of principals leading multicultural elementary schools in urban settings, and provide answers to the research questions, which were adequately addressed.

Limitations

Researchers provide limitations to identify potential weaknesses of the study (Creswell, 2003). Limitations identified for this study are the setting, the types of participants and unit of analysis, subjectivity of participants based on self-reported data, and the utility of the conceptual framework.

Setting. The study was limited to one urban school district in the greater Washington, DC metropolitan area. Although the study was limited to one school district, I applied a purposeful sampling strategy, which involves "selecting individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study" (Creswell, 2003, p. 12).

Types of participants and unit of analysis. The study was also limited by the types of participants invited to participate in the study. Given that individuals act on their perceptions of the realities that surround them (J. A. Hatch, 2002), I sought and obtained information from individuals who have regular contact with the principals and can provide the most information about the leadership styles of principals and the work they do in multicultural elementary schools during the interview processes. Therefore, I limited the types of interview participants to the principal, the assistant principal, and teachers. I confined the unit of analysis to the principal who served as the case for the investigation.

Self-report data. The subjectivity of participants posed another limitation to the study. Subjectivity has been labeled as perhaps the most common concern of qualitative research (Patton, 1990). Researchers label individuals' subjective evaluations and reports of their thoughts, feelings, behaviors, or experiences as self-report data (A. R. Smith &

Terry, 2006). Probing for specific answers during interviews and collecting documentary data corroborated self-report data to ensure the study was not one-sided.

Utility of the conceptual framework. The utility of the conceptual framework was also a limitation of the study. Transformational leadership theory was the theoretical framework for the study. Although principal leadership may be viewed from various and often competing perspectives, transformational leadership is consistent with the transformative dimensions of school principals' leadership styles. The framework also was limited by analytic features (i.e., articulation of vision, motivation of the group, and shared leadership) that I used for data collection and analysis. In summary, the framework was not designed to capture aspects of principals' leadership that may be captured by using alternative leadership theories and models.

An additional limitation that emerged was the understanding that multiculturalism is a multi-faceted theme, resulting in a narrow focus.

Scope

The scope of the research identifies precisely what the researcher intends to do (Leedy & Ormrod, 2001). The study included an interview with a principal who heads a multicultural elementary school and other members of the leadership team, including an assistant principal and classroom teachers. The study included only the aforementioned individuals, selected because of their familiarity with the principal and knowledge of the leadership practices of the principal.

Delimitations

Delimitations address what the researcher does not intend to do in the study (Leedy & Ormrod, 2001). The study was not about all elementary school principals.

Instead, the study was about principals who lead multicultural elementary schools. The study did not include interviews with individuals who have limited familiarity with the principal(s)' leadership practices or the work the principal(s) does in the local research setting. The study is not about influencing hiring or diversity decisions and I did not seek information on race relations between the principals and the school community. Although race may have arisen as an issue during interviewing, the focus of the study was not restricted to how a principal relates to a school community consisting of mostly multicultural students and perhaps multicultural teachers and other staff members.

Organization of the Remainder of the Study

Section 1 presented the introduction, statement of the problem, research questions, purpose of the study, conceptual framework, definition of terms, significance of the study, assumptions, limitations, and delimitations. Section 2 addresses the review of literature and research related to the topic investigated. The methodology and procedures used to gather data for the study appear in Section 3. Sections 4 and 5 provide the findings and analysis that emerged from the study, including a summary of the study, conclusions drawn from the study, and recommendations for further study.

Significance of the Study

The significance of the study establishes a rationale for conducting the study and explains why the results will be important (Creswell, 2003). A study examining the influence of principals' leadership styles on organizational culture in multicultural elementary schools is significant for several reasons. First, the study is significant because it provides a basis for other school-principal leaders to learn about how their leadership practices might influence the culture of a racially diverse learning environment.

Providing a basis for other school principals to learn how their leadership practices might affect the culture of multicultural schools is significant because a limited number of case studies on school leadership directly address how school principals operate in multicultural contexts (Larson, 1997; Lewis, 2001; Ryan, 2003; Shields, 2004; Shields, Larocque, & Oberg, 2002). For example, in a study by Ryan (2003), administrators found race insignificant because they aimed to display a "positive image" (p. 150) of themselves, the school, and the school community. By studying a principal heading a multicultural elementary school, useful information will be available for other principals serving in the same capacity.

Second, the study fills a significant gap in the literature and practice in the broader area of principal leadership in general, and leadership by principals whose race is different from the dominant racial group of the schools in which they serve, in particular. Several studies described school administrators' disinterest in discussing or acknowledging race (Delpit, 1996; Ladson-Billings, 2001; J. McKenzie, 2001; Ryan, 2003). In a literature review conducted by Tillman (2004), the researcher found that same-race affiliation shaped multicultural school leaders' style of leadership. Principals in multicultural schools demonstrated a commitment to the development of multicultural students and a resistance to the "ideologies and individuals opposed to the education of multicultural students" (p. 131). Generally, existing leadership studies (Ascher & Branch-Smith, 2005; Duke, 1995; J. R. Evans, 2004; A. Hargreaves & Goodson, 2006; Henze, Katz, & Norte, 2000) showed how multicultural school leaders mediate their own racial identity with students, affecting how they perceive and shape the work they do. A study focusing on how school administrators' leadership styles influence or do not influence the

culture of multicultural elementary schools adds to the limited literature by focusing on the leadership styles of school leaders whose race is other than the predominant racial makeup of the school community.

Third, the analysis and conclusions, as well as the first hand information drawn from the research, may help school districts design professional development around diverse leadership styles, cultivating and influencing school climate and cultural sensitivity. Given that the lack of diversity in school leadership presents a dilemma, the broader concern, identified by M. Young and Laible (2000), may be a lack of understanding of the various manifestations of how race pertains to the administration of schools. Information collected through interviews provided rich data that may inform school districts of the issues surrounding principal leadership and the culture of multicultural elementary schools.

Finally, results from the research may help universities plan training for principals by informing school principals heading multicultural elementary schools of the issues surrounding school leadership and culture in an environment that is different from their culture, race, or gender. Novice principals may learn of the issues that inevitably arise in the workplace, and also realize that the most promising solutions to these issues reside there as well (Barth, 1990). Consequently, the study may be a useful resource in helping to solve issues and address implications and challenges associated with principals and school climate in multicultural elementary school settings.

Section 2: Review of the Literature

Content and Organization of the Review

The literature review provides a context to examine the leadership of principals in schools in which the majority of students and other stakeholders are multicultural or of an ethnicity other than Caucasian. Additionally, I examine the literature of leadership models: transformational leadership, instructional leadership, and social justice leadership. The literature review identifies current gaps in the literature on these subjects by first showing that limited research studies have been conducted on principals and how they lead multicultural elementary schools. Second, the literature review demonstrates how the three leadership models contain a vacancy in identifying the race of the principal and how that vacancy affects a multicultural school population.

In an effort to clearly develop an understanding of the paucity of literature on school principals heading multicultural schools, I explored social justice leadership literature. To gain an overall understanding of leadership in elementary schools, I examined the primary leadership theories of transformational leadership and instructional leadership. I chose these three leadership theories because social justice leadership focuses on racial and cultural differences in schools. Additionally, instructional leadership is the main mode of leadership in the public school system, and its utility, as revealed in the literature review, provides a useful starting point for anyone interested in school leadership. Last, transformational leadership is about leaders changing traditional modes of leadership, such as those historically detailed as instructional leadership.

An understanding of how principals operate in multicultural schools can be gained by examining studies on cross-racial administration and leadership theories. The

existing bodies of literature on the topic show that although diversity in the principalship is acknowledged as important, the specific race of the principal, students, and stakeholders is not as important.

Assumptions that Shape the Literature Review

Two assumptions shape the literature review. The first assumption is that race plays a role in the principalship. Racial background differences between principals and school populations, and the existence of race-related privilege, make race a factor in how principals lead multicultural schools. Second, principals' leadership actions can be understood through leadership models because principals' actions follow certain patterns that researchers have studied and defined in leadership studies.

Strategy Used to Search the Literature

I collected the literature reviewed for the study through traditional textual review and electronic retrieval methods. Electronic research included the use of four primary databases accessed through the Walden University Library. I used ERIC, EBSCO *host*, ProQuest, and Sage to identify pertinent journal articles. The key terms used in these searches were *leadership, diversity, and principal characteristics; African American schools, leadership, and principals,* and *climate and culture*. I selected articles for review that identified leadership practices in diverse elementary schools. I carefully reviewed all referenced literature to determine significance to the topic under study.

Literature Related to Principals Shaping School Culture

As school leaders, school principals shape and influence school culture (Barth, 2004; Blair, 2002; Davis et al., 2015; Drago-Severson & Blum-DeStefano, 2014; Fullan, 2008; Gladwell, 2008; Khalifa, 2012; Kruse & Gates, 2015; Le Fevre & Robinson, 2015;

Richardson, 2010; Rigby, 2014; Roberts, 2008; Stone-Johnson, 2014). Similarly, researchers have documented the broader notion that leaders in general shape culture (Balyer, 2012; Davis et al., 2015; Fullan, 2008; Jones, 2007; Lambert, 2003; Neumerski, 2012; Pitre, 2015; Rigby, 2014; Stone-Johnson, 2014; Terosky, 2014; Urick & Bowers, 2014). Specific to this study, the phenomenon of principals leading schools where the dominant student and staff populations are of a different racial group from the principals is not new. Indeed, researchers showed that principals have been leading multicultural schools for more than 3 decades (Rosenberg & Simmons, 1971). However, as noted in Section 1, because of the shortage of principals in multicultural schools, researchers demonstrated that the number of principals leading multicultural schools is on the rise; a trend that is likely to continue (Snyder et al., 2009). Given this steady rise and its projected continuation, an empirical study that examines the impact this rise may have on shaping school culture is salient. The next section discusses culture and its importance to leadership, specifically to the role of principals and their leadership effects on the culture of multicultural schools.

Organizational Culture

Organizational culture is defined as the values and beliefs that differentiate organizations (Brooks & Witherspoon-Arnold, 2013; Collins, 2001; Conrad & Serlin, 2006; DeMatthews & Mawhinney, 2014; Drago-Severson & Blum-DeStefano, 2014; Kraft et al., 2015; Kruse & Gates, 2015; Marsh & Desai, 2012; Mullen, Harris, Pryor, & Browne-Ferrigno, 2008; Pollock, 2007). Getzels et al. (1963) were some of the first researchers to explore the concept of culture and leadership in education with the creation of the social system model (as cited in Hallinger & Leithwood, 1996; Marion, 2002). In

this model, researchers explored the impact of various culture levels in a system on the thinking and behavior of leaders and other organizational participants (Hallinger & Leithwood, 1996). The levels are the societal level, the group level, and the individual level (Marion, 2002). Leaders' influence on culture varies according to different situations. For example, in new organizations, leaders are critical to the organization as they are responsible for creating the culture of the organization in the first place and to leading changes in organizational culture (Hallinger & Leithwood, 1996; Marion, 2002; Schein, 2004; Yukl, 2002).

Race/Ethnicity and Organizational Culture

The exploration of the effects of ethnic group culture is critical in a world where ethnic diversity is growing (Chong & Thomas, 1997; Holzman, 2012; Ladson-Billings, 2013; Nelson & Guerra, 2014; Nevarez & Wood, 2007; Pineda & Whitehead, 1997; Ryan, 2007; Singleton, 2013; Theoharis & O'Toole, 2011). For example, Pineda and Whitehead (1997) noted that in pluralistic nations, which consist of more than one subculture, the organizational members from different subcultures (also called ethnological groups) bring values and norms of their ethnological groups into the organization. Chong and Thomas (1997) conducted a study on Pakeha and Pacific Islanders in part to examine the effect of leader and follower ethnicity on leadership prototypes. Results indicated that leader prototypes are likely to differ according to ethnicity. They concluded by stating that their findings "make a powerful case for the consideration of cultural difference as an important factor in leader–follower interactions" (Chong & Thomas, 1997, p. 290).

Similarly, a recent study by Ospina and Foldy (2009) provided three categories of research devoted to the study of race/ethnicity leadership: Effects of race/ethnicity on

perceptions of leadership, effects of race/ethnicity on leadership enactments, and leaders' approach to handling the social reality of race/ethnicity. Ospina and Foldy noted many challenges concerning the study of race and leadership, including inconsistent findings, a lack of repeated studies to determine why findings are inconsistent, and a lack of value placed on the experiences of leaders with minority racial or ethnic backgrounds. Ospina and Foldy (2009) suggested the following question for future research: "How does race–ethnicity affect perceptions of leadership?" (p. 892). Similarly, the present study examined how the race of the principal may affect the culture of a multicultural school.

A review of multiple research databases related to education, 20 years of dissertations on the principalship, current and past peer-reviewed journals, and other sources did not produce much literature on the phenomenon. This paucity of research is another reason this investigation was necessary. A review and analysis of the limited empirical and professional literature seemed to focus on two themes that provided insights into *why* principals choose multicultural schools and *how* they may shape school culture, which was the essence of this study. The two broad themes were (a) reasons principals choose multicultural schools, which includes subthemes of intentional choice, commitment to social justice, and the search for challenge; and (b) transforming school culture, which includes subthemes of internal and external support and using political skill and will.

Themes

Reasons for choosing a multicultural school. A few researchers discussed why principals choose multicultural schools. First, principals have intentionally decided to work in these schools and have chosen to consciously engage in practices such as

reaching out to families to maximize effective school culture. Reaching out to parents was also an effort by the principals to ensure that professional development focused on sensitivity (Brezicha et al., 2015; Brislin & Yoshida, 1994; Collie, Shapka, & Perry, 2011; Davis et al., 2015; Delpit, 1995; Gladwell, 2008; Green, 2015; Le Fevre & Robinson, 2015; Marsh & Desai, 2012; Mohan, 2007; Richardson, 2010; Roberts, 2008; Robins, Lindsey, Lindsey, & Terrell, 2002; Starratt, 2001). Not only did principals choose to work in the schools, but they also carried out their personal missions to the families and the staff. The ethics-of-care literature concerns practicing ethical consideration and care toward minority students (Capper, 2015; Davis et al., 2015; Delpit, 1995; Gladwell, 2008; Hemphill & Vanneman, 2011; Ladson-Billings, 2013; Pitre, 2014; Richardson, 2010), and facilitates principals' intentional choice to lead minority–majority schools. Ethics of care purports that ethics, justice, and care are human ethical responses to unethical and challenging environments.

Transforming school culture. The personal determination of principals to lead minority–majority schools and the internal and external support gained by principals were viable starting points to transform school culture. First, principals have recognized the connection between racial issues and academic achievement. Consequently, to avoid negative educational outcomes, some principals have created inclusive school cultures through instructional quality and school vision (Aydin, Sarier, & Uysal, 2013; DeMatthews & Mawhinney, 2014; Gray & Gardiner, 2013; Hauserman & Stick, 2013; Ibrahim, Ghavifekr, Ling, Siraj, & Azeez, 2013; Mette & Scribner, 2014; Moore, 2012; Nelson & Guerra, 2014; Nevarez & Wood, 2007; Nisbett, 2009; Ravitch, 2008; Thoonen et al., 2011). Through open-ended interviews, the principals in these studies indicated

they had a personal desire to be sensitive to diversity. Principals who are most interested in being sensitive are those who had experiences that made them particularly sensitive to the needs of minority students (DeMatthews & Mawhinney, 2014; Dimmock & Walker, 2005; A. E. Evans, 2007; Gardiner & Enomoto, 2006; Ladson-Billings, 2013; Kose, 2007; Nelson & Guerra, 2014; Singleton, 2013; Theoharis, 2007). Therefore, the personal and distinct experiences of principals can negatively or positively determine how their leadership style affects the climate of multicultural schools.

Second, the importance of principals of diverse students embracing community members and inviting them to become partners in education by seeking out the school community, rather than waiting for community members to seek out the school, has been recognized in the literature as an important component of building internal and external support (Dimmock & Walker, 2005; Green, 2015; Kraft et al., 2015; Ryan & Rottman, 2009; Sahin, 2011; Scheurich, 1998; Theoharis, 2007; Theoharis & O'Toole, 2011). Researchers established that principals should openly communicate about educational issues, offer opportunities for leadership development, and create positive community relationships (Aydin et al., 2013; Goldring et al., 2015; Hauserman & Stick, 2013: Kose, 2007; Kraft et al., 2015; Price, 2012; Riehl, 2001; Syed, 2014; Urick & Bowers, 2014; Zeigler & Ramage, 2012; Zhao, 2013). Through such open communication, principals can create a network of support throughout their communities and build better racial understanding among their students, their students' families, and themselves.

Finally, a few researchers identified political skill and will as effective aspects of transforming school culture, with principals championing their own affirmative views of diversity with success (Davis et al., 2015; Kose, 2007; Magno & Schiff, 2010; Norte,

2001; Pitre, 2015; Price, 2012). Using their positions of authority and power, these school principals allocated resources, time, and high-priority status to issues of diversity. This prioritization, in turn, facilitated a culture of sensitivity among teachers, foregrounding the importance of diversity in school, and setting a model for how teachers should act. Several researchers (M. Foster, 2007; Giles, 2006; Hopson, Greene, Bledsoe, Villegas, & Brown, 2007; Richardson, 2010; Schutz, 2006; Warren, 2005) described the balance between high expectations and appropriate educational support of students. Educational support included organizational attitudes and organizational structures. For example, schools that discouraged tracking and embraced educational equity showed greater concern for students' educational well-being. Other researchers (Dimmock & Walker, 2005; A. E. Evans; 2007; Furman, 2012; Gardiner & Enomoto, 2006; Hicks et al., 2012; Le Fevre & Robinson, 2015; Kose, 2007; Theoharis, 2008) stressed the importance of professional development as a way to encourage teachers to prepare students to become citizens who understand and attend to community, national, and global social issues.

Strengths and Limitations of the Literature

Strengths. Collectively, this literature offers several strengths that enhance understanding of why and how principals lead in multicultural elementary schools. First, the fact that principals have personal commitment and desire to lead multicultural schools is useful information because as principals recognize and acknowledge racial differences, improvement in minority achievement can be possible. Second, evidence shows that the ideas surrounding principals and how they can influence cultures of multicultural schools through political skill and will, and internal and external support can begin to make valuable change. Studies may overlook race altogether as it relates to school culture;

however, without meaningful discussion of the racial elements of school culture, conclusions about the phenomenon of school principals shaping the culture simply cannot be made, and given that the trend of principalship in multicultural schools is rising, the significance of this type of study is obvious.

Limitations. The literature has two major limitations. First, although many researchers described the need for principals to understand the racial backgrounds and contexts of their students and their students' families, little understanding exists of specific advice for how leaders implement plans and processes to ensure greater cross-racial understanding. Principals who recognize the need to better understand the racial contexts of the communities they serve and have engaged in sense making have an advantage over those principals who may not realize the biases in their practice as they impact students and families who are of other races. Therefore, this doctoral case study aimed to offer questions that allow principals and staff members to reflect on the climate of their campuses, as well as their leadership styles and philosophies as they pertain to multicultural students, and thereby shed light on the topic at hand. Furthermore, open-ended interviews allowed for probing how to best meet the daily needs of minority and multicultural students effectively and with regard for their racial backgrounds.

A second limitation is a lack of clarity on how principals carry out the daily leadership functions of the school. Open-ended interviews provided specific insights into how principals understood or did not understand their multicultural student populations. However, limited literature on principals of multicultural schools described how leaders fulfilled the daily functions of the school and how they helped or hindered the school culture for multicultural students. The lack of understanding in the leadership of diverse

schools headed by principals is apparent (Capper, 2015; Egbo, 2009; Kendall, 2006; Nelson & Guerra, 2014; Ryan, 2003; Terosky, 2014); however, this study sought to fill in the gap in the current, empirical case studies that discussed the leadership practices of a principal in a multicultural elementary school.

Implications of the Literature

The themes discussed above are critical to this study in that they augment and complement the conceptual framework described in section 1. Specifically, the themes provide a set of analytic features that facilitate a deeper understanding of the specific ways a principal may shape and influence school culture in multicultural schools. Given that culture relates directly to the leadership behavior of the principal (Brezicha et al., 2015; Fullan, 2008; Gladwell, 2008; Gray & Gardiner, 2013; Green, 2015; Lochmiller, 2016; Moore, 2012; Richardson, 2010; Roberts, 2008; Roffey, 2013; Thoonen et al., 2011; Woulfin, Donaldson, & Gonzales, 2016), this study specifically and empirically provides information on a principal who works in a multicultural school and also provides strategies for how principals working in multicultural schools may shape school culture.

Literature on Leadership Theories in Education

The following section reviews instructional leadership as the primary model used in education. Following the discussion of the instructional-leadership model are sections on transformational leadership and leadership for social justice. I examined the leadership theories described below to bring understanding to the topic of the implications of leadership by a principal appointed to a multicultural elementary school.

In sum, I discovered that all three leadership methods described in this literature review shared common themes such as significance of vision, purpose, shared efforts toward leadership, and strong elements of influence by the leader. However, as will be discussed, gaps in the literature included discussion of the implications of principals leading multicultural elementary schools and of how the role of principals' understanding of race complicates how their leadership shapes the culture of the schools they administer.

Literature on Models of Instructional Leadership

As will be discussed later in the literature review, currently leadership is an activity aimed at fulfilling goals and aspirations through team effort (Balyer, 2012; Brezicha et al., 2015; DeMatthews, 2014; Demirtas & Ekmekyapar, 2012; Fahey, 2013; Fullan, 2005; Goodwin, 2015; Green, 2015; Murphy, 1990; Spillane, 2005; Spillane, Diamond, & Jita, 2003; Thoonen et al., 2011); however, early school-leadership approaches emphasized leaders making organizational decisions alone and delivering decisions for followers to execute. The context, as well as other individuals and aspects of the school environment, were secondary components in the framework of instructional leadership, wherein principals' responsibilities encompassed management and leadership functions and roles.

Instructional leadership developed during the late 1970s and early 1980s, when the principal was viewed as the primary source of educational expertise (Bass, 1985; Blase, 1987; Burns, 1978; Erickson, 1964; Leithwood & Montgomery, 1984). Aimed at standardizing the practice of effective teaching, early practices of instructional leadership described principals as supervisory instructional leaders. As supervisors, school principals knew the best forms of instruction and closely monitored teachers and students

(Glasman, 1984; Hallinger & Murphy, 1987b; Leitner, 1994). The instructional leader was strong, directive, and focused on curriculum and instruction (R. L. Andrews & Soder, 1987; Edmonds, 1979; Hallinger & Murphy, 1985; Leithwood & Montgomery, 1984). As instructional leaders, principals' roles included maintaining high expectations for teachers and students, supervising classroom instruction, coordinating school curricula, and monitoring student progress (Bamburg & Andrews, 1990; Barth, 1986; Bossert, Dwyer, Rowan, & Lee, 1982; Cohen & Miller, 1980; Cuban, 1984, 1988). Early literature on instructional leadership described principals as having strong backgrounds in curriculum and instruction, enabling them to improve classroom practice.

Early literature on instructional leadership. Many researchers (R. L. Andrews & Soder, 1987; Edmonds, 1979; Leithwood & Montgomery, 1984) conducted studies of instructional leadership in diverse settings, including researching students from low socioeconomic backgrounds. The effective principals in the studies used their own knowledge of pedagogy to develop curriculum, provide professional development, and observe the implementation of new learning in classrooms. As instructional leaders, effective principals created positive school learning cultures with high expectations for each student. Furthermore, they used firmly established evaluation systems and monitored student learning frequently. They continually gathered data on student progress and identified areas for remediation or enrichment. Studies demonstrated that regardless of students' family backgrounds and socioeconomic factors, schools could and should educate all students to high levels of academic achievement **(**Glasman, 1984; Goldring & Pasternak, 1994; Hallinger, Bickman, & Davis, 1996; Hallinger & Murphy, 1987a; Heck, 1992; Heck & Marcoulides, 1990; Krug, 1992; Leitner, 1994)**.** Historically,

instructional leadership, while a practice conducted solely by the principal, focused on achievement of all student learners.

Conceptual models of instructional leadership. Many conceptual models demonstrate instructional leadership. Three prevailing conceptualizations of instructional leadership will be reviewed in this section: The framework of the instructional-management model by Hallinger and Murphy (1985), Murphy's (1990) instructional leadership comprehensive-framework model, and Weber's (1996) instructional-leadership model. I describe the models along with work by other researchers who espoused similar perspectives on dimensions of instructional leadership.

In developing the framework for the instructional-management model, Hallinger and Murphy (1985) examined the instructional-leadership behaviors of 10 elementary principals in one school district. They collected information from principals, school staff, and central-administration staff through a common questionnaire on instructional-leadership behaviors. They also used other data such as observation notes, narratives from the principals, and faculty-meeting minutes and agendas. From the questionnaire, Hallinger and Murphy created a framework of instructional management with three dimensions and 11 job descriptors. Hallinger and Murphy used the 11 job descriptors to create an appraisal instrument of principal instructional-management behavior called the Principal Instructional Management Rating Scale. The three dimensions developed by Hallinger and Murphy are described next.

Defining school mission. An organization's mission establishes its purpose (Brown et al., 2011; DuFour & Eaker, 1998; Fullan, 2005; Green, 2015; Greer, Searby, & Thoma, 2014; Hallinger & Murphy, 1985; Roberts & Pruitt, 2003; Sebastian &

Allensworth, 2012; Terosky, 2014). Once the mission is set, it should play a critical role in all aspects of the daily work life of a principal. Its importance should be reflected in the principal's behavior.

Managing instructional improvement. Managing instructional improvement involves working alongside teachers in areas related to curriculum and instruction by supervising and evaluating instruction, coordinating the curriculum, and monitoring the progress of students (Brezicha et al., 2015; Bryk, Lee, & Holland, 1993; Eaker & Stantas, 2007; Furman, 2012; Goldring & Rallis, 1993; Hallinger & Murphy, 1985; Hicks et al., 2012; D. Johnson, 1990; Le Fevre & Robinson, 2015; Mendels & Mitgang, 2013; Pazey & Cole, 2013; Roffey, 2013; Stone-Johnson, 2014; Thoonen et al., 2011; Williams & Johnson, 2013). Instructional leaders provide instructional support to teachers, monitor classroom instruction through classroom visits, and align classroom practice with school goals (Corcoran & Consortium for Policy Research in Education, 1995; Fullan, 2005; Hallinger & Murphy, 1985; Reeves, 2005; Spillane, Halverson, & Diamond, 2001). Furthermore, effective principals must be visible in classrooms and make student success central to their work by paying attention to and communicating about instruction, curriculum, and student mastery of learning objectives (Hallinger & Murphy, 1985).

Instructional leadership has become more participative in nature, with principals becoming participants in the learning process, aiming to shape and encourage the implementation of effective learning models in their schools. For instance, effective instructional leaders arrange for and participate in professional development and staff training. Additionally, as instructional leaders they facilitate collaboration because they

understand that through team work, trust, and school-wide focus, student learning will improve.

Promoting school climate. Successful instructional leaders understand the importance of establishing clear learning goals and facilitating a positive school climate. As previously mentioned, principals of high-achieving schools emphasize the development of a clear mission and goals for learning (Balyer, 2012; Demirtas & Ekmekyapar, 2012; Eaker & Stantas, 2007; Leithwood & Riehl, 2003; Muhammad & Hollie, 2012; O'Malley & Capper, 2015; Price, 2012). Principals couple high expectations for teachers and students with providing emotional support for teachers and fostering positive interpersonal relationships with all stakeholders. Principals also promote positive learning climates by protecting instructional time, promoting professional development, and maintaining high visibility (Fullan, 2005; Hallinger & Murphy, 1985; Lunenburg & Ornstein, 2012; Mendels & Mitgang, 2013; Muhammad & Hollie, 2012; Price, 2012; O'Malley & Capper, 2015; Woulfin et al., 2016). Instructional leaders can accomplish the school mission, despite challenges, by promoting a school climate that sends messages that speak to the mission and instructional goals for all students.

Murphy's instructional-leadership comprehensive-framework model. Using research findings from effective schools, staff development, school improvement, and organizational-change literature, Murphy (1990) provided a review of instructional leadership and developed a framework for instructional leadership. The framework consists of four dimensions of instructional leadership, further delineated into 16 different roles or behaviors. The four dimensions of the instructional leader are developing mission

and goals, managing the educational-production function, promoting an academic-learning climate, and developing a supportive work environment. Each of the four dimensions consists of roles or behaviors that comprise the dimension.

First, developing a mission and goals is fundamental in creating a sense of shared purpose and linking efforts in the school around a common vision (Donaldson, 2007; Fullan, 2005; Murphy, 1990). Murphy (1990) subdivided the dimension into two major roles or behaviors of the principal: framing school goals and communicating those goals. Framing school goals encompasses setting goals that emphasize student achievement for all students, incorporating data on past and current student performance, and including staff responsibilities for achieving the goals. Communicating goals frequently, formally and informally, to students, parents, and teachers stresses the importance that school goals guide the activities of the school (Comer, Haynes, Joyner, & Ben-Avie, 1996; Eaker & Stantas, 2007; Goddard, 2003; Le Fevre & Robinson, 2015; Marsh & Desai, 2012; Price, 2012; Thoonen et al., 2011; Williams & Johnson, 2013; Zeigler & Ramage, 2012).

Second, managing the educational-production function of the school as a dimension describes the management behaviors of the principal. Hence, the instructional leader promotes quality instruction by conducting teacher conferences and evaluations, visiting classrooms, providing specific suggestions and feedback on the teaching and learning process, and determining teacher assignments in the best interest of student learning (DeMatthews & Mawhinney, 2014; Goldstein, 2003; Marzano, 2001; Murphy, 1990; Price, 2012; Spillane, 2005; Teddlie & Stringfield, 1985; Urick & Bowers, 2014). Furthermore, the principal allocates and protects instructional time with school policies

and procedures. The principal works with teachers to coordinate the curriculum by matching school goals and objectives with state standards, assessments, and district curriculum (Brown et al., 2011; DeMatthews, 2014; Fullan, 2005; Hicks et al., 2012; Lunenburg & Ornstein, 2012; Mendels & Mitgang, 2013; Murphy, 1990; Spillane, 2005; Spillane et al., 2003).

Third, promoting a learning climate refers to the behaviors of the principal that influence the norms and attitudes of teachers, students, and parents in a school (Brezicha et al., 2015; Darling-Hammond, 1998; Fullan, 2005; Hicks et al., 2012; Murphy, 1990; Pitre, 2015; Sergiovanni, 1996; B. S. Young, 1980). Principals, who are the primary agents for facilitating the learning climate, carry out the development of a school learning climate conducive to teaching and learning by maintaining positive expectations and standards, by ensuring high visibility, by providing incentives for teachers and students, and by carrying out professional development (Darling-Hammond, 1998; Fullan, 2005; Sergiovanni, 1996; B. S. Young, 1980).

Fourth, the final dimension of Murphy's (1990) framework, developing a supportive work environment, specifies how a principal establishes organizational structures and propagates them to support the teaching and learning process (Bryk & Schneider, 2002; Fullan, 1997; A. Hargreaves & Fink, 2006; Senge, 1990). The principal creates a safe and orderly learning environment, provides opportunities for meaningful student involvement, develops staff collaboration and cohesion, secures outside resources in support of school goals, and forges links between the home and school (Balyer, 2012; Beaudoin, 2011; Collie et al., 2011; Daly, Der-Martirosian, Ong-Dean, Park, & Wishard-Guerra, 2011; Darling-Hammond, 1998; DuFour, 2004; Eaker & Stantas, 2007; Hicks et

al., 2012; Hulpia, Devos, & Van Keer, 2011; Murphy, 1990; Sergiovanni, 1996; Spillane, 2005; Urick & Bowers, 2014). All stakeholders are instrumental in supporting the school environment as communicated, facilitated, and expected by the school principal.

Weber's (1996) instructional-leadership model. Weber (1996) identified five essential domains of instructional leadership: defining the school's mission, managing curriculum and instruction, promoting a positive learning climate, observing and improving instruction, and assessing the instructional program. First, Weber described defining the school's mission as a process of cooperation and reflective thinking to create a mission that is clear and honest. Several researchers also believed that the mission of the school should bind the staff, students, and parents to a common vision (Barth, 2001; Collie et al., 2011; Donaldson, 2007; T. J. Evans, 1996; A. Hargreaves & Fink, 2006; Nelson & Guerra, 2014; Rigby, 2014; Sergiovanni & Starratt, 1998; Terosky, 2014; Woestman & Wasonga, 2015). The instructional leader offers stakeholders the opportunity to discuss values and expectations for the school. Together they work to create a shared mission for the school.

Second, managing curriculum and instruction must be consistent with the mission of the school (Donaldson, 2007**;** Eaker & Stantas, 2007; Hicks et al., 2012; Marzano, 2001; Pitre, 2014; Weber, 1996**)**. The instructional leader's wealth of instructional practices and classroom supervision gives teachers the needed resources to provide students with opportunities to succeed. The principal helps teachers use current research in superior practices and instructional strategies to reach school goals for student performance.

Third, leaders promote a positive learning climate by communicating instructional goals, establishing high expectations for performance, establishing an orderly learning environment with clear discipline expectations, and working to increase teacher commitment to the school (Balyer, 2012; Demirtas & Ekmekyapar, 2012; Donaldson, 2007; DuFour, 2004; Fullan, 2005; Lunenburg & Ornstein, 2012; Stone-Johnson, 2014; Syed, 2014; Weber, 1996; Zeigler & Ramage, 2012). Promoting a positive learning climate comprises the expectations and attitudes of the whole school community.

Fourth, observing and improving instruction starts with the principal establishing trusting and respectful relationships with the school staff. Weber (1996) proposed that observations are opportunities for professional interactions. These interactions provide professional-development opportunities for the observer and for the one being observed. In other words, a reciprocal relationship develops through which both parties gain valuable information for professional growth. Principals enhance the experience by emphasizing research as the foundation for initiating teaching strategies, remediation, and differentiation of the lessons (Barth, 1990; Darling-Hammond, 1997; Donaldson, 2007; Fullan, 2004).

Fifth, assessing the instructional program is essential for its improvement (Weber, 1996). The successful instructional leader initiates and contributes to the plan, design, administration, and analysis of assessments. These assessments contribute to evaluating the effectiveness of the curriculum (Donaldson, 2007; DuFour, 2005; Marzano, 2001; Weber, 1996).

The concept of instructional leadership has been evolving. Two general categories related to the dimensions of instructional leadership emerged from the three general

models described and the literature surrounding instructional leadership: *shared instructional leadership* and *collective learning*. These two categories are discussed below.

Shared instructional leadership. Instructional leaders of reputedly successful schools use the expertise in their school community to facilitate the work of improving teacher practices and increasing student achievement (Donaldson, 2008; Le Fevre & Robinson, 2015; B. Levin & Clowes, 1991; Marks & Louis, 1997; Marzano, Waters, & McNulty, 2005; Mendels & Mitgang, 2013; Muhammad & Hollie, 2012; Pazey & Cole, 2013; Robertson & Randolph, 1995; Roffey, 2013; Williams & Johnson, 2013; Zhao, 2013). School principals create a culture of learning when they are aware of the most current theories and practices of effective schooling and create situations in which teachers can discuss current theories and practices on a regular basis (Fink, 2003; Fullan, 2004; Halbert & Kaser, 2006; D. H. Hargreaves, 2003; Marzano et al., 2005; Price, 2012; Santamaría, 2014; Stone-Johnson, 2014). The current roles of administrators as instructional leaders include understanding the learning needs of individuals, facilitating the kind of interactive social environments that will motivate individuals to learn, and ensuring that adequate resources are available to support the learning (Emihovich & Battaglia, 2000; Glover, 2009; A. Hargreaves & Fink, 2006; Kruse & Gates, 2015; Marzano et al., 2005; McCray & Beachum, 2011; Stein & Nelson, 2003; Thoonen et al., 2011).

The research yields several examples of shared instructional-leadership practices. First, in a study of more than 100 elementary schools in the United States, researchers found that leadership responsibility was usually distributed across three to seven formally

designated leaders in the school (Camburn, Rowan, & Taylor, 2003). Spillane (2005) explored the extent to which leadership responsibility was distributed to teachers in one midsized urban school district in the southeastern United States. Findings revealed that leadership is stretched over "multiple actors" and classroom teachers were prominently leading and sharing decisions.

Ylimaki (2006) explored instructional-leadership approaches in four low-economic, culturally diverse U.S. schools. The findings from the case study indicated that all the principals improved student achievement in their schools; however, two of the four cases were more successful because of the higher degree of shared instructional-leadership practices. In two cases in the study, principals had strong pedagogical knowledge and capacity-building skills (Ylimaki, 2006). The other two cases improved student achievement, but Ylimaki concluded that shared leadership was not as prevalent, and positive results were based more on persistence of the principal than instructional-leadership skills.

A study of eight U.S. schools showed how the school principal is viewed as an essential influence on shared instructional-leadership practices (Graczewski, Knudson, & Holtzman, 2009). To understand the extent to which school principals were engaged in shared instructional leadership, the researchers used three indicators of engagement: (a) the extent to which the principal visited classrooms, (b) the extent to which the principal provided resources and support for professional development, and (c) the extent to which the principal understood the learning needs of teachers. Survey and case study data from the study provided evidence of a connection between practices of shared instructional leadership and professional development in leading to improve instruction.

Crowther, Kaagan, Ferguson, and Hann (2002) provided a framework for parallel leadership between principals and teachers. Parallel leadership is a concept that has roots in the concept of educational leadership as a shared professional responsibility, but differs in that it sees the significance of teachers and principals as similar and recognizes schools as learning organizations (the concept of a *learning organization* will be discussed below). Parallel leadership is a "process whereby teacher leaders and their principals engage in collective action to build school capacity and it embodies mutual respect, shared purpose, and allowance for individual expression" (Crowther et al., 2002, p. 38). The authors advocated for leadership that "builds powerful, caring, and inclusive communities that make students into dynamic learning machines" through the concept that teachers are leaders (Drago-Severson, 2004; DuFour, 2004; D. H. Hargreaves, 2003). Instructional leaders in schools that are reputed to be effective spend maximal time in classrooms, supporting teachers and working with teachers to coordinate the school's instructional program, and providing staff-development activities (Blankstein, 2004; Cheng, 2005; Drago-Severson, 2004; DuFour, 2004; Fink, 2003; Fullan, 2003; Hallinger, 2003; D. H. Hargreaves, 2003; Lambert, 2005).

Collective Learning

Senge (1990) introduced the business world to the concept of collective learning, which was later applied to organizations with the term learning organization (Hord, 1997). The disciplines of the learning organization are systems thinking, personal mastery, mental models, building a shared vision, and team learning (Senge, 1990). Senge (1990) defined the learning organization as "a place where people are continually discovering how they create their reality and how they can change it" (p. 13). Additionally, Senge

described the learning organization as individuals connected together as a community. Senge et al. (1999) proposed that the five disciplines could serve as tools to increase the capacity of individuals as well as teams. Briefly, the five disciplines are provided and summarized in Table 1.

Table 1

Five Disciplines as Tools

Five disciplines	Description
Personal mastery	Expanding personal capacity to create desired results and creating an organizational environment that encourages all its members to develop themselves toward the goals and purposes they choose.
Mental models	Continually reflecting on, clarifying, and improving internal pictures of the world, and seeing how they shape individual actions and decisions.
Shared visions	Building a sense of commitment in a group, by developing shared images of the future individuals seek to create, and the principles and guiding practices by which individuals hope to get there.
Team learning	Transforming conversational and collective thinking skills so that groups of people can reliably develop intelligence and ability greater than the sum of individual members' talents.
Systems thinking	Thinking about and developing a language for describing and understanding the forces and interrelationships that shape the behavior of systems. The discipline helps one to see how to change systems more effectively, and to act more in tune with the larger processes of the natural and economic world.

Note. Adapted from *The Fifth Discipline Fieldbook*, by P. M. Senge, A. Kleiner, C. Roberts, R. B. Ross, G, Roth, & B. J. Smith, 1999, New York, NY: Currency Doubleday.

In the area of education, collective learning consists of staff members engaging in collaborative processes to obtain new knowledge and to continually learn and work together. Collaborative work is "grounded in reflective dialogue and inquiry" (Beres, 2008, p. 28; see also Darling-Hammond, 2004; Eaker & Stantas, 2007; Guskey, 2005; Hord, 2004), whereby staff actively discuss teaching, learning, and related concerns, and resolve teaching and learning concerns by applying new ideas and information to solve issues (Brock & Grady, 2000; A. Hargreaves & Fullan, 1998; Hord, 2004; Van Horn,

2006). Huffman and Hipp (2003) summarized collaborative learning and application: "Staff at all levels of the school share information and work collaboratively to plan, solve issues, and improve learning opportunities, thus together, they seek knowledge, skills, and strategies and apply what they learn to their work" (p. 45).

The concept of the learning organization, first coined by Senge (1990), can be found in the educational literature in the concept of a professional learning community (PLC). PLCs are collaborative teams of administrators and staff whose members work interdependently to achieve common goals and focus on the improvement of teaching and learning (J. Henderson, 2008; Hord, 2004; Imants, 2003; Leo & Cowan, 2000). Hord (2004) identified five interrelated dimensions that are characteristic of schools that have successfully adopted a PLC model. Hord proposed that a school that organized itself as a PLC exhibited (a) supportive and shared leadership, (b) shared values and vision, (c) collective learning and the application of learning, and (d) a supportive environment. Blankstein (2004) contended, "It is more common to find school professionals who say they are part of a 'learning community' than it is to actually find a professional learning community in operation" (p. 51).

Focusing on the factors that support the achievement of PLCs through a learning-organization framework, Bryk, Camburn, and Seashore Louis (1999) identified principal leadership as the strongest facilitator in establishing PLCs. Hipp and Huffman (2000) based their research on Hord's (2004) framework and looked at conditions required for PLCs. Their research revealed a clear need for shared and supportive leadership, shared values and vision, and a supportive school culture. In the study by Hipp and Huffman (2000), high-readiness schools were those whose leaders provided supportive conditions,

including time, communication, problem solving, and learning, as compared with low-readiness schools, whose principals were found to use directive, reactive, or laissez-faire styles of leadership (Hipp & Huffman, 2000).

Other researchers have studied the significance and success of the PLC. Thompson, Gregg, and Niska (2004) completed a collective case study of six middle schools: three urban and three suburban. Their research focused on determining the impact of the principal on creating a PLC and the influence of a PLC on student learning. The researchers looked at the establishment of PLCs in relationship to the five disciplines of a learning organization outlined by Senge (1990). The study examined whether teachers thought their school was a learning organization and whether student learning occurred in their school. Researchers used quantitative and qualitative methods to collect data, including surveys and interviews with teachers, principals, and focus groups. The results of the research showed that "leaders who support the creation of a collaborative work culture through professional learning communities represent a more democratic type of leadership style, where everyone is a learner and a leader" (Senge, 1990, p. 40).

A study by Elmore and Burney (1997) suggested that focusing on the fundamentals of teaching and learning in a sustained way over time can lead to significant gains in student performance. The authors observed a culture in schools where principals led teachers to focus their energy heavily on the requirements of high-quality instruction and student work, and much less on the individual backgrounds and attributes of teachers and students. Further, a study by Strahan (2003) reexamined the data from a 3-year research study examining the school culture of three elementary schools focused on improving low-income and minority-student achievement. The analysis of 51 original

and 28 new interviews indicated that teachers' collaborative efforts focused on student learning and that data-driven dialogues resulted in higher expectations by the teachers. Furthermore, Strahan attributed the increased percentage of students performing at or above grade level in reading and mathematics to the collaborative culture.

A literature review of empirical studies on PLCs by Vescio, Ross, and Adams (2008) noted that few studies have connected PLCs with changes in teaching practices and student learning. However, these researchers clearly demonstrated that the learning-community model can have a positive impact on teachers and students. The authors identified collaboration as the process of reaching the goal of enhancing student learning. The review of the literature illustrated a strong positive connection to student achievement when linked to collaboration, revealing a clear and persistent focus on data.

Scribner, Cockrell, Cockrell, and Valentine (1999) conducted a collective case study of 27 schools (eight elementary schools, nine middle schools, and 10 high schools) in a Midwestern state. The researchers identified four organizational factors that influenced the establishment of PLCs: principal leadership, organizational history, organizational priorities, and organization of teacher work. The principals' leadership and approach influenced the extent to which schools established professional communities. For instance, a principal's ability to build trust and relinquish responsibility to teacher leaders was critical in the degree to which a school achieved a professional community.

A study by Protheroe (2004) supported the understanding that PLCs lead to school improvement, teacher development, and student learning when there is a culture of trust and collaboration. "Principals who want to support the development of a PLC should attempt to gauge and improve trust among their staff members" (p. 41). Four vital

signs of trust are respect, competence, personal regard, and integrity (Protheroe, 2004). A study conducted by Scribner et al. (1999) also found that the principal's ability to build trust and delegate responsibility to teacher leaders was vital to the success of PLCs.

Bryk and Schneider (2002) reported the importance of relational trust for schools. They studied more than 250 elementary schools in the Chicago public-school system. The study found one in two chances that trust positively affected student achievement. Through the PLC model, principals can bridge distrust and positively affect the school community.

Summary and Implications

Strengths. The aforementioned studies contributed to an understanding of instructional leadership using three major models found in the literature. In summary, the principal is the key leader of instruction, and the common focus on mission and vision are integral to instructional leadership, facilitated by the principal. As instructional leaders encourage and expect a positive climate, the organization can learn collectively and effectively, and schools can meet instructional goals for all students.

The concept of the learning organization, found widely in the literature on instructional leadership, provides excellent tools to produce collaborative forums. For instance, using shared instructional leadership, the PLC can accomplish the goals of school leaders through principals engaging in collective action with teachers in a parallel fashion to meet the needs of diverse learners. Furthermore, the discipline of systems thinking, for example, is a language to describe and understand the forces and interrelationships that shape the behavior of systems (e.g., school leaders in multicultural schools).

Additionally, throughout the instructional-leadership literature, the two general categories of shared leadership and collective learning emerged. Through a genuine parallel or reciprocal process, teachers and principals share leadership with teachers and other staff, prioritizing the goal of educating all students. The principal's task is to ensure the environment is one that is focused on learning together, through supportive elements such as trust.

Limitations. Although student instruction is at the forefront of principals' and teachers' efforts as they facilitate shared instructional leadership, how the shared process of instructional leadership affects multicultural students is unclear. Ensuring that all students are successful is important, but in the process of achieving success, it is not yet clear how success is created for students of color and multicultural students in particular. Furthermore, as schools realize success for multicultural students, studies do not exist that discuss the impact and implications of the level of success of multicultural students being led by administrators in their respective multicultural schools.

Existing studies (Dantley & Tillman, 2006; Darling-Hammond, Ross, & Milliken, 2007; Foster, 2007) do not identify the race of the principals, teachers, or students specifically. Researchers provided studies for urban and culturally diverse students (Gardiner & Enomoto, 2006; Gay, 2005; Jones, 2007). However, examining the race of the decision makers, school leaders, and teachers in the learning organization may impact results of the studies about students in multicultural schools.

Implications. Examining how instructional leadership and learning are different in multicultural schools under the leadership of a principal may need to be clarified in the discourse on instructional leadership to ensure that school leaders are aware of superior

instructional practices for multicultural students. Extant literature describes how teaching and learning can coalesce with culturally diverse learners (A. Banks & Banks, 2004; Bell, 2003; Delpit, 2002; Gay, 2005; Ladson-Billings, 2004; Sleeter, 1994; Tatum, 2003). However, researchers mainly point to how teachers instruct in the classroom to meet diverse learning needs. Specifically, how a school principal plays a part in the shared instructional-leadership process in leading multicultural elementary schools is missing in the current literature on instructional leadership.

Interview questions examined the role of the principal and teacher leaders in the development and implementation of the instructional program for the multicultural school setting. A generalized conclusion that all students will achieve at high levels can be analyzed by gaining understanding of how the design and implementation of educational programs, facilitated by instructional leaders, affects multicultural students. Furthermore, although building trust is significant and valuable in facilitating instructional leadership and producing academic success for all students, the studies presented in this section do not provide specific examples of how instructional leaders and teachers build trust with multicultural students and families as well as multicultural staff members, who may be directly involved in the planning, preparation, and educational decision making of multicultural students in the classroom. By focusing on school culture and vision, transformational leaders provide some direction toward meeting the needs of multicultural students, which principals may need. The following section describes the main categories of transformational leadership found in the literature.

Transformational Leadership

In general, the literature on transformational leadership describes how leaders must engage followers in aspiring to achieve greater results, in contrast to transactional leaders who engage followers by offering them an established agreement to achieve greater results (Balyer, 2012; Bass & Avolio, 1988; Burns, 1978; G. M. Henderson, 2002; Pitre, 2014; Thoonen et al., 2011). This section describes the significance of transformational leadership in promoting change in elementary schools by exploring the broad analytic category of *culture* and the key analytic functions of *articulating vision*, *shared leadership*, and *raising the motivation and commitment of the group.* The studies I examined described how culture and these functions are instrumental in effecting change.

Burns (1978) offered a seminal description of transformational leadership. Burns believed that relationships between leaders and followers were important in understanding leadership. Burns was interested in how leaders and followers interact with one another, defined as transacting and transforming. Burns defined *transactional* as ordinary leadership, wherein followers conform to the leader's wishes in exchange for rewards. Transformational leadership, termed *extraordinary,* is based on a motivational and committed relationship between the leader and followers. Transactional leadership is considered bartering or making exchanges; thus, it is based on exchange of services and rewards that the leader controls (Burns, 1978; Leithwood, 1992). Transactional leadership is complimentary to transformational leadership and is the first step in carrying out the operations of the organization (Leithwood, 1992; D. Mitchell & Tucker, 1992); however, transactional leadership by itself does not lead to improvement (Bolden, Gosling, Marturano, & Dennison, 2003). As a relationship between the leader and the

followers, transformational leadership is a systematic way in which leaders take actions to try to increase the motivational maturity of followers and move them beyond their own self-interests for the good of the group, the organization, or society (Bass & Avolio, 1994; Burns, 1978; Leithwood, 1994).

According to Bass and Avolio (1994), transformational leaders who successfully motivate others to do more than what was originally intended, or that was thought possible, are critical to maintaining the goals of an organization. Bass and Avolio conducted a series of studies on transformational leadership. They concluded that the notion of transformational leadership is significant and necessary to improve organizations. Other studies expanded Burns's (1978) original work on transformational leadership. For instance, Bass and Avolio (1985) added to Burns's original work by identifying the components of transformational leadership.

First, transformational leaders have idealized influence by acting as role models for followers. Second, inspirational motivation is the manner in which leaders motivate and inspire followers by providing meaning and challenge. Third, intellectual stimulation prompts followers to be innovative and creative. Fourth, leaders focus on each individual's needs for achievement and growth through individualized consideration. These components of transformational leadership are vital to understanding the concept because the attributes of the leader foster motivation of the staff toward transformation.

Similarly, Leithwood et al. (1996) identified important attributes of transformational school leadership. First, the leaders should be charismatic. Through inspiration and vision, transformational leaders inspire teachers to become engaged in their work by establishing a particular vision for the school. Second, leaders must

demonstrate individual consideration by having concern and respect for the personal feelings and needs of teachers. Third, leaders challenge teachers in professionalizing themselves such that the organization develops into a learning environment through intellectual stimulation.

Another study demonstrated that, in general, leaders have the ability to cultivate individuals' aspirations to achieve greater personal commitment and accomplish common organizational goals (Leithwood & Jantzi, 2000). Specifically, Leithwood and Jantzi (2000) delineated six activities of transformational leadership that can have a direct impact on school conditions: (a) transformational leaders should establish school vision and goals (b) transformational leaders should provide intellectual stimulation by meeting individual needs for growth and development, (c) transformational leaders should offer individual support to assist teachers and staff members to meet their goals, (d) transformational leadership should make professional practices and values routine and firmly established in the organization, (e) transformational leaders must demonstrate high performance expectations, and (f) transformational leaders should develop structures that foster participation in school decisions through shared leadership.

These activities of transformational leadership are essential to motivating staff toward change. Maintaining a school-wide vision and school-wide goals are instrumental in transformation, but sustainability can be lost if staff members are not part of the process, provided with individualized support, and developed intellectually (Marks, Louis, & Printy, 2000). Furthermore, shared leadership allows for collective decision making and action (Barth, 1990; Lambert, 2005).

School culture and transformational leadership. School culture serves as the foundation for long-term continual school change (Balyer, 2012; Barth, 2002; Deal & Peterson, 1990; Green, 2015; Kelley, Thornton, & Daugherty, 2005; C. Mitchell & Sackney, 2002; Pitre, 2014; Santamaría, 2014); therefore, school personnel should identify the school culture as the transformation process evolves. In consideration of schools that are multicultural and are led by principals, the broad analytic category of culture emerged as central to transformational leadership, which guided the conceptual framework designed for this study.

I found several definitions of school culture in the literature. For example, school culture is the deep patterns of values, beliefs, and traditions that have been formed over the course of the school's history (Deal & Peterson, 1990). Schein (1992) defined culture as a pattern of collective assumptions that a group or organization has learned over the course of time through shared experiences. Similarly, Peterson (2002) suggested that culture builds in a school over time as teachers, school leaders, parents, and students work together. School culture influences the staff development and professional growth that takes place in a school (Hipp & Huffman, 2002; Hord, 2004; Spillane, 2005). Therefore, successful change begins with understanding the culture of the school (D. Andrews & Crowther, 2002; Leithwood & Jantzi, 2000; Schein, 1992; Spillane, 2005). Burns (1978) affirmed at the inception of transformational leadership theory that transformational leaders can enable mutual growth and collaboration in organizations; therefore, it is clear they can develop favorable school cultures.

To lead change and bring about lasting school improvement, school principals should encourage collaboration, empower teachers and students, and motivate in a

manner that convinces others to embrace the school's culture (C. Mitchell & Sackney, 2002; Valentine, 2001). Many researchers discussed the significance of school leaders in facilitating a positive school culture. For example, Leithwood and Riehl (2003) pointed to the importance of the school leader as one who can have a profound impact on the school culture through actions that develop norms, values, and attitudes among staff. Schein (1992) further supported the importance of leaders in shaping organizational culture in that they create and modify culture, and the management of the culture is what ultimately defines their leadership. Teske and Schneider (2001) contended that an effective principal defines the culture in the school, establishes high standards, and integrates those standards into the mission of the school. Furthermore, according to Fullan (2001, 2002b) the principal is the main agent of change in a school, and principals who are equipped to handle a complex, constantly changing environment can implement the initiatives that lead to continual and sustained improvement in teaching and learning.

Educational leaders modeling collaboration, professionalism, and vision in a school positively influence the school culture (Barth, 2002; Wagner, 2004). Leaders should demonstrate in their words, actions, and policies the ideals and beliefs they hope to encourage in others and establish in their organization (Deal & Peterson, 1990; Fullan, 2004; Kotter, 1996; Wagner, 2004). The culture in a school also influences student achievement (H. M. Levin, 1987). Deal and Peterson (1990) contended that higher achieving schools were those that demonstrated cultures that fostered collaboration, empowerment, and engagement. Leithwood and Seashore Louis (1998) suggested that successful schools are more capable of increasing student achievement when the culture shares common characteristics, including a commitment to the students, respect for

shared decision making, a collective belief in the importance of professional growth, collective celebrations of success, and a mission grounded in the ideal that all students can achieve (Barth, 2002; Kelley et al., 2005).

Gruenert and Valentine (1998) also identified a set of characteristic elements of school culture. First, professional development creates a mindset whereby teachers value continual personal development and school-wide improvement by remaining knowledgeable about current and effective practices from workshops and seminars. Second, continual growth ensures improvement and learning, which becomes the foundation of the school culture (Gruenert & Valentine, 1998; Starratt, 2001). Third, the unity of purpose is the extent to which teachers work toward a common mission for the school, involving active collaborative efforts among parents, teachers, students, support staff, administrators, and the community in setting and achieving a common goal (Barth, 2002; Gruenert & Valentine, 1998). Fourth, collaborative leadership enables principals to successfully establish and maintain collaborative relationships with the school staff. Educational leaders seek the input of the school community, value their ideas, and provide venues for their ideas to be expressed (Gruenert & Valentine, 1998; Hord, 2004). Teachers engage in constructive dialogue and conversations that further the educational mission, vision, and goals of the school. Fifth, collegial support facilitates teachers working together in an effective and trusting manner (Gruenert & Valentine, 1998). Sixth, learning partnerships are the extent to which the school-community stakeholders (parents, teachers, and students) collaborate and work collectively for the common good of the schools (Gruenert & Valentine, 1998; Lambert, 2005). The establishment of a school culture can be facilitated by the transformational leader and sustained through the

analytic functions of articulation of vision, shared leadership, and motivation of the group. Each function is described in the following section.

Analytic Functions of Leadership

Articulation of vision. The principal's ability to bring the members of the school community together around a shared vision of equity for all students is integral to the creation of inclusive school environments (Hicks et al., 2012; Price, 2012; Sergiovanni, 1992; Sergiovanni & Starratt, 1998; Starratt, 2001; Stone-Johnson, 2014; Thoonen et al., 2011). Transformational leaders must be able to envision the needs of their teachers. In addition, the leader must motivate them to share the vision, and enable them to foster an effective school climate (Kelley et al., 2005; Kotter, 1996; Schein, 1992).

Studies in transformational leadership describe the leader as the one who holds the vision and purpose of the organization. For instance, DePree (1988) contended, "The first responsibility of a leader is to define reality" (p. 9). Bennis (1994) wrote that leaders "manage the dream" (p. 46). Vision is defined as "the force which molds meaning for the people of an organization" (Manasse, 1986, p. 150).

A few pertinent studies described the importance of vision as an integral function of transformational leadership. First, according to Manasse, "visionary leadership" includes four different types of vision: organizational, future, personal, and strategic. Organizational vision entails having a complete picture of a system's components as well as an understanding of their interrelationships. Future vision is a picture of how an organization will look at some point in the future. Personal vision involves the leader's personal aspirations for the organization and acts as the impetus for the leader's actions that will connect organizational and future vision. Strategic vision includes connecting

the reality of the present (organizational vision) to the possibilities of the future (future vision) in a unique way (personal vision) that is appropriate for the organization and its leader (Manasse, 1986).

Murphy (1988) described shared vision as integral to the transformational process. Murphy agreed that the transformational relationship between leader and follower enhances their ability to accomplish the vision. Whether the vision of an organization is developed collaboratively or initiated by the leader and agreed to by followers, it must be shared (Westley & Mintzberg, 1989). Research by Leithwood and Riehl (2003) described how visionary practices are necessary for school success. In this study of high-poverty schools, leaders set clear direction by identifying, articulating, and developing shared goals that encouraged a sense of common purpose among followers. To be successful, a leader must create high-performance expectations and then effectively communicate those goals and expectations. Furthermore, Leithwood and Riehl stressed the importance of developing people. Leaders influenced organizational members to strive toward the achievement of shared goals by offering intellectual stimulation and providing individualized support (Barth, 2002; Beaudoin, 2011; Daly et al., 2011; Hord, 2004; Hulpia et al., 2011; Khalifa, 2012; Kraft et al., 2015; Kuperminc, Leadbeater, & Blatt, 2001; Leithwood & Riehl, 2003; Stone-Johnson, 2014; Witziers et al., 2003; Woestman & Wasonga, 2015).

Shared leadership. Transformational leaders increase the capacity of others in the school to produce "first-order" effects on learning (Lambert, 1998; Leithwood & Louis, 1999). For example, transformational leaders create a climate in which teachers engage in continual learning and in which they routinely share their learning with others

(Deal & Peterson, 2009; Hoerr, 2005). Transformational leaders work with others in the school community to identify personal goals and then link these to broader organizational goals (Barth, 1990; Lambert, 2005). In so doing, the staff commitment increases as teachers realize what they are trying to accomplish and the mission of the school. Such changes are regarded as "second-order" effects because the principal creates the conditions that allow staff members to be committed and self-motivated to work toward the improvement of the school on their own, without directives from the school administrator (Bryk & Schneider, 2002, Hoerr, 2005; M. Marshall, 2006).

In sum, transformational leadership provides intellectual direction and aims at innovation in the organization. Simultaneously, leaders empower and support teachers as partners in decision making, consequently allowing teachers to gain legitimacy as leaders (Conley & Goldman, 1994; Leithwood, 1994; Little, 1998; Schlechty, 1990; Smylie & Denny, 1990). The following studies illustrate the shared-leadership process as instrumental to transformational leadership.

Marks et al. (2000) analyzed the extent to which shared leadership is possible. They concluded that strong transformational leadership by the principal is essential in supporting the commitment of teachers. Because teachers themselves can be barriers to the development of teacher leadership (Marks et al., 2000), transformational principals are needed to invite teachers to share leadership functions.

Silins, Mulford, and Zarins (2002) discussed how distributed leadership is enacted in schools. According to the researchers, shared leadership is distributed among all constituents of the school community. Individuals, who are capable of distributing leadership throughout the school, as well as the community at large, are leaders who

demonstrate active leadership. Active leadership describes how teachers view and perceive themselves as working collaboratively with the leader to improve school conditions (Silins et al., 2002).

Marks and Printy (2003) argued that schools that integrate leadership to include teachers eventually develop into organizations that learn and achieve at higher levels. Marks and Printy's results indicated that transformational practices such as methods of shared instructional leadership play critical roles in generating commitment in teachers. Furthermore, the researchers believed that transformational leadership is needed because teachers actively share leadership functions, as teachers have the desire and the expertise to lead. According to Marks and Printy, when principals share leadership with teachers, students perform at higher levels on authentic measures of achievement. Integrated leadership (shared leadership) then directly links principals and teachers in developing a common commitment to education (Marks & Printy, 2003).

Raising commitment and motivation of the group. Advocates of the human-resources perspective, which relates to self-concept and motivation, initiated the conceptualization of raising commitment and motivation of the group (Argyris, 1957; Beck, 1994; Herzberg, 1966; Maslow, 1954; McGregor, 1960; Noddings, 1984). Key human-resource ideas include viewing organizations as extended families and working with people in a manner that helps them feel good about what they are doing. The human-resources perspective involves matching the needs of individuals with the needs of the organization (Bolman & Deal, 2008). Thus, to develop the collective capacity of the organization and its members and to achieve results, transformational leaders seek to raise participants' level of commitment, while encouraging them to reach their fullest

potential and supporting them in transcending their own self-interest for a larger purpose (Bass & Avolio, 1994; Burns, 1978; Leithwood, 1994; Leithwood & Jantzi, 2000; Ross & Gray, 2006).

Several studies on transformational leadership focused on the effort of building the capacity of people to raise the commitment and motivation of the group. Avolio and Bass (1998) described five functions of raising commitment and motivation. They proposed that leaders empower followers (a) through idealized influence (an attribute) to identify with and imitate leaders who are trusted and seen as having an attainable mission and vision; (b) through idealized influence (a behavior) to identify with leaders' behavior and want to be like them; (c) through inspirational motivation to motivate and inspire followers by providing meaning and challenge; (d) through intellectual stimulation to prompt teachers to be innovative and creative; and (e) through individualized attention to feel that their individual needs for achievement and growth are being nurtured.

Leithwood (1994) highlighted "people effects" as integral to the transformational model. In the model proposed by Leithwood et al. (1996), teacher effects, such as changes in behavior, are integral to transformation. Thus, the principal's efforts become apparent in the school conditions that produce changes in people rather than in promoting specific instructional practices (Bishop & Mulford, 1999; Bottery, 2001; Leithwood & Jantzi, 2000). Research by Ross and Gray (2006) showed that transformational leadership practices have a strong positive effect on collective efficacy. Collective efficacy (motivation) of the group was achieved by school principals who invested in building relationships with staff members in order for them to understand individual needs and motivate them toward committing to the vision, mission, and goals of the campus.

Summary and Implications

Strengths. Transformational leadership involves change. In the context of multicultural schools led by administrators, change in areas other than instruction may need to be implemented. Culture, described as a broad realm of transformational leadership, may be integral to understanding how transformational leadership is enacted in multicultural elementary schools led by administrators. The category of shared mission is also important in the transformational leadership model.

By focusing on goals specific to administrator leading in multicultural elementary school, other topics of importance may arise. For instance, cultural diversity and understanding may be more pressing as goals to address before instructional goals. Furthermore, because transformational leadership involves sharing the process of leading, motivation of the group by the leader is significant if any transformation is to occur.

As mentioned earlier, transformational leadership has to do with the relationship between the leader and the follower. Therefore, it is not suitable if only the leader believes in the mission and works toward its attainment. Instead, the collective capacity and the motivated desire of the group to enact the vision are central to transformational leadership.

Limitations. The transformational leadership studies described in the literature review did not stress the race of the school principal and of the students. Empirical studies giving specific characteristics of school culture in multicultural schools, as well as how that culture is impacted by administrators, are lacking in the literature. Furthermore, although vision, motivation of the group, and shared leadership are critical dimensions of transformational leadership, how the dimensions pertain to individual schools based on

the race of the principals and students was not described. Additional information, then, is required to understand how school principals enact transformational leadership in multicultural elementary schools.

Implications. As indicated previously, focusing on those aspects of school culture that relate directly to a large multicultural population might be prioritized by a school leader. Instructional leadership should examine how instructional leaders facilitate how multicultural students learn. Also, transformational leaders first must cultivate a school culture conducive to success for the multicultural student population.

The literature on transformational leadership provides an effective framework for the issue of principals heading multicultural schools. Provided in the framework are important functions that can enable researchers to steer questions of the direction of the study at hand. For instance, school culture provides a broad arena for transformational leadership. The values, beliefs, and traditions that constitute school culture can only be identified by acknowledging the students and families who are stakeholders in the school.

In recognizing the races of the student and family populations, as well as the racial identity of the principal, teachers, and staff members, I formulated questions that enabled me to delve more deeply into the needs of the individuals who are part of the school culture. By realizing the needs of all stakeholders through individual responses, insight into the vision and goals of the campus was reached. Until the distinct nature of the multicultural school headed by an administrator is understood, transformational efforts may fail. Although transformational leaders focus on change, the literature on social justice leadership offers deeper insights into issues surrounding race. The following section provides a review of the literature on leadership for social justice.

Social-Justice Leadership

Definitions of social justice leadership in the literature are multidimensional. First, the study of social justice leadership identifies practices that perpetuate marginalization of others because of race, gender, social class, religion, or sexual orientation (Blackmore, 2002; Dantley & Tillman, 2006; Gewirtz, 1998). Second, the study of social justice leadership highlights leadership practices that generate inequalities in schools. Third, practices related to social justice leadership motivate people to reform policy and practice to create more equitable systems (Dantley & Tillman, 2006; C. Marshall & Oliva, 2006; Miller & Martin, 2014; Scheurich & Skrla, 2003; Shoho, Merchant, & Lugg, 2011; Singleton & Linton, 2006; Zhao, 2013). In sum, U.S. principals who perform as social justice leaders maintain, at the center of their practice and vision, issues of race, class, gender, disability, sexual orientation, and other marginalizing conditions (Blackmore, 2002; Gooden, 2002; Theoharis, 2007).

Freire (1973) presented an emerging concept of social justice, advocating for a shift from personal awareness to social action through discussion of the significance of people as subjects who constantly reflect and act on the transformation of their world so it can become a more equitable place for everyone. Freire's focus lay in the area of social transformation whereby people perceive the social, political, and economic contradictions of their time and take action against oppressive factors. Although social justice has to do with social action and change in general, social justice theory in the context of principalship entails leadership that investigates and finds solutions for issues that generate and reproduce societal inequalities (Fullan, 1993; Maynes & Sarbit, 2000; Riester, Pursch, & Skrla, 2002). Hence, educational leaders who are agents of social

justice commit to equity and work to examine power relations in school and society; they also aim to transform inequities through leadership practice (Bell, 2003; Grogan, 2002; Touchton & Acker-Hocevar, 2001).

School administration and social justice. Principals are integral figures in school-wide priorities, change, and vision (Blackmore, 2002; Fullan, 1993; Riester et al., 2002; Shields et al., 2002). Exemplary leadership points to the necessity for change and helps effect the realities of change (Bell, 2003; Bogotch, 2002; Grogan, 2002; Rapp, 2002; Solomon, 2002). Principals hold responsibility for creating positive organizational culture and structures, as well as providing professional-development opportunities, individualized support, and clear, measurable goals for teachers to monitor educational progress (DuFour, DuFour, Eaker, & Karhanek, 2004; Fullan & Hargreaves, 1996; Leithwood & Jantzi, 2000; Riehl, 2001; Scheurich, 1998). Given the importance of school leadership, leaders heading multicultural elementary schools must understand the historic marginalization of underprivileged students and the perpetuation of the status quo, while also attending to the needs of low income, non-White students and families (Apple, 1993; Delpit, 1995; Larson & Ovando, 2001).

As mentioned previously, social justice leaders commit to meeting the needs of all students with positive social change (Freire, 1973; Fullan, 1993; Rapp, 2002). The need for social justice leaders to operate as change agents is a common theme in the literature; however, a gap was present in the area of administrators trained, developed, and practicing as social justice leaders. The extant studies commonly stressed the importance of cultural sensitivity as integral to social justice leadership. Next I describe the two

themes of social justice leaders as change agents, including rigidities that disallow change to occur, and the significance and importance of sensitivity in the principalship.

Social justice leaders as change agents. The first theme that emerged from the literature is that social justice leaders are change agents. For instance, D. Andrews and Crowther (2002) called for aspiring principals to "understand their ethical and moral obligations to create schools that promote and deliver social justice" (p. 24). W. Foster (2004) advocated for leaders to serve as change agents by analyzing the cultural aspects that have permitted longstanding social inequalities and have become institutional ideological belief systems (Bell, 2003; Grogan, 2002; Oakes, Quartz, Ryan, & Lipton, 2000; Scheurich, 1998).

Although the idea of operating as change agents is essential to social justice leadership, the reality described in the literature is that school administrators are unable to adequately function as social justice leaders. I found several articles that concluded that the role of change agent cannot be fulfilled. Gooden (2002) and Pena (1996) found that most organizations and educational programs fostered structural functions and bureaucratic practices. Specifically, educational programs instructed principal candidates in managerial roles rather than in leadership styles. Therefore, programs reinforced the idea that effective schools developed not from leadership but from systematized management (W. Foster, 2004; Grogan, 2002).

Gooden (2002) noted that managerial-type programs encouraged principals to cultivate cultures that required minorities to assimilate to nonminority cultures. Therefore, rather than empowering principals to reflectively choose a leadership style, the educational climate and culture demanded them to holistically apply standardized

methods of leadership (Lyman & Villani, 2002; Riester et al., 2002). C. Marshall (2004) also demonstrated that most administrators are not adequately equipped to lead for social justice because the management system seemed to be the predominant methodology taught. For example, C. Marshall examined issues in preparing educational administrators. Social justice was at the center, and concerns about bureaucracy, efficiency, and instruction and achievement were secondary. Consequently, researchers postulated that little has been formally taught in the areas of race, gender, ethnicity, social class, and other areas of difference throughout the educational-administration curriculum (DeMatthews & Mawhinney, 2014; Green, 2015; Khalifa, 2012; Kraft et al., 2015; Larson & Murtadha, 2002; C. Marshall, 2004; Rapp, 2002; Santamaría, 2014). C. Marshall (2004) contended that, "educational administration faculty members may not have the knowledge, materials, strategies, rationales, or skills to infuse their curriculum content with issues related to poverty, language minority, special needs, gender, race, and sexuality" (p. 4).

Finally, A. E. Evans (2007) echoed the aforementioned studies by noting that most school leaders are not taught or trained to deal with sociopolitical or sociocultural matters. Furthermore, they are not knowledgeable about their role and influence in shaping and defining meaning on issues of race, class, and gender (K. B. McKenzie & Scheurich, 2004; Shields, 2004). Evans discussed sense making about race. According to the study, lack of preparation for social justice leaders exists, but further rigidities include the lack of experiences and the backgrounds principals bring to their appointments as leaders. To make sense of things, leaders draw from various individual, social, and institutional contexts to read meaning into the situations they must interpret (A. E. Evans,

2007). Although principals determine what to emphasize or ignore in their behaviors and decision making, their own history, background, and role identities figure prominently as they interpret issues and construct their roles in their respective positions (A. E. Evans, 2007).

Scholars suggested that principals are the greatest change agents in school reform (Balyer, 2012; Barth, 2004; Blair, 2002; Brezicha et al., 2015; Fullan, 2004; Hicks et al., 2012; Pitre, 2014; Price, 2012; Stone-Johnson, 2014; Urick & Bowers, 2014). Yet, principals received little guidance about the effects of leadership styles on minority students. Furthermore, principals lack resources and training in the area of heading diverse schools (Dantley, 2002; A. E. Evans, 2007; Shields, 2004). Researchers contended that current theories are designed to control rather than educate minorities because traditionally White, middle-class males composed educational-leadership theories (Gooden, 2002; Hunter & Donahoo, 2005; MacKinnon, 2000).

Social justice leadership and sensitivity. Sensitivity toward racial differences by school leaders emerged as a second theme in the social justice leadership literature. Educational literature on leadership for social justice emphasized the principal's ability to recognize and account for cultural differences among the student population and local community (J. A. Banks, 2000; Davis et al., 2015; Delpit, 1995; DeMatthews & Mawhinney, 2014; Khalifa, 2012; Kruse & Gates, 2015; C. Marshall & Oliva, 2006; McCray & Beachum, 2011; Santamaría, 2014; Sherman & Grogan, 2003; Singleton & Linton, 2006). To neglect the cultural aspects of the community is to neglect the individual academic, emotional, and social needs of minority students (Delpit, 1995).

A study by Starratt (2001) was based on the ethics of care, justice, and critique. Taken together, the three ethics form a human ethical response to unethical and challenging environments and situations that many school leaders face (Starratt, 2001). Starratt suggested that school leaders give serious consideration to the ways students of marginalized groups (e.g., racial/ethnic minorities) are socialized in the school setting (Brislin & Yoshida, 1994; Delpit, 1995; Robins et al., 2002; Starratt, 2001). Theoharis (2007) examined seven public-school leaders who carried out their role as social justice advocates and made the issues of race, class, gender, disability, sexual orientation, and other marginalizing areas central to their advocacy and leadership practice. First, the principals carried out social justice in their schools by raising student achievement. Six of the seven principals' schools demonstrated significant improvements in student achievement during their tenure. The seventh principal was in his first year as head principal; therefore, the researcher was unable to document changes in achievement.

All seven principals felt they had the moral duty to raise achievement for marginalized students. The second strategy these principals used to enact social justice was changing the structures of their schools. For example, six of the seven principals led the elimination of pullout and segregation programs at their schools. The third strategy principals used to improve achievement and create more just schools involved the strengthening of school staff. Principals facilitated greater teacher professional capacity by addressing issues of race and providing ongoing staff development focused on building equity and investing in social justice practices. (Theoharis, 2007).

Dimmock and Walker (2005) found that effective principals recognized their roles and responsibilities in a diverse educational setting. Principals recognized the connection

between racial issues and academic achievement. To nullify negative educational outcomes, principals created an inclusive school culture through instructional quality and school vision. Successful principals encouraged faculty to demonstrate sensitivity by evaluating the school through the eyes of the students and community. In evaluating the school through students' perspectives, teachers could better align curricular topics to the cultural aspects of the student community.

Riehl (2001) suggested a balance between high expectations and appropriate educational support of students. Educational support included organizational attitudes and organizational structures. Riehl reported that schools that abolished tracking and embraced educational equity showed greater concern for students' educational well-being. Students, family, and other community members are integral to success through sensitivity of differences. Scheurich (1998) argued that effective principals invite and embrace community members to become partners in education. Rather than wait for community members to seek out the school, leaders must seek out the community (Dimmock & Walker, 2005; Scheurich, 1998). Principals should openly communicate educational issues, offer opportunities for leadership development, and create positive community relationships (Denzin, Lincoln, & Giardina, 2006; Norton, 2005; Riehl, 2001; Ryan, 2007). In doing so, principals create a network of support throughout the community. A study by Norte (2001) found that principals used their positions of authority to allocate time and resources toward issues of diversity. These priorities, in turn, facilitated a culture of sensitivity, and communicated to teachers the importance of diversity in the school.

Amid the many studies that focus on school leadership under the umbrella of social justice, a limited number of empirical studies directly addressed the manner in which administrators operate in diverse contexts. In one study by Ryan (2003), for example, principals made race insignificant because they aimed to project a "positive image" (p. 150) of themselves and the school to their school community. Moreover, Ryan posited that school administrators simply could not see race or racism because of their narrow view of what constituted racism. Likewise, Henze (2000) found that school principals rendered reactionary rather than proactive responses to racial conflict. Such principals defined racism and racial conflict by overt actions and behaviors, without recognition of underlying or subtle racial tensions (Larson, 1997; Lewis, 2001; Shields, 2004; Shields et al., 2002).

Summary and Implications

Strengths. The literature on social justice leadership theory is expansive, examining how institutional theories, norms, and practices in schools and society lead to social, political, economic, and educational inequities (Goldfarb & Grinberg, 2002; C. Marshall & Ward, 2004; Theoharis, 2007; Tillman, 2002). School leaders have access to various ways to enact leadership for social justice by examining empirical studies in the area, thereby enabling them to attain the capacity to motivate staff toward change for marginalized populations, such as multicultural students.

Limitations. Although much of the literature described the need for social justice leadership, school leaders who desire to lead for social justice have an advantage over principals who may not realize the biases in their practice in impacting students and families who are of a different race. Developers of principal-preparation programs must

recognize the lack of preparation for principals serving in multicultural schools. Through effective preparation, social justiceleadership can be conducted successfully. As described in the literature review, studies list the importance of meeting the needs of marginalized groups, such as minorities, but management systems have resulted in the production of limited empirical studies in the area of leaders acting as social justice agents of change in their work in multicultural schools.

The study at hand is important because it contributes to the limited research. Through a case study, this study provides current information from teachers, the principal, and other staff members concerning the daily processes of a principal heading a multicultural school. The study therefore facilitates understanding for principals in general, and specifically a principal appointed to a multicultural elementary school.

Implications. School vision has been a prevailing theme throughout social justice leadership, as well as in transformational and instructional-leadership studies. The importance of predominantly focusing on the goals of the organization, regardless of racial makeup, is paramount, but is especially significant in a context in which the school is predominately multicultural. The vision must be tailored to the needs, differences, and conditions of the school.

Through the two broad themes of principals operating as change agents, a realization of the rigidities in ways of making change, and the acknowledgement and practice of racial sensitivity, I designed a framework to analyze the implications of principals heading multicultural elementary schools. Questions regarding leadership style as it pertains to instructional, transformational, and social justice theories can be formulated to understand whether the three theories of leadership—instructional,

transformational, and social justice—play a role in the leadership enacted by principals in multicultural elementary schools.

Study Methodology

Qualitative research allows researchers to become more experienced in the selected phenomenon of interest (Creswell, 1998; Hancock & Algozzine, 2006). The term *qualitative* emphasizes the qualities of individuals, as well as the processes and meanings that are not examined or measured statistically (Creswell, 2003; Merriam, 2009). According to Merriam and Associates (2002), qualitative researchers want to know how and why people do things. Creswell (1998) noted that a case study design, a qualitative methodology, is appropriate for "detailed, in-depth data collection involving multiple sources of information rich in context" (p. 61). The case study method allows researchers to conduct their studies in depth with single or multiple participants over a sustained period of time (Creswell, 2003; Hancock & Algozzine, 2006; Merriam, 1998).

Although quantitative results are easily summarized numerically, qualitative results require extensive verbal expression so that complete experiences can be understood and appreciated (Ten Have, 2004). The case study method involves an in-depth, longitudinal examination of a single instance or event: a case. By collecting data, analyzing information, and reporting the results, the researcher may gain a sharpened understanding of the context under examination. Through the results, contexts for future research can be established, justifying future investigations of a topic.

The case study method is useful for researching relationships, behaviors, attitudes, motivations, and stressors in organizational settings (Creswell, 1994, 1998). By examining principals' leadership in multicultural elementary schools from theory to

practice, this study portrays participants' experiences; and the range of evidence gathered from multiple data sources. The study reveals discrepancies between "what people say and what people do" (Gillham, 2000, p. 13).

Stake (1995) grouped case studies into three categories—intrinsic, instrumental, and collective. An intrinsic case study is one that is based on an issue that the researcher has an interest in studying. An instrumental case study is used to understand a general phenomenon by studying a particular case. A collective case study is one in which several similar cases are studied within the bounds of the case study (Stake, 1995). Case studies fall into three categories: exploratory, explanatory, and descriptive (Yin, 2003). Exploratory case studies focus on the "what" of the phenomenon. Explanatory case studies focus on questions that ask *how* or *why*. Descriptive case studies focus on describing a particular phenomenon in thick, rich detail (Yin, 2003). This doctoral study was a single case study that spanned all three of Yin's categories of exploratory, explanatory, and descriptive. In sum, I chose the instrumental single-case study that is intrinsic, descriptive, and explanatory as the appropriate qualitative method for this study. By studying a principal of a predominately African American elementary school and the principal's staff members and other education stakeholders, in-depth understanding of the issue of interest was gained.

Literature on Differing Methodologies

The most popular and well-known types of case studies include grounded theory, narrative, phenomenology, case study, and ethnography. Grounded theory is a design that develops a theory for a particular phenomenon (Creswell, 2007). Generally, grounded theory uses a large number of people who have experienced the given phenomenon to

develop a theory that does not yet exist. Researchers use a narrative to describe the sequence of events. A phenomenological study describes the meaning behind a particular phenomenon such as a program. A case study is a study in a bounded context, having boundaries in space and time. Case studies can investigate a specific person, program, school, or district. Finally, ethnography is a study that explores a particular group such as an ethnic group (Creswell, 2007). Based on these descriptions, a case study was the most appropriate type of study for this doctoral research.

Researchers typically collect case study data from interviews, participant observation, direct observation, archival records, documents, and physical artifacts (Creswell, 2007; Merriam & Associates, 2002; Yin, 2009). The validity of the findings will be assured by multiple data sources, such as member checking (Creswell, 1998; Yin, 2009). The case study approach permits results that focus on the natural setting, allowing for clearer understanding of existing complex relationships (Merriam & Associates, 2002). The natural environment is a key component in qualitative research (Merriam & Associates, 2002). The qualitative tradition of research can have a marked impact on education practice and on this doctoral research study, because it is conducted in the natural setting, and allows for clearer understanding of existing complex relationships (Merriam & Associates, 2002; Yin, 2009).

Section 3: Methodology

This section explains the methodology involved in conducting the research for the study. First, I present the rationale for a qualitative study, followed by the research questions designed for the study. Then, I present an examination of the case study method as it pertains to the study. In addition, I explain the two methods of data collection: individual personal interviews and documentary data. I also describe steps to gain access, methods for ethical protection, and techniques for establishing a researcher–participant relationship. The last section describes the role of the researcher and procedures for data analysis.

Rationale for Qualitative Research

The purpose of this study was to explore the leadership of one principal heading a multicultural elementary school in an urban school district in the greater Washington, DC metropolitan area. I chose a principal and asked the principal to share experiences as the chief administrator of the selected multicultural elementary school. I requested the principal, assistant principal, and the lead teachers at each grade level to share their experiences relating to school culture and overall leadership of the elementary school. In this qualitative research design, methods of data collection included individual semistructured interviews, and documentary data.

As described previously, leadership is complex and consists of various behaviors and mindsets on the part of the leader (Bingham, 1980; Snowden & Gorton, 2002). Therefore, understanding how a principal successfully leads a multicultural elementary school, and capturing interpretations of thoughts and actions requires a research focus that enables the researcher and participants to "delve into complexities and processes" (C.

Marshall & Rossman, 1989, p. 46). I chose qualitative research because it is used when a problem or issue needs to be explored in depth, rather than by analyzing statistics (Ross-Larson, 1982; Rossman, Chance, & Medina, 2006). Several factors specifically contributed to the choice of qualitative research for this study.

First, qualitative research can result in meaningful relationships, thereby allowing for closeness and a strong sense of rapport, enabling the researcher the opportunity to learn about programs and experiences first hand (C. Marshall & Rossman, 1989). Second, qualitative research fills the existing gap in the literature. As mentioned in the literature review, a gap exists in the area of research pertaining to the effects and implications of principals appointed to multicultural elementary schools. Although researchers provided information on best practices for leading in diverse schools (A. Banks & Banks, 2004; Bell, 2003; Sleeter, 1994; Tatum, 2003), few current empirical studies identify how principals successfully establish leadership in multicultural elementary schools.

Third, in novel fields of study where there are few examples about the nature of the phenomenon, in this case the leadership of principals in multicultural elementary schools, qualitative research is a reasonable beginning point (Patton, 1990). By investigating the leadership of one principal in the actual setting, I gained comprehensive understanding of principal behavior and how it affects the culture of a multicultural elementary school.

Fourth, through multiple methods of qualitative data collection, I obtained much detailed specific information from the research setting (allowing for the process of looking for patterns of relationships among specifics). As Bogdan and Biklen (1998) stated, "You are not putting together a puzzle, whose picture you already know. You are

conducting a picture that takes shape as you collect and examine the parts" (p. 29). I followed the guidance of E. M. Hatch (1992), Stake (1995), and Strauss and Corbin (1990), to ground the findings in data. valuable current information about the topic becomes available, thereby filling the gap with case study research (E. M. Hatch, 1992; Rossman et al., 2006).

Research Questions

The following research questions formed the basis to categorize information obtained from questionnaires and interviews in the analysis stage of the study.

Research Question 1: What are the leadership characteristics of a reputedly successful principal in a multicultural school?

Research Question 2: How does a reputedly successful principal shape and influence the culture of a multicultural school?

Research Question 3: How do school personnel define and characterize the leadership style of a reputedly successful principal of a multicultural school?

Case-Study Tradition

As Yin (1993) stated, "The case study is not to be generalized to a population but rather to some theory" (p. 34). Yin (1994) contended that, "For case studies, theory development as part of the design phase is essential, whether the ensuing case study's purpose is to develop or to test theory" (p. 27). Yin further noted that "the use of theory, in doing case studies, not only is an immense aid in defining the appropriate research design and data collection but also becomes the main vehicle for generalizing the results of the case study" (Yin, 1994, p. 32). Case study research is a qualitative tradition in which the investigator explores a bounded system or "case" over time, through detailed,

in-depth data collection, using multiple sources of information (Creswell, 2007; Merriam, 1988; Yin, 2003). I conducted this study as a single instrumental case study, as suggested by Stake (1995), focusing on an issue or concern (principals leading multicultural elementary schools) and then selected one bounded case to illustrate this issue, as put forth by Creswell (2007), Merriam (1988), and Strauss and Corbin (1990).

I selected the case study tradition for this study for two reasons. First, I am personally interested in learning first-hand of the details of leadership by a principal whose race is different from the student population and whether the principal's leadership practices impact the success level of the school. Aligned with Stake (1995) and Yin (2003), I was interested in exploring the principal's and staff's perceptions of their experiences and examining the themes that emerged in the process. Information from themes adds to existing narrow studies on this topic, thereby offering information about various facets of leadership in one particular multicultural elementary school. Second, currently no known case studies on the impact of school cultures by principals leading multicultural elementary schools exist, as described by staff of the school. This study, then, fills a significant gap in the literature through a case study, available to other researchers interested in studying the leadership practices of principals in multicultural elementary schools.

Data-Collection Procedures

This doctoral study consists of two methods of data collection: the analysis of documentary data and semistructured interviews. The purpose of the personal interviews was to clarify and extend the information given. The analysis of the documentary records was used to find commonalities and differences between the documentary data and the

interviews, to further analyze results. The two methods of data collection are explained next.

Documentary Data

The principal data for qualitative research are gathered directly by researchers themselves. These data usually include unobtrusive data such as artifacts from the research site or records related to the social phenomena under investigation (Creswell, 2003; J. A. Hatch, 2002; Yin, 2009). To examine how the culture of the school was interpreted in years past, I examined the archival data from the past 2 years of climate surveys and analyzed findings for themes and patterns. I took pertinent information from the archival records and analyzed findings based on emerging patterns and themes.

Semi structured Interviews

Researchers come to semi structured interviews with guiding questions, but are open to following the lead of the informants and exploring areas that may arise during interview interactions (J. A. Hatch, 2002; Kvale, 1996; C. Marshall & Rossman, 2006). The interview is a purposeful conversation and is useful when researchers want to determine what someone is thinking (Merriam, 1988). In sum, the interview allows the researcher to obtain necessary information and to uncover behaviors, feelings, or people's interpretations of the world around them (Bogdan & Biklen, 1998). The purpose of conducting the interviews for this study was to obtain a greater understanding of how school stakeholders perceive leadership and to seek evidence identifying how one principal's leadership impacts or does not impact the climate of a multicultural elementary school.

By conducting semistructured interviews, I sought evidence that could substantiate perceptions of principal leadership occurring in the school. One goal was to uncover the scope of the effect of the elementary principal's leadership on a multicultural elementary school. Also, the intent was to obtain thick descriptions, multiple realities, and deeper understandings of what actually occurs in the elementary school. Interviews provided an opportunity for the principal and teachers to describe in detail, using their own perspectives, which traits best define and explain the principal's practices.

I interviewed the principal from the selected multicultural elementary school after school hours for approximately 1 hour. I wrote notes for analysis at a later time. I also audiotaped the interview. I asked the principal to give permission to interview teachers at convenient times in a private room. The principal provided a classroom or duty coverage during the course of 4 days I could conduct the interviews during the school day and teachers would not have to stay after school. For the teachers, the interviews addressed three objectives: (a) to determine their perceptions of the principal's leadership practices as they relate to the three analytic functions of school vision, shared leadership, and motivation of the group; (b) to obtain information that clarifies how teachers, staff members, and parents perceive a principal's leadership practices and how they do or do not affect the multicultural elementary school setting; and (c) to compare and contrast teachers interviews with the principal interview. I designed an interview protocol with open-ended questions and ample space between questions to write responses to the interviewees' comments. I used the interview protocol to take notes during the interview about responses of the interviewees.

The Interview Protocol

An interview protocol is a predesigned form used by researchers to record information collected during the interview (Creswell, 2007; Yin, 2003). The interview protocol allows the interviewer to take notes about the responses of the interviewees**.** It also helps the researcher organize headings, information about starting the interview, concluding ideas, and information on ending the interview and thanking the respondent (Creswell, 2003; Yin, 2003). See Appendix A for the school principal interview protocol and Appendix B for the assistant principal and teacher protocol. Rubin and Rubin (2005) stated that protocols can "give guidance on what main questions to ask and of whom" (p. 147). The interview protocol ensures that all participants will be asked the same questions in the same manner. Interviews are designed to explore leadership practices and other leadership-influencing experiences of principals. I encouraged participants to tell stories and cite examples of how events shaped their ideas.

The principal interview lasted approximately 1 hour and other individual interviews lasted approximately 30 minutes each. Each interview was audiotaped for later transcribing. Prior to the interview, participants received a list of interview topics so they could prepare for the interview. The interview protocol provided structure and familiarity for the interview and ensured focus on the subject areas to be addressed. The interviewer had an opportunity to probe, or seek clarification, on a given response (Creswell, 2007; J. A. Hatch, 2002). Additionally, the interviewer was free to build on a conversation in a particular subject area, but the focus of the interview was constant.

Steps to Gain Access

The staff members involved in this study have been in the teaching profession between 4 and 25 years. All teachers had opportunities to observe their principal's leadership practices on several occasions, such as during faculty meetings, throughout the course of the school day, and during their own personal interactions with the principal. Thus, the teachers were well suited to describe how they perceived their principals' leadership practices.

Participants determined whether and to what extent I had access to the information I desired (Schwandt, 2001; Wolcott, 2001). It is the responsibility of the researcher to build good working relationships with participants (J. A. Hatch, 2002; Yin, 2003). Gaining access to sites and individuals involves many steps. To begin, permission must be sought from a human subject's review board, a process through which campus committees review research studies (J. A. Hatch, 2002). I obtained permission to conduct the study from the school district's Director for Research and Development, who is responsible for approving all research in the school system (see Appendix C).

Voluntary participants received a participation letter (see Appendix D). I confirmed appointments for interviews by e-mail or telephone. Participants each completed an interview with me lasting approximately 30 minutes. The principal's interview lasted approximately 1 hour.

Again, I made e-mail or telephone contact to remind participants of interviews. Prior to approaching potential research participants, I provided a document explaining the roles and responsibilities of the researcher and participants (see Appendix D). I sent this document by e-mail and awaited responses. Before the study began, I held an informal

meeting with each interviewee to go over what the study would involve and what would be expected of them (see Appendix D). I explained the objectives of the study in easily understood words (J. A. Hatch, 2002; Yin, 2003). I communicated the process, when the process would occur, and the length of the interviews. Participants must know what they are supposed to do to prepare for the researcher, what to do when the researcher is with them, and what they can tell others about the project (J. A. Hatch, 2002).

Methods for Ethical Protection

Many ethical issues can arise during a study, and respect for participants and the sites of research must be maintained (Creswell, 2003; Seiber, 1998). I submitted plans to the Walden University Institutional Review Board ([IRB], IRB Approval Number 06-11-14-0104522). The IRB administrates federal regulations that provide protection against human-rights violations (Creswell, 2003; Seiber, 1998). For a researcher, the IRB process assesses the potential for risks for physical, psychological, social, economic, or legal harm to participants in the study (Creswell, 2003; C. Marshall & Rossman, 2009; Seiber, 1998).

Additionally, I developed an informed consent form for participants to sign before they engaged in the research. The consent form acknowledged that participants' rights were protected during data collection. Elements of the consent form included the following: (a) the right to participate voluntarily and withdraw at any time; (b) the purpose of the study, so that individuals understood the nature of the research and its likely impact on them; (c) the procedures of the study, so that individuals could reasonably expect what to anticipate in the research; (d) the right to ask questions, obtain a copy of the results, and have their privacy respected; (e) the benefits of the study; and

(f) signatures of the participants and the researcher agreeing to these provisions, aligned with suggestions from Creswell (2003) and Newman (2000).

It is very important for the researcher to respect the research site so that sites are left undisturbed after a research study (Seiber, 1998). Throughout my interviewing time at the site, I was cognizant of my impact and minimized any disruptions to the physical setting. I timed visits to maintain minimal intrusion on the flow of activities of the participants.

The Role of the Researcher

The researcher gathers all the information for the study, rather than relying on questionnaires or instruments developed by other researchers (J. A. Hatch, 2002). The researcher's role in a study can vary from full participant to nonparticipation (Patton, 1990; Seiber, 1998). As a fully engaged participant, the researcher attempts to fully understand the setting through personal experiences, observations, and conversations with other participants about what is happening (Patton, 1990). In contrast, the researcher as an observer keeps interactions more focused on gaining information through formal interview procedures.

Past and Current Professional Roles and Implications

The role of the researcher can be one of an insider or an outsider (Patton, 1990). The challenge is to be able to understand the issue as an insider while describing the program to outsiders. As a classroom teacher in the school district where the study took place, I could be viewed as an insider, particularly among the instructional-staff group. However, given the lack of familiarity participants have with me, I could also be viewed

as an outsider, who is entering the site to obtain information, thereby allowing minimal bias to occur in data collection.

Methods to Establish a Researcher–Participant Relationship

The researcher should maintain respect for and anonymity of the informant (Berg, 1998). I established ethical researcher–participant relationships in the following manner: First, to maintain anonymity, I assigned an alias to each participant. Second, the case study represents a composite picture, rather than an individual picture (Creswell, 2007). Third, to gain support from participants, I fully explained the purpose of the study.

Researcher Bias Related to the Topic

Creswell (2003) maintained that researchers must identify their biases and personal interest in the topic being studied. I had a personal interest in the study, as an educator I believe all children can learn, given a caring adult who takes the time to get to know them and make the learning relevant to their lives. I believe it is especially important for the school principal to foster this belief on behalf of the school community. As a minority educator of multicultural students, I have experienced first-hand that many attributes of the educator can positively affect students. As an aspiring school leader who will lead a multicultural school, I am interested in leadership that results in success for all students, teachers, and school-community members who will be of a different race from me.

Data-Analysis Procedures

Qualitative research is descriptive in nature (Bogdan & Taylor, 1975; Creswell, 2007; Eisner, 1991) and analyzing or interpreting the data involves "making sense" of the data: the lessons learned (Lincoln & Guba, 1985). Several forms of interpretation are

based on hunches, insights, and intuition (Creswell, 2007). Analyzing the data from qualitative research consists of preparing, and then organizing the data. Through analysis, the researcher then reduces the data into segments or themes through a process of coding, condensing the codes, and last, representing the data in figures, tables, or a discussion (Creswell, 2007). Researchers analyze their data for material that can yield "codes" that address topics that readers would expect to find, such as those that describe larger theoretical perspectives in the research (Bogdan & Biklen, 1998; Creswell, 2007).

The data from the interviews were voluminous, so "making sense" of the information was a challenging task. Qualitative researchers often "learn by doing" (Dey, 1993, p. 6). I engaged in the process of data analysis by first transcribing the data generated from the interviews. I then began analyzing by reading through the data to acquire an overall sense of the information and to reflect on their general meaning (Creswell, 2003).

I examined each interview question and answer to find codes that related to each question. Grouping the code words around a particular concept in the data, called categorizing, reduced the number of code words with which to work (Merriam & Associates, 2002). Creswell (2003) wrote, "Generating a description of the setting or people as well as categories are themes for analysis is an important part of the coding process" (p. 193). I analyzed the categorized results of the interview data, delineated by strengths and weaknesses. Further, I identified information as relevant for current and future principals heading multicultural schools to use for their own professional development; thus, the data provide a framework on leadership practices based on participants' responses and my interpretation (Merriam & Associates, 2002, p. 204). I

generated a summary of the data to bring the pieces together into a meaningful whole, thereby creating a story (J. A. Hatch, 2002).

Discrepant Data

I identified discrepant data by searching for data that contradicted the findings by listening to the audiotapes and comparing my notes with transcripts to establish an overall review for accuracy. I repeatedly read the transcribed documents, highlighting field notes and key ideas that fit into core themes. I conducted continual comparison of emergent themes to ensure I fully captured participants' experiences. I arranged and summarized common themes by events and time in relation to whom, how, and when (Creswell, 2009). By following these steps, I was better able to identify and explain data contrary to the predominant findings and determine if any of the evidence supported my case study (J. A. Hatch, 2002).

Transcription: Analysis of Interviews

Researchers design interviews to elicit rich and descriptive details from participants. The underlying principle is to corroborate information obtained from all of the interviews. It is important to note that investigating the principal's leadership practices through teacher interviews provided an opportunity to gather information on how people perceived their practices in a school setting through varying lenses. Aggregating data into meaningful categories allowed collected information to surface into informative "units of analysis" so I could make logical interpretations (Miles & Huberman, 1994). Anderson, Herr, and Nihlen (1994) stated, "coding systems enable you to see categories emerge from the data; consequently the data become more manageable" (p. 158). I conducted individual interviews with the building principal and all participants.

I transcribed interviews and developed themes, ideas, and patterns. I coded and recorded transcripts based on the specific research questions.

Development of the Individual Case Narrative

The individual-case narrative research design typically seeks to answer why or how certain things take place, and are exploratory in nature (Creswell, 2003). Merriam (2009) noted that a qualitative study focuses on meaning and understanding. The researcher is the primary instrument for data collection and analysis. The researcher uses thick and rich description to describe the context of the study, the participants, and the responses of participants.

In this study, I sought to understand the effects of one principal's leadership practices, and whether they affect the culture of a multicultural elementary school. Therefore, I wanted to investigate the experiences of the principal and staff in this context. I did not choose students for this study. Students would not offer any insight into those questions that pertain to leadership practices influenced by a principal leading a staff and faculty of a multicultural school.

Thematic Development Using the Conceptual Framework

The broad theme of positive school culture emerged from the theory of transformational leadership, which served as the conceptual framework for this study. Through the three analytic functions of articulation of vision, shared leadership, and raising the motivation and commitment of the group, thematic development occurred through detailed description. Through description, I focused on a few key issues or analyses of themes, not to generalize beyond the case but to understand the complexity of the case (Creswell, 2003; Merriam, 2009). I analyzed the data through "development of

issues" (Creswell, 2007; Stake, 1995; Yin, 2003) by aggregating information into large clusters of ideas and providing details that supported the themes. I examined the data for recurrent themes and grouped similar concepts. The three analytic functions were broad categories; themes and patterns emerged and developed across the three categories.

Methods to Address Trustworthiness

To acquire openness of true feelings in responses and ensure trustworthiness, I assured participants of their confidentiality in participating in the study. I viewed data through triangulation to connect participants' information, emergent themes I identified, and the concepts of leadership by other researchers whose work I presented in section 2. Validating responses involved allowing participants some follow-up time. I made follow-up contact by email. Final validation included the use of peer debriefing for clarification of methods, meanings, and conclusions of the study (Creswell, 2003). Follow-up time involved reviewing and clarifying respondents' scripted responses for accuracy, prior to the analysis phase. Trustworthiness was further supported by completing the data analysis using member checking.

Triangulation

Triangulation is the verification or extension of information from other sources and can be powerful when investigating a social phenomenon (J. A. Hatch, 2002). Triangulation of data sources consists of collecting data on the same phenomenon from a variety of sources (Patton, 1990). In this study, I triangulated interview responses of teachers to compare with the principal's responses, and information from documentary data, looking for similarities, differences, and patterns. I used member checks to ensure I accurately captured the meaning and intent of participant responses.

Member Checks

Member checking is the verification or extension of information developed by the researcher (J. A. Hatch, 2002). Member checking looks different for different studies depending on the nature of relationships between researcher and participants and the kinds of interpretations they have made (Lincoln & Guba, 1985). Member checking also allows participants the opportunity to consider and give their reactions to the interpretations included in the summary. For this study, a retired principal, an assistant principal, and two teachers, all of whom were not involved in this study, reviewed the findings and provided me with feedback. Supporting evidence can be clearly and systematically presented to the reader after meticulous attention and comments from outside readers (Denzin & Lincoln, 1994).

Collegial Review

The collegial review process was important because the reviewers agreed with the findings and were both interested in continuing the conversation after the review, which validated the worthwhileness of my study.

Peer examination or peer review, as noted by Merriam (2009), takes place when peer or colleague examines some of the raw data to assess if the findings are plausible. I conducted a peer review of the data collected for this study by soliciting the support of two educators with doctoral degrees. We discussed the findings and emergent themes in the study. These educators were unfamiliar with the topic, but Merriam stated that this process is acceptable because the graduates, one a retired administrator in the area of minority achievement, and one an educator with extensive experience working in various

areas of leadership and multicultural students, were knowledgeable about commenting on the findings as they relate to the field of leadership and race in elementary schools.

Summary

Section 3 presented and described the data-collection instruments, the data-collection plan, and the data-analysis methodology. I presented specific strategies to ensure trustworthiness and reliability as ethical considerations that need to be visited. Section 4 presents the results of the data. The section begins with a description of how data were collected and how they were organized. I also describe data analysis. I represent key findings using the research questions as the framework.

Section 4: Results

This study focused on exploring the following: (a) leadership characteristics of a reputedly successful principal in a multicultural school, (b) the influence of a reputedly successful principal in shaping the culture of a multicultural school, and (c) the definition and characterization of school personnel regarding the leadership style of a reputedly successful principal of a multicultural school. This chapter presents the results, based on the analysis of the survey and interview data.

For the interviews, data accrued through a series of questions in an interview protocol for a one-on-one interview. Data were audio-recorded and later transcribed for analysis. To track, organize, and analyze the data, I stored all information in a single location. To analyze the data, first, I read through the transcripts to acquire an overall sense of the information and to reflect on the general meaning of the data. Documentary data included climate surveys from the school, which provided information about effective school characteristics, based on experiences in Strong Elementary School and all Prince George's County public elementary schools.

I used thematic analysis to further analyze the data, identifying common themes that exist throughout the coded data. Through thematic analysis, I identified themes and patterns relevant to the three research questions of the study. Using interview transcripts, I coded data for thematic analysis, reducing the data into segments or themes through a process of coding and condensing the codes. I analyzed each interview question and answer to develop codes that related to each question. Grouping the code words around a particular concept in the data, called categorizing, reduced the number of code words from which to work. A summary of the data to bring the pieces together into a

meaningful whole forces the researcher to create a story. I identified discrepant data by searching for data that contradicted potential findings by listening to the audiotapes and comparing notes with transcripts to establish an overall review for accuracy.

Case Narrative: The Principal

For the case narrative, I provided a detailed description of the context of the study, the participants, and the responses of participants. I sought to understand the perceived effects of one principal's leadership practices, and whether they affect the culture of a multicultural elementary school. The principal demonstrates influence on the culture of the multicultural setting through the analytical functions of articulating a clear vision, raising the motivation of the group, and exercising shared leadership. It can be concluded from this study that the opinions concerning the principal's leadership behaviors are positive and transformational. The experiences of teachers who worked with the principal were the focus of the case narrative reports, with additional data collected from students and parents in the surveys, to provide triangulation.

This study focused on the school principal and the experiences of staff members, particularly teachers and faculty members. However, I also included survey responses from students and parents in this study because they offered insights into those questions that pertain to leadership practices influenced by a principal leading a staff and faculty of a multicultural school. This case narrative focuses on three main themes pertinent to understanding multiculturalism of the school examined in this study: (a) the principal's leadership characteristics, (b) factors that influence multiculturalism, and (c) the reputation of the principal as a leader.

Leadership Characteristics

The principal exhibited various positive characteristics ranging from flexibility, approachability, and fairness. Two of the main leadership characteristics observed and perceived as critical to the principal's success as a leader were the ability to delegate and to provide support to teachers, parents, and students. These two leadership characteristics can be subsumed under the overarching framework of transformational leadership, wherein shared leadership and the ability to empower employees are two core features.

Leadership characteristics—delegating responsibilities and allowing responsibilities to be delegated—emerged as an important leadership characteristic of the principal. This delegation involved not micromanaging, and allowing staff to share responsibilitiesbe, putting faith in the competency and maturity of the staff and the faculty. School personnel interviewed recognized these leadership characteristics and responded positively to these practices. Specifically, school personnel believed delegation was a form of accountability that involved them more fully in the operations of the school. One school employee succinctly captured the principal's ability to delegate responsibilities: "I feel like she delegates certain things. Several teachers oversee certain things so that those teachers are training us. This way, not everything is coming from her and we are all accountable." The principal's practice of delegation is consistent with shared leadership, which is one of the core features of transformational leadership (Balyer, 2012; Darling-Hammond, 1988; DeMatthews & Mawhinney, 2014; Demirtas & Ekmekyapar, 2012; Fullan, 2002a; Hallinger, 1992b; Kraft et al., 2015; Price, 2012; Stone-Johnson, 2014; Thoonen et al., 2011).

In addition to the principal's delegation skills, supportive leadership characteristics also emerged from perceptions of school personnel in the study, particularly in supporting the needs of students and teachers. The concept of support from the principal was perceived in different ways by school personnel. The school personnel in this study perceived that the principal showed support to faculty and staff by extending help when needed and providing institutional resources that could contribute to their effectiveness. One school employee explained why being supportive was the most salient leadership style of the principal, "She is a support principal. In other words, she gives you the support you need, but she expects you to be a professional. You should do your duties as a teacher." Others viewed support from the principal as showing passion for students' learning, meeting the needs of the teachers, and meeting the needs of the community as a whole. The ability of the principal to provide support while empowering employees to become more innovative and proactive is also consistent with the framework of transformational leadership (Balyer, 2012; Burns, 1978; Conley & Goldman, 1994; DeMatthews & Mawhinney, 2014; Dvir et al., 2002; Leithwood, 1994; Muhammad & Hollie, 2012; Silins et al., 2000; Theoharis & O'Toole, 2011).

Overall, school personnel observed many positive leadership characteristics in the principal ranging from flexibility, approachability, and fairness. However, it appears that her ability to delegate responsibilities and demonstrate support were the most salient characteristics valued by the school personnel. Both leadership characteristics appeared to be important in the leadership of a multicultural school. The ability to demonstrate shared leadership through delegation and the ability to empower through supportive leadership are consistent with two of the core characteristics of transformational

leadership (Balyer, 2012; Burns, 1978; Conley & Goldman, 1994; Darling-Hammond, 1988; Leithwood, 1994; Pitre, 2014; Silins et al., 2000).

Factors That Influence Multiculturalism

School personnel perceived several major factors as possibly influencing multiculturalism, based on their perceptions of the practices and behaviors of the principal. These factors include (a) professional and life experiences, (b) developing a sense of community, and (c) adaptability. School personnel believed in their role in shaping multicultural practices in school as a leader.

Professional and life experiences. School personnel in the study believed the most important factors that shaped the leadership style of the principal were her professional and life experiences, such as being a former educator and being a parent: "I think she has been in the education world for a long time. I think what she has seen and people she has come across has allowed her to be a great principal."

Participants perceived the principal's long professional career helped in gaining a deep understanding of the challenges teachers experience. The principal made decisions based on the needs of students, parents, and other people who have a stake in the school. Moreover, the principal's previous experience as an educator made her more attuned to the needs of other people. In the principal's personal experiences, participants believed that being a parent was a significant factor that shaped her leadership style, specifically in being a caring leader who considered the feelings and needs of the children.

Developing a sense of community. Participants in the study believed that being able to develop a sense of community through communication and involvement with school activities are strategies the principal used that positively influenced school culture.

One strategy the principal used that influenced the school culture was being able to develop a sense of community through communication, which manifested in reaching out to parents, engaging in school activities that celebrate multiculturalism, and being more involved in the different activities of the school. The principal made consistent effort to be part of the school community, rather than being isolated from the staff and parents: "She has prioritized parent involvement. She has a good sense of people. I think she reads people really well. She knows who would fit in here. She hires the right people and brings people together."

Adaptability. School personnel also perceived the principal did not consciously choose to be a multicultural leader but adapted her practices and behaviors based on the natural evolution of the school climate, such as diversification of the culture of the school. Participants perceived that being a multicultural leader was not a conscious choice made by the principal. Rather, her multicultural practices rested on adapting to the demographics and evolution of the school climate. The principal had leadership insight to adjust her style to accommodate the multicultural evolution that occurred in the school.

One factor that school personnel perceived as a possible challenge to the principal's effectiveness as be a multicultural leader was her limited language skills. Respondents thought the language barrier was a challenge for the principal and school personnel because of the large Hispanic population in the school. Given the principal's lack of fluency in Spanish, the principal addressed this limitation by surrounding herself with staff who speak Spanish fluently. For example, one interviewee recounted that when a parent liaison was lost, "she did work hard to make sure we had interpreters to help us."

The principal also encourages and provides opportunities for school personnel and staff to know more than one language.

Reputation of the Principal as a Leader

The school personnel in the study perceived that the reasons for the success of the principal was her reputation for being sensitive to different cultures and her love and care for children. Cultural sensitivity was perceived as the ability to embrace and celebrate the diversity of the school, manifested by the principal's practice of holding activities and events that celebrate multiculturalism in school. Participants perceived the principal as always trying to pursue decisions that were in the best interest of the children. Other perceived reasons for the success of the principal included being family-oriented, being conscious about resources/funding, having an outgoing personality and being interpersonal, engaging in teamwork, fostering school climate, connecting school and home, being fair, being able to listen, and having a happy disposition. These characteristics or traits are consistent with transformational leadership's tendency to have natural concerns and consideration for other people (Balyer, 2012; Burns, 1978; Conley & Goldman, 1994; Darling-Hammond, 1988; Hicks et al., 2012; Pitre, 2014, 2015). Being able to demonstrate cultural sensitivity is one way transformational leaders connect with different people from various backgrounds (Hernandez & Kose, 2012).

School personnel in the study also perceived the leader has a reputation for being a caring person and open to other people's opinions and suggestions. Respondents perceived the caring personality of the principal as significantly contributing to her success as a multicultural leader. Care for children manifested in constantly finding ways to benefit students academically, socially, and behaviorally. The principal was

approachable and open to the school personnel and had the ability to make people comfortable and feel welcome. Other perceived factors that contribute to the success of the principal as a leader included being family-oriented, networking with other principals, having positive energy, loyalty, fairness, and knowing what is going on. These characteristics or traits are primarily consistent with transformational leadership's tendency for agreeableness, which stems from having natural concern and consideration for other people (Burns, 1978; Conley & Goldman, 1994; Darling-Hammond, 1988; Hicks et al., 2012; Leithwood, 1994; Pitre, 2014, 2015; Silins et al., 2000). These positive characteristics may be perceived as charismatic, contributing to the effectiveness of the principal in influencing school personal and other subordinates (Burns, 1978).

Findings

This section contains results from the documentary data (surveys) and interview questions, which provided information about the perceptions of students, parents, and teachers regarding the characteristics of effective schools. I organized the presentation of results based on the three research questions.

Research Question 1

What are the leadership characteristics of a reputedly successful principal in a multicultural school?

Finding 1. Delegating responsibilities to other staff members was a leadership characteristic of the principal. The interview data indicated that school personnel who participated in the study believed that the salient leadership characteristic of the principal was not micromanaging and allowing responsibilities to be delegated. Participant 10 spoke about delegating leadership: "I feel like she delegates certain things. Several

teachers oversee certain things so that those teachers are training us. This way, not everything is coming from her and we are all accountable." Participant 5 also described the leadership characteristic of the principal as not micromanaging and delegating responsibilities to teachers, because she believed that the principal realized that the people she is supervising are educated, mature people, who do not need to be micromanaged.

Finding 2. Supportive of staff was a leadership characteristic of the principal. Supportive leadership characteristics emerged from the interview data. Participants described the leadership of the principal as supportive of the needs of students and teachers. Participant 6 spoke about the principal being supportive of the needs of the teachers to be effective in their jobs, "She is not controlling. She trusts us to do our job. She does support us. She is always more than willing to help. She will buy computer programs and things like that. So, she very much supports us." Participant 4 explained why being supportive was the most salient leadership style of the principal, "She is a support principal. In other words, she gives you the support you need, but she expects you to be a professional. You should do your duties as a teacher." Being supportive was viewed as being passionate about the students' learning, meeting the needs of teachers, and meeting the needs of the community as a whole.

Finding 3: Parents, teachers, and students perceived different leadership characteristics of the principal and the school. I examined the perceptions of students, parents, and teachers regarding effective school characteristics as a result of the leadership of the principal, based on their experiences in Strong Elementary School. Among students, characteristics with positive perceptions were a safe and orderly

environment and high expectations. Among parents, effective instructional leadership, clear and focused mission, safe and orderly environment, and frequent assessment/monitoring of student achievement emerged as the most positive perceptions. Among teachers, clear and focused mission and frequent assessment/monitoring of student achievement emerged with the most positive perceptions. From SY2009 and SY2011, all students, parents, teachers improved their perceptions about the characteristics of effective schools. Teachers exhibited the most significant change in perceptions, increasing from 75% in 2009 to 87.5 % in 2011.

Students perceived the overall school climate as a result of the leadership of the principal, effective teaching, relevant curriculum, high expectation, positive environment, plant operations, safety and discipline, use of data, and parental involvement were perceived as average for Strong and for all elementary schools included in the sample. However, it plant operations had slightly better perceptions among the Strong sample. Parents perceived the overall school climate of the school as a result of the leadership of the principal, effective teaching, relevant curriculum, high expectation, positive environment, plant operations, safety and discipline, use of data, and parental involvement were average for Strong and all elementary schools included in the sample.

Teachers' perceptions of the overall school climate of the school as a result of the leadership of the principal, effective teaching, relevant curriculum, high expectation, positive environment, plant operations, safety and discipline, use of data, and parental involvement were perceived as average for Strong Elementary School. However, in terms of effective teaching, parental involvement, and higher expectation, the sample from Strong had slightly lesser positive perceptions compared to all other elementary schools.

In contrast, teachers at Strong appeared to have slightly better perceptions of effective leadership, teacher involvement in decision making, and plant operations compared to other elementary schools in the sample.

Relationship to literature. The results of the documentary data and interviews indicated that safe and orderly environment and high expectation were particularly relevant to students. Among parents, effective instructional leadership, clear and focused mission, safe and orderly environment, and frequent assessment/monitoring of student achievement emerged as the most positive perceptions. Teachers perceived that clear and focused missions and frequent assessment/monitoring of student achievement, as the most salient characteristics of effective schools and leadership. How parents and teachers perceive success in principals' leadership is important, given that the reciprocal relationship between these parties gain valuable information that may help principals achieve professional growth (Barth, 1990; Brezicha et al., 2015; Darling-Hammond, 1997; Donaldson, 2007; Fullan, 2004; Green, 2015; Nelson & Guerra, 2014).

Results on various leadership characteristics and school climate were consistent with past literature about the importance of possessing different leadership characteristics to be successful principals in multicultural schools (R. L. Andrews & Soder, 1987; Brezicha et al., 2015; Edmonds, 1979; Goldring et al., 2015; Hernandez & Kose, 2012; L. Johnson et al., 2011; Leithwood & Montgomery, 1984; Santamaría, 2014; Theoharis & O'Toole, 2011). Unique to this study is that different stakeholders—teachers, students, and parents—had different perceptions of the appropriate leadership characteristics of a reputedly successful principal in a multicultural school. This outcome suggests that different groups of people will perceive the influence of principals differently.

Relationship to the conceptual framework. The conceptual framework of this study was based on the lens of transformational leadership, which provides intellectual direction and innovation in an organization while empowering and supporting members in the decision-making process (Balyer, 2012; Burns, 1978; Conley & Goldman, 1994; Dvir et al., 2002; Hicks et al., 2012; Kruse & Gates, 2015; Leithwood, 1994; Pitre, 2014; Silins et al., 2000). Based on the results of the study, multicultural leadership overlaps with transformational leadership in supporting the needs of students and teachers and fostering a shared mission. However, other leadership characteristics, such as the ability to multitask, which is not a core characteristic of transformational leadership, appears to be equally important in multicultural leaders. These findings suggest that transformational leadership is a component of effective multicultural leadership, but does not represent the entire essence of multiculturalism among principals.

Research Question 2

How does a reputedly successful principal shape and influence the culture of a multicultural school?

Finding 1. Professional and life experiences informed the principal's leadership style. Six of 11 participants perceived that the most important factor that shaped the leadership style of the principal was professional experience as an educator. Being in the education field for so long was perceived by Participant 2 as influential in the leadership style of the principal: "I think she has been in the education world for a long time. I think what she has seen and people she has come across has allowed her to be a great principal." The principal's long professional experience shaped her decisions and behaviors that contributed to a culture of multiculturalism. As a former educator, the

principal was able to understand the challenges teachers face, and consider the needs of students, parents, and other teammates in the decision-making process. The role of the principal's previous experience as an educator was important in shaping her leadership style, noting that her early experiences in the classroom and as an assistant principal allowed her adopt what she liked of leadership styles and discard what she did not like.

The personal experiences of the principals, such as being a parent, also emerged as a perceived factor that shaped the leadership style of the principal. Participant 4 explained why she thought being a parent influenced the leadership style of the principal, noting that being a parent changed her teaching and she became a more caring person: "She cares about the teachers, staff, and the students. If you came to her and told her you had an emergency. She will say your family needs you, so go." Participant 5 also spoke about how being a parent might have shaped the leadership style of the principal, noting that "We treat the children (the students) like how we would want other people to treat our own children."

Finding 2. Developing a sense of community and being involved emerged as strategies that influenced school culture. One strategy used by the principal that influenced school culture was being able to develop a sense of community through communication. Participant 2 spoke about a program the principal developed to more fully integrate the parents into the school culture, which involved different heritage and parent nights to build school culture. The principal practices an open-door policy, such that people can come in and talk to her whenever they wish. Participant 2 added that Spanish Heritage Month is always well attended, with lots of food and big performances. Participant 11 added: "She has prioritized parent involvement. She has a good sense of

people. I think she reads people really well. She knows who would fit in here. She hires the right people and brings people together."

Involvement with school activities also emerged as a perceived strategy used by the principal that influenced school culture. Participant 9 shared: "She allows for and participates in the after school activities." Participant 6 reported that the principal was always present in school activities, which made her able to influence the school culture effectively:

> Every Friday, she has students come into the treasure box, she also has Student of the Month. She has peace makers in every classroom. She buys lunch and brings the lunch to them and eats with them. She does ice cream socials, family nights, reading nights.

Finding 3. School culture was not influenced by the principal's conscious decision to practice multiculturalism. Instead, the principal needed to adapt to the natural evolution of the school climate. The school personnel who participated in the study believed their principal did not consciously choose to be a multicultural leader, but needed to adapt to the natural evolution of the school climate. Participant 6 explained that it was not the principal's choice to be "multicultural." Rather, "It was more that the multicultural school moved around all of us. So, it just became the norm. These are the kids we are getting. It came to us. She didn't come to it." Leading a multicultural school was not a conscious decision made by the principal, believing that all schools are affected by demographics of the school. Being a multicultural leader was not a conscious choice, but an adaptation to the school climate. For example Participant 10 reported that the

principal made a conscious effort to hire teachers who speak Spanish to address the changing student population of the school.

Finding 4. Limited language skills affected the principal's ability to influence multiculturalism. The results of the interview indicated that school personnel perceived the biggest challenge in leading a multicultural school was limited language skill. Language barriers were a challenge in the school because students and families were predominantly Hispanic, and many of the teachers do not speak Spanish and cannot communicate with the parents. The limited language skills of teachers and other school personnel posed a problem because many parents in the school were able to express their concerns and issues only in Spanish. For instance, Participant 6 noted, "the interpreting office comes into our functions. When we lost our parent liaison, she did work hard to make sure we had interpreters to help us."

The principal was also not a fluent speaker of Spanish, highlighting her language limitations. However, Participant 10 said that she surrounds herself with a support staff that allows her to communicate with the Hispanic populations. The two ways the principal addressed the language barrier was to pair students who do not speak English with bilingual students and to hire educators who are bilingual. As a solution to address the language barrier in the school, Participant 1 recommended school personnel know more than one language.

Relationship to literature. School personnel perceived that the salient leadership style that contributed to the success of their leader was not micromanaging and being supportive of the needs of students and teachers. This outcome is consistent with past literature viewing the role of principals in supportive positions, in affecting student

achievement and in improving the effectiveness of teachers as educators (Blankstein, 2004; Brezicha et al., 2015; Cheng, 2005; Drago-Severson, 2004; Drago-Severson & Blum-DeStefano, 2014; DuFour, 2004; Fink, 2003; Fullan, 2003; Hallinger, 2003; D. H. Hargreaves, 2003; Lambert, 2005; Rigby, 2014; Sebastian & Allensworth, 2012; Terosky, 2014; Witziers et al., 2003). In addition, honesty, respect for different cultures, and genuine care for other people emerged as important leadership traits or characteristics in multicultural school.

Santamaría (2014) recommended researchers explore the relationship between educational leadership and multiculturalism. Although researchers recognized exemplary leadership as important, multicultural leadership remains relatively unexamined (Canfield-Davis, Tenuto, Jain, & McMurtry, 2011; Hernandez & Kose, 2012). The results of the study suggested that educational leadership may shape and influence the school culture of multiculturalism. Although the results relied on a small number of participants and were only descriptive in nature, the study established a relationship between educational leadership and school culture with some evidence, necessitating further research to validate this finding.

Relationship to the conceptual framework. Transformational leadership theory operates as a framework to explore challenges and meet the uncertainty of change that may evolve from adopting a line of action (Balyer, 2012; Burns, 1978; Conley & Goldman, 1994; Dvir et al., 2002; Hicks et al., 2012; Leithwood, 1994; Pitre, 2014; Silins et al., 2000). Challenges or areas that emerged needing improvement and expansion were that students perceived maximal opportunities for learning and parent/community involvement can be improved. Parents and teachers more positively viewed these two

areas, supported by the interview data wherein participants viewed the principal as involved in the community and parent interaction.

Focusing on change that transformational leadership champions (Burns, 1978; Conley & Goldman, 1994; Dvir et al., 2002; Leithwood, 1994; Silins et al., 2000), another challenge that multicultural leaders need to consider is the observed limited language skills in communicating with a student population where English is not the first language. As indicated by the need for language expertise, cultural sensitivity may be interpersonal and technical in nature, suggesting the need for expansion of the conceptualization of cultural sensitivity among principals. Multicultural leaders need to be able to communicate effectively with teachers and parents in an ethnically diverse student population.

Research Question 3

How do school personnel define and characterize the leadership style of a reputedly successful principal of a multicultural school?

Finding 1. The principal had a reputation among staff and faculty for cultural sensitivity and concern for children. Results of the interviews indicated that school personnel perceived the reasons for success of multicultural leaders were sensitivity to different cultures and love and care for children. Cultural sensitivity refers to embracing and celebrating the diversity of the school. According to Participant 3, the principal understood the different cultures in the school, which she exemplified by celebrating the cultures and heritage of different ethnicities in the school. For example, at the end of the year, the principal held a huge multicultural festival to ensure the school includes all cultures.

Another reason for the success of the principal in a multicultural school was love and care for children. The principal was perceived as really loving children and education. Participant 5 shared how the principal's love for children made her a successful multicultural leader: "Because [Principal's Name] is loving and embracing of all children, the school has followed suit. It is just the way we are. I think she has been successful because she cares. She tries. Because she does, we all do."

Finding 2. The principal had a reputation among staff and faculty for caring for other people and openness. School personnel in the study perceived the principal cared for other people. The personality of the principal, including how she cares for people, was a factor that contributed to her success as a leader. Participant 6 highlighted the role of the principal's care for children as the reason for her success as a multicultural leader: "She is successful because she cares about the children. She listens to us. She is always thinking of new ways to improve behavior of the children, how to improve attendance. She is here for the children." The principal was a caring leader who cares about families, the staff, and students' families. For example, "If the parents have economical problems, she will make sure they have supplies. We have organizations that will even supply groceries for students if they need it." Similarly, Participant 2 perceived the principal showed interest in the lives of students and their families:

> She not only cares about the students and their families, but the teachers' family and her own family. That is how it works well here because she looks out for everyone and that is how she leads the building as well.

School personnel in the study perceived that the principal practiced openness, contributing to the school's multiculturalism. The principal can make everybody

comfortable and feel welcome, especially during school activities and discussion involving the situation of the children. According to Participant 3, the principal was approachable to students and teachers: "If the students have a problem and they get off the bus they can talk to her immediately if they need to. She is very open and honest and it makes our environment a nice place to work." Participant 2 believed the principal was able to discuss the situation of the children and their families in an open way:

> She finds out what was behind the situation for the kid, the parents, and the teacher. This kind of goes back to the point I made about family. We talk about it and figure things out in an open way.

Results of the interview indicated that the most important values or ethics of multicultural leaders were honesty, such as being straightforward in her dealings with people and her actions, and holding teachers and students accountable. Participant 9 echoed the same sentiment and praised the principal for her honesty with teachers and students, "She is upfront, she is truthful, if needed she gives information as to why she made a certain decision, so she is very open. There is no wondering or an opportunity to gossip." Participant 5 spoke about how the principal's honesty was a good model for everybody at the school, exhibiting perfect and high caliber ethics, "She is honest and will not tolerate dishonesty. She is truthful and provides a good model for the staff, the staff provides a good model for the children and you have that beneficial trickle down."

Relationship to the literature. The success of principals in multicultural schools can be attributed to sensitivity to different cultures/diversity and love/care for children. With regard to cultural sensitivity, the results are consistent with the need for principals to understand the historic marginalization of underprivileged students and the needs of

other marginalized groups in the student population (Apple, 1993; Capper, 2015; Delpit, 1995; Drago-Severson & Blum-DeStefano, 2014; Kraft et al., 2015; Larson & Ovando, 2001; McCray & Beachum, 2011; Santamaría, 2014; Theoharis & O'Toole, 2011). Results also indicate that school personnel perceived the most important values or ethics of multicultural leaders are honesty and valuing and caring for other people. This outcome aligns with the instructional leadership emphasis on the importance of having an honest and open mission to be effective (Weber, 1996). Respondents perceived openness and care for other people as the factors that contribute to the success of principals in multicultural schools.

School personnel's perceptions of the importance of sensitivity to different cultures/diversity in the success of principals in multicultural schools align with the literature on cultural sensitivity (Hernandez & Kose, 2012). However, results indicated that principals should also have genuine care and love for children and should demonstrate honesty and openness. Cultural sensitivity should match with general concern for children and transparency to be successful in a multicultural school.

Results supported the importance of principals having cultural sensitivity to effectively lead multicultural schools (L. Johnson et al., 2011). Principals of multicultural schools need to understand and have skills to address cultural diversity in the student population (Hernandez & Kose, 2012). Seen from the framework of cultural sensitivity and intelligence, leadership in multicultural schools involves developing relationships with different people and having the cultural sensitivity to address the needs of people from various ethnic backgrounds. Although the results support the importance of cultural sensitivity, a broader set of values and ethical characteristics are also important in leading

a multicultural school. Specifically, values and characteristics such as honesty, transparency, and genuine care for children should be part of successful multicultural leadership.

Relationship to the conceptual framework. One of the core characteristics of transformational leadership is shared leadership (Burns, 1978; Conley & Goldman, 1994; Dvir et al., 2002; Leithwood, 1994; Silins et al., 2000). This study supported the practice of successful multicultural leaders in including teachers and parents in influencing positive outcomes in students. For instance, results showed that communicating/involving parents/sense of community is a strategy multicultural leaders use to influence positive school outcomes. This outcome is consistent with the transformational leadership practice of shared responsibility and involving other people to influence positive organizational change (Balyer, 2012; Burns, 1978; Conley & Goldman, 1994; Dvir et al., 2002; Leithwood, 1994; Pitre, 2014; Silins et al., 2000).

Discrepant Cases

Other leadership-style characteristics cited by a few participants were described as flexible, open/approachable, family-oriented, leads by example/fair, and instructional. For example, Participant 8 spoke about flexibility: “She is flexible. She allows you to do what you need to do. She expects you to get things done. She doesn’t harp on you or micromanage you, but expects you to get things done.” Participant 10 also said the principal was cultivating in that she believes everybody is a life-long learner and expects success based on high standards: “She analyzes data with us. She sits down with the teachers and quarterly in our data utilization meetings. We talk about how we make improvements in our teaching. She helps us improve our work.”

Other perceived factors that shaped the leadership style of principals, based on a few participants' perceptions, included being an assistant principal first, personality, and educational background. Participant 10 spoke about the personality of the principal: "I think her personality in general is kind and friendly. She is a very good listener. She will listen to you. I would guess her professional training aided in that."

Although a majority of participants believed their school was multicultural, not all participants shared the same views. One participant believed the school was not multicultural, describing the school as predominantly Hispanic and lacked ethnic and cultural diversity:

> I really don't feel that this school is multicultural. I have been in a multicultural school before. This school is not multicultural. It has changed to the fact that it is predominately Hispanic. We are just infusing other ethnicities, but right now it is predominately Hispanic.

Other participants cited addressing the complaints from parents and coping with changes as other challenges in leading a multicultural school. One participant claimed that no challenges were observed for the principal: "I don't think she has really encountered any problems or major challenges. The parents are pretty happy. I don't hear any complaints in this area." Another participant viewed challenges as coping with changes. Participant 4 said:

> I think one of our biggest challenges since I have been here is the change in the culture. We have to be more reflective and remember where these students come from. It has changed. Of course, language has been huge.

Several participants cited other reasons for being a successful principal in a multicultural school, including being family-oriented, conscious about resources/funding, having an outgoing personality/interpersonal, encouraging teamwork and a school climate, connecting school and home, fairness, listening, and having a happy disposition. For example, Participant 8 spoke about fairness: "The parents see her as fair. She listens to both sides." Another participant spoke about happy disposition of the principal that influenced the school climate: "It is a positive, happy school. Children are happy here. The staff is happy here. Parents, I would say most are happy here."

Other responses that emerged included networking with other principals, positive energy, loyalty, and knowing what is going on. Participant 1 described the principal as "a principal who is very family oriented, so a lot of our activities are based on things that are family oriented and in this day and time, I think having a principal family oriented makes our school very successful." Another participant spoke about networking with other people. Participant 3 said: "One thing that I know that she does is that she networks with other principals in the county to see what they are doing in their schools and to see if we can do those things in our school."

Evidence of Quality

To address the trustworthiness of the results, informed consent ensured all participants willingly took part in the study. Participants signed a written statement, included in the initial e-mail pertaining to participants' rights, promise of confidentiality, informed consent, and protection from harm. Participation in the case study was voluntary, and the informed-consent forms gave participants the right to withdraw at any time.

Member checking at follow up meetings provided participants the opportunity to enhance the quality and accuracy of the data. Member-checking interviews provided clarification and accuracy after each interview was transcribed. I shared transcripts with participants by phone. Member-checking interviews with each participant lasted approximately 30 minutes and took place 1 week after the interviews were transcribed. I revised the transcripts based on feedback gained from member checking.

Triangulation allowed me to integrate the results of the survey and semistructured interviews. By using various data sources, the study was not delimited by a single point of view. Instead, through information gained from the survey and semistructured interviews, this study achieved a well-rounded understanding of leadership characteristics of a successful principal in a multicultural school, the influence of principal in shaping the culture of a multicultural school, and the definition and characterization of school personnel regarding the leadership style of a multicultural school.

Summary

This study focused on exploring the following: (a) leadership characteristics of a reputedly successful principal in a multicultural school, (b) the influence of a reputedly successful principal in shaping the culture of a multicultural school, and (c) the definition and characterization of school personnel regarding the leadership style of a reputedly successful principal of a multicultural school. Based on analysis of the interview data, several thematic categories emerged: (a) leaderships style, (b) factors that shape leadership style, (c) factors contributing to decision to lead a multicultural school, (d) challenges in leading a multicultural school, (e) reasons for the success of principals in multicultural schools, (f) factors that contribute to the success of principals in

multicultural schools, (g) strategies that influence school culture, and (h) most important values or ethics of multicultural leaders. These thematic categories were instrumental in developing themes that reflect the opinions of the school-personnel sample as a single group.

For the review of the documentary data, all students, parents, and teachers had generally positive perceptions about the presence of effective leadership characteristics of their school administrator, with the teacher sample the least positive compared to the entire group. Some salient leadership characteristics participants observed were being able to foster a safe and orderly environment and having high expectations. Additional positive factors were clear and focused missions and frequent assessment/monitoring of student achievement.

Section 5: Overview, Conclusions, and Recommendations

Overview

This research study explored the following: (a) leadership characteristics of a reputedly successful principal in a multicultural school, (b) the influence of a reputedly successful principal in shaping the culture of a multicultural school, and (c) the definition and characterization of school personnel regarding the leadership style of a reputedly successful principal of a multicultural school. Although many persevere to become principals, marginalization due to race immediately follows. This qualitative case study gathered interview data from eight participants. Initially, I recorded recorded, transcribed, and then returned interview data for member checking. I categorized the transcribed data based on the conceptual framework. The conceptual framework of this study was based on the lens of transformational leadership, which provides intellectual direction and innovation in an organization while empowering and supporting members in the decision-making process (Balyer, 2012; Burns, 1978; Conley & Goldman, 1994; Dvir et al., 2002; Leithwood, 1994; Pitre, 2014; Silins et al., 2000). The study was guided by research questions that revealed the leadership style of a principal who successfully shaped the culture of a multicultural school.

Eight thematic categories emerged: (a) leaderships style, (b) factors that shape leadership style, (c) factors contributing to the decision to lead a multicultural school, (d) challenges in leading a multicultural school, (e) reasons for the principal's success, (f) factors that contribute to the success of a principal of a multicultural school, (g) strategies that influence school culture, and (h) the most important values or ethics of leaders of multicultural schools. In the following section, I discuss the conclusions drawn

from the study. These conclusions align with the larger body of literature on leadership styles of principals leading multicultural schools.

Interpretation of Findings: The Conclusions

One conclusion emerged from the responses to Research Question 1, which focused on the characteristics of leaders of multicultural schools. The following are the conclusions generated from the current study.

Conclusion 1

Employing multiple transformational leadership characteristics contributed to shaping organizational culture in a multicultural school. The conclusion relates to the first research question, which focuses on leadership characteristics of successful principals in multicultural schools. Based on the interview data, respondents believed that the salient leadership style of the principal was not being controlling. Participants 6 said, "She is not controlling. She trusts us to do our job. She does support us. She is always more than willing to help. She will buy computer programs and things like that. So, she very much supports us."

Moreover, some participants described the principal's leadership style as supportive of the needs of students and teachers. Participant 4 stated, for example, "She is a support principal. In other words, she gives you the support you need, but she expects you to be a professional. You should do your duties as a teacher." This response was consistent with past researchers who viewed the role of principal in supportive positions, whether in affecting student achievement or improving the effectiveness of teachers as educators (Blankstein, 2004; Brezicha et al., 2015; Cheng, 2005; Drago-Severson, 2004; DuFour, 2004; Fink, 2003; Fullan, 2003; Green, 2015; Hallinger, 2003; D. H. Hargreaves,

2003; Hicks et al., 2012; Lambert, 2005; Santamaría, 2014; Terosky, 2014). Moreover, I noted the importance of a principal of diverse students embracing community members. Principals must invite the community to partner with educators by seeking the school community. Principals should not wait for community members to seek the school. Researchers have recognized these tenets of action as important components of building internal and external support (Dimmock & Walker, 2005; Green, 2015; Kraft et al., 2015; O'Malley & Capper, 2015; Ryan & Rottman, 2009; Scheurich, 1998; Theoharis, 2007). Thus, supportiveness of the principal as well as the support built by them between students and the community are crucial factors that made them successful leaders.

I examined the data collected from the interviews, which included the perceptions of students, parents, and teachers regarding effective school characteristics, based on their experiences in Strong Elementary School. All students, parents, and teachers had positive perceptions of Strong Elementary School. From SY2009 and SY2011, all students, parents, and teachers' perceptions had improved in assessing the characteristics of effective schools from 2009 to 2011. Teachers exhibited the most significant change in perceptions, increasing from 75% positive in 2009 to 87.5 % positive in 2011.

Although respondents showed positive perceptions in general, they had varying degrees of positive perceptions, with teachers having the least positive perceptions. This positive perception may accrue from shared leadership, exemplified by the principal and distributed among all constituents of the school community. Those who are capable of distributing leadership throughout the school and community at large are leaders who demonstrate active leadership. Active leadership describes how teachers view and

perceive themselves as working collaboratively with the leader to improve school conditions (Silins et al., 2002).

Relationship to literature. Students perceived that a safe and orderly environment and high expectations were particularly relevant. Among parents, effective instructional leadership, clear and focused mission, safe and orderly environment, and frequent assessment/monitoring of student achievement emerged as the most positive perceptions. Teachers perceived that clear and focused missions and frequent assessment/monitoring of student achievement were the most salient characteristics of effective schools and leadership. How parents and teachers perceived success in the principal's leadership is important, given that the reciprocal relationship between these parties yield valuable information that may help the principal achieve professional growth (Barth, 1990; Darling-Hammond, 1997; Donaldson, 2007; Fullan, 2004).

These characteristics were consistent with past literature about the importance of possessing different leadership characteristics to be a successful principal in a multicultural school (R. L. Andrews & Soder, 1987; Brezicha et al., 2015; Edmonds, 1979; Green, 2015; Hernandez & Kose, 2012; L. Johnson et al., 2011; Leithwood & Montgomery, 1984; Santamaría, 2014). This study was unique in that various stakeholders—teachers, students, and parents—have different perceptions of the appropriate leadership characteristics of a reputedly successful principal in a multicultural school. Different groups of people may perceive the influence of a principal differently.

Relationship to conceptual framework. The conceptual framework of this study was based on transformational leadership, which provides intellectual direction and innovation in an organization while empowering and supporting members in the

decision-making process (Balyer, 2012; Burns, 1978; Conley & Goldman, 1994; Dvir et al., 2002; Hicks et al., 2012; Leithwood, 1994; Pitre, 2014; Silins et al., 2000). Based on the results of the study, educational leadership in a multicultural school overlaps with transformational leadership in supporting the needs of students and teachers and fostering a shared mission. However, participants perceived other leadership characteristics, such as being able to multitask, which is not a core characteristic of transformational leadership, but rather transactional leadership, as important in leaders of multicultural schools. This conclusion relates to components of transactional leadership, proposed by Bass and Avolio (1985). They posited that leaders should focus on each individual's needs for achievement and growth through individualized consideration. This component of transformational leadership is vital to understanding the concept because the attributes of the leader foster motivation of the staff toward transformation. Transformational leadership also relates to characteristics that emerged in the current study. The support provided to students, parents, and teachers play a crucial role in successful leadership.

Results indicated that school personnel perceived that the salient leadership style contributed to the success of their leader. Their leader does not micromanage and supports of the needs of students and teachers. This outcome is consistent with past literature viewing the role of the principal in supportive positions, whether in affecting student achievement or improving the effectiveness of teachers as educators (Blankstein, 2004; Cheng, 2005; Drago-Severson, 2004; DuFour, 2004; Fink, 2003; Fullan, 2003; Goldring et al., 2015; Hallinger, 2003; D. H. Hargreaves, 2003; Lambert, 2005; Sebastian & Allensworth, 2012). Honesty, respect for different cultures, and genuine care for other

people also emerged as important leadership traits or characteristics in multicultural schools.

Santamaría (2014) recommended that researchers explore the relationship between educational leadership and multiculturalism. Although scholars recognized exemplary leadership as important, educational leadership in multicultural school remains relatively unexamined (Canfield-Davis et al., 2011; Hernandez & Kose, 2012). The results of this study suggested that educational leadership may shape and influence the school culture of multiculturalism. Although the results relied on a small number of participants and data are only descriptive in nature, some evidence showed the relationship between educational leadership and school culture, necessitating further research to validate this finding.

Conclusion 2

Being a former educator and being a parent emerged as factors that shape the leadership style of principals in multicultural schools. School personnel perceived that the most important factors that shaped the leadership style of the principal were being a former educator and being a parent. Other perceived important factors that shaped the leadership style of the principal included experience as an assistant principal, personality, and educational background.

According to participants, the most important factor that shaped the leadership style of the principal was being a former educator (six of 11 participants, 55%). Participant 2 said: "I think she has been in the education world for a long time. I think what she has seen and people she has come across has allowed her to be a great principal." Being a parent also emerged as a perceived factor that shaped the leadership

style of the principal. Participant 4 explained why she thought being a parent influenced the leadership style of the principal, noting that being a parent changed her teaching and became a more caring person, "She cares about the teachers, staff, and the students. If you came to her and told her you had an emergency. She will say your family needs you, so go."

Relationship to literature. Researchers have documented how principals shape and influence school culture (Balyer, 2012; Barth, 2004; Blair, 2002; Fullan, 2008; Gladwell, 2008; Green, 2015; Kraft et al., 2015; Pitre, 2014; Richardson, 2010; Rigby, 2014; Roberts, 2008; Witziers et al., 2003). Researchers also document the notion that leaders in general shape culture (Fullan, 2008; Jones, 2007; Lambert, 2003; Rigby, 2014; Sebastian & Allensworth, 2012). Previous researchers also identified the influence of school principals in shaping the culture of multicultural schools (Nevarez & Wood, 2007; Nisbett, 2009; Ravitch, 2008). School principals shape multicultural schools by building inclusive school cultures through instructional quality and school vision (Nevarez & Wood, 2007; Nisbett, 2009; Ravitch, 2008).

Through open-ended interviews, principals in studies indicated they had a personal desire to be sensitive to diversity. Principals have experiences that made them particularly sensitive to the needs of minority students (Capper, 2015; Davis et al., 2015; Dimmock & Walker, 2005; A. E. Evans, 2007; Gardiner & Enomoto, 2006; Khalifa, 2012; Kose, 2007; Le Fevre & Robinson, 2015; Marsh & Desai, 2012; Santamaría, 2014; Theoharis, 2007). Therefore, the personal and distinct experiences of principals can negatively or positively determine how their leadership style affects the climate of multicultural schools.

Relationship to conceptual framework. Transformational leadership theory operates as a framework to explore challenges and meet the uncertainty of change that may evolve from adopting a line of action (Burns, 1978; Conley & Goldman, 1994; Dvir et al., 2002; Leithwood, 1994; Silins et al., 2000). Students perceived that maximum opportunities for learning and parent/community involvement can improve. Parents and teachers appeared to more positively perceive these two areas, also supported by the interview data wherein they thought the principal was involved in the community and parent interactions.

Focusing on change that transformational leadership champions (Burns, 1978; Conley & Goldman, 1994; Dvir et al., 2002; Leithwood, 1994; Silins et al., 2000), another challenge leaders of multicultural schools need to consider is limited language skills in communicating with a student population where English is not the first language. As indicated by the need for language expertise, cultural sensitivity may be both interpersonal and technical in nature, suggesting the need for expansion of the conceptualization of cultural sensitivity among principals. Leaders of multicultural schools need to be able to communicate effectively with teachers and parents in an ethnically diverse student population.

Conclusion 3

Transformational leadership is not limited to leadership characteristics but also includes consideration of the perceptions of stakeholders such as students, parents, and teachers. Employing a case study design may have limited this study in the sense that I conducted each semistructured interview with only one participant. Although archival data from the school supported using semistructured interviews, each participant may not

represent the entire population. Thus, researchers should consider perceptions of other stakeholders. This consideration assures they will gather rich data.

One core characteristic of transformational leadership is shared leadership (Dvir et al., 2002; Leithwood, 1994), and this study supported the practice of successful leaders of multicultural schools in including teachers and parents in influencing positive outcomes for students. For instance, results showed that leaders use the strategy of communicating/involving parents/sense of community in multicultural schools to influence positive school outcomes. This outcome is consistent with transformational leadership practices of shared responsibility and involving other people to influence positive organizational change (Burns, 1978; Conley & Goldman, 1994; Dvir et al., 2002; Leithwood, 1994; Silins et al., 2000).

Practical Applications of This Study

The study was limited to one urban school district in the greater Washington, DC, metropolitan area. Because of this boundary, several practical applications emerged to explore the leadership style of a reputedly successful principal in a multicultural school. Principals can use this information to develop and implement a plan to improve the climate of multicultural schools.

Another practical application of the current study is to evaluate the existing leadership style of principals of multicultural schools. Through the findings of the current study, school principals and other stakeholders will better understand the influence of leadership style to the climate of multicultural schools. Scholars can use findings from the current study as a starting point to gain better understanding of the influence of leadership style in multicultural schools.

Moreover, researchers can expand findings from the current study to develop a conceptual framework regarding the influence of multicultural schools. Students', parents', and school personnel's perceptions are essential factors to consider in the development of the conceptual framework. However, because of the complexity of understanding multicultural schools, these factors should be updated as time emerges. Finally, findings from the current study can guide professional-leadership sessions that can help school teachers and other education stakeholders perform better.

Implications for Social Change

Educators can use findings from the current study to understand the leadership style of successful principals in shaping the culture of a multicultural school. Specifically, students, teachers, and other stakeholders in the field of education can better understand the characteristics needed to improve multicultural schools. Limited knowledge exists on principals' leadership of and influence in largely multicultural elementary schools. Thus, the perspective from which the principal operates may be narrow or limited because of insufficient understanding of the social, familial, and cultural experiences and mores of the dominant faculty and student demographic (Ryan, 2003).

Most of the time, principals' language, interaction style, customs, values, attitudes, and religious beliefs differ from those of their multicultural students and stakeholders; thus, these characteristics may interfere with effective communication and leadership (Ryan, 2003). Moreover, principals who are responsible for leading largely multicultural schools may have much to learn about the nature of their students and communities. Additional knowledge about the perceptions of different stakeholders regarding successful leadership of the principal may promote changes in the educational setting.

Furthermore, multicultural elementary schools from other school districts can also refer to the current study. School leaders of multicultural schools can develop a plan to imbibe the emerged characteristics, which can improve the climate of all multicultural schools.

Recommendations for Action

This study revealed that school principals of multicultural schools should consider the following: (a) leaderships style, (b) factors that shape leadership style, (c) factors contributing to decisions to lead a multicultural school, (d) challenges in leading a multicultural school, (e) reasons for the success of a principal in a multicultural school, (f) factors that contribute to the success of a principal in a multicultural schools, (g) strategies that influence school culture, and (h) the most important values or ethics of a multicultural leader. The following recommendations for action rest on the findings generated from this study.

Recommendation 1

School principals of multicultural schools should evaluate their leadership characteristics to assess alignment with school culture. According to Hord (2004), effective leadership style is essential to develop positive perceptions among students, parents, and school personnel. Findings highlighted the factors of not micromanaging and supporting the needs of the students, parents, and school personnel. Understanding different cultures is an essential component of successful leadership of multicultural schools. Participant 3 described how the principal understood the different cultures in the school, which she exemplified by celebrating the cultures and heritage of different ethnicities in the school: “At the end of the year, we have a huge multicultural festival, so we make sure we do things in our school to include all cultures.”

Recommendation 2

School principals of multicultural school should evaluate the leadership style they currently use to influence the climate of multicultural schools. Sufficient extant literature exists on leadership style and its effect on employees. However, few studies focused on the effect of leadership style in multicultural schools. This study revealed that the experience as a leader of a multicultural school is essential to influence school personnel. Various leadership styles have different effects on the climate of multicultural schools. Along with these leadership styles are the characteristics attached to them. For instance, Participant 9 praised the principal for her honesty with teachers and students, "She is upfront, she is truthful, if needed she gives information as to why she made a certain decision, so she is very open. There is no wondering or an opportunity to gossip."

Recommendation 3

School principals of multicultural schools should determine the perceptions of students, parents, and teachers about the leadership style they use. People of different ethnicities vary in their leadership prototypes (Chong & Thomas, 1997). In the current study, respondents held positive perceptions in general and had varying degrees of positive perceptions, with teachers having the least positive perceptions. This positive perception can align with shared leadership, exemplified by a principal who distributes responsibility among all constituents of the school community. Those who are capable of distributing leadership throughout the school and the community at large are leaders who demonstrate active leadership. Active leadership describes how teachers view and perceive themselves as working collaboratively with the leader to improve school conditions (Silins et al., 2002).

Recommendations for Further Study

Through the findings of the current study, I recommend the following future studies.

1. **Researchers should empirically measure perceptions of students, parents, and teachers toward multicultural leadership to develop more concrete conclusions.**

The focus of the present study was the determination of the (a) leadership characteristics of a reputedly successful principal in a multicultural school, (b) influence of a reputedly successful principal in shaping the culture of a multicultural school, and (c) definition and characterization of school personnel regarding the leadership style of a reputedly successful principal of a multicultural school. These purposes answered the empirical need to understand the phenomenon of multicultural schools from the perspectives of school leadership. Although this study achieved the purpose, multiculturalism is a phenomenon requiring analysis of other variables in the social environment. Of particular importance is the involvement of students, parents, and teachers who constitute the multicultural stakeholders. Thus, it is empirically appropriate that future studies involve this group of stakeholders to triangulate the information from one source to the other.

2. **Researchers should examine leadership characteristics of successful leaders of multicultural schools.**

I delimited the analysis of this study from the individuals who have regular contact with the principals and can provide the most information about the leadership styles of principals and the practices these principals in multicultural schools. This

delimitation assumes that all principals possess leadership characteristics that qualify them to be considered successful leaders in the multicultural school. In light of the findings of the present study, future researchers may need to determine the performance of the school and include principals who come from successful multicultural schools. Future researchers may need to determine indicators of success to enlist potential school principals who will participate in these studies.

3. **To develop a more extensive conceptual framework about the influence of leadership style in multicultural schools, researchers should more deeply investigate variables.**

The study conducted by Santamaría (2014) supports this recommendation that researchers should explore the relationship between educational leadership and multiculturalism. Moreover, previous scholars (Canfield-Davis et al., 2011; Hernandez & Kose, 2012) argued that even though exemplary leadership is important, educational leadership in multicultural school remains relatively unexamined. Furthermore, findings from the current study revealed that educational leadership may shape and influence the school culture of multiculturalism. Although the results relied on a small number of participants and were only descriptive in nature, this study established a relationship between educational leadership and school culture with some evidence, necessitating further research to validate this finding.

Researcher's Reflection

Before data collection, my viewpoint about the leadership characteristics of leaders of multicultural school was the same as that for general leadership characteristics. I once believed that leaders should have the intelligence and skills to manage complex

groups of people. However, upon gathering data, I realized that in addition to intellectual capacities, leaders should develop communication and relational skills. I also realized that influencing a multicultural school is a complex process. It is not limited to having leadership characteristics, but also includes consideration of perceptions of stakeholders such as students, parents, and teachers.

Moreover, the role I fulfill as a researcher should not limit the credibility of the data gathered. I realized that in gathering responses from participants, confidentially is the highest priority. I also realized it is essential to build a relationship with the participant to gain their trust. Therefore, I encourage them to give honest responses. Essentially, I realized that upon accomplishing the study, contributing to the body of existing studies is crucial to the progress of the field of education. The improvement of multicultural schools is in the hands of all stakeholders, and especially the school principal. Thus, providing significant information about the influence of leadership style in multicultural school settings is necessary.

Conclusion

The leadership characteristics of school principal affect the improvement of education in multicultural schools. Leadership styles are essential factors to the success of multicultural schools. Researchers know that leadership styles vary in their impact on employees. Moreover, those of various ethnicities have varying perceptions toward different leadership styles. With this diversity, establishing an effective leadership style can be difficult. Furthermore, future researchers should consider demographic variations among the population of stakeholders in multicultural schools. These variations may impact the leadership styles of principals in multicultural schools.

The supportiveness of school leaders emerged as an important factor in influencing the climate of multicultural schools. Another significant finding from this study was the influence of the principal's experience with school personnel. Although researchers considered the perceptions of principals, they have not extensively examined stakeholders' perceptions. To address this concern, this qualitative study revealed that stakeholders such as students, parents, and teachers may gain positive perceptions about the leadership styles of a school principal.

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Appendix A: Interview Protocol For Principal

Date: _____

Time of Interview: ***Start Time*** _____/ ***Finish Time*** _____

Location of Interview:
Interviewer's Name:
Interviewee's Name:
*** How many years have you been a principal in this school?**
1. How would you describe your personal leadership style?

2. Please describe your thoughts and perceptions regarding your personal, professional, educational, or other factors shaped your leadership style.

3. Please describe and elaborate on your perception of the factors that contributed to your decision to lead a multicultural school.

4. Please describe in as much detail as possible the challenges you've encountered in leading a multicultural school in addition to how you address these challenges.

5. You have been identified as a successful principal leading a multicultural school. Please elaborate on your perceptions regarding why you believe you have this reputation.

6. What do you perceive as the factors that contributed to your success as a principal leading a multicultural school?

7. What strategies do you use to shape and influence school culture and why do you use those strategies?

8. How would your staff describe your leadership? Give examples to support your answer.

9. What are the most important values and ethics you demonstrate as a leader? Please give an example of these practices and elaborate on how you perceive that they help you demonstrate leadership.

Appendix B: Interview Protocol for School Personnel

Date: _____

Time of Interview: ***Start Time*** _____/ ***Finish Time*** _____

Location of Interview:

Interviewer's Name:

Interviewee's Name:

* What is your role in this school?

* Are you tenured?

* Are you certified?

* How many years have you worked in this school?

1. Please describe the principal's leadership style and give detailed examples to support your answer.

2. Please discuss any personal, professional, educational, or other factors that may have shaped the principal's leadership style in your perception.

3. Please discuss any factors that, in your perception, have contributed to the principal's decision to lead a multicultural school.

4. Please describe in as much detail as possible any challenges you have perceived that the principal has encountered while leading a multicultural school? Also please describe how the principal addressed these challenges.

5. Why do you think the principal has a reputation of being a successful principal of a multicultural school?

6. Please describe in as much detail as possible any factors that you perceive that may have contributed to the success of the principal.

7. In your perception, what strategies has the principal used to shape and influence school culture and why do you think she used those strategies?

8. Based on your beliefs and perceptions, what are the most important values and ethics the principal demonstrates as a leader? Please give detailed examples of these practices.

Appendix C: Letter to Director for Research and Development

Date _____
Mr. _____
Director for Research and Development
_____Public Schools
City, State, Zip Code
Date _____

Dear Dr. _____:

The purpose of this letter is to request your permission to interview a reputedly successful elementary school principal and selected staff members: the assistant principal, guidance counselor, and an experienced teacher from each grade level. I would like to interview the principal and his or her staff during the summer of 2014. I am a graduate student at Walden University. The interviews are for my doctoral dissertation in the Department of Educational Leadership.

The purpose of this case study is to explore the leadership of a reputedly successful principal in a multicultural school.

The sample is designed to include one principal, one assistant principal, one guidance counselor, and 5 to 12 classroom teachers from each grade level. Participation in the study will involve an interview lasting 30 to 45 minutes with each participant other than the principal. A 45 to 60 minute interview will be conducted with the principal. Participation is strictly voluntary. The identities of participants and their school and the school district will remain anonymous. The principal interviews will be scheduled at the principals' convenience and will not interfere with any daily responsibilities. The individual interviews with school personnel will take time during the school day, while the principal provides coverage for the class or assignment.

I will also use documentary data in the form of the district wide climate surveys conducted at the end of each school year. I will be using the surveys from the past five years. Other forms of data to be collected will be staff notes and Agendas, information from the school website, and other pertinent documents, providing useful information about the leadership of the multicultural school.

Please contact me if you have questions regarding this study. Thank you for your consideration.
With kind regards,
(Signature)
Sonia A. Matthew
(Address)
(Phone number)
(email address)

Appendix D: Invitation Letter to Prospective Participants

Study Title: Exploring Leadership in a Multicultural Elementary School

Dear _____,

My name is Sonia A. Matthew. I am a doctoral candidate at the Graduate School of Education, Walden University. I am conducting a research study as part of the requirements of my degree in Educational Leadership, and I would like to invite you to participate.

The purpose of this case study is to explore the leadership of a reputedly successful principal in a multicultural school.

The sample is designed to include one principal, one assistant principal, one guidance counselor, and 5 to 12 classroom teachers from each grade level. Participation in the study will involve an interview lasting 30 to 45 minutes with each participant, other than the principal. A 45 to 60 minute interview will be conducted with the principal. Participation is strictly voluntary. The identities of participants and their school and the school district will remain anonymous. The principal interview will be scheduled at the principal's convenience and will not interfere with any daily responsibilities. The individual interviews with school personnel will take time during the school day, while the principal provides coverage for the class or assignment.

Participation is confidential. Study information will be kept in a secure location and the results of the study may be published, but your identity will not be revealed.

Please review the enclosed consent form to review more details about the study. I will be happy to answer any questions you have about the study. My contact information is below.

Please contact me at the number listed below to discuss participating.

With kind regards,
(Signature)
Sonia A. Matthew
(Address)
(Phone number)
(email address)