EXAMINING THE RELATIONSHIP BETWEEN PRINCIPAL CULTURAL

PROFICIENCY AND LEADERSHIP BEHAVIORS

by

Rogelio A. Cardona, M.Ed.

DISSERTATION

Presented to the Faculty of

The University of Houston-Clear Lake

In Partial Fulfillment

Of the Requirements

For the Degree

DOCTOR OF EDUCATION

in Educational Leadership

THE UNIVERSITY OF HOUSTON-CLEAR LAKE

MAY, 2023

EXAMINING THE RELATIONSHIP BETWEEN PRINCIPAL CULTURAL

PROFICIENCY AND LEADERSHIP BEHAVIORS

by

Rogelio A. Cardona

APPROVED BY

_____

Queinnise A. Miller, Ph.D., Co-Chair

_____

Antonio Corrales, Ed.D., Co-Chair

_____

Michelle Peters, Ed.D., Committee Member

_____

Shawn Verow, Ed.D., Committee Member

RECEIVED/APPROVED BY THE COLLEGE OF EDUCATION:

_____

Terry L. Shepherd, Ed.D., Associate Dean

_____

Joan Y. Pedro, Ph.D., Dean

Dedication

Gloria Patri, et Filio, et Spiritui Sancto,
sicut erat in principio, et nunc, et semper, et in saecula saeculorum.
Amen.

This dissertation is dedicated to my loving family.

To my amazing wife, Rosario Cardona, you are my rock, cheering for me and supporting me through my educational pinnacle. Words cannot express the level of appreciation I have for our love. Thank you for dedicating three years of our marriage, practically as a single mother, allowing me to be consumed with research, writing, and homework. It was a sacrifice for all of us, but your unwavering love and support made going through the doctoral journey together that much easier.

To my handsome son, Mateo Adrian Cardona, who made me a father and has filled my family with endless pride. I have watched you grow into a remarkable young man and scholar, you have been the greatest joy of my life. You are smart, loving, and dedicated to growing and learning. The day you were born, you brought happiness into our lives. I am grateful to be your father, and hope to serve as your role model throughout your life.

To my sweet daughter, Ximena Catalina Cardona, my princess with a heart of gold. Your hugs and kisses were a bright sunshine on my darkest of days. You would give me comfort and radiant positivity with Twinkle, Twinkle, Little Star, especially during my long hours of reading, writing, and revising. Thank you for being patient with your papí and for always believing in me.

A mis padres, Don Rogelio Cardona y Doña Catalina Cardona, les agradezco mucho su sacrificio para impulsarnos hacia adelante. Su fuerza, humildad, y amor han sido una inspiración. Me han enseñado la importancia del trabajo, la dedicación, y estoy agradecido por su respaldo y apoyo a nuestra familia.

A mis suegros, Don J. Luis Castillo y Doña María Castillo, ustedes han sido un segundo grupo de padres, siempre atentos a nuestras necesidades, y apoyo con mano amiga. Ustedes fueron una fuente de fortaleza y consuelo para Rosy y mis niños. Me han enseñado lo importante que es la familia, y me siento honrado de ser parte de la suya.

Gracias a mi México, Siempre Fiel, en especial, dándole dedicación al municipio de Miquihuana en el Estado de Tamaulipas por brindar mis raíces de pedagogo en todos los Cardona que humildemente desarrollaron a su comunidad, y fueron gente de ejemplo para mi y los que siguen. También el agradecimiento al municipio de Villa Juárez en el Estado de San Luis Potosí, por recibirme con las manos abiertas y mostrar su hermosa cultura. Finalmente, le doy las gracias al municipio de Heroica Matamoros, Tamaulipas por verme nacer, criarme y darme base cultural y académica para ejercer en este oficio.

Mi Matamoros querido, nunca te podré olvidar.

Acknowledgements

Thank you to my extended family, Texas A&M Corps Buddies of Company B-1, friends, and neighbors whose contribution was without a doubt necessary for the success of this study. Your participation in the process was undeniable, and I can appreciate you caring for my children, buying us dinner to not add extra stress, hosting me at your homes, being a listening ear, and simply providing the comfort and easiness of keeping with this process.

This dissertation would not have been possible without the collaboration of the faculty of the College of Education at the University of Houston-Clear Lake for allowing me to start this doctoral journey and approving me in forming an incredible dissertation committee.

To my dissertation co-chair, Dr. Queinnise Miller, I knew we were a match when we discussed cultural responsiveness and leadership. Thank you for taking me under your wing and allowing me to be your first doctoral student. Your constant prayer and positivity allowed us to finish this work. As you say, "This study is Fire!" Let's not let it extinguish and publish.

To my other co-chair, Dr. Antonio Corrales, thank you for being a Latino role model throughout the journey. Your feedback and encouragement were vital in helping me get to this point. Thank you for always cheering with a "Let's go!"

To my quantitative methodologist, Dr. Michelle Peters, thank you for the calls, texts, and quick emails to show me the ropes in quantitative research and for keeping me accountable to deadlines and assumptions. I enjoyed every conversation and took something every time to make this project even better. I love statistics and appreciate parametric analyses, thanks to your tutelage.

ABSTRACT

EXAMINING THE RELATIONSHIP BETWEEN PRINCIPAL CULTURAL
PROFICIENCY AND LEADERSHIP BEHAVIORS

Rogelio A. Cardona
University of Houston-Clear Lake, 2023

Dissertation Chair: Queinnise A. Miller, Ph.D.
Co-Chair: Antonio Corrales, Ed.D.

The purpose of this quantitative correlational study was to examine the relationship

between principal cultural proficiency and leadership behaviors through a culturally

responsive leadership framework. A total of 166 school principals from a service region

of Southeastern Texas were solicited and completed the *Educator Cultural Proficiency

Insight Tool* (ECPIT) and the *Successful School Leadership Survey* (SSLS). The research

questions focused on four factors of cultural proficiency: (a) cultural awareness and

diversity, (b) attitudes, beliefs, and expectations of student learning, (c) ownership and

responsibility, and (d) recognition of racism predicting each of the four domains of

leadership behaviors: (a) setting directions, (b) developing people, (c) redesigning the

organization, and (d) improving the instructional program. The researcher used multiple

linear regression, frequencies, and percentages to analyze the data collected and the

findings revealed that there is a significant relationship between cultural proficiency and

the four leadership behaviors examined. The study's results align with previous research that has demonstrated the importance of principals having a clear vision for a school, being child-focused, and having high expectations for students. Additionally, the research found a connection between empathy for diverse students and listening to all voices. The study also revealed that principals who recognized the presence of racism in their schools were more likely to engage in organizational redesign efforts. Finally, the research suggested that principals who took ownership and responsibility for student learning outcomes were more effective at improving the instructional program. The study highlights the importance of cultural proficiency as a predictor of effective leadership behaviors and needed support for schools to foster a culture that celebrates a student-centered focus in learning. The findings provide insights into the importance of principals' attitudes, beliefs, and expectations of student learning, their ownership and responsibility, and their recognition of racism in fostering a school culture that supports reaching a common goal, and building capacity in staff, managing changes in the organization, and improving instruction. The study provides implications and recommendations for future research in the field of culturally responsive leadership.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I:

INTRODUCTION

Each school has a principal whose focus is the promotion of teaching and learning and coordinating all actions through their charged influence leading and transforming the environment within a school building (Chirichello, 1999; Gu et al., 2018; Martin et al., 2019). Principals guide the environment and build capacity through leadership behaviors, such that Grissom et al. (2019) introduce the principal's leadership quality as the key to determining how the school performs and what opportunities arise from such influence. According to Bass and Steidlmeier (1999), the school principals' way to influence their campus to success is through behaviors that lead them to (a) act ethically, (b) talk about mission and vision, (c) consider the consequences of their actions, (d) coach their staff for growth and achievement, (e) motivate their team through constructive feedback, (f) encourage their staff to think outside the box, and (g) innovate through problem-solving in new ways. Best practice suggests principals should use these leadership behaviors to cascade down to their teachers to promote organizational learning, teacher performance, student engagement, and participation (Akan & Yalçın, 2015; Silins & Mulford, 2004).

But how do identified leadership behaviors of the principals interact with their own cultural proficiency? The study will examine the relationship between principal cultural proficiency and leadership behaviors. This chapter will describe the research problem in the study, the significance of the study, the research purpose and questions, and give definitions of key terms.

Research Problem

The principal is described by Sturgis et al. (2017) as a catalyst, permitting progress and quick acclimations to happen inside their school to prepare students for a global society. Culturally diverse students may find it challenging to participate in schools that do not comprehend their unique cultural practices, as it is not uncommon for a significant number of these marginalized students to drop out of the educational system before they finish high school (Gray-Nicolas & Miranda, 2020; Riele, 2006). Halx (2014) analyzed a specific case of eight Latino high students from a low socioeconomic status who had dropped out. The findings suggested the students would not have dropped out of school had they received a more specific critical pedagogical environment to help them learn. In his research, Brannon (2008) discusses that teachers, parents, and administrators need to work collaboratively to make the most significant impact on students within our society. Spring (2008) echoes a similar sentiment that if the educational system works effectively in producing successful instruction, a student's socioeconomic status and demographics will not be the only deciding factors in their achievement.

Although there is no difference in the intellectual aptitude among children of different racial, cultural, or socioeconomic backgrounds before they begin formal schooling, research indicates that a number of these diverse learners underachieve compared to their White classmates, highlighting the "achievement gap" (Cummins, 2015; Ford et al., 2008; Holihan, 2022; Jackson & Howard, 2014). Flores (2018) approached a study from a critical race theory framework on a counternarrative of three Black female school principals suggesting leadership behaviors towards equity should reframe the achievement gap to an "opportunity gap" by recognizing issues and mindset toward opportunities built around critical race pedagogy. Despite this, it is necessary to acknowledge the achievement gap due to the high-stakes accountability resulting from

No Child Left Behind (NCLB) and continuing with Every Student Succeeds Act (ESSA). Both of these laws require meaningful analysis of student subpopulations and school performance by principals who may be unsure of how to meet the needs of their students with the most significant needs (Blad, 2016; Giles et al., 2007; Moon et al., 2007).

Principals need to lead their schools while acknowledging the needs of marginalized students through their culturally responsive leadership practices. Some examples by Khalifa et al. (2016) include (a) promoting culturally responsive and inclusive school environments; (b) resisting deficit constructions of marginalized children; (c) engaging students with community contexts; (d) validating social/cultural identity of students; (e) resisting color blindness. These practices challenge their students' obstacles in attaining education, as research has shown culturally responsive leadership can address these realities (Aronson & Laughter, 2016; Banwo et al., 2021; Gay, 2015; Khalifa et al., 2016; Leithwood, 2021). Culturally responsive leaders, in the role of a principal, can plan, implement, and harvest an environment conducive to a multicultural climate through enacted policies and leadership behaviors (Grissom et al., 2021). The principals' influence within the school environment can best be seen through their decisions as leaders.

School principals must still account for the forgotten, marginalized students who may fall through the cracks of a standard American educational system due to failure to conform to differing social norms (Bell, 2021; Shim, 2021). It becomes challenging for students to derive meaning from the world around them if their cultural customs and values are ignored, since the development of the family's culture, beliefs, and values, influence a child's education (Ballenger & Ninness, 2013; Kurtz, 1990; Merolla & Jackson, 2019). Moreover, when focused on the idea of conforming to the norms of the educational system, all students bring this understanding when stepping into any

3

educational setting (Brown, Pringle, et al., 2022; Hansen et al., 2021; Strekalova-Hughes et al., 2021). This highlight of cultural reference is why principals who are capable of having a perspective of culturally responsive leadership are needed to help and support their students to have a physically and emotionally safe learning environment in which they can prosper.

The need to gather knowledge and understand the relationship between principals' cultural proficiency and leadership behaviors is paramount. Those potential relationships need to be examined through the lens of culturally responsive leadership to understand how principals influence their staff, to maintain an effective instructional system, and foster a community of collaboration through the recognition of all stakeholders' culturally diverse backgrounds. Finally, analyzing the relationship between principals' cultural proficiency and leadership behaviors may support filling an existing gap in the educational literature through a non-experimental quantified method analysis.

Significance of the Study

The study contributed to current research by examining the relationship between principal cultural proficiency and leadership behaviors. The influential ability to support their campus is based on leadership behaviors, as research reveals a relationship between a principal's leadership behaviors and their school's academic performance (Allen et al., 2015; Kitur et al., 2020; Suraya & Yunus, 2012). However, an area of interest for leadership behaviors is encouraging achievement in their schools by acknowledging cultural awareness specific to their campuses (Bond, 2017; Madhlangobe & Gordon, 2012). In schools, the increased responsibilities for educational leaders have resulted from calls for accountability in America's schools (Lyons & Algozzine, 2006). These accountability pressures require teachers and administrators to understand academic trends among subpopulations and subgroups of students. Principals are tasked with

creating motivating and engaging environments for teachers to support students in content comprehension (Shaked et al., 2021). When referring to Closing the Gaps, Domain 3 in the Texas Accountability system, data is analyzed and disaggregated to discover patterns among all students, racial & ethnic groups, socioeconomic backgrounds, special education, English learners, and continuously enrolled and mobile (Texas Education Agency, 2020). This intense focus of the subpopulations and demographics of students comprising the campus' student population, provides the emphasis on seeking responses to cultural proficiency of a principal possibly predicting their showcased leadership behaviors. There has been limited research on a quantified relationships of principal culturally responsive leadership practices. This study added to the body of knowledge by quantifying a relationship between principal cultural proficiency and leadership behaviors. This gap in understanding the relationships between the two examined constructs is crucial for school administrators to continue to support their campuses in improving their institutions while acknowledging marginalized populations.

Research Purpose and Questions

The purpose of this study was to examine the relationship between principal cultural proficiency (Cultural Awareness and Diversity, Attitudes, Beliefs, and Expectation of Student Learning, Ownership and Responsibility, and Recognition of Racism) and leadership behaviors (Setting Directions, Developing People, Redesigning the Organization, Improving the Instructional Program). The following research questions will guide this study.

1. Does cultural proficiency predict a principal's ability to set directions?
2. Does cultural proficiency predict a principal's ability to develop people?

3. Does cultural proficiency predict a principal's ability to redesign the organization?

4. Does cultural proficiency predict a principal's ability to improve the instructional program?

Definitions of Key Terms

Achievement gap: a persistent educational challenge showing the academic disparity of groups of students factoring in the intersectionality of race, socioeconomic status, etc. continuing despite interventions meant to close it by federal, state, and local policies and initiatives (Hanson et al., 2020).

Accountability: The overall rating by the district or campus earned by performance and growth of student outcomes on state examinations, accounting for graduation rates, and support of subpopulations within campuses (Texas Education Agency, 2020).

Campus Administration: Principals, assistant principals, and other administrators reported with a specific school ID (Texas Education Agency, 2020).

Central Administration: Administrators at the district level, such as superintendents, presidents, chief administrative officers, business managers, and other district personnel, are not reported under a specific school ID (Texas Education Agency, 2020).

Culturally responsive leadership: practices and actions by which a leader influences the organizational context and addresses the cultural needs of stakeholders while promoting a diverse climate inclusive of minoritized persons (Khalifa et al., 2016).

Cultural proficiency: an individual's competence and ability to accomplish practices associated with cultural responsiveness (Siwatu, 2007).

Cultural responsiveness: a level of competency, that acknowledges culture and diversity awareness in the practiced behaviors (Green et al., 2016)

Diverse learners: culturally, linguistically, and economically diverse students (Brown, 2007; Espinosa, 2005).

Leadership behaviors: a concept of leadership where leaders, through behaviors, and their followers influence each other to achieve success and raise motivation (Burns, 1978).

Positional leadership: leadership style where managers are supposed to be the catalysts for necessary changes (Sanders, 2014).

School academic performance: A compilation of data sources, including student achievement, school progress, and closing the gaps for schools to receive an overall score as part of Texas public school evaluation (Texas Education Agency, 2020).

School climate: A school's internal and external characteristics (Hoy & Hannum, 1997).

Student academic achievement: a measure of the growth of knowledge in a specific content area, quantified through data obtained from standardized measures and validated instruments (Johnson & Hull, 2014).

Conclusion

The need to gather knowledge and understand the relationship between principal cultural proficiency and leadership behaviors needed to be examined. It is important for school districts to understand how principals can foster a community of collaboration by recognizing all stakeholders' culturally diverse backgrounds. Districts could have an opportunity to develop capacity for principals to comprehend their cultural proficiency, and how it can predict the principals' leadership behaviors influencing high achievement on campuses to run an effective instructional system. This chapter set out a framework for the need to examine the relationship between principal cultural proficiency and leadership behaviors. The relationships can be used to help central administrators in supporting improve schools of their campus administration. This can help marginalized

diverse learners. The chapter discussed the importance of cultural proficiency as it relates to leadership behaviors in what it means to engage in culturally responsive leadership. The need for research in this area, the purpose of the research, and questions guiding the study were also presented. The key terms used in this study were also provided. The next chapter presented a review of the literature as it related to this study.

CHAPTER II:

REVIEW OF LITERATURE

One leader may make a difference by fostering a cultural climate inside a constrained educational environment (Chen & Yang, 2022). School principals must keep that cultural climate environment in mind as they influence staff at their schools through their leadership behaviors. Furthermore, the principal's leadership behaviors can impact schools. Successful campus leadership is vital for the success of schools because campuses with influential principals have a correlated positive teacher impact and are more likely to have structured school learning environments and increased student success (Danbaba & Panshak, 2021; Sebastian et al., 2016). Schools with a culturally responsive environment that acknowledges the culture and support of marginalized groups increase student achievement (Chen & Yang, 2022). School leaders and other administrators need to showcase a high level of cultural competency to adjust to the needs of diverse learners (Miller, 2011). The purpose of this study was to examine the relationship between principal cultural proficiency and leadership behaviors. This chapter introduced a review of the literature and a thorough discussion of the study's theoretical framework.

Demographic Shift in Schools

The long history of the United States in welcoming waves of immigrants makes it a melting pot of cultures. It thus makes it necessary for culturally responsive practices within communities, especially in schools, to acknowledge the diversity of populations and find ways to support them educationally (Diaz et al., 2019). The authors emphasize within the article to reframe the educational needs in helping marginalized groups. Diaz et al. (2019) express the need for educators to be aware of different cultures, work on

9

culturally responsive curricula, exercise cultural caring, develop a community that understands the intercultural discourse, and establish classroom instruction that proactively develops cultural diversity understanding. The United States will likely remain a home of immigrants, and consequently, exercising culturally responsive practices within education is essential to support across a range of ethnic groups.

      The demographic switch due to immigration from Mexico and Central America to the United States since the early 1990s has created a new dynamic in communities that have to respond to new diverse identities (Waters & Jiménez, 2005). Gray (2020) discusses this demographic switch in explaining rules, norms, and collaborated concepts of these marginalized communities. Schools must make sense of the demographic switch and relate to this new reality of responding to diverse identities (Gray, 2020). Immigrant themes in the article discuss (a) new obstacles mismatched by their traditions and the new reality of their changing populations, (b) inequities for immigrant students, and (c) forced equitable inclusion of all students (pp. 2-3). The author emphasizes how newcomers are judged as people simply by the level of American assimilation and as a nuisance. Gray (2020) reiterates that there is much work to be done in creating an environment where all students can have relationships in school that are supportive of their reality as newcomers in a culturally responsive way. This article demonstrates demographic changes in the United States and how those changes affect the way educators provide students with an appropriate education.

      A misunderstood aspect of Hispanic immigration to the United States is the idea that they are a monolith when the groups can be disaggregated further into subgroups (Castillo & Gillborn, 2022). López and Irizarry (2022) describe some of these subgroups when referring to the demographic change within the United States from the perception of Mexican Americans, Puerto Ricans, Native Americans, Dominicans, and Indigenous

Guatemalans. In their article, the authors present perceptions of Tribal Hispanic scholars who are becoming part of a newly diversified community. The article's findings suggest that schools disregard traditional Hispanic values and further isolate their newcomer students. The authors showcase that implications for schools include joining in the discourse around race and the culture of marginalized scholars while engaging in culturally sustaining practices to make students successful. These implications shared by the authors support the need for this present study, as schools are asked to become culturally sustaining in their practices to help students of color.

When discussing populations and dynamics within demographic changes, some expressed difficulties exist, such as differentiating between terms often used interchangeably, race and ethnicity. However, their definitions are vague and not collective (Urdan & Bruchmann, 2018). The fear expressed by Urdan and Bruchmann (2018) is that research that focuses on a demographic analysis comparing one group against another could have a misconception perpetuating stereotypes and cause misconceptions to occur. The findings suggest that any strategies used to support marginalized students must be based on acknowledging the differences those students provide. These findings are indispensable in understanding the demographic switch for schools and how generalizations can hurt more than support those students.

Through these demographic changes and obstacles, the discussion turns to educators needing to adjust to the culturally diverse students from the school demographic changes. Rowan et al. (2021) reviewed the literature to see teachers' strategies that bring success to demographically diverse learners. The authors analyzed 209 articles, revealing that many diverse groups were acknowledged; however, the depth of the cultural information was superficial at most. The common theme within the analysis speaks to the association that educators first need to teach about diverse students.

Secondly, educators need to connect with diverse learners. Finally, educators must teach to diverse students to make them successful. This theme discusses academic achievement and how students succeed when exemplary educational leadership is in place.

Student Academic Achievement

Now that a portrayal of a diverse America has been discussed thus far in the chapter, it sets up the background to understand that schools have to look at measurements of achievement that indicate learning goals and content acquisition. Student academic achievement is defined as a measure of the growth of knowledge in a specific content area, quantified through data obtained from standardized measures and validated instruments (Johnson & Hull, 2014). It is through student academic achievement that schools and their principals are required to showcase their growth and outcomes.

At the heart of a school is the principal leadership, and research by Wu and Shen (2022) shows that principal leadership has a statistically significant positive relationship with student achievement. By using more than 30 years of research, the authors aimed to bring together a meta-meta-analysis to review the effect of principal leadership on student achievement. Their results also showed insufficient evidence to suggest a particular leadership model is more effective than others in improving student achievement. A significant limitation of the study is that it does not show cause-effect as a reason the correlation exists. Future research could support discussing a causal relationship with a need for a longitudinal study. The authors highlighted how principal leadership is critical to student success.

This same concept of analyzing a relationship between educational leadership and student academic achievement was reviewed by Karadag (2020) through a meta-analysis. The author examined 151 sources with 131,398 study subjects in the sample groups to

reveal a medium-level effect of principal leadership on student academic achievement. This result is similar to the published revelation by Grissom et al. (2021), finding that an increase in principal leadership effectiveness increases student achievement in math and reading. Karadag (2020) shows that instructional leadership had the most significant effect on student achievement. This finding does cause a precaution to be given by the author to consider the adoption of leadership behaviors that have an instructional aim of the educational institution goal and suggests research should include cultural differences as a consideration to analyze.

The leadership behaviors that principals provide are critical in the instructional environment within the campus to increase student academic achievement. However, more is needed to know about the leadership behaviors that have the most significant impact on improving student outcomes. Liebowitz and Porter (2019) conducted a meta-analysis with 51 studies looking for correlations between principal leadership behaviors and student, teacher, and school achievement. The study revealed a positive relationship between principal leadership behaviors and student achievement, teacher self-efficacy, teaching practices, and school climate. The authors focused on leadership behaviors beyond instructional management leadership to build principal capacity in impacting outcomes.

The focus of this part of the chapter has been on leadership behaviors; bringing in another lens, Li and Karanxha (2022) carried out a literature review focusing on transformational leadership behaviors and their effects on student academic achievement. They evaluated 14 studies and found that 8 out of the total suggested a positive and significant relationship between transformational leadership behaviors and student achievement. Three studies revealed transformational leadership as directly affecting achievement, while five of the reports indicated an indirect effect. The researchers found

a few studies on the lack of transformational leadership significance to student achievement within their literature review, but no correlation was found. The research illuminated critical discourse through qualitative results on the juxtaposition of transformational leadership to instructional leadership. The information presented in the review creates practicality in the expectations for school district leaders to work around the capacity building of principals on transformational leadership behaviors for principals to have the most significant impact on outcomes.

Through their leadership behaviors, the school principal continues to be the subject of research and curiosity. Jambo and Hongde (2020) explored the effects of leadership practices and the effects on student academic achievement. They reviewed 68 studies and concluded that the distributed leadership of those school principals had both positive and indirect impacts on student academic achievement. This study suggests using this information to build on the capacity and recognition of school principals as having a shared role on campus and an indispensable position to influence and motivate staff.

Achievement Gap

To recap thus far, there is a challenge of changing demographics within the United States. With a focus being student academic achievement, principals through leadership behaviors, have to respond to the changing dynamics in schools. However, the challenge has not caught up with the reality showing the academic disparity factoring in the intersectionality of race, socioeconomic status, etc in students. This challenge known as the achievement gap continues despite interventions meant to close the gap by policies and initiatives (Hanson et al., 2020). Within schools, as marginalized populations increase, then there continues to be an increase in the academic achievement gap of minority students (Colgren & Sappington, 2015; Hanson et al., 2020; Hernandez, 2022). Educators have an obstacle at hand to respond to the diversity changes within campuses

and approach instruction to build trust and equity in the classroom (Trumbull & Pacheco, 2005). Equity in the achievement gap needs to address the misunderstood notion that marginalized groups are homogenous and as it is inaccurate to assume the same lived experiences.

Through data mining and analysis, Hanson et al. (2020) examined the achievement gap in their study. They focused on the population of 480 school districts in New Jersey due to the state's diversity and the variation in demographic makeup. Through their analysis, the authors found that test scores in literacy and math that test performance went up as the diversity makeup went up. However, the reality of the achievement gap in marginalized populations is highlighted, scoring lower in racially diverse districts when compared to racially homogeneous districts. The study's implication could inform institutional leaders to change policies and inner workings to improve school academic achievement and narrow the achievement gap. The key focus is to use the information gathered to allow districts to be efficacious in using materials and support to reduce the achievement gap.

Culture can be described as behaviors, understandings, patterns, values, and cohesive beliefs; Educators who recognize their students' culture and correlate it to the learning are responsive to the students they are serving; to pursue this achievement gap requires culturally responsive educators (Colgren & Sappington, 2015). Using a survey design study, Colgren and Sappington (2015) determined that by engaging students with culturally responsive teaching they will be more likely to improve academic achievement. The answer for educators is to adjust traditional teaching to include equitable opportunities for success and make diverse learners successful. Educators must be open, but also respond and adjust instruction and strategies that impact diverse learners in their classrooms. These opportunities allow for further access to higher-level thinking and

opportunities in advanced classes. This requires transforming traditionalistic ideas of schooling to create fair chances, which will increase student academic achievement for all students.

Another similar article by Hernandez (2022) found that to close the achievement gap, changes to the educational structure of a school have to occur. Within the study, teachers showed their preparedness to support ethnically diverse students—teachers adjusted to employ culturally relevant pedagogy to support students from marginalized groups. A series of reasons were cited in the article for why the achievement gap continues to widen, including school-based issues such as conformist school structures, promoted disparity, and limited development opportunities along with educator ignorance. The article found that teaching strategies to support diversity in the classroom helped to bridge the student academic achievement gap.

When long-term trends are clear in showing discrepancies in achievement levels based on socioeconomics, poor vs. rich, and achievement at middle school does not translate into success at the end of high school (Hanushek et al., 2019). Within the last 50 years, the achievement gap has remained the same. Hanushek et al. (2019) demonstrated in a study that this would support a failure to improve social mobility in these marginalized populations. Within the study, a discussion of teacher effectiveness is essential in fighting the achievement gap of students, yet discussion on the development of teachers to support diverse student populations is rarely discussed or shared as part of policies or programs. Legislators and policymakers must discuss the data shared on achievement in 8th grade not correlating to the achievement during senior year, thus exacerbating the achievement gap further. When describing marginalized populations and the struggles within schools, the achievement gap challenge is not in diversification itself

16

but rather in the failure to adjust to the overwhelming, fast-paced changes in the educational system.

Cultural Responsiveness

Understanding a focus on culturally responsiveness, especially within the pedagogical context, allowed Siwatu (2007) to find that culturally responsive teachers successfully make students feel valued as classroom participants. Teachers build trust and friendship with students as they work through expectations for culturally appealing educational outcomes being the greatest of options. By building trust with students, there can be strong positive teacher-student relationships. The article maintains that students' cultural identities need to be part of the effort of teachers' preparation so that they can increase their culturally responsiveness (Siwatu, 2007).

To better understand cultural responsiveness, Nodding's Care Theory must be referenced, as it suggests that caring is the base requirement for educational success (Noddings, 1992). Moen et al. (2020) share a similar sentiment from a Health and Physical Education perspective, where they have advocated for positive teacher-student relationships. The study consisted of 20 lesson observations and interviews with 13 educators in Sweden, Norway, and New Zealand. Noddings (1992) explains how schools have focused solely on academics and ignored scholars' emotional needs. Yet, educators play a vital role in ensuring students feel heard, building relationships successfully, and caring teaching. The findings suggest that caring teaching is based on positive relationships.

Similarly, to how teachers could focus on culturally responsive caring and teaching, the educator must grasp the cultural structure of the student, understand them as individuals, and implement careful planning to showcase caring behaviors (Moen et al., 2020). Caring is relational and involves two willing individuals (Noddings, 1992). Thus,

17

the article concludes that caring practices occur when educators use their knowledge and connections with students to create a safe learning environment that allows them to participate fully in the environment. According to Noddings (1992), students listen to those who make them feel special and heard.

Since it was noted that teachers' preparation and effort to involve cultural awareness is essential, Bonner et al. (2018) focused on that idea through their study that public urban teachers are very aware of how to approach their students to teach them successfully. Their research suggested that teachers in the sample practiced and committed to culturally responsive teaching, comprehension of aligned behaviors to be diversity aware, knowing how to relate and teach marginalized students, and adjusting their teaching to the needs of their students. Bonner et al. (2018) carried out a qualitative study with open-ended sentence or question stems that were used to investigate the perceptions of urban teachers on their thinking, beliefs, and lived experiences. Due to how diverse classrooms are today, this research is invaluable for school districts and their schools and their need for culturally responsive caring, teaching, and awareness.

Cultural responsiveness gathers from the diversity of our schools and the need for educators to know and be qualified to support students. Falk et al. (2019) reiterates this belief emphasizing the awareness of policies and systems that create invisible barriers to training and support of the teaching of diverse populations and the needed preparation required to have a significant impact on marginalized children. The author emphasizes the relevance of diversity and the contributions carried out with a point of view reflecting on experiences, and finally, the reality of standardized testing and how it negatively impacts students of color from marginalized communities. The author identifies implications for ways that policies and parts of those systems can be adjusted to support

teachers' professional development and students' active learning in these diverse environments.

Cultural Proficiency

One need of schools in the current environment is to ensure proper response to the needs of diverse groups. This led Bustamante et al. (2009) to assess cultural competence by developing a 33-item instrument called the *Schoolwide Cultural Competence Observation Checklist* (SCCOC). The authors reflected on the idea that schools should have leaders that look at obstacles and review policies, practices, and structures to eliminate said barriers. Bustamante et al. (2009) found that principals often have a challenging time viewing the needs of their schools when conducting cultural audits and struggle with the assessment portion in action planning. The researchers had 151 principal participants in two Western states who had graduate degrees in either educational leadership or counseling. This sample revealed four primary themes (a) policy as obstacle and support, (b) the importance of culturally relevant practices, (c) school culture and climate were analogous to cultural competency, and (d) barriers to cultural competence. There were also five subthemes (a) resource constraints, (b) limited research-based strategies, (c) lack of principal awareness of cultural competence, (d) implicit biases towards cultural competence, and (e) social justice, and educational equity. The authors discuss the need for educational leadership students to be taught a holistic view of cultural responsiveness to diversity in schools (Bustamante et al., 2009). This study is critical in emphasizing how cultural responsiveness is part of the influence on educational equity (Liu et al., 2021).

To incorporate the idea of cultural responsiveness, teachers must reflect on their classroom practices. Siwatu (2011) examines preservice teachers' cultural proficiency through a quantitative instrument. The author surveyed 192 participants and follows with

19

a qualitative phase involving interviews to identify cultural proficiency indicators as part of their professional development. The interviews suggested preservice teachers were confident in their ability to teach but scored lower in their belief to work specifically to align their teaching to students' understanding of culture and disparities in the exposure to culturally responsive practices. One emphasis suggested by the study is to develop the knowledge and skills to support beliefs that align with cultural proficiency; this is an area that teacher preparation programs could work towards and discuss.

In another study, Adegbola (2022) aimed to connect teacher self-efficacy within culturally responsive environments. The researcher was guided by research questions on the perception of teachers' level of cultural proficiency. Sixty-three participants were asked to complete the *Teacher Demographic Questionnaire* (TDQ) and the *Culturally Responsive Teacher Self-Efficacy Scale* (CRTSES). The results suggested that teachers felt strongly about their ability to instruct diverse students, felt highly prepared to meet the cultural awareness of their students, and had high confidence in cultural proficiency. The study identified implications for future research around multicultural awareness on the training of future teachers to be more focused on exploring their cultural proficiency.

One area explored in cultural responsiveness with marginalized communities was focused around the culture of health. Wilson et al. (2018) critically reviewed research in New Zealand with marginalized communities. Much in the same manner in education, oppression towards students from marginalized communities has been identified, the role nurses played in looking at cultural responsiveness and how the lack of it can perpetuate inequity in the healthcare and health of communities was addressed. Achieving cultural proficiency with nurses entails changing behaviors to be inclusive and respectful and understanding the cultural expectations and needs of the communities they serve. The

article focused on fundamentally establishing empathy and trust as the adjusting behaviors in health care that can also translate to classrooms and school leadership.

In the same way that healthcare can be affected by the lack of cultural proficiency, so too can diverse classrooms. Vidwans and Faez (2019) conducted a study in Canada, where they had 76 participants out of internationally educated teachers and non-internationally educated teachers in K-12 classrooms. They were given a 40-item survey measuring their self-efficacy perceptions and their cultural proficiency. In addition, the authors carried out independent sample t-tests to determine if statistical evidence shows that the sample means are significantly different. Their findings suggested that teachers who had been internationally educated scored considerably higher in self-efficacy toward being culturally responsive. This research showcases a need for more preparation to support non-internationally educated teachers to meet the needs of their students and diverse communities.

Cultural Awareness and Diversity

One area of cultural proficiency that acknowledges culture, its awareness of others, and diversity is a subconstruct within this study known as Cultural Awareness and Diversity (Buck, 2016; Cobanoglu, 2021; Welton et al., 2015). This awareness and consciousness necessity was the gap needed for Miller (2011) to examine and create the subscale Cultural Awareness and Diversity within the *Educator Cultural Proficiency Insight Tool* (ECPIT), an instrument used to measure cultural proficiency in educators. The author bridged the idea of cultural awareness and diversity, as they correlate and show that teachers' understanding of diversity requires cultural awareness (Gay, 2002). The questions Miller (2011) developed as items within the subscale were seen from a culturally responsive pedagogy lens and focused on factors serving as obstacles in classrooms of marginalized student populations, such as teacher understanding and open-

mindedness of culture and diversity. After conducting a reliability analysis, the subscale had a Cronbach's alpha of .833, indicating a high internal consistency with educators' comprehension of culture and diversity to teach culturally diverse students.

Acknowledging cultural awareness is having the genuine understanding that for each educator within the school, the responsibility is to create interdependence in the environment. According to Milner and Ford (2007), for educators to improve their cultural sensitivity and awareness, they must pursue cultural and intercultural competency. School administrators are putting aside their guilt and confusion and trying to change themselves and their institutions to serve all their students better. Research shows that this cultural and intercultural competency aligns well with accountability pressures to create the perfect environment to acknowledge the differences and strengths of diversity (Brown, Pringle, et al., 2022; Chen & Yang, 2021; Khalifa et al., 2016).

Cultural awareness and diversity are described in a study by Trumbull and Pacheco (2005) as a discussion on cultural competence and descriptors that help build the capacity of school staff members to impact scholars. In their research, the authors describe the first aspect of cultural awareness, showcasing that educators are making their ability to witness cultural identity and give an ordinal value to their own biases. Another descriptor that encompasses the school's climate covering cultural aspects, and how educators relate to students' identities to build relationships. Finally, teachers use a variety of classroom cultural supports and participant structures to engage in student participation while providing students with choices and references to their own lives. The study gives concrete implications of acknowledging cultural awareness within education, especially around professional development, such as accounting for diversity and cultural norms within communication.

The result of failing to acknowledge cultural awareness or diversity is becoming culturally blind; cultural blindness occurs when the educator does not consider the diversity of those around them and ignores the lived experience of students on campus (Milner IV, 2010). A qualitative study carried out by Welton et al. (2015) at three suburban schools where the demographics had shifted significantly over the last few decade showed that instead of addressing cultural adjustments and becoming culturally aware, the districts responded with colorblindness as the appropriate behavior. The study implied that districts must address race issues when challenged by drastic demographic changes instead of using race neutrality as the solution. These race-neutrality districts can either move towards cultural awareness or continue to harm their scholars' cultural experience.

A certain amount of awareness, sensitivity, and consciousness is required to pursue cultural competency since it enables people to identify underlying assumptions, biases, and attitudes that might lead them to misinterpret others (Milner & Ford, 2007). Ladson-Billings (1994) explained that if a student is ignored when educators are engaged in lesson planning and instruction simply because their educators are failing to acknowledge their culture, then their ethnic identity is discarded as less—the key is to start with negating biases from dominant opinion and understanding self-awareness before others. This understanding conjoins to the understanding that cultural proficiency in a moral design starts from the self and extends outward (Lindsey et al., 2009).

Attitudes, Beliefs, and Expectation of Student Learning

For the purposes of this present study, Attitudes, Beliefs, and Expectations of Student Learning refer to educators wanting students to learn beyond their potential, understanding their students and how they express knowledge, and what student interests can make learning fun (Miller, 2011, pp. 106-107). Attitudes, Beliefs, and Expectations

of Student learning are part of culturally responsive caring. In a previous article, Gay (2010) describes caring as the most effective in supporting students to learn within a diverse environment supported through culturally responsive teaching.

The subscale created by Miller (2011) factored in various items related to cultural relevance. The items within the designed subscale were part of responsive caring, such as having the expectation of motivating students to grow (Davis & McIntosh Allen, 2020), creating rigorous and fun learning opportunities with student discourse (Montgomery & Rubin, 2022), and maintaining a positive frame of reference towards diverse students (Abdulrahim & Orosco, 2020). Due to these connections, Miller (2011) coined the factor "Attitudes, Beliefs, and Expectations of Student Learning" for the state of mind that educators possess when addressing interest and concern, awareness of language learning, attitudes, beliefs, and expectations.

The principal is often the driving force in schools, and their Attitudes, Beliefs, and Expectations of Student learning are important in a school's vision and how it is linked to its success. In an article by Mombourquette (2017), the connection is highlighted that successful school principals are able to articulate a vision that makes their school unique and around which their school community rallies. The article examines the different visions of several successful school principals, including one that is child-centered, one that is community-based, and another that uses simple yet powerful words as a vision statement. The article emphasizes that a school's vision is meant for the long term and requires consistent effort to achieve often effectively using data to monitor the critical component of a school's vision.

It is important to highlight this idea of culturally responsive caring on how schools become linguistically, culturally, religiously, and ethnically more diverse and have needs that require leadership behaviors of their school leaders to ensure equity

(Brown, Altrichter, et al., 2022). The theoretical side of cultural proficiency must be practiced alongside professional development and acknowledgment of the cultural norms of students to create a successful context in schools. The researcher divided the indicators of the research areas into either support or practice (Brown, Altrichter, et al., 2022). The practice indicators correlated styles of effective leadership behaviors and how they connected to cultural responsiveness. The indicators primarily point towards a sense of empathy for those who are different, listening to the voice of all, and bringing importance to the values and cultural diversity of the student, primarily through instructional practices in classrooms. This study speaks to the concept of responsive caring and how it can support diverse students.

In a similar article, the idea was centered on a principal being able to articulate educational values, and beliefs to then guide their vision and leadership behaviors (Gurr et al., 2006). In the article, two scenarios are compared and show the significant contributions those principals made to their educational institutions, especially around instructional practices, and capacity building. Attitudes and beliefs of those principals contributed to a common set of particular traits, such that their behaviors, values, and beliefs advanced a belief that all children are important and have the potential to become their best. This focus can show that schools can make a difference when students are the priority and adults have high expectations to their success.

Ownership and Responsibility

On Ownership and Responsibility, this subconstruct refers to an educator's level of connection to the failure and success of a student (Miller, 2011, p. 107). This connection is also aligned with culturally responsive caring, as described by Gay (2010), in understanding that diverse students engage in learning from an instructor who connects to them at a level that shares attitudes, expectations, and behaviors that can make them

successful. Miller (2011) reiterates that educators who connect with scholars at an intimate cultural level, have high goals set, and understand that all students can learn will set up classroom systems to make those students successful. This message is significant in learning how cultural proficiency of principals can make schools and students successful.

In this factor, Miller (2011) continued to connect to the culturally relevant behavior of educators. Within the subscale, items are connected to taking responsibility for the success and failure of their students (Davis & McIntosh Allen, 2020). There were also characteristics for teachers around confronting students about misbehavior (Neri et al., 2019). While teachers still connected with students and treated them with respect as if they were their children (Steketee et al., 2021), connecting with students and families while having a level of concern for their prosperity (Gray et al., 2022).

The factor connected to relevance by adding to the awareness of learning while including motivational practices for learning and having the educator showcase ownership and responsibility of the student. Robinson (2022) shows that educators who adjust to diverse students as if they are kin to one another tend to be more effective. Miller (2011) coined this subscale "Ownership and Responsibility" to emphasize the educator taking charge of the learning of students' learning practice.

Another way that teachers could begin to demonstrate Ownership and Responsibility is by emphasizing characteristics that lead to successful teaching with diverse learners. Gibson (2002) found ten of these successful characteristics that support students to be (a) knowing the student's name, (b) facilitating student engagement, (c) having one-on-one time with students, (d) addressing misbehavior, (e) flexibility on the part of the teacher, (f) teacher attitude of accountability and support, (g) positive parent-teacher partnership, (h) trusting supportive compliments, (i) genuine feedback, (j) having

effective conversations with students to show appreciation. Each of these characteristics helps support the correlation between culturally responsive caring and being able to showcase ownership of students within the teachers' tutelage.

Other ways that teachers can showcase Ownership and Responsibility include affirming the beliefs of diverse learners, being responsible and owning the opportunity for change in schools, and driving teaching from their students' perspective and lived experience (Villegas & Lucas, 2002). The connections that teachers who relate to their students help them plan effective instructional practices that are responsive to the needs of their experiences. It helps build a safe classroom environment and improves outcomes due to stretching students beyond the familiar content and expanding curiosity.

Recognition of Racism

Educators who work towards supporting their diverse students increase their academic achievement, and those who have opposing views towards diversity increase social deficiencies in those students (Whitford & Emerson, 2019). This shows that academic achievement can be restricted due to educators' racial biases, thus increasing the cycle of failure within the academic achievement gap (Verow, 2022). The authentic recognition of racism by educators is essential in supporting diverse learners, just as addressing bias within a school district correlates to positive growth in marginalized learners (Verow, 2022).

Miller (2011) coined the last subscale as "Recognition of Racism" because the factor consisted of items within cultural proficiency correlated with racism. This subscale and its items examined the ability of educators to see and understand racism at the institutional level, down to the implicit bias of a teacher, and working towards preventing the prejudice. Behaviors of an educator in recognizing racism include acknowledging and preventing racial bias (Russell et al., 2019), recognizing and stopping cultural racism on

their campus (Nardi et al., 2020), and recognizing and preventing institutional racism within their educational institution (Elias & Paradies, 2021). This subscale after a reliability analysis indicated a Chronbach's alpha of .918 (Miller, 2011).

Recognition of racism as a subscale emphasizes the power of a teacher and the actions they have to employ to counteract racism within the classroom. Arneback and Jämte (2022) discussed approaches for teachers to do that effectively and support their students. They dived into the complex view of racism and antiracism by avoiding blindness and starting with the context of situations. This puts the responsibility and opportunities on the educator and any institutional policies to solve through actions. The article further increases discussion on racism within education and the obstacles racism serves manifested at the campus and district levels.

The idea of being racist is not seen as coveted but somewhat taboo. Eriksen (2022) analyzed how race and racism interacted as concepts that are avoided. Educators did not want either to be discussed, as taboos, yet they are central to classroom discourse. The idea of antiracism within education is inadequate as it prevents increasing social justice opportunities. Verow (2022) indicated in a study that participants who were aware of social justice obstacles were also likely to desire to contribute to preventing further injustices. Eriksen (2022) found that the implications of focusing on awareness of antiracism could run into avoidance and not having the desired result of reducing its occurrence. Therefore, a balance in consideration of racism has to be achieved to make it successful as a point of discussion to prevent it and not an accepted term of description.

Rosvall and Öhrn (2014) drew on these findings and found some classrooms where approaches to encouraging anti-racist sentiment and diversity inclusion in learning to be avoided. This racism is seen as a political issue rather than a concept within education. This, in turn, negatively impacts society when addressing diversity concepts

from a racially biased perspective. Duncan (2019) describes the lived experience of Black educators and adapts some strategies to help address those racially biased perspectives, drawing its influence from historical contexts. Within the study, the article sets out to examine ways Whiteness sets obstacles for students of color. The implications by Duncan (2019) describe the opportunity for teacher preparation programs to touch on diversity training and use race and racism as topics of discussion for the prevention and success of students. Normalizing race in discussion could support marginalized populations from being silenced and oppressed. Verow (2022) indicates there has been a lack of preparation for teachers to teach in diversified schools and acknowledge ways to prevent racism.

Effective Leadership Behaviors

The seminal research into leadership behaviors started with Burns (1978), who defined transformational leadership and set it as the umbrella for the concept of leadership behaviors. He referred to those leaders and their followers as influencing each other to achieve success and raise motivation. Burns mentioned that these leadership behaviors change people by starting a person's inborn inspiration. A transformational leader reshapes school culture with increasing instructor and student inspiration (Ibarra, 2008). The intellectual structure of leadership with concepts of transactional and transformative descriptors of the behaviors carried out by leaders is critical and the basis for modern studies from which leadership theory derives. His book was the ground-breaking lens by which research on instrumentation and application of leadership derives its structure.

Cobanoglu and Yurek (2018) examined the relationship between administrators' perceived beliefs and leadership style. A group of 105 administrators (93.5% men, average age 31-40, 50% between 1 and 5 years in administration) were asked to take the

9-point Likert instrument *Administrator Self-Efficacy Scale* by Tschannen-Moran and Gareis (2004) and the *Leadership Style Scale* by Oğuz (2008). The findings showed that school administrators are expected to have a significant belief in themselves and leadership behavior skills to make changes for student success. In addition, the research indicated that school administrators with a substantial degree of self-efficacy convictions are more likely to embrace a leadership behaviors style. In other words, the more administrators believe in themselves, the more likely they are to exhibit leadership behaviors.

Leithwood and Jantzi (2005) performed a meta-analysis with thirty-two empirical studies from eight reputable journals using a vote-counting method to summarize results. The purpose was to answer questions about the nature of leadership behaviors and their effect on students and engagement in school. The researchers referenced suggestions that leadership behaviors are likely to occur in public schools due to an overflow of instability (Leithwood et al., 2004). However, positive influence can easily create a shared mission, vision, and path forward (Leithwood & Sun, 2012). Their findings showed a significant indirect relationship between leadership behaviors, student achievement, and school participation.

Similarly, Marks and Printy (2003) wanted to investigate school performance and leadership. They carried out a study with a sample of 24 schools whose teachers had a direct say in their daily routines within the classroom. The researchers looked at the relationship between leadership and the quality of the school classroom performance. Surveys were given to teachers, and 30 staff member interviews were conducted. In the findings, the recommendation is made that principals who work through leadership behaviors can better support teachers' workflow. Results do suggest that teachers want to teach and showcase through leadership. This is similar to the study (Printy et al., 2009)

30

where integrated leadership study where principals and teachers share transformational and instructional influence.

Bass (2013) highlighted how various research studies conducted during the 1990s showed findings in leadership behaviors. However, fundamentally the transformational factors associated with the old leadership concept of charisma and inspirational motivation, intellectual stimulation, and individualized consideration kept coming up in the results. Avolio et al. (1999) examined factors of leadership behaviors through their *Multifactor Leadership Questionnaire* (MLQ-5X). The model and research show that essential components of leadership include inspirational aspects, intellectual stimulation, and individualized consideration. The idealized influence stemmed from the original leadership behaviors factors in the seminal introduction (Burns, 1978).

Setting Directions

A principal's capacity to set directions is important in correlating to student academic achievement, and a study has done so with the use of a campus needs assessment. Day et al. (2016) collected empirical data from a national survey in England to examine leadership behaviors and practices and their relationship to improving students' success. A sample of 20 schools was used in case studies beginning with a survey focusing on principal and staff perceptions on actions believed to improve student outcomes. The findings demonstrated that the principal's leadership style was not the key to success but rather genuinely understanding the needs of the campus and students.

The leadership behavior of setting direction best aligns with a school principal being a visionary and confidently guiding their school towards a common vision and mission they can express in confidence (Davis et al., 2005; Raolina et al., 2021). This setting direction leadership behavior is emphasized as part of the variables to be analyzed in this study, Raolina et al. (2021) carried out a literature review on how these leadership

31

behaviors come to life in the world, including Indonesia. The focus was on how leadership practices come to life in schools making those institutions effective. The article findings showed that leadership styles in various countries positively influence effective schools, and that leadership domains are about defining a common goal, creating an instructional climate, and providing support for instructional systems within the campus. This is a significant notion repeated throughout the literature that principals' leadership style influences effective schools, especially with their leadership behavior to set directions towards effectiveness.

Research has shown that school principals are vital in influencing the environment of their campuses (Allen et al., 2015; Kitur et al., 2020; Sturgis et al., 2017; Suraya & Yunus, 2012). Their influence relies heavily on their ability to set direction, and as such Danbaba and Panshak (2021) carried out research to focus on ways to address leadership behaviors that build capacity of their principals. The main finding of their study involved setting direction for common goals, developing capacity of people, and working to improve the organization. The article used the subconstruct of setting directions as a guiding variable for school principals to achieve goals in secondary schools within the country of Nigeria. The study found that if principals put maximum effort to address gaps in their capacity of leadership behaviors, then they can meet goals in their accountability system, and as such a professional development system was created country wide to support all campus leaders.

Although professional development is a way to approach building up leadership abilities and understanding, Hoogsteen (2020) carried out a review of leadership literature on competing aspects including leadership practices like those of setting directions and found that there is no area of leadership approached from a contextual, practiced, and personal leadership resource. Thus, the closest research is looking at attributes of

32

principals and how that could possibly affect their leadership behaviors of which setting directions could be one. The context of their ability as principal had a lot more to do with their leadership behaviors than their attributes (e.g., experience, gender, quality, impact of capacity building). Leithwood et al. (2019) reiterates that successful principals use basic leadership behaviors that create big impact within the context of their campuses.

Leadership in schools is a critical topic to address because principals engage in setting directions to create a positive environment in a campus to promote academic achievement for their students. Gangmei et al. (2019) conducted a literature review focused on how principals develop their role in leadership, as well as teacher leadership opportunities as portrayed from a Western and Eastern perspective. This article was approached from an international trend of focusing on India, given that visionary leadership is also aligned within their scripture. Findings show that qualitative leadership studies far outnumber quantitative studies on principals and their behaviors compared to student achievement. There is also limited content on Eastern focused studies on teacher self-efficacy and leadership. The implication of this study allows for future researchers to approach India as a context to test out opportunities for leadership behaviors and ways to use them in context.

Developing People

This subscale of developing people is critical in understanding leadership behaviors. The *Multifactor Leadership Questionnaire* is an instrument for leadership behaviors research (Bass & Avolio, 2000). Pounder (2008) examined leadership behaviors related to idealized influence in which 194 students participated over 3-years. The idealized influence was defined as the leader being confident about the mission and influencing those around them to increase positivity. This is a demonstrated behavior given to a leader by their followers. Findings show that educators who engaged in

33

leadership behaviors were able to influence student perception by developing those around them especially when involved with the hiring process (Tran et al., 2020).

McCarley et al. (2016) examined the correlation between leadership behaviors and perceived school climate. A purposeful sample of 399 teachers was given the *Multifactor Leadership Questionnaire* and *Organizational Climate Description Questionnaire* for Secondary Schools, which used hierarchical linear modeling for data analysis. The data analysis showcased a relationship between the two constructs of leadership behaviors and the elements of school climate (McCarley, 2012). This research provided implications on leadership behaviors and how school districts can use the information to create professional development opportunities for their leaders to grow and assess their leadership behavior factors.

Developing people within a campus begins with a focus on a mission and targeting their goals. The main research problem in a study by Bennett et al. (2013) revolves around principals' ability to develop people in their organization and the practices in struggling schools to improve student success. Within the study, the authors also investigated social and cultural aspects of leading within the schools. The study aimed to investigate the Arizona principals' ability to prepare their schools with skills and strategies that increase student performance. The sample was made up of 62 Tier III school teachers that qualify for Title I support, have been failing for two years, and are not receiving any targeted interventions. They were administered a Likert-scale followed by semi-structured interviews. The surveys were given to doctoral students with an alpha coefficient of .95-.97, suggesting high reliability. The general findings of the article showed that schools needed a lot more work to increase their capacity building, those that had improved instructional growth had a directive leadership intervention, and professional learning communities as a microcosm supported the high-capacity focus.

However, the data from interviews focused on non-leadership in the social and cultural side of the school. The author stresses that to establish validity for the study, a six-member panel of experts from the International Successful School Principalship Project developed the survey over two years.

As part of capacity building, Mullen et al. (2021) focused on the capacity building of teachers around resiliency, especially with the shadow of the COVID-19 pandemic changing how schools approached schooling and capacity building. The article describes resilience as closely related to retention, happiness within the job, and positive performance. Thus, the findings suggest that those teachers who build capacity around those factors can be flexible and beat all obstacles. Furthermore, school leaders who work on capacity building of teachers' resilience can produce resilient school environments by supporting teachers through hardships. This article helps support the present study's purpose because building capacity is one of the leadership behavior subconstructs that will be analyzed as a variable in this current study.

A school is one of the educational institutions where teaching and learning take place to educate generations of the nation's citizenry. Khusni and Mahmudah (2020) discuss that principals play a crucial role in setting policy. For example, the policy was to have more schools be competitive. Their study aims to know the leadership behavior of school leaders in the development of effective schools. This study's results show that building employee capacity involves sharing tasks and responsibilities and motivating colleagues to work effectively and efficiently to achieve goals. This leadership behavior is crucial and aligns with the study by highlighting principals' role in helping make schools successful by developing staff capacity.

Redesigning the Organization

The leadership behavior of redesigning the organization can manifest as increasing teacher collaboration within a school. Çoban et al. (2020) devoted part of their research to connecting this leadership behavior to the amount of trust the teachers had on campus with their principal. They conducted their research by collecting survey data from 45 lower secondary schools. The findings indicated that the trust teachers had in their school leaders was significant in how instructional systems were dedicated within the campus and impacted their self-efficacy to collaborate with other teachers. This paper is important in understanding that working collaboratively, as an exhibition of the leadership behavior of redesigning the organization, is essential for successful school leaders.

The concept of redesigning the organization has been applied even from a global perspective. For example, in China, a governmental adoption of new educational system goals and expected instructional practices shifted the leadership approach. Liu (2021) describes this struggle in her research to understand the correlation between leadership behaviors and teacher efficacy in a Chinese urban secondary setting. Seven hundred fifty-nine teachers were administered a survey, and in the quantitative analysis, the author explored redesigning the organization as one of the variables of the relationships. Teachers were required to adjust to the current curriculum adoption through the influence of their school principals. The results identified that the leader's ability to redesign the organization had no positive effect on their ability to Task Analysis if the teachers might have yet to develop good relationships with stakeholders or chose to work in conditions that are not collaborative (Liu, 2021).

This concept of collaboration was explored further by Hargreaves (2019), who performed a meta-analysis of 30 years of work on teacher collaboration. The author

focused on the impact on student learning, teacher self-efficacy increase, and successful institutional redesign. Through the research, it is suggested that people perform better when they work productively with peers. This collaboration is linked to student achievement through collaborative planning and peer review. The article intends to expand to see the teacher collaboration designs used and how effectively they support leaders in influencing schools.

Collaborative teachers develop that practice through Professional Learning Communities (PLCs); such is the case with Glazier et al. (2017), who completed out a qualitative study with twenty-one teacher-education alums who provided self-reported stories and were analyzed for common themes and categories. The study found that teachers valued collaboration but felt that Professional Learning Communities increased in glimpses of collaboration as teachers became more involved in the community. It assumes that although collaboration occurs, it is created differently across schools. This is where a school principal's leadership ability and influence come into play; as part of redesigning the organization to be collaborative, the PLC should not have a natural leader if the environment is created to be truly collaborative.

When addressing the subconstruct of Redesigning the Organization, this current study matches the description of leadership behavior that influences stakeholders to improve the school and support instructional systems (Leithwood & Jantzi, 2005; Rice, 2020). The global technological environment has interconnected the world and allowed for increased inclusion and engagement with all people within schools and society (Tichnor-Wagner, 2019). This challenge sparked a qualitative study by Tichnor-Wagner (2019) in which attributes of leadership are explored to see the facilitated learning needed in this diverse environment from ten interviewed school principals. The study's implications included how administration programs and enrichment opportunity

companies can cultivate globally minded leaders who support redesigning the improvement organization. The study also suggests that there is no cookie-cutter way of approaching leadership development since each principal behaves and influences their school in a manner predetermined to the needs of the campus and may have a varied level of global experience.

Improving the Educational Program

Leaders are known to work towards establishing instructional systems, as is the case that Schrik and Akiyini-Wasonga (2019) addressed through the primary research problem of analyzing the comparison of principal qualities such as instruction, ethics, and leadership and their impact on student achievement. The purpose of the study was to research the influence of leader expectations on student success using elementary school leader data. The population for the study was the range of elementary school principals within Illinois. There were 205 subjects within the sample selected randomly by their positions within the elementary schools. The instrumentation used was the *Principal Self-Efficacy Survey*. The study's finding includes those principals that had a higher expectation of their view than the reality of school success. Female principals had higher scores other than males. Principals with higher degrees had better scores than just master's degrees, and suburban principals are doing better than rural school leaders.

Azar and Adnan (2020) discuss the main research problem addressed by the study to see if school leadership could impact student performance to further develop schools. The purpose of the study is to research the areas of school leaders and then establish a culture where students can achieve their measures. Two questions guided the research. The first is the effects of good school leadership on educators' and students' achievement in Malaysia. The second question was, what factors supported student success in Malaysia? The finding suggests that the school principal plays a significant role in

student growth and Malaysia's educational system. However, the leadership needs to transition to practical techniques for new challenges for the new generation. Effective leadership is a significant contributor to student performance in schools.

Similarly, implications for action planning practices were researched in another study. Shatzer et al. (2014) compared the effects of instructional and leadership behaviors on student achievement. They focused solely on the theoretical aspect by setting up a sample of 590 teachers from 37 primary schools in the Western United States. The *Multifactor Leadership Questionnaire* and *Principal Instructional Management Rating Scale* were used in the study. The data were analyzed via regression analysis, and findings showed that instructional leadership, measured by a criterion-referenced test, showed more significant variance and explanation than leadership behaviors. The implication is that although they both impact student achievement, instructional leadership has a more substantial influence than leadership behaviors.

Sun and Leithwood's (2012) research focused on the relationship between transformational school leaders and student achievement. The data used in the study was collected from seventy-nine unpublished dissertations from online databases focusing on leadership behaviors in education between 1996 and 2008. The focus was on the demographics of rural, urban, and suburban public schools at varying grade configurations. The study found that leadership behaviors do not have a significant relationship causing effects on student achievement when controls of socioeconomic status and cognitive capabilities are considered. Instead, in the findings, areas of collaborative structures and individualized consideration were making more significant impacts on student achievement.

Another study that used the same research focus on student achievement investigated what school principals in high-performing urban schools noticed about

39

classroom instruction within their schools (Johnson, Uline, et al., 2011). The study aimed to apply the concept of expert observation to principals in high-performing urban schools and try to understand how principals, through behaviors, influence high achievement for diverse students. The qualitative interview study selected 14 urban schools awarded the National Excellence in Urban Education Award, and the principals of each of the 14 high schools were the participants. Through a purposive sampling interview method, data were collected, transcribed, and analyzed for common themes and patterns. The research findings showed that school principals focused on three themes when entering a classroom for observation. The first central theme was student engagement, learning, and understanding within the school. The second theme from the interviews was connected to the classroom atmosphere and teacher behaviors that allowed students to decrease their misunderstandings when taught the content. The level of facilitation and differentiation that the teacher created allowed school leaders to notice and correlate to high levels of learning.

Cultural Proficiency and Leadership Behaviors

Minoritized youth, who work alongside leaders who connect to their understanding of the community, become involved in resolving inequities and meeting their cultural needs (Miller, 2020). In his study, Miller (2020) explores the application of the culturally responsive leadership framework through a qualitative case study occurring over six months, including six semi-structured interviews with executive leaders and mentors, along with five different observations in a diverse urban region of the Western United States. The article began by introducing leadership practices, such as a clear vision, bottom-up leadership, supporting a positive culture, management of resources, and adequate training. The findings suggest that leaders must serve their stakeholders while admitting to struggles of their students while incorporating the diversity of learners

as an asset rather than a burden. The results indicate the need to have leaders analyze their self-awareness through the intersectionality of their race and their worldview within their daily context, this is crucial for the perspective of this present study.

A marginalized group within the United States, the Mexican American immigrant community of students, has been targeted through injustices in those perspectives and worldview. These biases were a focus for DeMatthews and Izquierdo (2020). They conducted a qualitative case study of the community and addressed what principal leadership behaviors supported creating a culturally responsive school. The authors viewed the context from the framework of culturally responsive leadership due to the connection to Dual Language education and the leadership focus on supporting institutions of learning and those of the immigrant communities they serve. The researchers prepared an approach that spans two years involving interviews and observations of principals who committed to the dual language program and were part of public, urban schools with a Mexican American demographic. The results of the interviews and observation showed that some challenges to a culturally responsive school were the lack of meaningful parent engagement, homelife causing obstacles for struggling students, implicit bias and discrimination, and resistance to a dual language culture of English and Spanish. However, the principal, through her leadership behavior practices, was able to support her campus. She stuck to (a) reflection and adjustment by correcting her own biases, (b) using data-driven decision-making to support the campus vision and address needed goals, (c) cultivating diversity within her campus by being an obstacle to oppression systems in school, and (d) always prioritizing the needs of her diverse parents and students. This study by DeMatthews and Izquierdo (2020) reflected the need for principals to have a team that supports their practices to work towards culturally responsive environments.

41

A study by Madhlangobe and Gordon (2012) observed how a school leader put into practice leadership behaviors that aligned with culturally responsive practices. They conducted a qualitative research study, shadowing an assistant principal and doing daily follow-up interviews. They also conducted interviews with other pertinent stakeholders in the school and artifacts from offices, classrooms, and common areas. They found three different levels of practice of culturally responsive leadership from a personal, environmental, and curricular standpoint. From a personal standpoint, the principal often embraced the school as a community and embraced relationships, such as adults being role models for positive relationships and encouraging collaborative opportunities. As an example of the environmental viewpoint, the principal devoted time to the learning environment and adjusting to the needs of marginalized students within the campus. Finally, the principal enhanced parental participation in reviewing the curriculum and encouraged a focus on knowledge by diverse learners. The research results suggest ways leaders can make their campuses more inclusive to marginalized students and practice a climate of cultural responsiveness. The highlight is the association of such lens to be applied through culturally responsive leadership practices.

Similarly, by correlating leadership to cultural connections, Wang (2019) explored aspects of leadership from a neuroscientific point of view. He reviewed the literature on 69 neuroscience studies and four books and associated brain activities with behaviors commonly seen as part of educational leadership. He found that vision, charisma, trust, and organizational justice were associated with four leadership styles: charismatic, transformational, destructive, and culturally responsive. Wang noted that the studies had one theme in common: emotion. This study implied that emotion training needs to be a part of leadership as it could affect leadership and cultural responsiveness behaviors.

Another researcher highlighted a similar sentiment, but through the view of Black female principals, Lomotey (2019) conducted an exploratory review through 57 dissertations, articles, and book chapters. The need for the study was seen in the marginalization of Black students in the United States and the importance of having role models who address the gap in culturally relevant leadership. The author found in their literature review that most dissertation studies highlight Black female principals. The lens most commonly used were from either Black Feminist Thought, Critical Race Theory, or Standpoint Theory frameworks. Most studies used qualitative methodology, highlighting the need for more mixed and quantitative methods studies. Lomotey (2019) continues to stress the need to look at issues within education from the school level rather than principal lived experiences because leadership behaviors within concepts of discipline and instructional practices vary depending on the student's grade level.

Summary of Findings

The literature review showed the standard description of cultural proficiency (Khalifa et al., 2016; Siwatu, 2011; Spikes, 2018), and effective leadership behaviors were reviewed to support student academic achievement in their campuses (Li & Karanxha, 2022; Wu & Shen, 2022). The researchers' references suggest that cultural proficiency is critical to success in public schools due to an overflow of instability and longing of students to belong and be supported (Gray, 2020; Madhlangobe & Gordon, 2012; Welton et al., 2015).

Leaders, as part of their influential behaviors, create a shared mission, vision, and path forward to support their campus and staff (Gray, 2020; Grissom et al., 2021). Various research studies focused on leadership behaviors of principals as being critical in influencing their students, staff, and campuses (Gray, 2020; Grissom et al., 2021; Li & Karanxha, 2022; Liebowitz & Porter, 2019; Wu & Shen, 2022). Many of the studies

focused on leaders who continue to possess high self-efficacy and have exhibited leadership behaviors (Dahlkamp et al., 2018; Hesbol, 2019; Karadag et al., 2018). Description of studies that have discussed leadership behavior factors was reviewed. Implications of leadership behaviors were stated on how districts can develop professional development for their leaders to grow and assess their principals' leadership behaviors (Grissom et al., 2021; Spikes, 2018).

Principals must understand and practice leadership behaviors that encourage school achievement by acknowledging cultural diversity (Hanson et al., 2020; Khalifa et al., 2016; Madhlangobe & Gordon, 2012; Trumbull & Pacheco, 2005). These behaviors fall within culturally responsive leadership, where studies reveal the importance of developing and analyzing leadership as a culturally responsive dimension for the success of schools and students (Gorski, 2016; Lewis Chiu et al., 2017). Researchers could investigate the relationship between cultural proficiency and leadership behaviors. Principals who work through acknowledgment of students' cultural needs are likely to lead in influence to support the workflow of school and teachers. This literature gap is vital in helping districts to focus on the strength driven by the diversity of marginalized students and build capacity of leaders to be culturally responsive.

Theoretical Framework

The purpose of this study was to examine the relationship between principal cultural proficiency and leadership behaviors. Culturally responsive leadership (CRL) provides the framework for this study. The framework, derived from culturally responsive pedagogy, incorporates leadership philosophies, methods, and policies that create inclusive learning environments for students and families from marginalized backgrounds (Khalifa et al., 2016). It was initially framed with culturally relevant framework (Ladson-Billings, 1995) and culturally responsive pedagogy lens (Gay, 1994).

44

CRL requires that school principals understand and practice emphasizing high expectations for student achievement (Johnson et al., 2011; Young, 2010), infusing into the curriculum the history, principles, and cultural understanding of the students' home communities (Brown-Jeffy & Cooper, 2011; Howard, 2001), cultivating the social and political consciousness (Hernandez et al., 2013; Jackson, 2011), and creating culturally aware leaders (Gorski, 2016; Lewis Chiu et al., 2017).

Similar terms used to describe this approach to leadership include culturally proficient leadership, culturally relevant leadership, culture-based leadership, cultural competency, multicultural leadership, and leadership for diversity. Although there are subtle differences in how researchers use the various terms, all relate to how school leaders seek an inclusive environment to work with stakeholders in developing instruction, teaching strategies, and effective practices that are empathetic to the cultural background of students and their families (Johnson & Fuller, 2014; McClintock et al., 2021).

The concepts of cultural responsiveness and school leadership have merged into culturally responsive leadership and, as a framework, acknowledge culturally responsive school leaders as those who prioritize high standards for student academic achievement, demonstrate ethics, support inclusive instructional strategies, and create systems that incorporate all stakeholders (Bottiani et al., 2018; Brown et al., 2002; Jacobson & Ylimaki, 2011; Khalifa, 2020; Khalifa et al., 2019). In addition, culturally responsive leadership emphasizes improving educational outcomes and experiences for all students, especially those historically marginalized in the educational system (Howard et al., 2019; Johnson & Fuller, 2014). All students can learn when educational leaders acknowledge diverse learners and their cultures in decisions.

Conclusion

       This chapter presented a review of relevant literature related to the study. The purpose of this study was to examine the relationship between principal cultural proficiency and leadership behaviors. In Chapter III, the methodological aspects of this are detailed to include the operationalization of theoretical constructs, research purpose and questions, research design, population and sampling selection, data collection procedures, data analysis techniques, privacy and ethical considerations, and the research design limitations for this study.

CHAPTER III:

METHODOLOGY

The purpose of this study was to examine the relationship between principal
cultural proficiency and leadership behaviors. This correlational study collected survey
data from a purposeful sample of school principals in an education service center region
of Southeast Texas. The data were analyzed using frequencies, percentages, and multiple
linear regression (MLR) modeling. This chapter presented an overview of the research
problem, operationalization of theoretical constructs, research purpose and questions,
research design, population and sampling of participants, instrumentation, data collection
and analysis, privacy and ethical considerations, and the research design limitations for
this study.

Overview of the Research Problem

Culturally diverse students may find it challenging to participate in schools that
do not comprehend their cultural practices; as it is not uncommon for a significant
number of these marginalized students to drop out of the educational system before they
finish high school (Gray-Nicolas & Miranda, 2020; Riele, 2006). Although there is no
difference in the intellectual aptitude among children of different racial, cultural, or
socioeconomic backgrounds before they begin formal schooling, research shows that a
number of these students underachieve compared to their classmates, further increasing
the "achievement gap" (Cummins, 2015; Ford et al., 2008; Holihan, 2022; Jackson &
Howard, 2014). Spring (2008) echoes a similar sentiment that if the educational system
works effectively in producing successful instruction, a student's socioeconomic status
and demographics will not be the only deciding factors in their achievement. Despite this,
it might be necessary to acknowledge the achievement gap due to the high-stakes

accountability resulting from No Child Left Behind (NCLB) and continuing with the Every Student Succeeds Act (ESSA). Both of these laws require meaningful analysis of student subpopulations and school performance by principals who may be unsure of how to meet the needs of their students with the highest needs (Blad, 2016; Giles et al., 2007; Moon et al., 2007).

The principal is described by Sturgis et al. (2017) as a catalyst, permitting progress, and quick acclimations to happen inside their school for preparation of students into a global society. The ability to influence is part of the construct of leadership behaviors and principals need to put into practice leadership behaviors that encourage achievement in their schools by acknowledging cultural practices specific to their campuses (Bond, 2017; Burns, 1978; Madhlangobe & Gordon, 2012). These behaviors fall within culturally responsive leadership, where studies reveal its importance of developing and analyzing it as a dimension of learning and academic achievement (Khalifa et al., 2016; Ladson-Billings, 1995; Smith-Maddox, 1998).

The research problem centered on gathering knowledge and examining the relationship between principal cultural proficiency and leadership behaviors. Given the high stakes around marginalized students in schools, those potential relationships needed to be examined through the lens of culturally responsive leadership to understand how principals can influence their campuses to run an effective instructional system and foster a community of collaboration through recognition of all stakeholders and their culturally diverse backgrounds. Finally, analyzing the relationship between principal cultural proficiency and leadership behaviors support filling an existing gap in lack of a quantified connection between the two constructs.

48

Operationalization of Theoretical Constructs

The study consisted of two constructs: (a) cultural proficiency and (b) leadership behaviors. Cultural proficiency is defined as an individual's competence and ability to accomplish practices that are associated with cultural responsiveness (Siwatu, 2007). This construct was measured using the *Educator Cultural Proficiency Insight Tool* (ECPIT). Leadership behaviors are defined as a concept of leadership where leaders, through behaviors, and their followers influence each other to achieve success and raise motivation (Burns, 1978). This construct was measured using the *Successful School Leadership Survey* (SSLS).

Research Purpose, Questions, and Hypotheses

The purpose of this study was to examine the relationship between principal cultural proficiency (Cultural Awareness and Diversity, Attitudes, Beliefs, and Expectation of Student Learning, Ownership and Responsibility, and Recognition of Racism) and leadership behaviors (Setting Directions, Developing People, Redesigning the Organization, Improving the Instructional Program). The following research questions guided this study.

1. Does cultural proficiency predict a principal's ability to set directions?

    Ha: Cultural proficiency predicts a principal's ability to set directions.

2. Does cultural proficiency predict a principal's ability to develop people?

    Ha: Cultural proficiency predicts a principal's ability to develop people.

3. Does cultural proficiency predict a principal's ability to redesign the organization?

    Ha: Cultural proficiency predicts a principal's ability to redesign the organization.

4. Does cultural proficiency predict a principal's ability to improve the instructional program?

> Ha: Cultural proficiency predicts a principal's ability to improve the instructional program.

Research Design

In this study, a correlational research design was used. This design was appropriate to the study due to examining the influence of the independent variables on the dependent variable as a non-causal relationship. A purposeful sample of principals in an education service center region of Southeastern Texas were administered the *Educator Cultural Proficiency Insight Tool* and the *Successful School Leadership Survey*. The quantitative data were analyzed using frequencies, percentages, and multiple linear regression (MLR) modeling.

Population and Sample

The population of this study consisted of all principals in an education service center region of Southeastern Texas. Table 3.1 provides the demographics of the 1,517 school principals in the selected population supporting 48 public school districts and 40 charter schools with a total of 1,217,905 enrolled students. A purposeful sample of elementary and secondary school principals were solicited to participate in this study. Currently, principals across the region are 71.9% female and 28.1% male. Almost half (49.6%) of the school principals are White, 19.5% are Hispanic, 28.1% are Black, and 2.8% are Asian, Pacific Islander, and Two or more ethnicities. Table 3.2 presents the experience categories in years of experience of principals and percentage of the total. Across the population,7.6% are within their first 10 years as school principals, 39.7% are within 10-19 years, 41.5% are 20-29 years, 1.3% are 30-39 years, and 0.9% are between

50

40-46 years. The school principals' years of experience account for a mean of 20.1, with a median of 20 and a maximum of 46 years of experience.

Table 3.1

Population Principals' Demographics

	Frequency (n)	Percentage (%)
Female	1,090	71.9
Male	427	28.1
Black/African American	426	28.1
Hispanic/Latino	296	19.5
White	752	49.6
Asian	25	1.6
Pacific Islander	3	0.2
Two or More Ethnicities	15	1.0

Table 3.2

Population Principal Experience Categories

	Frequency (n)	Percentage (%)
Less than 10 Years	116	7.6
10 to 19 Years	602	39.7
20 to 29 Years	629	41.5
30 to 39 Years	157	10.3
40 to 46 Years	13	0.9

Instrumentation

Educator Cultural Proficiency Insight Tool

The *Educator Cultural Proficiency Insight Tool* (ECPIT) was developed to precisely measure the cultural proficiency of educators based on highlighted factors and characteristics. It was created through gathered research on the characteristics of cultural proficiency, culturally responsiveness, and cultural competence. Validity was established by use of expert feedback within the design of survey, and a sample of 305 participants, 84% of which were completers of the survey, responses were analyzed for reliability scores. ECPIT is based on the Culturally Responsive Pedagogy and Culturally Responsive Caring frameworks and was developed by Miller in 2011. *Educator Cultural Proficiency Insight Tool* had 55 items used to measure eight different factors of cultural proficiency (a) Cultural Awareness and Diversity, (b) Attitudes, Beliefs, and Expectations of Student Learning, (c) Ownership and Responsibility, (d) Recognition of Racism, (e) Classroom Culture, (f) Student Academic Achievement, Assessment, and Equity, (g) Student Centered, and (h) Relationship and Communication.

Participants were asked in the survey to rate the degree to which they agreed with the item practices using a 6-point Likert scale, which consisted of the following options: 1=*Strongly disagree*, 2=*Moderately disagree*, 3=*Mildly disagree*, 4=*Mildly agree*, 5=*Moderately disagree*, and 6=*Strongly agree*. Composite scores ranged from 55-330, with higher scores indicating a higher frequency of cultural responsiveness, thus higher cultural proficiency in the participant. Table 3.3 shows all the subscale Cronbach's alpha reliability coefficients for the subscales, all factor subscales ranged from .259 to .918 (Miller, 2011). For the purposes of this study, only the (a) Cultural Awareness and Diversity, (b) Attitudes, Beliefs, and Expectations of Student Learning, (c) Ownership and Responsibility, and (d) Recognition of Racism subscales were used (See Table 3.4).

The anchors were also reduced to a 4-point Likert scale, ranging from a 1=*Completely Disagree* to a 4=*Completely Agree*.

Table 3.3

Cronbach's Alpha Reliability Coefficients for the ECPIT

	Cronbach's Alpha (α) Miller (2011)
1. Cultural Awareness and Diversity	0.878
2. Attitudes, Beliefs, and Expectations of Student Learning	0.784
3. Ownership and Responsibility	0.715
4. Recognition of Racism	0.918
5. Classroom Culture	0.680
6. Student Academic Achievement, Assessment, and Equity	0.643
7. Student Centered	0.391
8. Relationship and Communication	0.259

Table 3.4

Description of the Four ECPIT Factors Used in Study

Factors of the ECPIT	Description
1. Cultural Awareness and Diversity	Recognize an educator's understanding and open-mindedness of diversity. Educator understanding of culture and diversity. Seek culture and intercultural competency.
2. Attitudes, Beliefs, and Expectation of Student Learning	Educators wanting students to learn beyond their potential. Taking the time to understand students and their expression of knowledge. Engage in practices to make learning personal and fun to students.
3. Ownership and Responsibility	Educators taking charge of the learning of students. Owning the success and failure of students. Confronting students for misbehavior.
4. Recognition of Racism	Educators examining their ability to see and understand racism at an institutional level. Recognizing implicit bias of a teacher Working towards preventing prejudice and racial bias.

Successful School Leadership Survey

In 2022, Leithwood et al. developed the *Successful School Leadership Survey* (SSLS) as an existing survey which quantifies the behaviors of leaders that would be considered transformational based on self-reported perceptions. The SSLS items were assembled from several sources and a series of tests were completed to select the items which had the best convergent and discriminant validities. The items selected measured four dimensions of transformational leadership behaviors: (a) setting the direction, (b) developing people, (c) redesigning the organization, and (d) improving the instructional

54

program. The survey was reviewed and redesigned by a panel of experts composed of five principals, two assistant principals, a district director, two district coordinators, and a professor of psychology. Through the expert panel, there were opportunities to clarify questions and definitions, time burdened to assess the survey, the efficacy in completing, as well as opportunity to consider new items. Table 3.5 shares the Cronbach's Alpha reliability coefficients for the subscales.

Table 3.5

Cronbach's Alpha Reliability Coefficients for the SSLS

	Cronbach's Alpha (α) Leithwood et al. (2022)
1. Setting Directions	0.91
2. Developing People	0.94
3. Redesigning the Organization	0.91
4. Improving the Instructional Program	0.92

Leithwood et al. (2022) examined factors of leadership behaviors through his *Successful School Leadership Survey.* The *Successful School Leadership Survey* measures four different subscales of leadership behaviors: (a) Setting directions (4-items, items #1, 2, 3, 4), (b) Developing People (5-items, items #5, 6, 7, 8, 9), (c) Redesigning the Organization (4-items, items #10,11,12,13), and (d) Improving the Instructional Program (7-items, items #14, 15, 16, 17, 18, 19, 20). Table 3.5 presents the description of each of the subscales of the SSLS. Participants are asked in the survey to rate to what degree they agree to their leadership type using a 5-point Likert scale, ranging from a 1=*Strongly disagree* to a 5=*Strongly agree*. Composite scores ranged from 20-100, with higher scores indicating a higher frequency of transformational behaviors of leaders working in schools. For the purposes of this study, the participants were asked the extent to which

they, as school leaders, engage in the practices with the anchors reduced to a 4-point

Likert scale ranging from a 1=*Completely Disagree* to a 4=*Completely Agree*.

Table 3.6

Description of Each of the Four Subscales of the SSLS

Subscales of the SSLS	Description
1. Setting Directions	Recognize and articulate a school vision Developing shared understandings Setting high standards for performance Communicate clearly through decision-making
2. Developing People	Offering opportunities for reflection and challenges Exhibits strong sense of purpose Acts morally and ethically
3. Redesigning the Organization	Connects school to its wider environment Solves problems by engaging others and by looking through various lenses Develops productive relationships with stakeholders
4. Improving the Instructional Program	Hiring with success of school in mind Coaching around instructional strategies Monitors school systems Pushes against obstacles that distract staff Aligns and allocates for resources

Data Collection Procedures

Prior to data collection, the researcher will gain approval from the University of

Houston-Clear Lake's (UHCL's) Committee for Protection of Human Subjects (CPHS).

Next, the participating school principals will be contacted via email to give information

around the purpose of the study and the process for collecting the surveys from the

participants. The researcher will share an electronic link with the electronic survey and

cover letter. The survey cover letter will state the purpose of the study, voluntary participation, the estimated timeframe for responding to survey, and communicate the confidentiality of the survey responses. Participants will be informed that consent will be assumed based on completion of the survey.

The survey responses will be collected over a six-week time frame. Follow up notification emails will be emailed at the two-, four- and six-week intervals during the data collection period. Upon receiving the survey responses, all quantitative data values will be inputted and uploaded to a quantitative research software *IBM Statistical Package for the Social Sciences* (IBM SPSS) for further analysis. At the end of the survey data collection timeframe and the study, the data will be maintained secured in a password-protected encrypted standard cloud folder and maintained by the researcher for a period of five years as required by CPHS guidelines. Once the expiration date is reached, the researcher will securely erase all data files associated with the study.

Data Analysis

Following the data collection, the data were downloaded from Qualtrics using Microsoft Excel into the IBM SPSS program for further analysis. In order to answer research questions 1-4, a multiple linear regression (MLR) modeling was used to examine if principal cultural proficiency (Cultural Awareness and Diversity, and Attitudes, Beliefs, and Expectations of Student Learning, Ownership and Responsibility, and Recognition of Racism) could statistically significantly predict principal leadership behaviors (Setting directions, Developing People, Redesigning the organization, and Improving the Instructional Program). To measure cultural proficiency, all variables were entered as a block. All variables were continuous in measurement. For this study, a significance value of 0.05 was used in data analysis. The coefficient of determination (adjusted-R^2) was used to calculate the effect size.

Privacy and Ethical Considerations

Prior to data collection, the researcher gained approval from the University of Houston-Clear Lake's (UHCL's) Committee for Protection of Human Subjects (CPHS). The researcher asked the survey instrument copyright holders for written approval for its use in the research. Campus principals' emails were obtained through a Public Information Request through the Texas Education Agency. All participants were contacted via email with an attached survey letter to give information around the purpose of the study, their voluntary participation, and communicate the confidentiality of the survey responses. Participants were kept confidential, and no unjustifiable dangers were suffered by the participants, they were also informed that participation is completely voluntary. The data collected was maintained secured in a password-protected encrypted standard cloud folder and will be maintained by the researcher for a period of five years as required by CPHS guidelines. Once the expiration date is reached, the researcher will securely erase all data files associated with the study.

Research Design Limitations

The research design consisted of several limitations to this study. First, the findings are only generalizable to the principal participants and cannot be overarching to all school principals in a greater scope of view. This is important because the research results are significant only to the sample size that was utilized and cannot represent all similar groups or situations. Second, it is understood that participants, due to the nature of the survey, are self-reporting. By standard of practice and expectation each participant should be honest in their responses, but researcher cannot control for participant bias and honesty variation in the data retrieved and could result in validity issues. Third, the confounding factors around school testing schedule and weather-related issues around the time of data collection could add a layer of stress and factors that would not be accounted

for within the research design. This may provide another factor layer affecting validity due to the difference in experiences, stress to point of year, and time frame for the self-reporting results.

Conclusion

The purpose of this study was to examine the relationship between principal cultural proficiency and leadership behaviors. This chapter identified the overview of the research problem to continue to examine statistical predictions between the research constructs and the variables. The quantitative phase of the study was crucial in weaving the research to better comprehend principal cultural proficiency and leadership behaviors. In the next chapter, survey data analysis and discussion were addressed in further detail.

CHAPTER IV:

RESULTS

The purpose of this study was to examine the relationship between principal cultural proficiency and leadership behaviors. The chapter begins by presenting a detailed description of the demographic characteristics of the participants in this project, calculated instrument reliability, followed by the findings illustrated in Research Questions One, Two, Three, and Four. The chapter will conclude with a summary of the study's findings and a conclusion.

Participant Demographics

Principals in an education service center region of Southeastern Texas were solicited to participate in the study. Of the 1,517 principals contacted, 208 completed and submitted the survey via Qualtrics. Forty-two respondents were deleted as a result of missing data and not meeting the requirements for participation in the study; this left 166 eligible participants. As shown in Table 4.1, most of the respondents were female (69.3%, $n = 115$), and the remaining were male (30.7%, $n = 51$). Of the total principal participants, 35.5% $(n = 59)$ were White, 34.9% $(n = 58)$ Hispanic, 27.7% $(n = 46)$ Black, 1.2% $(n = 2)$ Asian and 0.6% $(n = 1)$ Two or more ethnicities. The majority of principals surveyed fell in the range of less than 10 years experience as a principal (83.1%, $n = 138$), followed by 10-19 years experience (13.9%, $n = 23$), 20-29 years of principal experience (1.2%, $n = 2$), and 30-39 years of experience (1.8%, $n = 3$). The mean administrative experience was 6.28 years, median was 5 years, and mode was 2 years.

Table 4.1

Participant Demographics and Principal Experience

	Frequency (*n*)	Percentage (%)
1. Gender		
Female	115	69.3
Male	51	30.7
2. Race / Ethnicity		
Black / African American	46	27.7
Hispanic / Latino	58	34.9
White	59	35.5
Asian	2	1.2
Two or More Ethnicities	1	0.6
3. Experience as a Principal		
Less than 10 Years	138	83.1
10 to 19 Years	23	13.9
20 to 29 Years	2	1.2
30 to 39 Years	3	1.8

Instrument Reliability

Cronbach's alphas were calculated to determine the reliability of the four factors of the ECPIT and are presented in Table 4.2; ranged from .719 to .939. The reliability coefficients were also calculated for the four subscales of the SSLS and are presented in Table 4.3; ranged from .75 to .88. Reliability coefficients that are greater than .70 are considered acceptable (Fraenkel & Wallen, 2006).

Table 4.2

Cronbach's Alpha Reliability Coefficients for the ECPIT

	Cronbach's Alpha (α) Cardona (2023)	Cronbach's Alpha (α) Miller (2011)
1. Cultural Awareness and Diversity	0.883	0.878
2. Attitudes, Beliefs, and Expectations of Student Learning	0.766	0.784
3. Ownership and Responsibility	0.719	0.715
4. Recognition of Racism	0.939	0.918
5. Overall	0.871	0.861

Table 4.3

Cronbach's Alpha Reliability Coefficients for the SSLS

	Cronbach's Alpha (α) Cardona (2023)	Cronbach's Alpha (α) Leithwood et al. (2022)
1. Setting Directions	0.78	0.91
2. Developing People	0.76	0.94
3. Redesigning the Organization	0.75	0.91
4. Improving the Instructional Program	0.77	0.92
5. Overall	0.88	0.98

Research Question One

Research Question One, *Does cultural proficiency predict a principal's ability to set directions?,* was answered by conducting a multiple linear regression to determine if cultural proficiency predicts a principal's ability to set directions. The findings, as shown on Table 4.4, indicated that cultural proficiency statistically significantly predicts a principal's ability to set directions. $F(4,165) = 3.214$, $p = .014$, adjusted-$R^2 = .051$.

Approximately 5.0% of the variance in a principal's ability to set directions can be attributed to their cultural proficiency.

Table 4.4

RQ1 Multiple Regression Results

	N	M	SD	*F*-value	df	*p*-value	adjusted-R^2
Setting Directions	166	15.3	1.183	3.214	(4,165)	.014*	.051
Cultural Awareness and Diversity	166	29.1	3.284				
Attitudes, Beliefs, and Expectations of Student Learning	166	43.8	3.394				
Ownership and Responsibility	166	24.2	2.519				
Recognition of Racism	166	12.6	2.734				

*Statistically Significant ($p < .05$)

All independent variables, (a) Cultural Awareness and Diversity, (b) Attitudes, Beliefs, and Expectations of Student Learning, (c) Ownership and Responsibility, and (d) Recognition of Racism, were entered as one block. As shown in Table 4.5, only one of the four independent variables, Attitudes, Beliefs, and Expectations of Student Learning, was found to be statistically significant in predicting a principal's ability to set directions, $t = 2.114$, $p = .036$

Table 4.5

RQ1 Multiple Regression Coefficients Results

	Unstandardized Coefficients		Standardized Coefficients	*t*-value	*p*-value
	B	Std. Error	Beta		
Constant	11.824	1.242		9.520	<.001
Cultural Awareness and Diversity	.014	.031	.038	.449	.654
Attitudes, Beliefs, and Expectations of Student Learning	.072	.034	.205	2.114	.036*
Ownership and Responsibility	.029	.043	.062	.679	.498
Recognition of Racism	-.063	.034	-.145	-1.848	.066

*Statistically Significant ($p < .05$)

Given that only one independent variable was found to be statistically significant ($p < .05$), a linear regression was conducted to determine if a principal's attitudes, beliefs, and expectations of student learning predicts a principal's ability to set directions. The results as shown on Table 4.6, indicated that attitudes, beliefs, and expectations of student learning statistically significantly predicts a principal's ability to set directions, $F(1,165) = 8.782$, $p = .003$, $r^2 = .051$. Approximately 5.0% of the variance in a principal's ability to set directions can be attributed to their attitudes, beliefs, and expectations of student learning. The prediction equation is as follows (see Table 4.7):

$$Setting\ Directions$$
$$= 11.827 + .079 * (Attitudes, Beliefs, and\ Expectations\ of$$
$$Student\ Learning)$$

Table 4.6

RQ1 Linear Regression Results

	N	M	SD	*F*-value	df	*p*-value	r^2
Setting Directions	166	15.3	1.183	8.782	(1,165)	.003*	.051
Attitudes, Beliefs, and Expectations of Student Learning	166	43.8	3.394				

*Statistically Significant (*p* < .05)

Table 4.7

RQ1 Linear Regression Coefficient Results

	Unstandardized Coefficients		Standardized Coefficients	*t*-value	*p*-value
	B	Std. Error	Beta		
Constant	11.827	1.166		10.147	<.001
Attitudes, Beliefs, and Expectations of Student Learning	.079	.027	.225	2.963	.003*

*Statistically Significant (*p* < .05)

Research Question Two

Research Question Two, *Does cultural proficiency predict a principal's ability to develop people?*, was answered by conducting a multiple linear regression to determine if cultural proficiency predicts a principal's ability to develop people. The findings, as shown on Table 4.8, indicated that cultural proficiency statistically significantly predicts a principal's ability to develop people. $F_{(4,165)} = 4.563$, $p = .002$, adjusted-$R^2 = .080$.

Approximately 8% of the variance in a principal's ability to develop people can be attributed to their cultural proficiency.

Table 4.8

RQ2 Multiple Regression Results

	N	M	SD	F-value	df	p-value	adjusted-R^2
Developing People	166	19.2	1.29	4.563	(4,165)	.002*	.080
Cultural Awareness and Diversity	166	29.1	3.284				
Attitudes, Beliefs, and Expectations of Student Learning	166	43.8	3.394				
Ownership and Responsibility	166	24.2	2.519				
Recognition of Racism	166	12.6	2.734				

*Statistically Significant ($p < .05$)

All independent variables, (a) Cultural Awareness and Diversity, (b) Attitudes, Beliefs, and Expectations of Student Learning, (c) Ownership and Responsibility, and (d) Recognition of Racism, were entered as one block. As shown in Table 4.9, none of the variables were found to be statistically significant in predicting a principal's ability to set directions. Although there was no multicollinearity present, this may be the result of the predictor variables being so highly correlated.

Table 4.9

RQ2 Multiple Regression Coefficients Results

	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value
	B	Std. Error	Beta		
Constant	13.801	1.334		10.342	<.001
Cultural Awareness and Diversity	.026	.033	.065	.782	.436
Attitudes, Beliefs, and Expectations of Student Learning	.072	.036	.188	1.969	.051
Ownership and Responsibility	.073	.046	.143	1.595	.113
Recognition of Racism	-.019	.037	-.040	-.522	.603

*Statistically Significant ($p < .05$)

None of the independent variables in the block were found to be statistically significant ($p < .05$), but the subscale Attitudes, Beliefs, and Expectations of Student Learning shows was close to being statistically significant ($p = .051$), a linear regression analysis was conducted to determine if a principal's attitudes, beliefs, and expectations of student learning predict a principal's ability to develop people. The results as shown on Table 4.10, indicated the attitudes, beliefs, and expectations of student learning can statistically significantly predict a principal's ability to develop people, F (1,165) = 14.448, $p < .001$, $r^2 = .082$. Approximately 8.0% of the variance in a principal's ability to develop people can be attributed to their attitudes, beliefs, and expectations of student learning.

The prediction equation is as follows (see Table 4.11):

67

$$Developing\ People$$

$$= 14.448 + .109 * (Attitudes, Beliefs, and\ Expectations\ of$$

$$Student\ Learning)$$

Table 4.10

RQ2 Linear Regression Results

	N	M	SD	*F*-value	df	*p*-value	r^2
Developing People	166	19.2	1.290	14.448	(1,165)	<.001*	.082
Attitudes, Beliefs, and Expectations of Student Learning	166	43.8	3.394				

*Statistically Significant ($p < .05$)

Table 4.11

RQ2 Linear Regression Coefficient Results

	Unstandardized Coefficients		Standardized Coefficients	*t*-value	*p*-value
	B	Std. Error	Beta		
Constant	14.448	1.251		11.552	<.001
Attitudes, Beliefs, and Expectations of Student Learning	.109	.028	.286	3.829	<.001*

*Statistically Significant ($p < .05$)

Research Question Three

Research Question Three, *Does cultural proficiency predict a principal's ability to redesign the organization?*, was answered by conducting a multiple linear regression

to determine if cultural proficiency predicts a principal's ability to redesign the organization. The findings, as shown on Table 4.12, indicated that cultural proficiency statistically significantly predicts a principal's ability to redesign the organization, $F(4,165) = 4.793$, $p = .001$, adjusted-$R^2 = .084$. Approximately 8.0% of the variance in a principal's ability to redesign the organization can be attributed to their cultural proficiency.

Table 4.12

RQ3 Multiple Regression Results

	N	M	SD	*F*-value	df	*p*-value	adjusted-R^2
Redesigning the Organization	166	14.7	1.438	4.793	(4,165)	.001*	.084
Cultural Awareness and Diversity	166	29.1	3.284				
Attitudes, Beliefs, and Expectations of Student Learning	166	43.8	3.394				
Ownership and Responsibility	166	24.2	2.519				
Recognition of Racism	166	12.6	2.734				

*Statistically Significant ($p < .05$)

All independent variables, (a) Cultural Awareness and Diversity, (b) Attitudes, Beliefs, and Expectations of Student Learning, (c) Ownership and Responsibility, and (d) Recognition of Racism, were entered as one block. As shown in Table 4.13, Attitudes,

Beliefs, and Expectations of Student Learning was found to be statistically significant in predicting a principal's ability to redesign the organization, $t = 2.305$, $p = .022$; Recognition of Racism was also statistically significant $t = 2.153$, $p = .033$.

Table 4.13

RQ3 Multiple Regression Coefficients Results

	Unstandardized Coefficients		Standardized Coefficients	*t*-value	*p*-value
	B	Std. Error	Beta		
Constant	8.865	1.483		5.976	<.001
Cultural Awareness and Diversity	.006	.037	.013	.155	.877
Attitudes, Beliefs, and Expectations of Student Learning	.093	.040	.220	2.305	.022*
Ownership and Responsibility	.021	.051	.036	.408	.684
Recognition of Racism	.088	.041	.166	2.153	.033*

*Statistically Significant ($p < .05$)

Given that only two independent variables were found to be statistically significant ($p < .05$), another multiple linear regression was conducted to determine if a principal's (a) attitudes, beliefs, and expectations of student learning, and (b) recognition of racism predict a principal's ability to redesign the organization. The results as shown on Table 4.14, indicated that (a) attitudes, beliefs, and expectations of student learning, and (b) recognition of racism significantly predict a principal's ability to redesign the organization, $F (1,165) = 9.591$, $p < .001$, adjusted-$R^2 = .094$. Approximately 9.0% of the variance in a principal's ability to redesign the organization can be attributed to their (a)

attitudes, beliefs, and expectations of student learning, and (b) recognition of racism. The prediction equation is as follows (see Table 4.15):

$$Redesigning\ the\ Organization\ =\ 9.056\ +\ .104 * (Attitudes, Beliefs, and$$
$$Expectations\ of\ Student\ Learning)\ +$$
$$.088 * (Recognition\ of\ Racism)$$

Table 4.14

RQ3 Significant Predictors Regression Results

	N	M	SD	*F*-value	df	*p*-value	adjusted-R^2
Redesigning the Organization	166	14.7	1.438	9.591	(2,165)	<.001*	.094
Attitudes, Beliefs, and Expectations of Student Learning	166	43.8	3.394				
Recognition of Racism	166	12.6	2.734				

*Statistically Significant ($p < .05$)

71

Table 4.15

RQ3 Significant Predictors Regression Coefficient Results

	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value
	B	Std. Error	Beta		
Constant	9.056	1.396		6.486	<.001
Attitudes, Beliefs, and Expectations of Student Learning	.104	.032	.245	3.239	.001*
Recognition of Racism	.088	.040	.168	2.213	.028*

*Statistically Significant ($p < .05$)

Research Question Four

Research Question Four, *Does cultural proficiency predict a principal's ability to improve the instructional program?*, was answered by conducting a multiple linear regression to determine if cultural proficiency predicts a principal's ability to improve the instructional program. The findings, as shown on Table 4.16, indicated that cultural proficiency statistically significantly predicts a principal's ability to improve the instructional program. $F(4,165) = 12.774$, $p < .001$, adjusted-$R^2 = .222$. Approximately 22.0% of the variance in a principal's ability to improve the instructional program can be attributed to their cultural proficiency.

Table 4.16

RQ4 Multiple Regression Results

	N	M	SD	F-value	df	p-value	adjusted-R^2
Improving the Instructional Program	166	26.2	2.111	12.774	(4,165)	<.001*	.222
Cultural Awareness and Diversity	166	29.1	3.284				
Attitudes, Beliefs, and Expectations of Student Learning	166	43.8	3.394				
Ownership and Responsibility	166	24.2	2.519				
Recognition of Racism	166	12.6	2.734				

*Statistically Significant ($p < .05$)

All independent variables, (a) Cultural Awareness and Diversity, (b) Attitudes, Beliefs, and Expectations of Student Learning, (c) Ownership and Responsibility, and (d) Recognition of Racism, were entered as one block. As shown in Table 4.17, Attitudes, Beliefs, and Expectations of Student Learning was found to be statistically significant in predicting a principal's ability to improve the instructional program, $t = 3.868$, $p < .001$; Ownership and Responsibility was also statistically significant $t = 2.847$, $p = .005$.

Table 4.17

RQ4 Multiple Regression Coefficients Results

	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value
	B	Std. Error	Beta		
Constant	13.749	2.007		6.852	<.001
Cultural Awareness and Diversity	-.019	.049	-.029	-.382	.703
Attitudes, Beliefs, and Expectations of Student Learning	.212	.055	.340	3.868	<.001*
Ownership and Responsibility	.197	.069	.235	2.847	.005*
Recognition of Racism	-.082	.055	-.106	-1.489	.139

*Statistically Significant ($p < .05$)

Given that only two independent variables were found to be statistically significant ($p < .05$), another multiple linear regression was conducted to determine if a principal's (a) attitudes, beliefs, and expectations of student learning, and (b) ownership and responsibility predict a principal's ability to improve the instructional program. The results as shown on Table 4.18, indicated that (a) attitudes, beliefs, and expectations of student learning, and (b) ownership and responsibility significantly predict a principal's ability to redesign the organization, $F (2,165) = 24.137$, $p < .001$, adjusted-$R^2 = .219$. Approximately 22.0% of the variance in a principal's ability to improve the instructional program can be attributed to their (a) attitudes, beliefs, and expectations of student learning, and (b) ownership and responsibility. The prediction equation is as follows (see Table 4.19):

$$Improving\ the\ Instructional\ Program$$

$$= 13.096 + .190 * (Attitudes, Beliefs, and$$

$$Expectations\ of\ Student\ Learning) +$$

$$.198 * (Ownership\ and\ Responsibility)$$

Table 4.18

RQ4 Significant Predictors Regression Results

	N	M	SD	*F*-value	df	*p*-value	adjusted-R^2
Improving the Instructional Program	166	26.2	2.111	24.137	(2,165)	<.001*	.219
Attitudes, Beliefs, and Expectations of Student Learning	166	43.8	3.394				
Ownership and Responsibility	166	24.2	2.519				

*Statistically Significant ($p < .05$)

Table 4.19

RQ4 Significant Predictors Regression Coefficient Results

	Unstandardized Coefficients		Standardized Coefficients	*t*-value	*p*-value
	B	Std. Error	Beta		
Constant	13.096	1.930		6.785	<.001
Attitudes, Beliefs, and Expectations of Student Learning	.190	.051	.305	3.700	<.001*
Ownership and Responsibility	.198	.069	.237	2.870	.005*

 *Statistically Significant (*p* < .05)

Summary of Findings

Of the 1,517 principals in an education service center region of Southeastern Texas contacted to complete the survey, only 166 were completed in its entirety and eligible to be study participants. This chapter presented the results of the quantitative data analysis on the sample of this research study. The results of multiple regression data analysis found that principal cultural proficiency is a statistically significant predictor of leadership behaviors. In particular, the findings suggest that (a) Attitudes, Beliefs, and Expectations of Student Learning, (b) Ownership and Responsibility, and (c) Recognition of Racism are statistically significant predictors of leadership behaviors. Although, Cultural Awareness and Diversity is a critical part of Cultural proficiency, it was not a statistically significant predictor of leadership behaviors.

Conclusion

The purpose of this study was to examine the relationship between principal cultural proficiency and leadership behaviors. The chapter presented the results of the

quantitative data analysis of this study. Chapter V will include a comparison of this study's findings and discuss any contrast with prior studies documented in the research literature. Additionally, the implications of this study's findings will be connected with recommendations for future research related to culturally responsive leadership and ways to support district superintendents, school principals, and future administrators.

CHAPTER V:

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to examine the relationship between principal cultural proficiency and leadership behaviors. This study was completed during the Spring of 2023, and 1,517 school principals from an education service center region of Southeastern Texas were solicited to participate in this study, with 166 completing and being eligible participants. Principals were solicited to complete the survey instruments and provide demographic information. Multiple linear regression, frequencies, and percentages were used to analyze the data collected in IBM SPSS software. This chapter includes a summary, connection to theoretical framework, implications, and recommendations for future research.

Discussion

The research questions examined a relationship between principal cultural proficiency and leadership behaviors. The following research questions guided this study:

1. Does cultural proficiency predict a principal's ability to set directions?
2. Does cultural proficiency predict a principal's ability to develop people?
3. Does cultural proficiency predict a principal's ability to redesign the organization?
4. Does cultural proficiency predict a principal's ability to improve the instructional program?

For the purposes of this study, cultural proficiency had four factors, (a) Cultural Awareness and Diversity, (b) Attitudes, Beliefs, and Expectations of Student Learning, (c) Ownership and Responsibility, and (d) Recognition of Racism. Leadership behaviors had four subscales (a) Setting Directions, (b) Developing People, (c) Redesigning the

Organization, and (d) Improving the Instructional Program. The researcher examined the relationship of each construct within each question.

Research Question One asked if cultural proficiency predicts a principal's ability to set directions. Quantitative analysis demonstrated that cultural proficiency is statistically significant in predicting a principal's ability to set directions, particularly when a principal's Attitudes, Beliefs, and Expectations of Student Learning are used to predict that ability in setting directions. These results are similar to research that discusses the importance of principals having a clear vision for a school and how it is driven by the principal's shared vision (Gurr et al., 2006; Mombourquette, 2017). The link in making schools successful is for leaders to be child focused, engaging community, and shared values. Principals have noted that with a focus on child-centered expectations and using the role of data, their schools can be successful through their driving force of having high expectations for students to set directions.

Research Question Two asked if cultural proficiency predicts a principal's ability to develop people. Quantitative analysis demonstrated that cultural proficiency is statistically significant in predicting a principal's ability to develop people, particularly when a principal's attitudes, beliefs, and expectations of student learning are used to predict that ability in developing people. These results are consistent with the findings by Brown, Altrichter, et al. (2022), in which researchers found a connection between effective leadership behaviors and cultural responsiveness. In addition, the research explained how indicators focus on a sense of empathy for those who are different, listening to the voice of all, and bringing importance to the values and cultural diversity of students, primarily through instructional practices in classrooms and how they serve as the foundation for professional development offered further expounding on supporting diverse students while building capacity in staff.

Research Question Three asked if cultural proficiency predicts a principal's ability to redesign the organization. Quantitative analysis demonstrated that cultural proficiency is statistically significant in predicting a principal's ability to redesign the organization, particularly when a principal's (a) Attitudes, Beliefs, and Expectations of Student Learning and (b) Recognition of Racism are used to predict that ability in redesigning the organization. These results are similar to other research that found that principals who believed all students could learn were more likely to engage in organizational redesign efforts (DeMatthews & Izquierdo, 2020). In addition, within the redesign effort, the principal recognized the presence of racism in their school and was more likely to act to address it. As part of any redesign effort, Verow (2022) elucidates the need to engage educators in conversations about racism, examine their own biases, and create a school culture that celebrates diversity and seeks continuous improvement in student learning.

Research Question Four asked if cultural proficiency predicts a principal's ability to improve the instructional program. Quantitative analysis demonstrated that cultural proficiency is statistically significant in predicting a principal's ability to improve the instructional program, particularly when a principal's (a) Attitudes, Beliefs, and Expectations of Student Learning and (b) Ownership and Responsibility are used to predict that ability in improving the instructional program. These results are similar to studies demonstrating that educators who took ownership and responsibility for the instructional program, rather than delegating responsibility to others, were more effective at improving student learning outcomes (Marks & Printy, 2003; Schrik and Akinyi-Wasonga (2019); Villegas & Lucas, 2002). Moreover, the consistency of these findings across a range of school types and contexts was significant, even with differences in student demographics and socioeconomic status. This is a meaningful connection to how

a principal's attitudes, beliefs, and expectations of student learning, as well as their ownership and responsibility, support improving the instructional program.

In this study, the school principals self-reported the degree to which they agreed with cultural proficiency practices and the rate at which they practiced leadership behaviors. Although the factor of Cultural Awareness and Diversity was not statistically significant in predicting leadership behaviors, it is a foundation of the culturally responsive leadership framework (Khalifa et al., 2016). One possible reason for why it was not statistically significant could be that since school principals often think of their success as a whole, digging deep into individual cultural awareness and diversity, is not a priority in the landscape. It does connect with anecdotal evidence of culturally responsive ineffective leaders, and also culturally irresponsive effective leaders. The overall statistical analysis demonstrated that cultural proficiency could be used to predict leadership behaviors in principals. This leads to a different understanding of leadership with a focus on developing competence by the attitudes and beliefs towards student learning, helping students excel, and taking ownership of their success while recognizing and combating obstacles that are toxic to the overall environment, such as racism.

Connection to Theoretical Framework

The theoretical framework for this research study is based on Culturally Responsive Leadership (CRL). For this research study, the applicable strands of culturally responsive leadership that connect directly to the findings are (a) critical self-awareness, (b) culturally responsive curriculum and teacher preparation, (c) culturally responsive and inclusive school environments, and (d) experiential knowledge of minorities. Culturally responsive leadership is a multi-faceted approach that involves creating a more equitable and inclusive school environment that supports the academic and social success of all students and staff.

81

Culturally responsive leadership begins with the leader's critical self-awareness, which involves examining one's biases, values, and assumptions to understand how they affect their leadership style and decision-making while serving minoritized children (Leithwood, 2021; Liu, 2021). This strand emphasizes the importance of self-reflection and ongoing learning to understand how one's identity and experiences shape their beliefs and attitudes toward diverse cultures, which is clearly emphasized in the results of this study. Culturally responsive leaders who practice critical self-awareness actively seek to challenge their biases and learn about the experiences and perspectives of others (E. Fisher, 2020). By doing so, they create a more inclusive and supportive environment for students and staff of all backgrounds.

In connecting to the results of this study, culturally responsive curriculum and teacher preparation is another aligned culturally responsive leadership strand. This strand emphasizes that a school principal ensures that teachers are and remain culturally responsive. Similarly, Abdulrahim and Orosco (2020) discuss that principals must lead in maintaining cultural responsiveness in their schools. Among the tools used by culturally responsive leaders, they must incorporate culturally relevant materials, teaching strategies, and pedagogies in their schools. They ensure that teachers have access to professional development and ongoing training to equip them with the skills and knowledge to nurture a culturally responsive learning environment for all stakeholders involved (Bonner et al., 2018; Noddings, 1992). This strand recognizes that a culturally responsive curriculum and teacher preparation can help echo a positive self-concept, academic motivation, and a deeper appreciation for diversity for all involved in the institution.

The strand of culturally responsive and inclusive school environments emphasizes the importance of creating an inclusive, welcoming, and culturally responsive school

82

environment. This strand is supported by the findings of this research that culturally responsive leaders must prioritize creating and maintaining a school culture that celebrates caring for others, promotes respect, empathy, and understanding among all community members. They create opportunities for students and staff to learn about and appreciate each other's cultural backgrounds, traditions, and beliefs (Johnson & Fuller, 2014; McClintock et al., 2021). They also ensure that school policies and practices are aligned with the needs and experiences of all students, including those from diverse cultural backgrounds. By creating a culturally responsive and inclusive school environment, culturally responsive leaders foster a sense of belonging, recognize, address, and work to prevent racism, and promote academic success for all students.

Understanding the lived experiences of students and school staff highlights how this study connects the results with the experiential knowledge of minorities, a strand of culturally responsive leadership that recognizes the importance of understanding and valuing the experiential knowledge of minorities (Colgren & Sappington, 2015; Hanson et al., 2020; Trumbull & Pacheco, 2005). This is an essential approach for school leaders to put into practice to understand better and support their students, parents, and community members. Culturally responsive leaders prioritize listening and learning from individuals who have experienced systemic oppression; they recognize the value of this experiential knowledge and incorporate it into their decision-making and leadership style discrimination (Hernandez, 2022; Khalifa et al., 2016). This strand acknowledges that the experiences and perspectives of minorities can contribute to creating a more inclusive and equitable school environment.

Implications

As a result of this study's examination of the relationship between school principal cultural proficiency and leadership behaviors implications for School Boards,

Superintendents, School Principals, and Future Administrators emerged. These implications lead administrators to acknowledge the need to address inequities in the school system. Knowing and seeking continuous opportunities to learn, increases the likelihood of leaders addressing the creation of an inclusive and equitable school environment. The findings in this study can be used by school administrators and district leaders to improve the focus of cultural proficiency in their principals to exhibit leadership behaviors linked with the success and transformation of schools. The research findings also highlighted the importance of connecting both cultural proficiency and leadership behaviors to stakeholders and their lived experiences.

The instrumentation and analysis used in this study demonstrated cultural proficiency significantly predicts all four leadership behaviors. In this study, the school principals self-reported the degree to which they agreed with cultural proficiency practices and the rate at which they practiced leadership behaviors. Although the factor of Cultural Awareness and Diversity was not statistically significant in predicting leadership behaviors, it is a foundation of the culturally responsive leadership framework (Khalifa et al., 2016). One possible reason for why it was not statistically significant could be that since school principals often think of their success as a whole, digging deep into individual cultural awareness and diversity, is not a priority in the landscape. It does connect with anecdotal evidence of culturally responsive ineffective leaders, and also culturally irresponsive effective leaders. The overall statistical analysis demonstrated that cultural proficiency could be used to predict leadership behaviors in principals. This leads to a different understanding of leadership with a focus on developing competence by the attitudes and beliefs towards student learning, helping students excel, and taking ownership of their success while recognizing and combating obstacles that are toxic to the overall environment, such as racism.

84

The strength in instrumentation was due to the cultural proficiency of school principals being analyzed from each of its four factors, and the leadership behaviors being analyzed from the subscales. This ability to break down the instrument allowed for an effective methodology with a clear focus on each of the variables tested in obtaining the needed regression lines showing a relationship between the constructs. This is helpful due to the internal consistency in each factor and how they provide more detail about the participant's experience and understanding.

Implications for School Boards

Elected officials, particularly School Boards in the State of Texas, drive the vision and mission of each school district. They inform the superintendent of the priorities and provide guidance to ensure that the culture of success of their district is permeated. It is important for school boards to acknowledge that they are elected officials for all their district, and not just the voting block that helped them get elected. One area that can help advocate for educational interests of the students, is for school boards to understand the role that cultural proficiency plays with predicting a leader's ability to display effective leadership behaviors. The needs of their district have to be priority, and they have the sole responsibility of hiring the person who executively enforces their commitment to their local community.

The school boards implication of being aware of cultural proficiency starts with the participation of their local community via voting, and maintaining local politics to implement instructional programs that bring success to the school district. Their cultural responsiveness allows for inclusion of all stakeholders, and leads towards programs and facilities that are welcoming and provide opportunities for all to feel safe in a genuine and active district-level commitment. If the adoption of policies and procedures at the district level take into account the cultural proficiency of all stakeholders, then the district

as a whole would be able to reciprocate and practice the same expectations as their elected leaders.

Implications for Superintendents

It is important for school superintendents to understand that a school principal's cultural proficiency can be used to predict the principal's ability to carry on effective leadership behaviors because this understanding can inform the selection and development of effective leaders in the education system. This understanding can support superintendents in the hiring process of principals with a mindset of high beliefs and ownership for student learning. A principal's culturally responsive leadership allows them to create school culture that thrives in student ownership, supportive improvement, and high innovative expectation within the campuses.

Superintendents need to be aware that principals who carry on culturally responsive leadership practices will create high teacher effectiveness, and sustainable school success. When principals develop their ability to guide a campus through a common goal, they can create high expectations monitored around goal attainment in benefit of students and teachers. It is imperative that superintendents understand the magnitude of the relationship between principal cultural proficiency and leadership behaviors for the success of their school communities.

Implications for School Principals

As principals grow to understand and value diversity, they contribute to the growth and success of their school community. In part by creating equitable environments where marginalized groups of staff and students can be successful. When principals have a high cultural proficiency, they are more likely to engage diverse stakeholders, grow positive relationships and interactions with stakeholders for the betterment of the school culture focused on diversity and success.

86

Principals who are practice high levels of cultural responsiveness prioritize the development of school-wide supportive curriculum linked to personalized student interest, and their lived experience. They practice inclusive acknowledgment and respect for all student learners. They develop teacher capacity and engage teachers in professional development to address instructional strategies with improved teacher job satisfaction and retention rates. The understanding of the relationships between a principal's cultural proficiency and leadership behaviors is crucial for their own success and influence in meeting the vision and mission of the school.

Implications for Future Administrators

This study acknowledges an implication for future administrators in that understanding diversity is a must in this day and age. Future administrators must understand the importance of promoting inclusion to support effective practices and outcomes of students they will one day lead. They need to be prepared to understand cultural proficiency and put into practice building meaningful relationships and taking the steps to acknowledge and address stigmas to make school an equitable environment supportive of all students obtaining a high-quality education. Their work could start with addressing biases, and empathizing with the lived experiences of marginalized populations. All future administrators are tasked with creating a school culture supportive of academic growth and success.

As future administrators, they must also be aware of cultural taboos and recognize racism to address the possible negative effect on their students and be aware of systemic barriers to creating a safe environment. Although future administrators may not fully understand how some groups become marginalized, they have to be comfortable with leading discussions to promote inclusion, model ownership and responsibility of all students, engage in anti-racism practices, and develop their cultural proficiency with the

purpose of efficiently carrying on leadership behaviors that support their school culture. Effective leadership behaviors are key when making transitions and change possible in policies and practices that may be in the way of accomplishing overall success.

Recommendations for Future Research

Several recommendations are suggested for future research examining the relationship between principal cultural proficiency and leadership behaviors. First, this study should be replicated in different regions of the state of Texas to compare whether there are differences in the regression lines. The findings in the sample consider various principals who may work in urban and suburban schools, and expanding to other regions of the state could allow for quantitative analysis of rural areas and their principals.

Another recommendation to future research is to focus on the culturally responsive leadership of principals at each level, elementary, middle, and high school, this would create more targeted implications for district superintendents. Those implications would better support principals at each level because learning environment would differ and capacity building for staff would differ with consideration to the maturity of the student groups involved.

This study was a quantitative research design, and adding semi-structured interviews could benefit the data analysis. The inclusion of the qualitative portion can help better understand the correlation between quantitative results, and the perceptions of principals. This can build on the relationships between principal cultural proficiency and leadership behaviors.

The final recommendation to the research is to add a variable measuring student academic achievement, such as STAAR or another summative assessment. This addition would entail examining whether the relationship between cultural proficiency and leadership behaviors is effective at predicting student academic achievement. The data

would then be critical to build upon school districts' support of state accountability and potential implications on professional development.

Conclusion

The purpose of this study was to examine the relationship between principal cultural proficiency and leadership behaviors. This study found that there was a relationship between cultural proficiency and each of the four subscales of leadership behaviors (Setting directions, Developing people, Redesigning the organization, and Improving the instructional program). Findings also showed that a principal's (a) Attitudes, Beliefs, and Expectations of Student Learning, (b) Ownership and Responsibility, and (c) Recognition of racism were statistically significant factors in predicting leadership behaviors.

In this research study, 166 eligible school principals from an education service center region of Southeastern Texas were assessed the *Educator Cultural Proficiency Insight Tool* (ECPIT), which measures their cultural proficiency, and the *Successful School Leadership Survey* (SSLS) to measure the rate at which they practiced four different leadership behaviors. The quantitative data were analyzed using multiple linear regression (MLR), frequencies, and percentages using the software IBM SPSS. The quantitative results revealed four distinct regression lines that could be used to predict leadership behaviors by factors of cultural proficiency.

In summary, understanding diversity, taking ownership of their students, and recognizing racism are critical qualities for school principals to effectively lead a school (Arneback & Jämte, 2022; Spring, 2008). By promoting inclusion, taking responsibility for student success, and addressing issues of racism, administrators can create a school environment that supports the academic and personal growth of all students, regardless of their backgrounds or circumstances (Khusni & Mahmudah, 2020). School principals

should also learn to recognize systemic racism and cultural insensitivity as pervasive societal issues that can negatively impact student outcomes (Duncan, 2019; Elias & Paradies, 2021; Eriksen, 2022). The focus for principals engaged in culturally responsive leadership should be to increase collaboration within school community, develop relationships built on trust and support, and stress the message that as a diverse, united community, they are stronger than if all divided.

REFERENCES

Abdulrahim, N. A., & Orosco, M. J. (2020). Culturally responsive mathematics teaching: A research synthesis. *The urban review*, *52*(1), 1-25.

Adegbola, B. (2022). Preservice Teachers' Perceptions of Preparedness and Self-efficacy in Instructing Students From Diverse Cultural and Linguistic Backgrounds. *Administrative Issues Journal: Connecting Education, Practice, and Research*, *12*(1), 13-24.

Akan D., Yalçın S. (2015). The investigation of relationship between the leadership style school principals' and teachers' organizational commitment level. *Journal of Education and Humanities: Theory and Practice, 6*(11), 123–150.

Allen, N., Grigsby, B., & Peters, M. L. (2015). Does leadership matter? Examining the relationship among leadership behaviors, school climate, and student achievement. *International Journal of Educational Leadership Preparation*, *10*(2), 1-22.

Arneback, E., & Jämte, J. (2022). How to counteract racism in education–A typology of teachers' anti-racist actions. *Race ethnicity and education*, *25*(2), 192-211.

Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. *Review of Educational Research*, *86*(1), 163-206.

Avolio, B., Bass, B., & Jung, D. (1999). Re-examining the components of transformational and transactional leadership using the Multifactor Leadership Questionnaire. *Journal of Occupational and Organizational Psychology, 72*(4), 441–462.

Azar, A. S., & Adnan, E. J. (2020). The impact of effective educational leadership on

school students' performance in Malaysia. *Education Quarterly*

    Reviews, *3*(2). https://doi.org/10.31014/aior.1993.03.02.127

Ballenger, J. W., & Ninness, S. (2013). Increasing one's cultural proficiency.

    In *National Forum of Multicultural Issues Journal, 10(*1), 1-5.

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral

    change. *Psychological review*, *84*(2), 191.

Banwo, B. O., Khalifa, M., & Louis, K. S. (2021). Exploring trust: culturally responsive

    and positive school leadership. *Journal of Educational Administration, 60*(3),

    323-339.

Bass, B. M., & Avolio, B. J. (2000). MLQ: Multifactor Questionnaire: Third Edition

    Manual and Sampler Set. Redwood City, CA: Mind Garden

Bass, B. M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational

    leadership behavior. *The leadership quarterly*, *10*(2), 181-217.

Bass, B. M. (2013). Forecasting organizational leadership: From back (1967) to the future

    (2034)*. In Transformational and charismatic leadership: The road ahead 10th*

    anniversary edition. Emerald Group Publishing Limited.

Bell, B. (2021). White dominance in nursing education: A target for anti-racist

    efforts. *Nursing Inquiry*, *28*(1).

Bennett, J. V., Ylimaki, R. M., Dugan, T. M., & Brunderman, L. A. (2013). Developing

    the potential for sustainable improvement in underperforming schools: Capacity

    building in the socio-cultural dimension. *Journal of Educational Change*, *15*(4),

    377-409. https://doi.org/10.1007/s10833-013-9217-6

Blad, E. (2016). New law widens lens to gauge school success. *Education Weekly.*

    http://www.nhstudentwellness.org/uploads/5/3/9/0/53900547/essa_law_broadens_

    definition_of_school_success_-_education_week.pdf

Bond, V. L. (2017). Culturally responsive education in music education: A literature
        review. *Contributions to Music Education, 42*(1), 153-180.

Bonner, P. J., Warren, S. R., & Jiang, Y. H. (2018). Voices from urban classrooms:
        Teachers' perceptions on instructing diverse students and using culturally
        responsive teaching. *Education and Urban Society*, *50*(8), 697-726.

Bottiani, J. H., Larson, K. E., Debnam, K. J., Bischoff, C. M., & Bradshaw, C. P. (2018).
        Promoting educators' use of culturally responsive practices: A systematic review
        of inservice interventions. *Journal of Teacher Education*, *69*(4), 367-385.

Brannon, D. (2008). Character education: it's a joint responsibility: instilling positive
        character traits in children requires teachers, parents, and administrators to work
        together. *Kappa Delta Pi Record*, *44*(2), 62-65.

Brown, M. (2007). Educating all students: Creating culturally responsive teachers,
        classrooms, and schools. *Intervention in School and Clinic*, *43*(1), 57-62.

Brown, J. C., Pringle, R. M., & Kotluk, N. (2022). A Literature Review of Global
        Perspectives on the Professional Development of Culturally Responsive Science
        Teachers. *Handbook of Research on Science Teacher Education*, 287-299.

Brown, M., Altrichter, H., Shiyan, I., Rodríguez Conde, M. J., McNamara, G., Herzog-
        Punzenberger, B., Vorobyeva, I., Vangrando, V., Gardezi, S., O'Hara, J.,
        Postlbauer, A., Milyaeva, D., Sergeevna, N., Fulterer, S., Gamazo Garcia, A., &
        Sánchez, L. (2022). Challenges and opportunities for culturally responsive
        leadership in schools: Evidence from Four European countries. *Policy Futures in
        Education, 20*(5), 580-607.

Brown-Jeffy, S., & Cooper, J. E. (2011). Toward a conceptual framework of culturally
        relevant pedagogy: An overview of the conceptual and theoretical
        literature. *Teacher education quarterly*, *38*(1), 65-84.

Buck, B. (2016). Culturally responsive peace education: A case study at one urban Latino k-8 Catholic school. *Journal of Catholic Education*, *20*(1), 32-55.

Burns, J. M. (1978). *Leadership*. Harper & Row.

Bustamante, R. M., Nelson, J. A., & Onwuegbuzie, A. J. (2009). Assessing schoolwide cultural competence: Implications for school leadership preparation. *Educational administration quarterly*, *45*(5), 793-827.

Castillo, W., & Gillborn, D. (2022). How to "QuantCrit:" Practices and Questions for Education Data Researchers and Users. *EdWorkingPaper*, 22-546. Retrieved from Annenberg Institute at Brown University: https://doi.org/10.26300/v5kh-dd65

Chen, D., & Yang, X. (2022). "Talk the Walk and Walk the Talk": Gearing Toward a Culturally Responsive Leadership Approach. *The Asia-Pacific Education Researcher*, *31*(3), 285-295.

Chirichello, M. (1999). Building Capacity for Change: Leadership behaviors for School Principals.

Çoban, Ö., Özdemir, N., & Bellibaş, M. Ş. (2020). Trust in principals, leaders' focus on instruction, teacher collaboration, and teacher self-efficacy: testing a multilevel mediation model. *Educational Management Administration & Leadership*, 1741143220968170.

Cobanoglu, N. (2021). The Relationship between the Transformational Leadership, the Cultural Intelligence of Teachers and the Skills of Principals' Diversity Management. *European Journal of Educational Management*, *4*(1), 35-49.

Cobanoglu, F., & Yurek, U. (2018). School administrators' self-efficacy beliefs and leadership styles. *European Journal of Educational Research, 7*(3), 555-565. https://doi.org/10.12973/eu-jer.7.3.555

Colgren, C., & Sappington, N. E. (2015). *Closing the Achievement Gap Means Transformation*, *2*(1), 24–33.

Cummins, J. (2015). Language differences that influence reading development: Instructional implications of alternative interpretations of the research evidence. In *Handbook of Individual Differences in Reading* (pp. 241-262). Routledge.

Dahlkamp, S., Peters, M., & Schumacher, G. (2018). Principal Self-Efficacy, School Climate, and Teacher Retention: A Multi-Level Analysis. *Alberta Journal of Educational Research*, *63*(4), 357–376. https://doi.org/10.11575/ajer.v63i4.56351

Danbaba, A. S., & Panshak, T. N. (2021). Educational leadership practices in secondary schools: The role of principals in goal achievement. *Sapientia Foundation Journal of Education, Sciences and Gender Studies*, *3*(1).

Davis, J., & McIntosh Allen, K. (2020). Culturally responsive mentoring and instruction for middle school black boys in STEM programs. *Journal of African American males in education*, *11*(2).

Davis, S., Darling-Hammond, L., LaPointe, M., & Meyerson, D. (2005). Developing successful principals. *Stanford Educational Leadership Institute, Ed.*

Day, C., Gu, Q., & Sammons, P. (2016). The Impact of Leadership on Student Outcomes: How Successful School Leaders Use Transformational and Instructional Strategies to Make a Difference. *Educational Administration Quarterly, 52*(2), 221–258. https://doi.org/10.1177/0013161X15616863

DeMatthews, D. E., & Izquierdo, E. (2020). Supporting Mexican American immigrant students on the border: A case study of culturally responsive leadership in a dual language elementary school. *Urban Education*, *55*(3), 362-393.

Diaz, J., Suarez, C., & Valencia, L. (2019). Culturally responsive teaching: A framework for educating diverse audiences. *University of Florida: IFAS Extension*.

Duncan, K. E. (2019). "They hate on me!" Black teachers interrupting their white

    colleagues' racism. *Educational Studies*, *55*(2), 197-213.

Edmiston, B. (2013). *Transforming teaching and learning with active and dramatic*

    approaches: Engaging students across the curriculum. Routledge.

Elias, A., & Paradies, Y. (2021). The costs of institutional racism and its ethical

    implications for healthcare. *Journal of bioethical inquiry*, *18*(1), 45-58.

Eriksen, K. G. (2022). Discomforting presence in the classroom–the affective

    technologies of race, racism and whiteness. *Whiteness and Education*, *7*(1),

    58-77.

Espinosa, L. M. (2005). Curriculum and assessment considerations for young children

    from culturally, linguistically, and economically diverse backgrounds. *Psychology*

    in the Schools, 42(8), 837-853.

Falk, D., Varni, E., Johna, J., & Frisoli, P. (2019). Landscape review: Teacher well-being

    in low resource, crisis, and conflict-affected settings. *Education Equity Research*

    Initiative.

Fisher, E. S. (2020). Cultural humility as a form of social justice: Promising practices for

    global school psychology training. *School Psychology International*, *41*(1), 53-66.

Flores, O. J. (2018). (Re)constructing the Language of the Achievement Gap to an

    Opportunity Gap: The Counternarratives of Three African American Women

    School Leaders. *Journal of School Leadership*, *28*(3), 344–373.

    https://doi.org/10.1177/105268461802800304

Ford, D. Y., Grantham, T. C., & Whiting, G. W. (2008). Another look at the achievement

    gap: Learning from the experiences of gifted Black students. *Urban*

    Education, *43*(2), 216-239.

Fraenkel, J.R., & Wallen, N.E. (2006). How to design and evaluate research in education.

New York, NY: McGraw-Hill.

Gangmei, E., Gowramma, I. P., & Kuma, G. (2019). Trends of Recent Research on Effective Leadership in Relation to School Education. *International Journal of Innovative Studies in Sociology and Humanities*, *4*(5), 20-30.

Garza, V. (2023). *Technology leadership and teacher's perceptions of the principal technology leadership role.* (Doctoral dissertation, University of Houston-Clear Lake).

Gay, G. (1994). *The essence of learning*. Bloomington, IN: Kappa Delta Pi

Gay, G. (2002). Culturally responsive teaching in special education for ethnically diverse students: Setting the stage. *International Journal of Qualitative Studies in Education*, *15*(6), 613-629.

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). New York, NY, NY: Teachers' College Press.

Gay, G. (2015). The what, why, and how of culturally responsive teaching: International mandates, challenges, and opportunities. *Multicultural education review*, *7*(3), 123-139.

Gibson, C. (2002). Being Real: The student-teacher relationship and African-American male delinquency. New York, NY, NY: LFB Scholarly Publishing LLC.

Giles, C., Jacobson, S. L., Johnson, L., & Ylimaki, R. (2007). Against the odds: Successful principals in challenging US schools. In *Successful principal leadership in times of change* (pp. 155-169). Springer, Dordrecht.

Glazier, J. A., Boyd, A., Bell Hughes, K., Able, H., & Mallous, R. (2017). The elusive search for teacher collaboration. *The New Educator*, *13*(1), 3-21.

Gorski, P. (2016). Rethinking the role of "culture" in educational equity: From cultural competence to equity literacy. *Multicultural perspectives*, *18*(4), 221-226.

Gray, T. (2020). Teaching and learning amid demographic change: A thematic review of school responses to newcomer students in the new Latinx diaspora. *Journal of Latinos and Education*, 1-22.

Gray, D. L., Ali, J. N., McElveen, T. L., & Sealy, M. (2022). The Cultural Significance of "We-Ness": Motivationally Influential Practices Rooted in a Scholarly Agenda on Black Education. *Educational Psychology Review*, 1-29.

Gray-Nicolas, N. M., & Miranda, C. P. (2020). Intersectional understandings of on-time high school graduation and college readiness for traditionally marginalized high school students. *Journal of School Leadership*, *30*(5), 424-443.

Green, S., Bennett, B., & Betteridge, S. (2016). Cultural responsiveness and social work-a discussion. *Social Alternatives, 35*(4), 66-72.

Grissom, J. A., Bartanen, B., & Mitani, H. (2019). Principal sorting and the distribution of principal quality. *Aera Open*, *5*(2), 2332858419850094.

Grissom, J. A., Egalite, A. J., & Lindsay, C. A. (2021). How principals affect students and schools. *Wallace Foundation*.

Gu, Q., Sammons, P., & Chen, J. (2018). How principals of successful schools enact education policy: Perceptions and accounts from senior and middle leaders. *Leadership and Policy in Schools*, *17*(3), 373-390.

Gurr, D., Drysdale, L., & Mulford, B. (2006). Models of successful principal leadership. *School leadership and management*, *26*(4), 371-395.

Halx, M. D. (2014). A more critical pedagogy: could it reduce non-completer rates of male Latino high school students? The student perspective. *Pedagogy, Culture & Society*, *22*(2), 251-274.

Hansen, A., McGarry, D., Johnson, A., & Roche, M. A. (2021). The impact of an

undergraduate students' culture on their learning about mental health: A scoping review. *Nursing & Health Sciences*, *23*(2), 352-361.

Hanson, S. J., Saunders, S., Aponte, A., Copeland, R., Nettles, M. (2020). *Diversity associated with reductions in the achievement gap: Data mining the 2010-2011 New Jersey Assessment of Skills and Knowledge (NJ ASK)* (Research Report No. RR-20-12). Educational Testing Service. https://doi.org/10.1002/ets2.12292

Hanushek, E. A., Peterson, P. E., Talpey, L. M., & Woessmann, L. (2019). The achievement gap fails to close. *Education Next*, *19*(3), 8-17.

Hargreaves, A. (2019). Teacher collaboration: 30 years of research on its nature, forms, limitations and effects. *Teachers and Teaching*, *25*(5), 603-621.

Hernandez, A. (2022). *Closing the Achievement Gap in the Classroom Through Culturally Relevant Pedagogy*, *11*(2), 1–21.

Hernandez, C. M., Morales, A. R., & Shroyer, M. G. (2013). The development of a model of culturally responsive science and mathematics teaching. *Cultural Studies of Science Education*, *8*(4), 803-820.

Hesbol, K. A. (2019). Principal Self-Efficacy and Learning Organizations: Influencing School Improvement. *International Journal of Educational Leadership Preparation*, *14*(1), 33-51.

Hoogsteen, T. J. (2020). Personal leadership resources as mediator of context and leadership practice: a review and conceptual analysis. *Advanc. Soc. Sci. Res. J*, *7*(4), 24-34.

Holihan, B. (2022). Culturally Inclusive Curriculum: Policy Recommendations to Address Racial Academic Achievement Gaps in Secondary Education. *Community Engagement Student Work, 86*(1).

Hoy, W. K., & Hannum, J. W. (1997). Middle school climate: An empirical assessment

of organizational health and student achievement. *Educational Administration Quarterly*, *33*(3), 290-311.

Howard, A., Gray, P., & Kew, K. (2019). Creating STEM Momentum: Culturally Relevant Leadership and Hispanic Girls in High School T-STEM Programs in the Southwest Border Region. *School Leadership Review*, *15*(1), 19.

Howard, T. C. (2001). Telling their side of the story: African-American students' perceptions of culturally relevant teaching. *The Urban Review*, *33*(2), 131-149.

Ibarra, L. A. (2008). *Transforming a school culture: Examining the leadership behaviors of successful principals* (Doctoral dissertation, UC San Diego).

Jackson, T. O. (2011). Developing sociopolitical consciousness at Freedom Schools: Implications for culturally responsive teacher preparation. *Teaching Education*, *22*(3), 277-290.

Jackson, T. O., & Howard, T. C. (2014). The continuing legacy of freedom schools as sites of possibility for equity and social justice for black students. *Western Journal of Black Studies*, *38*(3), 155.

Jacobson, S. L., & Ylimaki, R. M. (2011). Comparative perspectives: An overview of seven educational contexts. *US and cross-national policies, practices, and preparation*, 1-16.

Jambo, D., & Hongde, L. (2020). The Effect of Principal's Distributed Leadership Practice on Students' Academic Achievement: A Systematic Review of the Literature. *International Journal of Higher Education*, *9*(1), 189-198.

Johnson, J. F., Uline, C. L., & Perez, L. G. (2011). Expert noticing and principals of high-performing urban schools. *Journal of Education for Students Placed at Risk (JESPAR)*, *16*(2), 122-136. https://doi.org/10.1080/10824669.2011.559903

Johnson, L., & Fuller, C. (2014). *Culturally responsive leadership*. New York: Oxford

University Press.

Johnson, L., Moller, J., Pashiardis, P., Vedoy, G., & Savvides, V. (2011). Culturally responsive practices. *In US and Cross-National Policies, Practices, and Preparation* (pp. 75-101). Springer, Dordrecht.

Johnson, U. Y., & Hull, D. M. (2014). Parent involvement and science achievement: A cross-classified multilevel latent growth curve analysis. *The Journal of Educational Research*, *107*(5), 399-409.

Karadag, E. (2020). The effect of educational leadership on students' achievement: A cross-cultural meta-analysis research on studies between 2008 and 2018. *Asia Pacific Education Review*, *21*(1), 49-64.

Karadag, E., Cogaltay, N. & Su, A. (2018). School principal self-efficacy: a study on selfefficacy levels of the Turkish primary school principals. *Journal for Educators, Teachers and Trainers, Vol. 9*(1). 208 – 221.

Khalifa, M. (2020). *Culturally responsive school leadership*. Harvard Education Press.

Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally responsive school leadership: A synthesis of the literature. *Review of educational research*, *86*(4), 1272-1311.

Khalifa, M. A., Khalil, D., Marsh, T. E., & Halloran, C. (2019). Toward an indigenous, decolonizing school leadership: A literature review. *Educational Administration Quarterly*, *55*(4), 571-614.

Khusni, W., & Mahmudah, F. N. (2020). THe principal's managerial ability in developing effective schools. *International Journal of Educational Management and Innovation*, *1*(2), 99-108.

Kitur, K., Choge, J., & Tanui, E. (2020). Relationship between principals'

transformational leadership style and secondary school students' academic

performance in Kenya Certificate of Secondary Education in Bomet County,

Kenya. *Universal Journal of Educational Research 8*(2), 402-409.

Koh, W. L., Steers, R. M., & Terborg, J. R. (1995). The effects of transformational

leadership on teacher attitudes and student performance in Singapore. *Journal of

organizational behavior*, *16*(4), 319-333.

Kurtz, B. E. (1990). Cultural influences on children's cognitive and metacognitive

development. In *Interactions among aptitudes, strategies, and knowledge in

cognitive performance* (pp. 177-199). Springer, New York, NY.

Ladson-Billings, G. (1994). Preparing Teachers to Successfully Teach African American

Students. *Teaching Diverse Populations: Formulating a Knowledge Base*,

1944, 129.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant

pedagogy. *Theory into practice*, *34*(3), 159-165.

Leithwood, K. (2021). A review of evidence about equitable school leadership.

Education Sciences, *11*(8), 377.

Leithwood, K., Harris, A., & Hopkins, D. (2019). Seven strong claims about successful

school leadership revisited. *School Leadership & Management, 40*(1), 5-22.

Leithwood, K., & Jantzi, D. (2005). A Review of Transformational School Leadership

Research 1996–2005. *Leadership and Policy in Schools, 4*(3), 177-

199. https://doi.org/10.1080/15700760500244769

Leithwood, K., Jantzi, D., Earl, L., Watson, N., Levin, B., & Fullan, M. (2004). Strategic

leadership for large-scale reform: the case of England's national literacy and

numeracy strategy. *School Leadership & Management*, *24*(1), 57-79.

Leithwood, K., & Sun, J. (2012). The Nature and Effects of Transformational School

Leadership: A Meta-Analytic Review of Unpublished Research. *Educational Administration Quarterly, 48*(3), 387–423. https://doi.org/10.1177/0013161X11436268

Leithwood, K., Sun, J., Schumacker, R., & Hua, C. (2022). Psychometric Properties of the Successful School Leadership Survey [Manuscript submitted for publication].

Lewis Chiu, C., Sayman, D., Carrero, K. M., Gibbon, T., Zolkoski, S. M., & Lusk, M. E. (2017). Developing culturally competent preservice teachers. *Multicultural Perspectives*, *19*(1), 47-52.

Li, Y., & Karanxha, Z. (2022). Literature review of transformational school leadership: models and effects on student achievement (2006–2019). *Educational Management Administration & Leadership*, 17411432221077157.

Liebowitz, D. D., & Porter, L. (2019). The effect of principal behaviors on student, teacher, and school outcomes: A systematic review and meta-analysis of the empirical literature. *Review of Educational Research*, *89*(5), 785-827.

Lindsey, R. B., Robins, K. N., Lindsey, D. B., & Terrell, R. (2009). Cultural proficiency: Changing the conversation. *Leadership*, *38*(4), 12-15.

Liu, J., Gill, E., & Li, S. (2021). Revisiting cultural competence. *The clinical teacher*, *18*(2), 191-197.

Liu, P. (2021). Principals' Transformational School Leadership and Collective Teacher Efficacy in Chinese Urban Upper Secondary Schools. *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM))*, *49*(2).

Lomotey, K. (2019). Research on the Leadership of Black Women Principals: Implications for Black Students. *Educational Researcher*, *48*(6), 336–348. https://doi.org/10.3102/0013189X19858619

López, J., & Irizarry, J. G. (2022). Somos pero no somos iguales/We are but we are not the same: Unpacking Latinx indigeneity and the implications for urban schools. *Urban Education*, *57*(9), 1539-1564.

Lyons, J. E., & Algozzine, B. (2006). Perceptions of the impact of accountability on the role of principals. *Education Policy Analysis Archives/Archivos Analíticos de Políticas Educativas*, *14*(1), 1-19.

Madhlangobe, L., & Gordon, S. P. (2012). Culturally responsive leadership in a diverse school: A case study of a high school leader. *NASSp Bulletin, 96*(3), 177-202.

Marks, H. M., & Printy, S. M. (2003). Principal Leadership and School Performance: An Integration of Transformational and Instructional Leadership. *Educational Administration Quarterly, 39*(3), 370-397. https://doi.org/10.1177/0013161X03253412

Martin, L. E., Kragler, S., Quatroche, D., & Bauserman, K. (2019). Transforming Schools: The Power of Teachers' Input in Professional Development. *Journal of Educational Research and Practice*, *9*(1), 179-188.

McCarley, T. A., Peters, M. L., & Decman, J. M. (2016). Leadership behaviors related to school climate: A multi-level analysis. *Educational Management Administration & Leadership, 44*(2), 322–342. https://doi.org/10.1177/1741143214549966

McCarley, T. A. (2012). *Leadership behaviors related to school climate*. (Doctoral dissertation, University of Houston-Clear Lake)

McClintock, C., Taylor, O. L., Byrd, G. S., Mack, K., McKayle, C. A., & Winter, K. (2021). Culturally Responsive Leadership Development for HBCU STEM Faculty. *Journal of Negro Education*, *90*(3), 265-276.

Merolla, D. M., & Jackson, O. (2019). Structural racism as the fundamental cause of the

academic achievement gap. *Sociology Compass*, *13*(6), e12696.

Miller, I. A. (2020). Passing the Mic: Toward Culturally Responsive Out of School Time Leadership. *IJREE–International Journal for Research on Extended Education*, *8*(1), 11-12.

Miller, Q. (2011). *Educator Cultural Proficiency Insight Tool: Construction and Validation of the Measurement of Cultural Proficiency.* (Doctoral dissertation, Prairie View A & M University).

Milner IV, H. R. (2010). What does teacher education have to do with teaching? Implications for diversity studies. *Journal of Teacher Education*, *61*(1-2), 118-131.

Milner, H. R., & Ford, D. Y. (2007). Cultural considerations in the underrepresentation of culturally diverse elementary students in gifted education. *Roeper Review*, *29*(3), 166-173.

Moen, K. M., Westlie, K., Gerdin, G., Smith, W., Linnér, S., Philpot, R., ... & Larsson, L. (2020). Caring teaching and the complexity of building good relationships as pedagogies for social justice in health and physical education. *Sport, Education and Society*, *25*(9), 1015-1028.

Mombourquette, C. (2017). The Role of Vision in Effective School Leadership. *International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM))*, *45*(1).

Montgomery, C., & Rubin, J. C. (2022). Effective writing pedagogy in Aotearoa New Zealand's bicultural context: a review of literature. *Asia Pacific Journal of Education*, 1-14.

Moon, T. R., Brighton, C. M., Jarvis, J. M., & Hall, C. J. (2007). State Standardized

Testing Programs: Their Effects on Teachers and Students. *National Research Center on the Gifted and Talented*.

Mullen, C. A., Shields, L. B., & Tienken, C. H. (2021). Developing teacher resilience and resilient school cultures. *Journal of Scholarship & Practice*, *18*(1), 8-24.

Nardi, D., Waite, R., Nowak, M., Hatcher, B., Hines-Martin, V., & Stacciarini, J. M. R. (2020). Achieving health equity through eradicating structural racism in the United States: A call to action for nursing leadership. *Journal of Nursing Scholarship*, *52*(6), 696-704.

Neri, R. C., Lozano, M., & Gomez, L. M. (2019). (Re) framing resistance to culturally relevant education as a multilevel learning problem. *Review of Research in Education*, *43*(1), 197-226.

Noddings, N. (1992). *The challenge to care in schools: An alternative approach to education.* New York, NY: Teachers College Press.

Oğuz, E. (2010). The relationship between the leadership styles of the school administrators and the organizational citizenship behaviours of teachers. *Procedia-Social and Behavioral Sciences*, *9*, 1188-1193.

Pounder, J. (2008). Leadership behaviors: Practicing what we teach in the management classroom. *Journal of Education for Business, 84*(1), 2–6. https://doi.org/10.3200/JOEB.84.1.2-6

Printy, S. M., Marks, H. M., & Bowers, A. J. (2009). Integrated leadership: How principals and teachers share transformational and instructional influence. *Journal of School Leadership*, *19*(5), 504-532.

Raolina, H., Hariri, H., & Rini, R. (2021). Principal Transformational and Instructional Leadership Styles to Create Effective Schools: A Literature Review. *European Union Digital Library*.

Rice, C. (2020). *Instructional Leader Practices: Are They Related to Student Achievement?* (Doctoral Dissertation, University of Houston-Clear Lake).

Riele, K. T. (2006). Youth 'at risk': Further marginalizing the marginalized?. *Journal of education policy*, *21*(2), 129-145.

Robinson, C. D. (2022). A framework for motivating teacher-student relationships. *Educational Psychology Review*, 1-34.

Rosvall, P. Å., & Öhrn, E. (2014). Teachers' silences about racist attitudes and students' desires to address these attitudes. *Intercultural Education*, *25*(5), 337-348.

Rowan, L., Bourke, T., L'Estrange, L., Lunn Brownlee, J., Ryan, M., Walker, S., & Churchward, P. (2021). How does initial teacher education research frame the challenge of preparing future teachers for student diversity in schools? A systematic review of literature. *Review of Educational Research*, *91*(1), 112-158.

Russell, J. A., Brock, S., & Rudisill, M. E. (2019). Recognizing the impact of bias in faculty recruitment, retention, and advancement processes. *Kinesiology Review*, *8*(4), 291-295.

Sanders, C. G. (2014). Why the positional leadership perspective hinders the ability of organizations to deal with complex and dynamic situations. *International Journal of Leadership Studies*, *8*(2), 136-150.

Schrik, P., & Akinyi-Wasonga, T. (2019). The role of a school leader in academic outcomes: Between self-efficacy and outcome expectations. *Athens Journal of Education, 6*(4), 291-306. https://doi.org/10.30958/aje.6-4-3

Sebastian, J., Allensworth, E., & Huang, H. (2016). The role of teacher leadership in how principals influence classroom instruction and student learning. *American Journal of Education, 123*(1), 69-108.

Shaked, H., Benoliel, P., & Hallinger, P. (2021). How national context indirectly

influences instructional leadership implementation: The case of Israel. *Educational Administration Quarterly*, *57*(3), 437-469.

Shatzer, R. H., Caldarella, P., Hallam, P. R., & Brown, B. L. (2014). Comparing the effects of instructional and leadership behaviors on student academic performance: Implications for practice. *Educational Management Administration & Leadership, 42*(4), 445–459. https://doi.org/10.1177/1741143213502192

Shim, R. S. (2021). Dismantling structural racism in psychiatry: a path to mental health equity. *American Journal of Psychiatry*, *178*(7), 592-598.

Silins, H., & Mulford, B. (2004). Schools as learning organizations-Effects on teacher leadership and student outcomes. *School effectiveness and school improvement*, *15*(3-4), 443-466.

Siwatu, K. O. (2007). Preservice teachers' culturally responsive teaching self-efficacy and outcome expectancy beliefs. *Teaching and Teacher Education, 23(1)*, 1086–1101.

Siwatu, K. O. (2011). Preservice teachers' culturally responsive teaching self-efficacy-forming experiences: A mixed methods study. *The Journal of educational research*, *104*(5), 360-369.

Smith-Maddox, R. (1998). Defining Culture as a Dimension of Academic Achievement: Implications for Culturally Responsive Curriculum, Instruction, and Assessment. *The Journal of Negro Education*, *67*(3), 302–317. https://doi.org/10.2307/2668198

Spikes, D. D. (2018). Culturally competent and racially conscious professional development for school leaders: A review of the literature. *Teachers College Record*, *120*(14), 1-17.

Spring, J. (2008). The American school from the Puritans to No Child Left Behind (7th

ed.). Boston: McGraw Hill.

Steketee, A., Williams, M. T., Valencia, B. T., Printz, D., & Hooper, L. M. (2021). Racial and language microaggressions in the school ecology. *Perspectives on Psychological Science*, *16*(5), 1075-1098.

Strekalova-Hughes, E., Nash, K. T., Schmer, B., & Caldwell, K. (2021). Meeting the needs of all cultureless learners: Culture discourse and quality assumptions in personalized learning research. *Review of Research in Education*, *45*(1), 372-407.

Sturgis, K., Shiflett, B., & Tanner, T. (2017). Do Leaders' Experience and Concentration Area Influence School Performance? *Administrative Issues Journal: Connecting Education, Practice, and Research, 7*(1), 107-121.

Sun, J., & Leithwood, K. (2012). Transformational School Leadership Effects on Student Academic performance. *Leadership and Policy in Schools, 11*(4), 418–451. https://doi.org/10.1080/15700763.2012.681001

Suraya, W., & Yunus, J. N. (2012). Principal leadership styles in high-academic performance of selected secondary schools in Kelantan Darulnaim. *International Journal of Independent research and studies, 1*(2), 57-67.

Texas Education Agency. (2020). *2020 Accountability Manual for Texas Public School Districts and Campuses.* Governance & Accountability Performance Reporting Division. https://tea.texas.gov/sites/default/files/Chapters%201-11%202020%20Accountability%20Manual.pdf

Tichnor-Wagner, A. (2019). Globally Minded Leadership: A New Approach for Leading Schools in Diverse Democracies. *International Journal of Education Policy and Leadership*, *15*(2), 1-17.

Tran, H., Buckman, D. G., & Johnson, A. (2020). Using the hiring process to improve the

cultural responsiveness of schools. *Journal of Cases in Educational Leadership*, *23*(2), 70-84.

Trumbull, E., & Pacheco, M. (2005). Leading with Diversity: Cultural Competencies for Teacher Preparation and Professional Development. *Education Alliance at Brown University*.

Tschannen-Moran, M., & Gareis, C. R. (2004). Principals' sense of efficacy: Assessing a promising construct. *Journal of Educational administration*, *42*(5), 573-585.

Urdan, T., & Bruchmann, K. (2018). Examining the academic motivation of a diverse student population: A consideration of methodology. *Educational Psychologist*, *53*(2), 114-130.

Verow, S. (2022). *The Area that Continues to be Unaddressed in Public-Schools: Teacher Bias in the EC-12 Setting*. (Doctoral dissertation, University of Houston-Clear Lake).

Vidwans, M., & Faez, F. (2019). Teaching in linguistically and culturally diverse classrooms in Canada: Self-efficacy perceptions of internationally educated teachers. *TESL Canada Journal*, *36*(2), 48-67.

Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of teacher education, 53*(1), 20-32.

Wang, Y. (2019). Pulling at Your Heartstrings: Examining Four Leadership Approaches From the Neuroscience Perspective. *Educational Administration Quarterly, 55*(2), 328–359. https://doi.org/10.1177/0013161X18799471

Waters, M. C., & Jiménez, T. R. (2005). Assessing immigrant assimilation: New empirical and theoretical challenges. *Annual review of sociology*, 105-125.

Welton, A. D., Diem, S., & Holme, J. J. (2015). Color conscious, cultural blindness:

Suburban school districts and demographic change. *Education and Urban Society*, *47*(6), 695-722.

Whitford, D. K., & Emerson, A. M. (2019). Empathy intervention to reduce implicit bias in pre-service teachers. *Psychological reports*, *122*(2), 670-688.

Wilson, D., Heaslip, V., & Jackson, D. (2018). Improving equity and cultural responsiveness with marginalised communities: understanding competing worldviews. *Journal of clinical nursing*, *27*(19-20), 3810-3819.

Wu, H., & Shen, J. (2022). The association between principal leadership and student achievement: A multivariate meta-meta-analysis. *Educational Research Review*, 100423.

Young, E. (2010). Challenges to conceptualizing and actualizing culturally relevant pedagogy: How viable is the theory in classroom practice?. *Journal of Teacher Education*, *61*(3), 248-260.

August 2022

Dear School Principal,

Greetings! You are being solicited to complete the *Educator Cultural Proficiency Insight Tool* and the *Successful School Leadership Survey*. The purpose is to examine the relationship between principal cultural proficiency and leadership behaviors. The data obtained from this study will not only allow UHCL's Educational Leadership and Policy Analysis Department to further research in a K-12 environment but allow expanding research into culturally responsive leadership.

Please try to answer all the questions. Filling out the attached survey is entirely voluntary but answering each response will make the survey most useful. This survey will take approximately 10-15 minutes to complete and all of your responses will be kept completely confidential. No obvious undue risks will be endured and you may stop your participation at any time. In addition, you will also not benefit directly from your participation in the study.

Your cooperation is greatly appreciated and your willingness to participate in this study is implied if you proceed with completing the survey. Your completion of the *Educator Cultural Proficiency Insight Tool* and the *Successful School Leadership Survey* is not only greatly appreciated, but invaluable. If you have any further questions, please feel free to contact me anytime. Thank you!

Sincerely,

Rogelio Cardona, Doctoral Candidate
University of Houston-Clear Lake
Department of Educational Leadership & Policy Analysis
cardonar8131@uhcl.edu

EDUCATOR CULTURAL PROFICIENCY INSIGHT TOOL

By Queinnise Miller, Ph.D.

Please rate the degree to which you agree with the following practices:
(1 = strongly disagree, 2 = slightly disagree, 3 = slightly agree, 4 = strongly agree)

Factor 1: Cultural Awareness and Diversity (α = .878)

Please rate the degree to which you agree with the following practices:

1. It is important for teachers to learn something about the cultural background of every student in the classroom.
2. Cultural knowledge should be embedded in the classroom environment.
3. I am impacted when another culture, other than my own, experiences great gains or losses.
4. It is important for teachers to acknowledge the contributions and positive aspects of all cultures.
5. Instructional practice should reflect and build upon the cultural referents of students.
6. It is important to build on the differences and similarities of students in a classroom.
7. As diversity increases, society should adapt to the changes it brings.
8. Students should be educated about the diversity of the world around them.

Factor 2: Attitudes, Beliefs, and Expectations of Student Learning (α =.784)

Please rate the degree to which you agree with the following practices:

9. All students, despite their cultural, linguistic, or economic background, can and want to learn.
10. Students should be exposed to learning materials that are above their learning abilities.
11. A student that steals from a teacher is more than a thief and can grow to be a successful citizen.
12. An oral exam would be more valid and accurate for a new language learner as opposed to a written exam.
13. Reading rich text consistently is very beneficial to language learners.
14. Students should never be bored or unengaged in instruction.
15. Jessica is a talented artist. This talent can be used instructionally to help Jessica conceptualize a difficult concept in her math class.

16. Juan's parents are first generation immigrants to the United States. A social studies lesson can be built around this fact.
17. Content information along with student interest should be used when developing instructional lessons.
18. A teachers' interest and excitement concerning learning content will impact how students receive the information.
19. Knowledge of a students' personal life is important because it has impacts on overall student performance.
20. It is important to give each student individualized attention in addition to the whole group.

Factor 3: Ownership and Responsibility ($\alpha = .715$)

Please rate the degree to which you agree with the following practices:

21. As an educator, I am responsible for the success or failure of my students.
22. As an educator, it is my responsibility to discipline students when necessary.
23. As an educator, the well-being of students and their families should be important to me.
24. As an educator, I should love, discipline, and educate my students as if they were my own children.
25. As an educator, I should always address students' non-productive behavior.
26. Two students from my school are behaving poorly in the community supermarket. As an educator, I should address the misbehavior with the students in the supermarket.
27. Complete language proficiency is achieved when built upon the skills of the native language.

Factor 4: Recognition of Racism ($\alpha = .918$)

Please rate the degree to which you agree with the following practices:

28. On some level, institutional racism exists within schools.
29. On some level, cultural racism exists within schools.
30. On some level, individual racism exists within schools.
31. On some level, teachers display some form of racism in the classroom.

(Overall $\alpha = .861$)

APPENDIX C:

EDUCATOR CULTURAL PROFICIENCY INSIGHT TOOL – APPROVAL TO USE

Re: Mentorship

Richardson, Queinnise A <MillerQ@UHCL.edu>
Thu 6/16/2022 8:43 PM
To: Cardona, Rogelio Adrian <CardonaR8131@UHCL.edu>
Cc: Peters, Michelle Lynn <PetersM@UHCL.edu>

📎 2 attachments (574 KB)
Final Dissertation.docx; Dissertation Defense - ECPIT.pptx;

Yes, I would be happy to!
My instrument measured culturally responsiveness in "educators" and wasn't specifically for leaders, however I am excited to see what comes from your research around culturally responsive leadership. Do you mind sharing some of your references that you are using in your lit review? I'm super interested. I need to locate the actual survey monkey, but the questions are in the doc.

See the full dissertation attached. Let me know if you have any questions.

From: Cardona, Rogelio Adrian <CardonaR8131@UHCL.edu>
Sent: Thursday, June 16, 2022 8:20 PM
To: Richardson, Queinnise A <MillerQ@UHCL.edu>
Subject: Mentorship

Good evening Dr. Miller,
I met with Dr. Peters today and she said that my interest aligns very well with your research experience. I am Examining the relationship between principal leadership behaviors and their culturally-responsive self-efficacy. I am using the framework of culturally responsive leadership to design the study. She mentioned that you had an instrument that measured cultural responsiveness. Do you mind sharing? Hope to hear back from you.

Roger Cardona
█████████

APPENDIX D:

SUCCESSFUL SCHOOL LEADERSHIP SURVEY SHORT FORM

@ Leithwood and Associates Inc.

Please rate the extent to which leaders in your school engage in the following practices (1 = strongly disagree, 5 = strongly agree).

Setting Directions

To what extent do the leaders in your school:

1. Give staff a sense of overall purpose.
2. Help clarify the reasons for your school's improvement initiatives.
3. Provide useful assistance to you in setting short-term goals for teaching and learning.
4. Demonstrate high expectations for your work with students.

Developing People

To what extent do the leaders in your school:

5. Give you individual support to help you improve your teaching practices.
6. Encourage you to consider new ideas for your teaching.
7. Model a high level of professional practice.
8. Develop an atmosphere of caring and trust.
9. Promote leadership development among teachers.

Redesigning the Organization

To what extent do the leaders in your school:

10. Encourage collaborative work among staff.
11. Ensure wide participation in decisions about school improvement.
12. Engage parents in the school's improvement efforts.
13. Are effective in building community support for the school's improvement efforts.

Improving the Instructional Program

To what extent do the leaders in your school:

14. Provide or locate resources to help staff improve their teaching.
15. Regularly observe classroom activities.
16. After observing classroom activities, work with teachers to improve their teaching.
17. Frequently discuss educational issues with you.
18. Buffer teachers from distractions to their instruction.
19. Encourage you to use data in your work.
20. Encourage data use in planning for individual student needs

APPENDIX E:

SUCCESSFUL SCHOOL LEADERSHIP SURVEY – APPROVAL TO USE

Re: Instrument Permission to Use

Kenneth Leithwood <kenneth.leithwood@utoronto.ca>
Tue 3/29/2022 4:55 PM
To: Cardona, Rogelio Adrian <CardonaR8131@UHCL.edu>

🔗 2 attachments (31 KB)
Successful School Leadership Short .docx; Successful School Leadership Survey Long.docx;

Two versions of the instrument you requested. Long and short. Good luck.

From: Cardona, Rogelio Adrian <CardonaR8131@UHCL.edu>
Sent: Sunday, March 27, 2022 9:35 PM
To: Kenneth Leithwood <kenneth.leithwood@utoronto.ca>
Subject: Fw: Instrument Permission to Use

You don't often get email from cardonar8131@uhcl.edu. Learn why this is important

Good evening Professor Leithwood,

I am a doctoral student in the Educational Leadership program at University of Houston-Clear Lake at the end of my 2nd year and am currently working on Examining the relationship between Principal leadership and their cultural responsiveness. I wanted to reach out and request permission to use your Principal leadership questionnaire as a quantitative instrument to compare leadership to the cultural competence of principals. I look forward to hearing from you.

Rogelio A. Cardona, M.Ed.
Doctoral Student
Department of Educational Leadership and Policy Analysis
College of Education
University of Houston-Clear Lake
2700 Bay Area Blvd. | Houston, Texas 77058