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Pepperdine University
The Graduate School of Education and Psychology

KEY TRANSFORMATIONAL LEADERSHIP STRATEGIES FOR CURRICULUM
DEVELOPMENT IN ELEMENTARY SCHOOLS

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Sophia Khouadian

July, 2018

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DOCTOR OF EDUCATION

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DEDICATION

This study is dedicated to the elementary school teachers who took the time to participate in this research and to all educators who are committed in the curriculum development process for the sake of their students' futures and education.

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ABSTRACT

As a result of the changing educational expectations and regulatory environment, there is a need for elementary school teachers to consider carefully curriculum development. The purpose of this research is to identify key transformational leadership strategies for curriculum development in elementary schools. Other than the requirements of credentials, teacher's deal with state-required policies and standardized testing. Study methods included interviews of retired elementary school teachers in California to discover transformational leadership strategies implemented in developing curriculum. A qualitative approach was selected to identify strategies implemented within the school setting and used within daily curriculum (Creswell, 2003). Validity was established through an expert panel and the data analysis included interrater reliability.

This study resulted in 6 common strategies (a) attending to students' needs, (b) safe and comfortable, (c) listen, (d) showing you care, (e) group work, and (f) connection. These key transformational leadership strategies are relative for curriculum development in elementary schools through the theoretical framework of this research study: idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation.

The findings of this study provide information to educational scholars who study curriculum development. The results of this study also assist elementary school teachers and elementary school administrators when creating curriculum.

This study was conducted in one state, thus further research with teachers in other states may add to the findings in this study. Additionally, a quantitative approach utilizing surveys comparing teachers from public schools and private schools may yield additional data.

Chapter 1: Leadership Strategies

For the past semicentennial, the government, in the interests that student's scores and achievements will raise, has instructed United States Education (Jensen, 2009). According to Noddings (2015), "In the United States, since the beginning of the twentieth century, fiery arguments have arisen over the primacy of intellectual knowledge as the main purpose of education" (p. 232). However, with this mind-set, arguments rise; it becomes questionable as to what it takes to create an education system that has the purpose of assuring all students gain intellectual knowledge. Predictably, each state has its own set of academic-education standards for its school systems. The number of teachers desired every year within California is tremendous. In 1999, there was an estimated 23,256 teachers hired, and by the year 2007, an estimated 36,000 teachers were hired every year since (Shields et al., 1999). Comparing the various different schools and their districts, a credential may or may not be mandatory for the teacher to possess. The most recent policies and standardized tests are being implemented into classrooms are: No Child Left Behind (NCLB), California Standardized Test (CST), and Common Core State Standards (CCSS).

Although these standardized tests, lessons, and policies are currently being implemented, debates regarding these programs continue. There are individuals who believe these programs are beneficial and present the teacher with a set of rules and guidelines as to what is needed to be taught; however, others argue that these programs create restrictions to learning in the classroom, as well as a lack of focus on other subjects in the classroom's daily curriculum (Jensen, 2009). Thus, reflecting back on curriculum development and differentiated instruction, there is not enough research in regard to the perceptions of retired California teachers and the influence of transformational leadership strategies in curriculum development. This study identifies key

transformational leadership strategies for curriculum development in elementary schools.

Organization of the Chapter

This study is presented in five chapters. The first chapter covers the background and foundation of the study. In Chapter 1, this study explores teacher involvement in curriculum development and curriculum instruction. It describes the purpose of the study, which is to identify key transformational leadership strategies for curriculum development in elementary schools. Additionally, it covers the background and problem statement, the purpose and research questions, and an overview of the theoretical framework and design of the study. This is followed by key definitions of important terms and a summary of the chapter.

Background and Statement of the Problem

Learning strategies are based on learning preferences and needs, though each style delineates different preferences and needs. Gardner (1995) describes the concept of style as “a general approach that an individual can apply equally to all content” (p. 202). Thus, the development of curricula becomes a process of determining what should be taught within schools, given the social, cultural, political, and environmental influences. The problem is identifying the learners’ learning styles and incorporating this instruction within the curriculum, given the requirements of the state. Teachers incorporate various transformational leadership strategies to assist the development of the classroom curriculum.

According to Fruchter (1992):

The Bush Administration’s announcement of a policy being implemented, America 2000, an Education Strategy, opposes what these nationally recognized progressive educators are learning through their restructuring projects. Besides its single-minded (and probably unconstitutional) championing of “school choice,” the main thrust of Bush’s plan is to establish national achievement tests in those five areas. In the near future, we can expect a continuing conflict pitting progressive school reformers seeking the resources, legitimacy, and time to expand and consolidate their restructuring efforts against proponents of national norms. (p. 40)

It is trusted that at-risk children start their formal training behind working class kids in the regions of dialect improvement, social conduct, and general information of the world (Jensen, 2009). It is expected that students and all subgroups of students can achieve significant elevated requirements, at the required Adequate Yearly Progress (AYP) pace, given the levels of government subsidizing and the absence of social, financial, and family resources of many children (Popham, 2005a). The necessity that test scores must enhance yearly is a noteworthy center of NCLB (Sherman, 2008). It is hard to know whether the test scores are solid, that is if the tests are measuring genuine additions or misfortunes, or whether the progressions are simply aimless in view of the distinctions in the student populace starting with one year then onto the next, consolidated with the statistical error in the tests (Gibboney, 2008). Advocates of NCLB, otherwise called the supporters of the Bush organization, contend that the authorized strategy will close the accomplishment hole of students from various financial classes by considering school areas and states responsible, and by supporting people's rights to class decision (Popham, 2005b; Sherman, 2008). Be that as it may, a few agents fight that the NCLB law is a disadvantage for students; that is, those same financial classes that have truly received unremarkable training (Arce, Luna, & Borjian, 2005).

Schools with diverse student populaces, including the rich and poor minorities, will probably come up short and thus the various school, which confronts more noteworthy difficulties, is punished (Arce et al., 2005; Sherman, 2008). Since most NCLB tests are intended for examining and arithmetic, social studies and science get almost no consideration. In this way, it makes classroom educational modules designed just for specific subjects, leaving students not have learned about different subjects (Arce et al., 2005; Popham, 2005b). Every year the NCLB framework dynamically expands sanctions against schools that neglect to meet yearly

development focuses without considering whether schools have the assets and whether students, particularly the minority students, have the social funding to achieve the nonstandard states requested by NCLB (Arce et al., 2005; Popham, 2005b; Sherman, 2008). The NCLB command expects that the application of these punishments will influence schools to accomplish larger amounts of execution. It is highly flawed whether correctional or negative reinforcement frameworks work (Arce et al., 2005; Popham, 2005b).

The CCSS and the CST create an environment that, according to government, are held to meet the standards and educational knowledge that each grade level is expected to hold (California Department of Education, Standardized Testing, 2016). According to Giouroukakis and Cohan (2014):

Teachers must utilize questioning in the classroom that focuses on common language for curricular development and instructional purposes. Yet, the types of questions that teachers have learned in their respective teacher-preparation programs may not necessarily align with the CCSS, with different academic terms used in each content area. As a result, teachers may be confused by the various terms used to define questioning types and the overlaps that exist. (p. 12)

Thus, the demands of the governmental expectations increase the necessity for educational research regarding student performance, particularly beyond socioeconomic restraints. Elementary school leaders must stay up to date regarding educational research and be able to initiate change. The school's principal, as well as school leaders, regulate operative change within schools (Edmonds, 1979). Teachers must seek ways to improve their classroom presentation in order to increase the school's overall performance (Leithwood, Jantzi, & Steinbach, 1999). Transformational leadership practices are favorable for positive results in school performance.

Transformational leaders promote noticeable amounts of inspiration and responsibility to the association by creating hierarchical vision, duty, and trust among workers, and encouraging

authoritative learning (Bennis & Nanus, 1985). Conventional models of school authority, instructional or administrative, are not as helpful for school leaders as much as transformational strategies have been tested to (Bass, 1985; Leithwood et al., 1999; Yukl, 1989).

Assessments of transformational leadership strategies determined connections between transformational administration and some measure of accomplishment (Leithwood & Jantzi, 2005). The authors verified that these outcomes do not take into account a reasonable conclusion. Nevertheless, this model of administration has been appeared to have connections to change in such territories as student engagement, classroom instruction, instructor's level of effort and commitment, and organizational learning in schools (Geijsel, Slegers, Leithwood, & Jantzi, 2003; Leithwood & Jantzi, 2000; Marks & Printy, 2003; Silins, Mulford, Zarins, & Bishop, 2000).

Besides, particular affiliation variables composed of aggregate instructor viability, staff trust, and scholarly accentuation are hierarchical attributes seeming to have direct effect in growing student achievement (Bandura, 1993; Goddard, Hoy, & Woolfolk Hoy, 2000; Goddard, Sweetland, & Hoy, 2000; Hoy & Sabo, 1998; Hoy, Sweetland, & Smith, 2002; Hoy, Tarter, & Kottkamp, 1991). Subsequently, student achievements show up where educators exhibit transformational methodologies.

Purpose of the Study

As a result of the changing educational expectations and regulatory environment, there is a need for elementary school teachers to consider carefully curriculum development. The purpose of this research is to identify key transformational leadership strategies for curriculum development in elementary schools. Other than the requirements of credentials, teacher's deal with state-required policies and standardized testing that are asked to be implemented within the

classroom and curriculum.

Research Questions

A thorough review of the literature resulted in support for transformational leadership concepts as the theoretical framework. The research questions were developed based on the theoretical framework. The research questions are:

- 1 What individualized consideration strategies influence curriculum development in California elementary schools?
- 2 What intellectual stimulation strategies influence curriculum development in California elementary schools?
- 3 What inspirational motivation strategies influence curriculum development in California elementary schools?
- 4 What idealized influence strategies influence curriculum development in California elementary schools?

Design of the Study

This study's goal is to identify key transformational leadership strategies used for curriculum development in elementary schools. It is important to understand the teachers' perceptions of their role in this process to encourage systems of practice in order to develop and implement relevant pedagogy and instruction that is appropriate to education. Qualitative research involves collecting textual data to identify themes and concepts and to answer broad research questions (Neuman, 2006). Qualitative research's purpose is to understand participants' experiences and perspectives (Creswell, 2008; Neuman, 2006). These California teachers, who are retired, constitute the population for this study. Participants were interviewed using semistructured questions developed to inform the research questions for this study. This study

uses interviews to gather narrative data to inform the study. The purposeful participant sample consists of retired elementary school teachers with curriculum development experience.

The theoretical framework selected for this study was driven by a thorough review of the literature. Transformational leadership is a style and approach organizations use to “inspire, energize, and intellectually stimulate their employees” (Bass, 1990, p. 19). The transformational leadership concepts Bass and Riggio (2006) noted are the key components of this framework. The components consist of individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence (Bass, 1985).

Theoretical Framework

The transformational leadership theory brings forth the concept of change and taking a role in having a vision for that change (Bennis & Nanus, 1985). This allows teachers to identify strategies for better student success. The Transformational Leadership Model (Bass, 1985) used in this study includes four main concepts: individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence (Bass, 1985).

Individualized consideration is depicted as a leader dealing with each disciple’s needs, going about as an aide or guide to the supporter, and listening to the follower’s stresses and needs (Bass & Riggio, 2006). The leader is thoughtful, empowering, comparing, and places challenges before the gathering. This joins the necessity for appreciation and gestures of recognition for the individual responsibility that every individual can make to the gathering. The supporters have a will and desires for self-change and have qualities of motivation for the obligations (Bass, 1985).

Intellectual stimulation is portrayed as one that questions theories and demands the consideration of others (Gumusluouglu & Ilsev, 2009). These leaders engage and invigorate

inventiveness in their followers. They bolster and make people who think self-governingly. Learning is a quality and sudden circumstances are seen as opportunities to learn. The followers make requests, consider things, and understand better ways to deal with their errands (Bass, 1985).

Inspirational motivation is depicted as communicating a fantasy that draws in and is moving to disciples (Xirasagar, 2008). Leaders with enticing motivation challenge supporters with raised desires, pass on positive considering future destinations, and offer direction to the present workload. Supporters require a strong sentiment reason if they are to be awakened to act. Reason and significance drive a social occasion forward. The visionary parts of organization are maintained by social capacities that make the vision legitimate, careful, and skilled. The supporters are willing to put more effort into their endeavors, they are invigorated and confident about the future, and they trust in their abilities (Bass, 1985).

Idealized influence is depicted as giving or being a presentation of a good role model, imbues pride, grabs reverence, and inspires trust (Bass, 1985; Gumusluouglu & Ilsev, 2009). This methodology of administration depicts what is regularly adored from supporters. Conducting oneself with qualities, for example, trustworthiness, faithfulness, and general depiction of a utilitarian (Bass, 1985).

Significance and Relevance of the Study

The findings of this study are intended to provide insight and awareness within the educational field and add to the general studies in education, specifically to the field of developing curriculum in elementary school education. The significance of curriculum development in this study adds to the field of literature specific to concepts of education, teachers as leaders, and curriculum development.

The results of this study assist teachers and their schools in developing strategies to improve curriculum. The viewpoints of retired teachers will bring forth insight of policies. In addition, the participants have the advantage of clarity through reflection of their experiences.

The relevance of this study can assist educational organizations, administrators, and faculty to apply curriculum development strategies that are actionable and relevant to the current environment. The implications of this study may also prove useful to policymakers as they debate and design policies. State and Federal policies continue to change in education.

Operational Definitions

Adequate Yearly Progress (AYP): A requirement that states receiving federal funding under the NCLB Act must show improvement from year to year on statewide standardized tests or steps will be taken to improve the schools (Education Week, 2011).

Common Core Standards: A set of high quality academic expectations in English-language arts and mathematics that define the knowledge and skills all students should master by the end of each grade level in order to be on track for success in college and career (Common Core State Standards, Preparing America's students for success, 2015).

Curriculum: A curriculum is a written document made up of several elements that together guide the teacher's instruction (Cross & Conn-Powers 2014).

Curriculum Development: Curriculum development can be defined as the systematic planning of what is taught and learned in schools as reflected in courses of study and school programs. These curricula are embodied in official documents (typically curriculum guides for teachers) and made mandatory by provincial and territorial departments of education (Kattington, 2010).

Differentiated: Brain research suggests three broad, related concepts that necessitate a distinguished approach (Tomlinson & Kalbfleisch, 1998).

Elementary and Secondary Education Act (ESEA): Federal legislation enacted in 1965 that provided equal access to education, established high standards, and established a number of programs for disadvantaged youth (U.S. Department of Education, 2011).

Idealized Influence: Provides a role model for high ethical behavior, instills pride, and gains respect and trust (Bass, 2008).

Individualized Consideration: The degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs (Bass, 2008).

Inspirational Motivation: The degree to which the leader articulates a vision that is appealing and inspiring to followers. (Bass, Avolio, Jung & Berson 2003).

Instruction: Instruction was defined previously as "the purposeful direction of the learning process" (Huitt, 2003, p. 37) and is one of the major teacher class activities (along with planning and management).

Intellectual Stimulation: The degree to which the leader challenges assumptions, takes risks, and solicits followers' ideas. (Bass et al., 2003).

Leader: One who serves a lead role in an executive or administrative capacity in an organization (Fiol & O'Connor, 2006).

Leadership: The communication process through which interpersonal influence has a direct effect on the acquisition of a specific goal (Tannenbaum & Massarik, 1957).

No Child Left Behind (NCLB): The NCLB legislation, signed into law in January 2002, required states to develop assessments in basic skills to be given to all students in certain grades

in order to receive federal funding for schools. Schools receiving Title 1 funding were also required to demonstrate AYP in test schools. The legislation also outlined steps to be taken to support low-performing schools and required states to report graduation rates (Pinkus, 2009; Shannon & Bylsma, 2006).

Retired Teachers: Individuals with a teaching background, who no longer teach, yet have had previous experience of at least one year (Pinkus, 2009).

Title One: Part of the ESEA of 1965. The U.S. Department of Education (2004) states, “The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments” (U.S. Department of Education, 2004, p. 3).

Transformational Leadership: Burns (1978) proclaimed that transformational leadership was the beginning of self-enthusiasm created by a leader and the initial cause of a specific objective or result that will benefit all. Transformational leadership is a type of key authority that moves people toward a level of responsibility to accomplish school objectives by setting headings, creating individuals, overhauling the association, and dealing with the instructional project (Burns, 1978; Leithwood & Jantzi, 2005).

Zone of Proximal Development: This is the difference between what a learner can do without help and what he or she can do with help (Vygotsky, Veer, & Valsiner, 1994).

Summary

The purpose of this qualitative research is to identify key transformational leadership strategies for curriculum development in elementary schools. As a result of the changing educational expectations and regulatory environment, there is a need for elementary school

teachers to consider carefully curriculum development. The purpose of this research is to identify key transformational leadership strategies for curriculum development in elementary schools. Other than credential requirements, teacher's deal with state-required policies and standardized testing that are asked to be implemented within the classroom and curriculum. The mandates of the government create a necessity to study the effectiveness of various curriculum-planning strategies. This study identifies key transformational leadership strategies for curriculum development in elementary school. The research questions for this study were developed based on the theoretical framework. The research questions answer how individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence strategies are used during the curriculum development process. Group participants contain experienced or semi-experienced retired teachers.

Chapter 2: Review of the Literature

The literature review was conducted to inform the research regarding transformational leadership strategies for curriculum development in elementary schools. This study identifies key transformational leadership strategies for curriculum development in elementary schools. The research questions for this study were developed based on the theoretical framework. The research questions answer how individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence strategies are used during the curriculum development process.

Organization of the Chapter

Chapter 2 examines the overview of the study, previous studies that have been conducted, and contains a summary of connections to this research. The historical review of California's education system is presented along with policies and issues regarding the educational school system such as NCLB, CST, and CCCSS. A discussion about the history of teaching within California is also included. The theoretical framework for the study follows. The chapter concludes with a summary.

Historical Review of California's Education

1800s. Through the exploration of these concepts, describing and analyzing, how these theorists' ideas, the influence of culture and prior knowledge, in the past, have been applied to the learning within a traditional classroom setting (K-12) and have been instilled with curriculum.

Montessori's philosophy of education "introduced a liberated concept of early childhood education that provided more opportunity for free expression, moving children away from their desks, providing them with activities, and respecting children as individuals" (Hammond,

Austin, Orcutt, & Rosso, 2001, p. 15). Thus, through the various studies done by theorists, particularly Montessori, teachers can bring together different learning styles, different ways of measuring learning, and personal knowledge to present among children within the classroom (Johnson, Musial, Hall & Gollnick, 2011).

Montessori “felt that the play of the child was an important aspect of their self-expression and their social and cognitive learning, and that teachers should be guides for their students instead of authority figures” (Hammond et al., 2001, p. 5). Certain tasks are carried out in order for teachers to figure out what exactly the child needs and to understand the child’s learning style (Johnson et al., 2011). After such observation, teachers apply certain methods and strategies during their curriculum development. Dewey employed similar concepts to that of Montessori. According to Johnson et al. (2011), “Dewey viewed life as a series of overlapping and interpenetrating experiences and situations, each of which has its own complete identity” (p. 27). Experience from the social world and one’s environment allows one to build one’s own perspective. Also, according to Johnson et al. (2011), “Existentialism contends that reality is nothing more than lived existence, and the final reality resides within each individual” (p. 29). For instance, depending on the child’s prior knowledge and experiences, the child may develop carry different ideas and/or concepts from children that don’t have the same prior knowledge (Hammond et al., 2001).

Another theorist, Lev Vygotsky, who was a Russian psychologist, founded the sociocultural theory of development. Vygotsky’s theory places emphasis on differences in learning style and diversity, as well as the significant role socio-culture plays within learning (Vygotsky, Rieber, & Carton, 1997). According to Hammond et al. (2001), Vygotsky “extended Piaget’s developmental theory of cognitive abilities of the individual to include the notion of

social-cultural cognition—that is, the idea that all learning occurs in a cultural context and involves social interactions” (p. 7). In Vygotsky’s time, culture was mainly about social class because everyone in most countries was the same ethnicity, so mostly it was about class not diversity, as we know it. The purpose of Vygotsky’s theory brought forth the concept of Zone of Proximal Development, which focuses on the acquisition of new knowledge as dependent on previous learning, or prior knowledge, as well as the accessibility or access of instruction (Vygotsky, Rieber & Carton, 1987). Through the exploration of these concepts describing and analyzing how Vygotsky’s ideas, which consist of the influence of socioculture and prior knowledge, have or could be applied to the learning within a traditional classroom setting (K-12).

Vygotsky et al. (1994) states, “The zone of proximal development characterizes the difference between what the child is capable of himself and what he can become capable of with the help of a teacher” (p. 29). For example, learning can be accessed visually, auditory, kinesthetically, and many other ways (Johnson et al., 2011). What may work for one child might not be the best teaching method for another (Vygotsky, 1987). Thus, bringing forth various strategies that are incorporated into teaching is more likely to receive better results and/or scores.

Vygotsky et al. (1997) states, “In the process of development...it is not so much the functions which change, as we studied this earlier, not so much their structure...but it is the relations, the connections between the functions which become changed and modified” (p. 30). Hence, developing a curriculum that incorporates transformational strategies that are effective in the classroom allows the students to grasp concepts better (Johnson et al., 2011). Unfortunately, teachers, oftentimes, make the assumptions that students possess a prior knowledge that does not exist. According to Schunk (2007), some directing standards of constructivist learning situations

are to posture issues of developing importance to understudies, structure learning around essential ideas, look for and esteem understudies perspectives, adjust educational modules to address understudies suppositions, and evaluate understudy learning in the connection of instructing. In order for a child to want to learn and to be interested in learning, the teacher must pose problems and/or topics that spark an interest in her particular group of students (Johnson et al., 2011). Thus, when teacher's structure learning around primary concepts, such as building connections and presenting lessons in a more holistic manner, students understand concepts better and are able to view the material as a whole, rather than in parts.

According to Schunk (2007), "Teachers who make little effort to understand what students think fail to capitalize on the role of their experiences in learning" (p. 7). Additionally, as educators, possessing different forms of assessment for children and their comprehension of the material being presented, brings forth a better evaluation of the individuals needs (Johnson et al., 2011). Some basic forms of assessment are direct observations, written responses, oral responses, ratings by others, and self-reports such as questionnaires, interviews, stimulated recalls, think-alouds, and dialogues (Schunk, 2007). Vygotsky's theory and/or ideas bring forth the concept of focusing on the individual and one's sociocultural upbringing. In doing so, instructional methods are presented in a format that connects to the student's real-life. This allows the student to obtain the information in a quicker period of time (Johnson et al., 2011).

1900s. Worry about instruction ascended in the mid-1990s when California's test scores on the National Assessment of Educational Progress were dropping (Hall, 2013). California students were close to the base of the states in reading. In 1994, the classroom setting and environment was urged to set implementation models and accomplishment objectives; however, the outcomes were not understood. The educational curriculum has much to improve. Hewitt

(2011) argues, “Across the political and ideological spectrum, experts agree that No Child Left Behind Act (NCLB) must be revised in order to remain viable” (p. 170). The changes suggested by experts is the key to implement changes required for curriculum to assist students (Hall, 2013). Another issue that has been considered would be to revise the NCLB act by implementing the Equal Opportunity Act of 1974, in order to assist English Language Learners (ELL) in receiving passing grades. Last, a third concern would be to address the disparity in funding qualified teachers in low-poverty versus high-poverty schools (Hewitt, 2011). A revision of the educational curriculum is in order to help the intended purpose of these acts to come to fruition (Hall, 2013).

Doing nothing to retool educational curriculum would seem to continue down the current trajectory of the CCSS and CST (Hall, 2013). Currently, NCLB was implemented to deal with the overlooked schools with low-quality education, teachers, and funding (Hewitt, 2011). The NCLB policy, as well as the CCSS and CST were created to address these issues and raise the education level of teachers and increase funding for these schools (Mongiello, 2011). The policy and assessments-tests have not come through with these promises. States are still grossly underfunding the overlooked schools, which provide no incentives for qualified teachers to work at these schools (Hewitt, 2011). According to Hewitt (2011), “No Child Left Behind’s (NCLB) various mechanisms have been criticized as being alternately too far-reaching or woefully insufficient to ensure results” (p. 174). The funding comes from test scores, and since the overlooked schools are unable to obtain the tools they need, the students cannot perform in order to receive the benefits of the program (Mongiello, 2011). It would seem that this pattern would continue if the government does nothing to revise the current NCLB Act, CCSS, and CST.

According to Mongiello (2011), ELL consistently scores lower on all standardized testing

than their English-speaking counterparts. This means that the schools that need the funding the most to boost the test scores of their high population of ELL students actually are the ones receiving very low funding. Since the test scores are a big predictor of financial assistance, and the number of ELL students enrolled in the schools that need the most help, they receive the least amount of assistance. According to Mongiello (2011):

While some argue that courts should read an implied private right of action under No Child Left Behind (NCLB) to provide relief for ELL students when states fail to comply, ELL students and their parents have no established legal recourse pursuant to NCLB. (p. 212).

In other words, this option to revise the NCLB is arguing that the Equal Opportunity Act (1974) should be added to the NCLB in order to provide these ELL students with equal opportunities when the states fail to, regardless of their compliance with NCLB.

Current 2000s. There is a need among current laws of education in regard to teaching and funding. Current laws do not allow high-poverty schools to receive less funding than low-poverty schools, yet this is exactly what is happening (Mongiello, 2011). These findings remain hidden because the district only has to report average salaries of the different school employees from the same district (Hewitt, 2011). In other words, it does not matter how different the salaries are from low-poverty to the high-poverty schools. The problem is that the system allows veteran teachers with the higher salaries to move to the low-poverty schools. Unfortunately, this leaves the novice teachers, who already make significantly less money, to fill the ranks at high-poverty schools (Mongiello, 2011). Hewitt (2011) reports, “These patterns add up to differences of hundreds of thousands of dollars” (p. 185).

Without the ability to obtain necessary resources and qualified educators, the school often fails in its attempt to help the children learn (Hall, 2013). These high-poverty schools have to lean on young, underprepared, and under-supported educators, no matter how well intentioned

they may be. According to Hewitt (2011), this population of teachers has an extremely high turnover rate. These professionally undeveloped teachers learn their craft the fastest during the first few years, and studies show that they become more effective after this initial learning period (Hewitt, 2011; Mongiello, 2011).

The other factor in this is the costly toll for recruitment and training for teachers. It is estimated that this process costs more than \$70,000 per person (Mongiello, 2011). In revising this, there should be a redistribution of educators. Hewitt (2011) wrote:

This part of the law should call for states to create realistic plans to ensure that students of color, low-income students, English Language Learners (ELL), and students with disabilities are not taught by inexperienced, uncertified, or out-of-field Teachers at rates greater than other students. (p. 186).

Effective teachers play a very important role in student achievement, and schools with low funding are unable to obtain or retain these teachers (Hall, 2013). In order to address this issue, the ESEA should require school districts to report individual staff salaries, in order to address this disparity in resources, instead of just reporting average salaries for the whole district (Johnson et al., 2011).

To work seriously to attain the goal of closing the achievement gap for all children, our educational approaches must meet the following requirements: First, major new investments, particularly in poor, rural, and inner-city schools, are needed to assure that funding for education is adequate (Mathis, 2003; Mongiello, 2011). Second, states and districts should conduct their own cost-benefit analyses to guarantee that they are adequately compensated for the obligations they take on (Hewitt, 2011; Mathis, 2003). Third, states and districts should work with federal officials to repeal or revise the NCLB law so that it provides an effective accountability system (Hall, 2013; Mathis, 2003). An effective accountability system ought to include comprehensive and democratic concepts of educational goals rather than a narrow reliance on tests (Johnson et

al., 2011). Finally, educators should embrace accountability by making sure that no school provides substandard, inadequate, or inequitable educational programs (Mathis, 2003). Currently, the U.S. Department of Education holds states, areas, and schools entirely responsible for accomplishment increases or disappointment, yet it does not apply any weight on the organizations giving administrations to the instruction offices, and has no chance of knowing where the cash is being distributed (Hall, 2013). The U.S. Department of Education ought to set up strategies and techniques to correct this horrifying method for dealing with the NCLB (Mongiello, 2011). Until the law has been rectified, one may argue that the damage to the disenfranchised communities may be far greater in the long run, than the short run (Johnson et al., 2011).

History of teaching in elementary. Although state standardized testing is a key aspect to student's assessments today, this was not always the case. According to the California Commission on Teacher Credentialing (2016):

Indeed, the entire issue of linking the increased quality and effectiveness of our public school system to the quality and effectiveness of the teachers employed in that system appears to be strained periodically by the need to staff those public school classrooms immediately. Throughout the period covered by this history of licensure, many policy makers, critics and commentators, and professional educators repeatedly called for increases in the preparation standards for teachers. While teachers were frequently perceived as the essential part of the problem of poor public schools, virtually every plan for improving the public schools focused on raising the standards of the profession, thus making teachers the center of the problem and the solution. There were, of course, periodic efforts to create "teacherproof" curricula, and calls for setting state-wide standards, or more recently, national standards of student performance, but the bulk of the reform efforts ultimately put the teacher at the center of the solution. Sadly, about the time many of these reform efforts gained public support, student enrollment seemed to grow again, generating a need for teachers that exceeded the normal supply. (p. 6)

Because of the lack of expertise, education, and knowledge in the field, these state standards were created to help guide teachers in managing their classrooms and the students' education.

However, prior to the requirements for credentialing, state standards, and policies, teachers were

not required to have credentials.

In the 1970s, California established a set of independent standards that gave the board responsibility for teacher licensing. The authorizations of the first types of teaching credentials include four basic kinds: Single Subject, Multiple Subject, Specialist Instruction, and Designated Subjects (Commission on Teacher Credentialing, 2015). They are similar to what is currently being implemented within the school systems today.

The statutes include five requirements to obtain the Multiple and Single Subject Teaching Authorization (Balfanz, Bridgeland, Moore, & Fox, 2010):

- a Baccalaureate Degree, except in professional education;
- a fifth year of study;
- completion of an approved program of professional preparation;
- verification of subject matter knowledge by examination or completion of a Commission approved subject matter program;
- verification of knowledge of methods of teaching reading, by examination or a Commission approved program of study.

With the credentials becoming a requirement, the state decided also to guide the teachers with certain information that should be taught in schools. States and school districts focused exertions at elementary level by changing the atmosphere to focus on success and expect that all students will graduate prepared for the next grade level. Adopting common core standards in order to standardize learning expectations across districts and states had been embraced (Balfanz et al., 2010).

More recently, in the 20th century and into the 21st century, the standards-based reform movement began with the National Council of Teachers of Mathematics release of mathematics

standards that defined what students should learn. This opened doors to developing standards in other content areas as well. These standards were developed state by state. The development of standards also inspired the creation of standardized tests to measure progress toward the state standards. A modification to the ESEA in 1994 further prompted the focus on standards (Barton & Coley, 2011).

Under NCLB, states receiving federal funding are required to administer statewide-standardized tests to students at certain grade levels in order to determine their mastery of state standards. To address the current issues of NCLB, there is a precedent to support the notion that prekindergarten programs would help minority and poor children as well as middle-class children. Prekindergarten programs were part of ex-Prime Minister Tony Blair's 1999 pledge to end child poverty (Gibboney, 2008). By 2006, 700,000 kids were lifted out of poverty and were very close to the range of Blair's short-term goal. The prekindergarten school would become a center where social services combine to help the poor, working parents, and children of middle-class families.

California utilizes the test scores as a major aspect of its school-positioning framework. It incorporates CST scores, additionally thinks about every school to 100 comparable schools to land at an accomplishment score: the Academic Performance Index somewhere around 200 and 1,000 centers. The Academic Performance Index includes "other factors besides CST results, but test scores account for at least 60 per cent of the [Academic Performance Index]" (Hall, 2013, p. 174). To address the current issues of NCLB, CCSS, and CST, establishing an effective teaching curriculum as well as better planned teachers is necessary (Johnson, et al., 2011)

To overhaul viably responsibility strategies such as NCLB, and evaluations, for example, CCSS and CST, planners are to give careful consideration to the procedures and mechanisms on

working inside of schools. For instance, a few specialists found that NCLB successfully enhanced the math abilities of more youthful understudies, which they considered could be identified with the natural proof that psychological aptitudes are more moldable at the right ages (Dee & Jacob, 2010). The study demonstrated that the responsibility procurements of NCLB created vast and factually huge expansions in the math accomplishment of fourth graders and that these additions were concentrated among African American and Hispanic understudies, and among understudies who were qualified for financed lunch. The study did not, in any case, discover proof that NCLB responsibility had any effect on reading accomplishment among either fourth or eighth graders (Gibboney, 2008). These results as proposed by the examiner, each classroom teachers, might likewise be an aftereffect of the particular courses in which schools and teachers have balanced their instructional practices, maybe diversely for arithmetic and reading (Dee & Jacob, 2010). Understanding the wellsprings of these distinctions would be valuable as policymakers examine the future outline and usage of school-responsibility frameworks.

Because of the implementation of NCLB, CCSS, and CST, the development of current elementary students (K-12) has been impacted, as have the teachers (Johnson et al., 2011).

According to Stringer (2008):

For many years the quality of education was measured by the number of dollars spent or the processes of education used. In other words, a school system that had a relatively high cost per pupil or used educational techniques judged to be effective was considered an excellent system. Seldom was the effectiveness of school systems judged by the student's outcomes—the educational achievements of students. Now those outcomes and their cost must be clearly accounted for. (p. 42)

Thus, because of the policy, society assumes that there are certain standards that will be obtained. This is to say that teachers will teach and students will allow themselves to gain knowledge in order to brighten up their future. School systems respond too much to economic

incentives because of their need for money provided by the government (Noguera, 2010). Until society figures out a better way to fund properly all schools equally, instead of funding them based on test scores or residential area, the proper obtainment of knowledge relies solely on the student's and the teacher's capacity (Hall, 2013).

Types of schools. While it is assumed that private schools have more independence than public schools because of the federal mandates, private schools have also been affected by the CCSS (Olatunji et al., 2007). This is because of the federal funds aspect. If private schools do not implement the CCSS, they will not be eligible for federal funds. According to Newsmax:

Federal law, under 20 U.S.C. 7886, says that private schools and home schools do not have to abide by federal education mandates—as long as they do not accept federal funds. While Common Core remains a state-by-state initiative, the White House has expressed an intent to tie certain federal funding to the adoption of Common Core standards. That would mean the acceptance of Common Core to accept funds. (Ridder, 2015, p. 3)

Private schools rely on tuition payments and funds from various sources such as religious organizations, donations, grants, and benefactions (Olatunji et al., 2007). Private schools have a choice as to whom they select during the process of admissions. These schools may be coed or single sex. Thus, although there may not be any legal requirement of incorporating CCSS into their curricula, it is evident that in order to stay secure and established it would be wise to implement the CCSS into the curricula (Ormrod, 2011).

Public schools are different from private schools. They receive their financing from local, state, and federal government funds (Ormrod, 2011). Admission is different as well. Unlike private schools, as long as students are located in the school district, they will most likely be admitted into the school. This also applies to charter and magnet schools. Charter schools began appearing in the early 1900s and these are a little different than the typical public school (Olatunji et al., 2007). Unlike public schools, which are government based, these are actually

created by parents, teachers, community organizations, and/or profit organizations. These schools must obey to the basic curricular requirements of the state; however, they are unrestricted from many of the regulations that apply to conventional schools. Magnet schools are cost free, yet are selective when it comes to admissions. They are particularly known for the programs that they offer and the high standards they hold in academics. Magnet schools were initially started in the 1970s to help desegregate public school systems, and diversity is a key aspect of these schools.

The concept of virtual learning has allowed us to rethink our approach toward education. Students should be able to complete higher education without ever stepping foot on a physical campus (Ormrod, 2011). Despite its negative connotations, online education has become increasingly popular, especially as technology has advanced, allowing students an array of possibilities if they choose to participate in online learning (Jaschik, Scott, & DNA swab for your job, 2009). Studies have shown that students in online learning conditions performed better than those receiving face-to-face instruction. According to Olatunji et al. (2007), a study on online education, conducted by SRI International for the Department of Education, concluded that on average, students participating in online learning performed better than those receiving face-to-face instruction. The study assessed comparative research conducted on online versus traditional classroom teaching from 1996 to 2008. Specifically, the study found that students participating in online courses ranked in the 59th percentile in performance, compared with the standard classroom student scoring in the 50th percentile, a significantly lower percentage. The study's lead author, Barbara Means, stated, "The study's major significance lies in demonstrating that online learning today is not just better than nothing – it actually tends to be better than conventional instruction" (Olatunji et al., 2007, p 42).

Experts believe the chief potential of online education is that it provides learning experiences more tailored to individual students than is possible in classrooms, which consist of a larger number of students with varying interests and capacities to learn (Olatunji et al., 2007). In fact, another 2009 meta-analysis on the subject found that using technology to give students “control of their interactions” (Jaschik et al., 2009, p. 4) has a positive effect on student learning. Additionally, the report specifically stated, “Studies indicate that manipulations that trigger learner activity or learner reflection and self-monitoring of understanding are effective when students pursue online learning as individuals” (Jaschik et al., 2009, p. 6). Diana G. Oblinger, president of Educause, was also pleased with the findings, noting the many additional opportunities online education provides for students. Olatunji et al. (2007) believes, “[Online education] gives people greater opportunity for flexibility, for experiential learning, for illustrating things in multiple ways such as visualization” (Olatunji et al., 2007, p. 6).

Current policies and testing. Education is one of the many fundamentals that are important in life. Within society, numerous children seem to lack in the knowledge that should be obtained to be a contributor to economic productivity (Schunk, 2007). Thus, a major concern regarding the education field is the policy of NCLB. The NCLB, also known as Title I of the federal government’s ESEA of 2001, is a reauthorization of the ESEA, the central federal legislation relevant to K-12 schooling (Sanders, 2008). The U.S. Congress responded to the decline in education by providing funding and assistance to K-12 schools through the ESEA of 1965 (Dee & Jacob, 2010). Additionally, ESEA was designed to assist students in reaching academic thresholds, provide teachers and administrator training, help non-English speaking students, provide after-school opportunities, encourage safe learning environments, and encourage parent involvement in schools (Sanders, 2008). NCLB dramatically expanded the

ESEA law's scope by requiring that states introduce school-accountability systems that applied to all public schools and students in each state (Dee & Jacob, 2010). NCLB requires annual testing of students in reading and mathematics in Grades 3 through 8. In addition, states are required to rate schools, both as a whole and for key subgroups, with regard to whether they are making AYP toward their state's proficiency goals.

NCLB policy. NCLB established accountability standards that were expected to enhance student achievement. AYP standards require all students in Grades 3 through 8 to meet proficiency in mathematics, reading, and language arts by 2015 (Dee & Jacob, 2010). States are required to test students in Grades 3 through 8 for math and reading once per year, and one more time after Grade 8. Additionally, states are required to make test results available to the public via the National Report Card. Schools may be required to restructure staffing or to offer students the chance to attend other schools if they fail to make AYP for two or more years; otherwise, schools could lose federal funding (Sanders, 2008).

NCLB is said to be the biggest single government association ever in instruction. Congress approved \$18.5 billion, and \$12.342 billion, for the 2004–2005 school year (Bracey, 2005). For the 2005–2006 school year, Congress approved \$20.5 billion. Supporters of NCLB contend that the usage of the strategy has created a noteworthy increment in help to the states; however, a few investigations have presumed that the law will cost the states more cash than they will get. Some have addressed how the government cash for NCLB is circulated, and the amount of Title I cash that courses through states, regions, and schools into the treasuries of privately owned businesses (Arce et al., 2005). At the school level, AYP is required for all subgroups of understudies. The subgroups are framed by subject test, grade, sex, ethnicity, financial status, custom curriculum status, vagrant status, and ELL status (Dee & Jacob, 2010).

Of the understudies in every gathering, 95% must take the test to meet the law's prerequisites (Bracey, 2005). In the event that one subgroup neglects to make AYP, the whole school is named to need change. The entire school, and not only the subgroup(s) that did not make AYP, get punished for disappointment. Schools that neglect to meet their development targets are liable to endorse and authorizes increment in importance with each progressive year of disappointment.

A school that neglects to gain AYP for two continuous years causes costs since all understudies must be offered the chance to exchange to a fruitful school and the sending school must pay for transportation of the understudies (Bracey, 2005). More expenses are caused after a school neglects to make AYP for three sequential years on the grounds that the locale must give Supplemental Educational Services to the understudies before or after school hours. There is practically zero responsibility with respect to organizations giving Supplemental Educational Services. While all teachers in state-funded schools must be profoundly qualified as required by the law, the individuals who give coaching or other guideline under Supplemental Educational Services are held to no capability standards. This difference between the necessity of teachers, and what is required of suppliers, is viewed as crafty.

While NCLB was established with good intentions, the reality has sunk in on the negative effect it has on schools located in impoverished communities (Dee & Jacob, 2010). Noguera (2010) reports in his article published in *The Nation* regarding this policy that funding permitted by NCLB has been grossly mismanaged. The recent budget cuts in the education field are on a scale that has not been seen in more than 30 years. This has produced a domino effect, which directly results in a large number of layoffs, inevitably affecting the quality of student education. While the state government continues to increase budget cuts, the federal government "must find ways to target support to schools in impoverished communities and, where possible,

to use federal funds to compensate for the loss of state and local money” (Noguera, 2010, p. 11). These revisions needed must recognize and keep schools accountable in providing equal opportunity for every child (Dee & Jacob, 2010). The administration must recognize what has not been working with NCLB. Noguera (2010) argues that the government should “direct funds where change and innovation are most needed” (p. 32).

The CST. The objective of criterion-referenced assessments is to tell educators and learners how well students have learned the standards of a particular lesson, chapter, unit, or content. In essence, criterion-referenced assessments “are designed to tell us exactly what students have and haven’t accomplished relative to predetermined standards or criteria” (Ormrod, 2011, p. 54). Such assessments can cover a small set of criteria, as in a lesson’s objectives, or they can cover standards from a wide range of learning, as in California’s Eighth Grade Social Sciences CST, which covers sixth, seventh, and eighth grade content standards (California Department of Education, Standardized Testing, 2015). In contrast to norm-referenced assessments, criterion-referenced assessments measure the learning of a single student, group, or subgroup of learners to a list of specific learner objectives, and not how well students’ scores compare with each other.

General description of the CST. The CST is a criterion-referenced assessment that is supposed to correlate directly to California’s published content standards for Grades 2 through 11 (California Department of Education, 2015). The CST is generally meant to test how well students’ master California’s content standards for social studies, mathematics, science, and language arts. Variations of the test are given for each grade level, yet some core subjects do not test every year (Ormrod, 2011). For example, social studies content standards for middle school are tested during one CST given in eighth grade, meaning that sixth and seventh grade students

do not have to take a CST for that content area.

Multiple purposes of the CST. The primary purpose of the CST is to give an accurate reflection of how well students' mastered content areas for their grade level (U.S. Department of Education, 2015). This is meant to give students and their future teachers an understanding of their readiness levels and where intervention strategies might be needed. The tests are summative in nature, meaning that they are to be given at the end of the students' school year. A secondary purpose for CSTs is to assess California's schools and districts performances. Their students' CST scores measure these entities' performances. A school's CST levels are directly tied to the school's AYP, which, according to national education policies such as NCLB, determines if the school is regressing, improving, or is successful (Hall, 2013). This measurement has profound effects on students, educators, schools, and districts. For example, if a school's students continue to struggle on their CSTs, then the entire school can be shut down or taken over by local governments and reopened with a new faculty (Johnson et al., 2011).

How the CST measures scores. The CST is an entirely multiple choice-based assessment (U.S. Department of Education, 2015). A student's correct number of answers determines his or her raw score for the specified content area. Next, the student's raw score is changed into a standard numerical score that ranges from one to five. These holistic numbers correspond with success labels that are meant to project the student's success in the content that was tested (Ormrod, 2011). For example, students' performances in the assessment fall into five categories of content mastery: Far-Below Basic, Below Basic, Basic, Proficient, and Advanced (U.S. Department of Education, 2015). These categories are enumerated with a rising progression, where one represents Far-Below Basic, two being Below Basic, three corresponds to Basic, four equates to Proficient, and five stands for Advanced.

Implications of the CST for students and teachers. The implications of the CST can be profound. First, students can gain a partial understanding of their progress in multiple content areas (Ormrod, 2011). This could benefit them if they are fortunate to be in a family or school that can provide interventions, such as tutoring, for them that are designed to augment their learning. Second, habitually low-performing schools are placed under pressure to seek professional development and other intervention strategies designed to increase their pedagogical practices (Buchen, 2004). Third, teachers can access their students' previous CST scores to gain a better understanding of their readiness levels and how to design their lessons with students' needs in mind. Fourth, as is all too common, educators can modify their content to implant superficial understandings of the far too wide spectrum of content standards on which the CST is based (Ormrod, 2011). It has been researched that a staggering number of teachers spend the entire month of April and part of May skill and drilling released CST questions during their lessons (Buchen, 2004).

CCSS. According to the California Department of Education (2011) the CCSSs are a set of educational standards that assist teachers with the aspect of what should be taught and completed within each subject and grade level:

Since 2010, a number of states across the nation have adopted the same standards for English and math. These standards are called Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents and education experts designed the standards to prepare students for success in college and the workplace. (p. 2)

Socialization is an imperative aspect of a child's education (Johnson et al., 2011).

Socially, the teachers may not realize how the overcrowded schools and the lack of proper education they are receiving affect the student (Hall, 2013). The student may not realize it either until he or she is in a higher level of education. For example, test scores have become less than

average in many public schools (Los Angeles County California School Directory, 2015). According to California's Standardized Testing and Reporting Program, the percentage of students who scored high on Mathematics went from 26% in the second grade to 11% in the seventh grade. Also, the percentage of students who scored advanced on English-Language Arts went from 12% in the second grade to 11% in the 11th grade. This tends to affect the students' desires and goals for their futures as well. Not many people think that "Small is big, at least in education. In various different ways, it restores proportion to learning" (Buchen, 2004, p. 311).

Distorted student to teachers ratios may have a negative effect on students' maximizing on their educational opportunities (Dee & Jacob, 2010). The overcrowding in schools points out that education is necessary entity to be successful in modern-day society. Buchen (2004) argues that every parent wants to send his or her child to school to get an education so that the children will be able to grow and excel in life. There are laws that make it illegal for a teenager to be absent from school before the age of 16. Additionally, Buchen (2004) argues that such laws arrest parents who neglect sending their teenager to school. Society may see this overcrowding issue as something positive because it allows even the less fortunate to be able to attend school (Hall, 2013). The school systems may see themselves as expanding their educational knowledge to everyone; however, in enrolling an excessive amount of students, they are limiting the opportunity and time for each individual student in the sense that another 40 classmates are sharing the teachers' dedication for each student (Buchen, 2004).

One unintended consequence of the CCSS is that they may cause schools to neglect subjects other than Math and English. There is some concern with test-based accountability, including CCSS, that provides teachers an incentive to focus mainly on the types of questions that appear most commonly on the high-stakes test, and makes teachers turn away from other

topics not tested, but could enrich students learning (Buchen, 2004). Achievement tests statewide do not measure the entire curriculum set forth by states and school districts (Dee & Jacob, 2010). The high pressure placed on teachers to cover the material required to assure passing scores for students leaves teachers little or no room to design extracurricular programs that could stimulate children's imagination and creativity. Another unintended consequence of the CCSS is that tests tend to focus on only a minimum aspect of the educational spectrum (Ormrod, 2011). Faced with ever-increasing demands to avoid the failing school status, schools and teachers focus only on the curriculum content that is most likely to improve test scores, thus narrowing the school curriculum (Dee & Jacob, 2010). In addition to increasing demands, schools with large and diverse student populations find it difficult to show progress while schools with a group of special education students find it almost impossible. According to one study, African American students showed a 94% failure rate, Hispanics had a 68% failure, and students who received free and reduced-price lunches had 56% failure rate (Mathis, 2003). Schools labeled as failing do not receive the label because they have failed (Dee & Jacob, 2010). More appropriately, schools are branded either because they are in poor or diverse neighborhoods, they are small and rural, they are underfunded, or because the AYP system cannot accurately tell the difference between a gain in learning and random noise (Mathis, 2003).

Curriculum development. For the past centennial, government has driven education in the United States and mandates improvements to student achievement. Because of the following acts, a set of guidelines has been created when developing the curriculum: National Defense Act of 1958, ESEA of 1965, A Nation at Risk 1983, and recently the reauthorization of ESEA through the NCLB Act of 2002. These Acts have compelled educators to place emphasis on various learning strategies and practices that assist students and increase their performance.

NCLB has specified goals that the nation's students will be proficient in their grade-level in Math and Language Arts.

The solicitations from the definitive demonstrations increase the necessity for enlightening investigation that will assemble understudy execution past the financial imperatives of understudies, families, and groups. School leaders must stay current on the latest educational research and be masterminded to begin change within their schools (Leithwood & Jantzi, 2000). Viable change within schools is directed by the activities of the school leaders (Edmonds, 1979). Leaders within a school must be masters of advancement, continually attempting to upgrade school execution through fruitful change. Transformational power practices are useful for positive results in schools (Leithwood et al., 1999).

Transformational leaders have conveyed positive results in association with understudy results, which were particularly, like other administration leaders (Leithwood et al., 1999). Along these lines, the authoritative practices focus on making a strong and stable establishment that will update each others course of action and practices. The initiative practices of this description are providing instructional rules and giving educational programs the necessities that meet exclusive expectations.

Offering guideline makes a game plan of practices for instructors upgrading and assessing their educational modules, planning the instructive modules, and giving acceptable resources that reinforce instructive projects, course, and evaluation. These practices are expected for upgrading the aftereffects of the school, for example, understudy achievement. Watching school activity, for example reporting and taking after understudy progress, has had all the earmarks of being a basic commitment of school pioneers who are going up against amazing conditions (Grant, 2012).

There is quality to “hierarchical adequacy of leaders keeping staff from being pulled in headings contradictory with conceded to objectives” (Leithwood & Jantzi, 2006, p. 37). It is through action of this organization work that principals bolster the instructional commitments of the teacher from characteristic day-by-day cravings of individuals when all is said in done, for example, folks and government (Leithwood & Jantzi, 2000). Throughout history, training and the educational program advancement process has fluctuated. Different scholars have set up various ideas accepted as fruitful and compelling types of learning. These scholars pass on various procedures that have been centered around consistently.

Theorists and theories still used in curriculum development. Differentiated instruction is a state of mind used in educating and discovering, which prompts adjusting what understudies realize (content), how they learn (procedure), and how they indicate what they’ve realized (item), in light of understudies’ individual needs (Daniels, 2001). Educational programs are utilized sporadically as a part of training, with differing essences and levels of advancement. Educational modules can be connected with state measures, or created by educator boards of trustees and overseers at a district level (Hammond et al., 2001). Children who are culturally and linguistically diverse tend to learn differently. Children with different cultural backgrounds experience difficulty in school as a result of linguistic and traditional aspects. They may have difficulty managing the different cultures and dialects or even lose access to their own native culture. Children who are culturally and linguistically diverse come from all socioeconomic levels and backgrounds.

According to Daniels (2001), a professor who has studied and presents an overview of Vygotsky’s work, “Between and within countries there is significant variation in the number of pupils whose behavior is regarded as problematic, challenging and inappropriate” (p. 140). As

simple as learning may sound, it involves various methods and can be very complex. According to Schunk (2007), learning is defined as, “an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience” (p. 3).

Learning is constantly occurring, no matter what age, at any given moment of time, day, location, and so forth. There have been numerous theorists, researchers, and practitioners who have studied learning and all have universally agreed that there is not just one definition of learning. Each and every individual is different; therefore, people will hold different views and/or perspectives, styles, as well as processes of learning. Through the various studies done by theorists, teachers bring together different learning styles, different ways of measuring learning, and personal knowledge to present among children within the classroom.

Although there are many theorists who have studied learning, the understanding of learning dates back more than 2,000 years (Hammond et al., 2001). Two perspectives on the origin of knowledge and learning are rationalism and empiricism. A well-known theorist and philosopher, Plato, the student of Socrates, who discovered truth through conversations by developing the dialectic method, left a significant impact on the development of learning. He was a rationalist and believed that through self-reflection, knowledge and truth could be discovered. Therefore, Plato believed that knowledge was internally based and could be sought after by reflecting upon oneself. Rationalism “refers to the idea that knowledge derives from reason without recourse to the senses” (Schunk, 2007, p. 5). The concept of mind and matter was distinguished with rationalism (Daniels, 2001). For instance, Plato was a firm believer that “things are revealed to people via the senses, whereas individuals acquire ideas by reasoning or thinking about what they know” (Schunk, 2007, p. 5).

Two other famous theorists who agreed with Plato’s theory of learning were Rene

Descartes and Immanuel Kant. Descartes “believed that ideas existed within human beings prior to experience and that God was an example of an innate idea” (Hammond et al., 2001, p. 3).

Descartes pioneered the concept of mind-matter dualism. Similar to Plato’s concept of innateness, Descartes particularly focused on the separation between body and mind, as well as the external world being mechanical. Additionally, Kant “addressed mind-matter dualism and noted that the external world is disordered but is perceived as orderly because order is imposed by the mind” (Schunk, 2007, p. 5). Kant believed that knowledge without experience did not exist.

On the other hand, empiricism, “refers to the idea that experience is the only source of knowledge” (Schunk, 2007, p. 5). Aristotle, who was Plato’s student, believed in knowledge through the external. He believed that data was collected from the outside world and thus, inputted internally. Another philosopher who believed in empiricism was John Locke. Locke “revived Aristotle’s empiricism with the concept that the child’s mind is blank (tabula rasa) that gets shaped and formed by his/her own experiences” (Hammond et al., 2001, p. 4). His theory focused on two types of experience: sensory and personal awareness. He believed that the mind was filled with absolutely nothing prior to being filled with experiences from the outside world and thus, creating the mind that it eventually becomes. Locke’s theory, although similar to Aristotle’s, focused more on the hands-on aspect. He believed that simple ideas were created from experiences and as more instances occurred, rather complex ideas were developed and created (Daniels, 2001).

Another influential figure within learning was Jean Piaget. Piaget was “the first to state that learning is a developmental cognitive process, that students create knowledge rather than receive knowledge from the teacher” (Hammond et al., 2001, p. 6), after observing very young

children for years, created the four stages of growth. The four stages consisted of sensorimotor from birth to about two years, preoperational roughly from ages two to seven, concrete operations encompassing the ages seven to 14, and formal operations beginning from 11 to 15 and extending into adulthood. He believed that children develop knowledge through experiences; however, it is based on their biological, physical, and mental stages of development. In addition, Russian scientist, Vygotsky, “extended Piaget’s developmental theory of cognitive abilities of the individual to include the notion of social-cultural cognition—that is, the idea that all learning occurs in a cultural context and involves social interactions” (Hammond et al., 2001, p. 7). His theory emphasizes the role of culture and how it effects the development of the child’s learning. For instance, depending on the child’s culture and language, the child may develop different ideas and/or concepts from children who have a different background in culture and language (Daniels, 2001).

Schunk (2007) states there are three criteria’s to learning: learning involves change, learning endures over time, and learning occurs through experience. Socrates, Plato, Descartes, Kant, Aristotle, Locke, Piaget, Vygotsky, along with numerous others, present the perspectives of learning styles. There is not a pair of individuals in this world who are exactly alike; thus, there are going to be many different forms of learning (Daniels, 2001). For example, learning can be accessed visually, auditory, kinesthetically, and many other ways. What may work for one child might not be the best teaching method for another. Thus, teaching in various different learning styles is more susceptible to receive better results and/or scores (Hammond et al., 2001).

For educators, there are always different forms of assessing children and their comprehension of the material being presented. Some basic forms of assessment are direct observations, written responses, oral responses, ratings by others, and self-reports, such as,

questionnaires, interviews, stimulated recalls, think-alouds, and dialogues (Schunk, 2007). However, these are not the only forms of assessing children. There are many other forms of assessing children, especially nowadays. Children can be assessed through group work, presentations, technology, and much more.

Living in a very diverse society, there are many different experiences to encounter. In particular, working with children in the elementary age, the basic learning concepts are being developed. These children require different learning tools than children who are older. Another central focus, which is very important, is the learning style of foreign children. According to Schunk (2007), “Learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors” (p. 2). There are children in the classroom who carry this innate knowledge and know exactly what to do, whereas, other children need that hands-on experience in order to make a connection and comprehend what is being said (Daniels, 2001). Learning occurs in numerous ways and the brain functions as storage for these concepts. Preparing children to transfer such ideas and self-reflecting are some of the most difficult tasks with instruction (Hammond et al., 2001). Yet, it is daily motivation, positive attitudes, and acceptance of mistakes that makes students enjoy learning (Daniels, 2001).

Technology and Curriculum

There are a few concerns in regard to technology and traditional textbooks. Although eLearning has its benefits, not all students possess similar learning styles; hence, it is not meant for everyone and paper textbooks shouldn't be disregarded just yet (Weisberg, 2011). There are large differences in education, depending on where one is raised (Yankova, 2013). Not everyone is fortunate enough to have a laptop or desktop at home, let alone at school. That is not to say that students without this form of technology fail to learn, rather the form of learning is different

(Weisberg, 2011).

Thus, the issue of fairness arises. According to Weisberg (2011), “As education has become a higher priority for the country there has been a greater focus the quality of learning and on the economics providing learning tools and equipment (textbooks)” (p. 189). Hence, the perspective of providing the child with various learning tools, rather than just relying on technology.

Yankova (2013) wrote:

The supportive environment is an important factor for the effectiveness of the educational process in inclusive education, because in the process of inclusion of students with mental retardation in the training, environment must fit to the child and student, not a the child to the environment. (p. 217)

The expectations of students being able to all learn in one way and grasp what is being taught, a subject, and/or lesson is not accurate. If the children aren't interested and have no motivation, the learning process will be much more difficult and they will not obtain the information as being significant (Weisberg, 2011). Teaching with different manipulatives, as well as auditorily and visually, allows for this form of teaching in the classroom.

One theorist, who believes in differences and diversity, as well as the significant role culture plays within learning, is Vygotsky. Children who are culturally and linguistically diverse tend to learn differently (Hall, 2013). Children with different cultural backgrounds experience difficulty in school because of the linguistic and traditional aspects. They may have difficulty managing the different cultures and dialects or even lose access to their own native culture (Johnson et al., 2011), the concept of only using virtual textbooks not only affects status, but culture, upbringing, and skills as well. Children who are culturally and linguistically diverse come from all socioeconomic levels and backgrounds. In addition, they can and might fall under every category of special education.

Environmental-External Impact on Curriculum Development

According to Valenzuela (1999), the book *Subtractive Schooling*, discusses the various forms of separation within schools according to their ethnic and racial groups, particularly with the American youth minorities. The author continues to describe the different forms of caring, authentic and aesthetic, and the impact they have on these children and their experiences in school. It addresses the concepts of caring theory and social capital. As mentioned in the book caring theory addresses the need for pedagogy to follow from and flow through relationships cultivated between teachers and students. However, social capital emphasizes exchange networks of trust and solidarity among actors wishing to attain goals that cannot be individually attained (Daniels, 2001; Valenzuela, 1999). Thus, the caring theory focuses on reaching out to students, ensuring students have fair and consistent policies and practices, assuring administrators and staff have an understanding of the student's home culture, as well as providing a culturally and language-sensitive curriculum (Daniels, 2001; Hammond et al., 2001; Valenzuela, 1999). However, the social capital theory discusses the social ties that connect students, as well as resources for the students with one another, regardless of whether there is a positive outcome.

Valenzuela (1999) continues to state that American minority students' generational status plays an influential role within the schooling experience. In addition, subtractive schooling "divests youth of important social and cultural resources, leaving them progressively vulnerable to academic failure" (Valenzuela, 1999, p. 12). These students are perceived as requiring cultural assimilation and resocialization (Daniels, 2001). Thus, a change is needed in order to create a curriculum that appeals more to diverse students (Johnson et al., 2011).

Characteristics of Transformational Leadership

According to Bass & Riggio (2006), "Leadership is an interaction between two or more

members of a group that often involves a structuring or restructuring of the situation and of the perceptions and expectations of the members” (p. 25). Transformational leadership concentrates on higher request needs; for example, regard, self-satisfaction, and self-completion as recognized in Maslow’s chain of command of requirements (Maslow, 1943). Through this type of initiative, issues rise about and in regard to particular results. This mindfulness and consideration foster improvement about better approaches for intuition and acting that prompt the accomplishment of craved results (Barnett, McCormick, & Conners, 2001; Gillet & Vendenberghe, 2014; Judge & Piccolo, 2004). Transformational leaders move followers past their own particular needs through the sharing of qualities, for example, philanthropy, steadiness, administration, genuineness, and decency (Engelbrecht & Murray, 1995).

Bennis and Nanus (1985) presented the perception that transformative authority was a man’s ability to raise someone else’s cognizance, construct implications, and rouse human expectation. Bennis & Nanus (1985) pronounced that transformational initiative was the prior of self-enthusiasm by the leader and the followers to bring about a specific objective or result that will advantage all (Burns, 1978). A leader’s ability to raise another’s cognizance assembles implications and motivates human purpose (Bennis & Nanus, 1985). A type of transformational leadership that moves people toward a level of responsibility to accomplish school objectives by setting progress, creating personalities, updating the association, and dealing with the instructional system (Leithwood & Jantzi, 2006). There are four factors of transformational strategies: individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence.

Transformational leadership has been found to focus on building connections and encouraging cooperation loaded with two-way correspondence and choice making (Bass &

Riggio, 2006). These practices move well beyond desires by making a shared vision and empowering new, out-of-the-container methods for considering (Engelbrecht & Murray, 1995). Transformational leaders are good examples who don't just give an unmistakable vision and mission, but additionally commonly share power and show others how to discover achievement (Bass, 1990). Transformational leadership presumes the person's group's intellectual, applied, and furthermore, interpersonal aptitudes (Gillet & Vendenberghe, 2014). There is attention on discovering shared opinion to assemble vision, shared qualities, and thoughts with a specific end goal to encourage the change process (Daft, 2008). Therefore, transformational leadership is a mix of good proclivities and activities fixated on accomplishing transformational changes in the public arena (Owen, 2007). In particular, the transformational leader can imagine a future, inspire the general population included, and impart that working toward the regular object is worth the considerable measure of exertion included (Daft, 2008).

Transformational leadership has advanced to incorporate attention on sharing administration and force to everybody in the direction of the mutual vision (Owen, 2007). Owen (2007) states, "Transformational leaders identify their own values and those of people in the organization to guide their actions, thus developing a shared conscious way of behaving and acting" (p. 14). Hence, transformational leaders are relied upon to demonstrate a capacity to encourage change and to help individuals adjust to keep pace with our environment (Daft, 2008). The new transformational leader works with other individuals to make a mutual vision to construct associations and gatherings that have a durable reason and directional objectives.

Transformational pioneers persuade those around them to accomplish more noteworthy results than were initially planned or anticipated (Moore & Rudd, 2006). Transformational leaders go past developing so as to trade rewards for execution, invigorating and motivating

supporters to adjust, and adjust self-hobbies to the mission and vision of the association (Howell & Avolio, 1992). In the Bass model of leadership, four measurements contain transformational initiative conduct: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration (Bass & Avolio, 1993).

Four Factors of Transformational Strategies

Gellis (2001) uncovered transformational components, including idealized behaviors, inspirational motivation, individual consideration, intellectual stimulation, and contingent reward, were observably connected to adequacy. New authority models stress more on encouraging sense of pride and helpful collaboration (Ensley, Hmieleski, & Pearce, 2006).

Individualized Consideration is the degree to which leaders take care of every supporter's needs, go about as guides or mentors to the adherent, and listen to the devotee's worries and needs (Bass, 1990; Daft, 2008; Owen, 2007). Leaders give sympathy and bolster, keep correspondence open, and place challenges before the adherents (Leithwood & Jantzi, 2000; Shamir, House, & Arthur, 1993; Tims, Bakker, & Xanthopoulou, 2011). This likewise includes the requirement for admiration and praises the individual commitment that every adherent can make to the group. The devotees have a will and yearnings for self-advancement and have inherent inspiration for their assignments (Bass et al., 2003).

Bass (1985) described transformational leadership as individualized consideration (Bass, 1985; Bass & Riggio, 2006). According to Bass (1985), Miller found that consideration could be divided into two parts. First, there is "consideration revealed in regular group meetings, in consultation with subordinates as a group, in treating all subordinates alike, and in consensual decision-making" (Bass, 1985, p. 82). Second, "consideration can be individual" (Bass, 1985, p. 82). According to Bass, "both consideration and individualization are featured in leader-member

exchange, a process in which a supervisor consults with each of his subordinates individually” (Bass, 1985, p. 82). Bass stated, “The transformational leader will consciously or unconsciously serve as a role model for subordinates” (Bass, 1985, p. 85). In addition, he discussed the following roles that are taken on by transformational leaders: career counseling, observation and recording of progress, delegation of tasks that increase responsibility, individual counseling ,and mentoring (Bass, 1985; Bass & Riggio, 2006).

Individualized Consideration includes considering every individual’s needs, capacities, and desires (Bass & Avolio, 1997; Bass & Riggio, 2006). The transformational leader who utilizes Individualized Consideration educates and mentors to promote devoted followers. Individuals are dealt with distinctively and exclusively based upon their gifts, information, and experience (Shin & Zhou, 2003). This accommodating leader goes by personalizing, as to contrast requirements for development and accomplishment with associations, empowering two-way correspondence, appointing assignments to create shared authority, and perceiving qualities in every individual paying little attention to social contrasts (Arnold & Connelly, 2013; Bass & Riggio, 2006; Desvaux & Devillard-Hoellinger, 2008; Desvaux, Devillard-Hoellinger, & Baumgarten, 2007).

Intellectual Stimulation is the degree to which the leader challenges suppositions, goes out on a limb, and requests devotees’ thoughts. Leaders with this style animate and empower innovativeness in their devotees. They sustain and create individuals who think freely. For such a pioneer, learning has worth and surprising circumstances are seen as chances to learn. The adherents make inquiries, ponder things, and make sense of better approaches to execute their errands (Bass & Riggio, 2006; Boies, Fiset, & Gill, 2015; Dionne, Yammarino, Atwater, & Spangler, 2004; Kark & Shamir, 2002; Wang & Howell, 2010). Intellectual Stimulation is

characterized as “the arousal and change in followers of problem awareness and problem solving, of thought and imagination, and of beliefs and values, rather than arousal and change in immediate action” (Bass, 1985, p. 99). The transformational leader’s scholarly incitement can be “seen in the discrete jump in the followers’ conceptualization, comprehension, and discernment of the nature of the problems they face and their solutions” (Bass, 1985, p. 99). Munich (2000) states, it is imperative for a person to contribute mentally when associations are confronted with non-organized issues.

Additionally, assembling trust and motivating supporters, transformational leaders present Intellectual Stimulation to the qualities and enormous thoughts of others (Avolio & Bass, 2003; Avolio, Zhu, Koh, & Bhatia, 2004). These encouraged standards of process are persistently checked on and addressed so that new and innovative strategies for finishing the mission can be investigated (Barbuto, 2005). As it identifies with the trust, Intellectual Stimulation adherents are enabled to create and propose new and even questionable thoughts without apprehension of mocking (Avolio et al., 2004; Stone, Russell, & Patterson, 2003). Supporters are moved out of the theoretical trenches through a reformulation of the issue (Bass & Riggio, 2006).

Leaders give Inspirational Motivation when they exhibit excitement, support, and consistency in their correspondence of elevated requirements and an engaging vision without bounds (Bass, 1997). As an assistant to charisma, a helpful leader energizes and changes representatives to a mentality that significance is feasible (Conger & Kanungo, 1988; Modassir & Singh, 2008). While Idealized Influence alludes to persuading people, Inspirational Leadership identifies with the inspiration of a whole association by conveying elevated requirements and expanding cooperation and excitement (Hay, 2007; Northouse, 2001).

Inspirational Motivation is the extent to which the leader explains a dream that is engaging and rousing to adherents (Furnham, Trickey, & Hyde, 2012). Leaders with helpful inspiration challenge supporters with elevated expectations, convey positive thinking about future objectives, and give intending to the current workload. Devotees need a solid feeling of reason on the off chance that they are to be spurred to act (Kerfoot & Wantz, 2003). Inside Inspirational Motivation, reason and significance supply the vitality that drives a gathering forward (Gebert, Heinitz, & Beungeler, 2016). The visionary parts of initiative are upheld by relational abilities that make the vision justifiable, exact, intense, and cause it to be locked in place. The devotees are willing to put more exertion in their errands; they are empowered and idealistic about the future and put stock in their capacities (Bass & Riggio, 2006).

Bass (1985) portrays Inspirational Motivation as “a sub-factor within charismatic leadership” (p. 62). Bass noticed, “Charismatic leadership clearly is inspirational: emotionally arousing, animating, enlivening, and even exalting to followers and their efforts (Bass & Riggio, 2006). But inspiration, as such, can be self-generated and does not have to stem from charisma” (Bass & Riggio, 2006, p. 62). Actually, Bass expressed that motivation doesn’t as a matter of course originate from administration by any stretch of the imagination. As indicated by Bass, appealing leaders present persuasive engaging speeches or converse with their followers to stimulate them (Bass, 1985; Bass & Riggio, 2006).

The final component is Idealized Influence, which provides a role model for high ethical behavior, instills pride, and gains respect and trust (Bass & Riggio, 2006; Leithwood & Jantzi, 2000). According to Bass (1985), “In social science and political science, charisma has been used to describe leaders who by the power of their person have profound and extraordinary effects on their followers” (Bass, 1985, p. 35). Also, Bass (1985) states, “Charismatic leaders

inspire in their followers' unquestioning loyalty and devotion without regard to the followers' own self-interest. Such leaders can transform the established order" (Bass, 1985, p. 35). He likewise stated, "Acute and chronic crisis components are a necessary element in a theory about charisma" (Bass, 1985, p. 37). Also asserted, "Charisma arises when traditional authority and legal, rational, and bureaucratic means have failed" (Bass, 1985, p. 37). Bass and Bass declared the accompanying: For the alluring, transformational leader, the excitement process is not a matter of a leader helping subordinates to live up to their desires; it is a matter of a leader affecting subordinates to strive past their own particular desires and self-interest.

Leaders show Idealized Influence by displaying conviction, accentuation on trust, duty, reason, and determination even notwithstanding troublesome difficulties (Bass, 1997). When leaders work out of profoundly held individual qualities in light of equity and trustworthiness, the creating relationship prompts fortifying of the supporters' objectives and convictions (Humphreys & Einstein, 2003; Modassir & Singh, 2008). Idealized Influence is sorted in two particular ways: ascribed influence and conducted influence (Sivanathan & Fekken, 2002).

Ascribed influence is seen as the point when supporters see the leader as effective, sure, moral, and reliable in their attention on higher-request beliefs; this is alluded to as glorified impact.

Conducted influence is described as the magnetic activities that evoke arrangement among the leader's supporter qualities, convictions, and the feeling of mission.

Theoretical Framework

The transformational leadership theory brings forth the concept of change and taking a role in having a vision for that change. Teachers are responsible for developing curriculum for the classroom and learning has changed; therefore, transformational leadership forms.

Transformational Leadership consists of Individualized Consideration, Intellectual Stimulation,

Inspirational Motivation, and Idealized Influence (Bass, 1985).

Individualized Consideration is the point at which the pioneer contemplates the individual needs of his or her adherents. The accompanying transformational administration parts require individualized thought: vocation guiding, perception and recording of advancement, appointment of assignments that expand obligation, singular advising, and coaching (Bass, 1985).

Intellectual Stimulation is defined as “the arousal and change in followers of problem awareness and problem solving, of thought and imagination, and of beliefs and values, rather than arousal and change in immediate action” (Bass, 1985, p. 99). Intellectual stimulation can be “seen in the discrete jump in the followers’ conceptualization, comprehension, and discernment of the nature of the problems they face and their solutions” (Bass, 1985, p. 99).

Inspirational Motivation leadership is a subcomponent inside appealing administration that is self-produced and does not as a matter of course come from charisma (Bass, 1985). Therefore, an individual could be motivational and not be alluring.

Idealized Influence “has been used to describe leaders who by the power of their person have profound and extraordinary effects on their followers” (Bass, 1985, p. 35). Bass, likewise, noticed, “Charismatic leaders inspire in their followers’ unquestioning loyalty and devotion without regard to the followers’ own self-interest. Such leaders can transform the established order” (Bass, 1985, p. 35). Likewise, “Charismatic leadership clearly is inspirational: emotionally arousing, animating, enlivening, and even exalting to followers and their efforts” (Bass, 1985, p. 62). Moreover, “Charisma arises when traditional authority and legal, rational, and bureaucratic means have failed” (p. 37). Positive characteristics are expressed when trust is built; thus, increasing leadership skills that are effective (Gebert et al., 2016; House, Spangler, &

Woycke, 1991).

Support for the four components of Bass's transformational leadership theory, as depicted in Table 1, can be used to guide teachers to meet the interests and needs of elementary school students (Bass, 1985).

Table 1

Theoretical Framework—Key Component and Authors

Idealized Influence	Individualized Consideration	Intellectual Stimulation	Inspirational Motivation
Avolio & Bass (1998)	Arnold & Connelly (2013)	Avolio & Bass (1998)	Arnold & Connelly (2013)
Bass & Riggio (2006)	Avolio & Bass (1998)	Avolio et al., (2004)	Bass (1985)
Buchen (2004)	Bass et al, (2003)	Bass & Riggio (2006)	Bass (1990)
Gardner (1995)	Bass & Riggio (2006)	Boies et al.,(2015)	Bass & Avolio (1997)
Gebert et al.,(2016)	Corrigan, Diwan, Campion & Rashid (2002)	Dionne et al., (2004)	Bass & Riggio (2006)
House et al., (1991)		Gumusluoglu & Ilsev (2009)	Costa & McCrae (1992)
Howell & Avolio (1992)	Desvaux et al., (2007)	Kark & Shamir (2002)	Judge, Piccolo & Kosalka (2009)
Shamir et al., (1993)	Gillet & Vandenberghe (2014)	Schwarzer (1992)	Kerfoot & Wantz (2003)
Shamir & Lapidot (2003)	Judge, Piccolo & Ilies (2004)	Shin & Zhou (2003)	Weisberg (2011)
Tims et al., (2011)	Walumbwa, Cropanzano, & Hartnell (2009)	Shamir et al., (1993)	Yukl (2005)
Yin, (2014)		Tims et al., (2011)	
		Wang & Howell (2010)	

In the literature review above on transformational leadership strategies used in curriculum development, a supposition can be made that there is a relationship between the two ideas. This study confirms that transformational leadership practices can and will affect curriculum development.

Summary

Regardless of the school type, curriculum development is a significant aspect in any

school. The researcher's historical review of California's education system presented information regarding credentialing, standards, and policies, such as NCLB, CST, and CCSS. The historical review of California's education system consisted of changes that have occurred throughout the years within the curriculum and major concerns. The researcher has broken down the parts of CST into these categories: General Description, Multiple Purpose, Measure of Scores, Implication for Teachers, and Students. Then, the researcher explained the aspect of CCSS and its effects, as well as the history of teaching within California. The researcher incorporates the aspect of environment and its impact. The research on transformational strategies and the impact it has on students and the curriculum process presents student performance.

Chapter 3: Methods

The consideration of the relationship between school strategies, particularly transformational leadership strategies, and social structure has suggestions on the educational modules' advancement process. It is inside these guidelines that the more profound structures of school educational program are tested. This, thusly, will permit educators to recognize and apply instructing techniques that will advance scholastic accomplishment and social mindfulness in all understudies, paying little respect to the sex, race, ethnic, monetary, or social gathering they speak to; and inside of the deliberative point of view of educational programs' improvement and the given social setting (Johnson et al., 2011). Educational program improvements and the procedures actualized to make the educational programs' settings control the guidelines and furnish understudies with the genuinely balanced instructive experience they merit.

Students battle with the educational programs because learning styles are not being tended to inside of the classroom (Yankova, 2013). Subsequently, it is the analyst's objective to decide improvement and execution of educational modules and separated direction inside of this structure. It is critical to comprehend this procedure to energize frameworks of practice, socially significant teaching method and direction, and to make and execute educational programs that are really pertinent and suitable in instruction (Hall, 2013).

Although there are various studies on transformational leadership strategies and the impact this issue has on curriculum development, more research is necessary to identify transformational strategies for addressing the procedures used during the curriculum development process. This breach in knowledge determines a need for more research to identify the similarities among retired elementary school teachers and the transformational strategies being used during the curriculum development process. These common strategies could be used

to develop an operative curriculum. In this paper, the researcher explores a case study to identify retired elementary school teachers' perceptions of the curriculum development process and various transformational leadership strategies incorporated into the process.

Chapter Structure

This chapter begins with an introduction to the methods section of this study. In this chapter, detailed information regarding the methodology of the study is presented, including the research design and research questions. Chapter 3 also includes the study's data collection plan, instrumentations used, and analysis plan. Also, the protection of human subjects and the limitations of the study are also mentioned.

Design of the Study

The design of this study is qualitative research using narrative methods to identify key transformational strategies for curriculum development in elementary schools in California. Creswell (2008) proposes using qualitative research when "exploration is needed, in turn, because of a need to study a group or population, identify variables that cannot be easily measured, or hear silenced voices" (p. 48). Qualitative studies include genuine lived encounters of individuals in real-life settings (Hatch, 2002). Yin (2014) likewise recommends utilizing subjective examination when interest emerges in comprehending individuals' elucidations of their true encounters, revealing the significance of their encounters, and how individuals develop their universes. Patton (2002) states, "Qualitative findings grow out of three kinds of data collection: (1) in-depth, open-ended interviews; (2) direct observation; and (3) written documents" (p. 4). With various strategies being existent among teachers during the curriculum process, taking a qualitative approach for this study is helpful in gaining knowledge regarding key transformational strategies being implemented into curriculum in elementary schools.

Through semi-structured interviews, the researcher has the capacity to recognize a great deal of thorough data, as opposed to the information gathered using quantitative methodology. It is crucial to note, “The quality of quantitative data depends to a great extent on the methodological, skill, sensitivity, and integrity of the researcher” (Patton, 2002, p. 5). As Patton indicated, understanding the way of life in which any change activity will happen is vital to starting change in any association. Understanding the key transformational strategies implemented is of significance since teachers guide the curriculum development process. Also, on the grounds that the information will be accumulated through interviews, one-on-one meetings, and observations, the choice to utilize a narrative approach is most fitting for this study.

The researcher’s focus is on key transformational leadership strategies that are being implemented into various elementary schools curricula throughout California. Thus, the researcher observed and interviewed retired elementary school teachers in California to discover various transformational leadership strategies implemented within the curricula. The ability to concentrate on California elementary teachers allows the research to observe with a specific end goal to answer most successfully the research questions. A narrative approach presents an all-encompassing perspective of the strategies implemented within the school setting and used within daily curriculum, as this study explored an interest of practice common in schools all throughout California (Creswell, 2008).

The qualitative methodology chosen for this study was a narrative research. Creswell (2003) refers to a narrative approach as one in which the researcher looks at a solitary case inside and out and imparts the information to the viewer in the configuration of a story. Utilizing a narrative approach permits the researcher to investigate the members associated inside of the

social circumstance and the significance gathered from such cooperations (Merriam, 2014).

Noting the how and what inquiries of this study was best tended to utilizing a narrative qualitative approach (Creswell, 2003; Yin, 2014). Distinguishing California schools takes into consideration a more profound examination of the key strategies being implemented into the elementary curriculum (Bogdan & Biklen, 2003; Creswell, 2008; Yin, 2014). A narrative approach is most appropriate since qualitative research is a request process used to build social or human-issue comprehension and it is based upon an all-encompassing picture the researcher makes using the sample populations' words (Creswell, 2008).

Purpose and Research Questions

The purpose of this research is to find out retired California elementary school teachers' perceptions of the curriculum development process and addressing transformational leadership strategies incorporated within the curriculum development. This qualitative research attempts to identify transformational leadership strategies for curriculum development in elementary schools. This study assists in finding out empirically the perceptions of retired California elementary school teacher regarding the curriculum development process and addressing the needs of diverse learners through differentiated instruction within the era of state standards. As a result of the state requiring policies such as NCLB, CCSS, and CST teachers are expected to provide students with these benchmarks rather than creating a curriculum fulfilling the learning styles-needs of their current class. With state standards being enforced, the students are not receiving the necessary, proper education. This is a significant issue because the standardized tests were enacted in order to, in theory, better the school system and curriculum. The standardized tests were originally created to keep students within the classroom on track with the age-appropriate curriculum. However, these tests were set up to keep a pace with which many

students struggle to retain the information and teachers struggle with teaching all of the material. Thus, gaining insight from retired California elementary school teachers brings forth concepts adding to the general research.

Specifically, this study answers the following research questions:

1. What individualized consideration strategies influence curriculum development in California elementary schools?
2. What intellectual stimulation strategies influence curriculum development in California elementary schools?
3. What inspirational motivation strategies influence curriculum development in California elementary schools?
4. What idealized influence strategies influence curriculum development in California elementary schools?

Population and Sample

The population of this study consisted of retired elementary school teachers. Deliberate choice, as indicated by Creswell (2008) and Yin (2014), happens at the point when criteria are recognized before the determination process and consequently constrains cases to those meeting the imperatives, while being considered as one in which the most can be learned (Creswell, 2003; Merriam, 2014; Yin, 2014). These teachers have retired within the past five years or less. They have at least one year of experience teaching elementary schools. Also, they have at least one-year's experience developing elementary school curriculum. Additionally, the retired teachers have a clear credential in the state of California. These individuals were chosen according to their experience with and inclusion in a curriculum development program.

Professional snowball sampling was the method applied to identify potential participants

who might be interested in voluntarily participating in the study. Snowball sampling is a form of purposeful sampling. The researcher has experience in the field of teaching; thus, professional snowball sampling was the method applied to recruit California retired elementary school teachers. Purposeful sampling is “the decision as to whom to select as participants (or sites) for the study, the specific type of sampling strategy, and the size of the sample to be studied” (Creswell, 2003, p. 35). Additionally, when a researcher executes purposeful sampling, the example is chosen, or restricted, by limitations. Yin (2014) expressed that when a researcher chooses voluntary participants, the selection must speak to the existing study. For this study, the researcher limited the subjects to those within the state of California and those who were retired.

Protection of Research Subjects

Prospective participants who meet the criteria of the study were contacted and informed about the study. If they agreed to participate voluntarily in the study, they were presented an information sheet and the consent form. The information form covers confidentiality, scope of the study, as well as Institutional Review Board approval. Participants were asked to be interviewed over the phone. Participants were provided the questions over the phone after agreeing to participate in the study. The central focus on curriculum was on the influence of transformational strategies during the curriculum development process and the following components of curriculum development: Student Engagement, Instructional Practices, and Classroom Management. The purpose of using these components for this study is because they are the primary components of curriculum development and practice.

The Institutional Review Board was established to review all proposals and to approve any research conducted at their institution (Roberts, 2010). An application was filed with the Institutional Review Board at Pepperdine University to ensure the protection of those

participating in the study. Following approval from the Institutional Review Board, participants were contacted and provided information regarding the study. An information consent form was given to all participants to read before participating in the interview. Roberts (2010) suggests that the following guidelines for informed consent be provided to each participant:

- A statement that the study involves research, an explanation of the purpose of the research and the expected duration of the subject's participation, a description of the procedures to be followed, and identification of any procedures which are experimental;
- A description of any reasonably foreseeable risks or discomforts to the subject;
- A description of any benefits to the subject or to others which may reasonably be expected from the research;
- A disclosure of appropriate alternative procedures or courses of treatment, if any, that might be advantageous to the subject;
- A statement describing the extent, if any, to which confidentiality of records identifying the subject will be maintained;
- An explanation of whom to contact for answers to pertinent questions about the research and research subjects' rights, and whom to contact in the event of a research-related injury to the subject; and
- A statement that participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled, and the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled. (Roberts, 2010, p. 33)

The participants were questioned on the portrayal and reason for the study. The

researcher examined the moral contemplations of the study and guaranteed that the participants were able to pull back from the researcher whenever they chose, as their investment in the study is deliberate. The researcher confirmed that the participants' names and all individual data will be kept private. To guarantee privacy, the researcher guaranteed that participant's names won't be utilized, and every member was allotted an alphabetical designation that serves as a pseudonym. Every participant must read the consent letter and concur that they are intentionally consenting to take an interest in the study before taking any action in the study.

Issues Related to the Researcher

The researcher has 12 years' experience within the educational field. The researcher has six years' experience in teaching as well as curriculum development. While this contributes to the researcher's expertise, there is awareness that it also may create a bias. All efforts were made to put aside any biases by utilizing reflexivity (Creswell, 2003). Creswell (2003) describes reflexivity as the concept "in which the writer is conscious of the biases, values, and experiences that he or she brings to a qualitative research study" (Creswell, 2003, p. 216). It is the obligation of the researcher to "not only detail his or her experiences with the phenomenon, but also be self-conscious about how these experiences may potentially have shaped the findings, the conclusions, and the interpretations drawn in the study" (Creswell, 2003, p. 216). Roller (2012) proposes the utilization of a reflexive diary to offer the researcher some assistance with logging data so as to mitigate for subtle elements influencing how the researcher might impact the outcomes. A reflexive diary illuminated the researcher of any subjectivities and biases, "while more fully informing the researcher on the impact of these influences on the credibility of the research outcome" (Roller, 2012, p. 2).

Data Collection-Sampling Method

There were 10 participants in this study, ranging from 20 to 65 years of age, all of which are retired elementary school teachers in California. Participants were recruited from local elementary schools. A structured sample of suitability was integrated when selecting participants. For this purpose, demographic statistics were considered and selected for outliers. Participants were presented with a dates to answer interview questions, which contain inquiries into differentiated instruction and curriculum involvement.

A qualitative study appears to be the best method to discover the curriculum development process. By conducting semi-structured interviews, the researcher is capable of gathering data regarding teacher involvement in developing the curriculum and addressing diverse instructional presentation. Data collection methods used during this study includes gathering information from retired elementary teachers in California. The teachers were selected from local elementary schools.

This approach provides the researcher an opportunity to ask open-ended questions in ordered to gather as much in-depth information about the curriculum and diverse teaching methods. Data were collected using phone interviews at times convenient for the participants. The interviews lasted about 30-minutes. If participants had additional comments after reviewing the transcript, they were able to contact the researcher by phone and set up a second call, which was no longer than 30-minutes. Upon voluntarily in participating in this study, participants were provided the interview questions. The researcher contacted the participants by phone. The researcher took notes.

Instrument

The interview instrument used semi-structured inquiries for this study. Semi-structured

interviews questions were when meeting with each participant individually. This style of meeting gives the researcher and participants a guided arrangement of questions for more solid subjective information (Bernard, 1988). A duplicate of the meeting instrument is given in APPENDIX B. The interview instrument depends on the literature review, the theoretical framework, and the research questions for this study.

The interviews were intended to get reactions from the points of view and encounters of the participants who are retired elementary school teachers. The researcher gave every participant a chance to share his or her recollections of key transformational leadership strategies presented. Creswell (2003) proposes cooperative talking, “where the researcher and the participant approach equality in questioning, interpreting, and reporting” (p. 173). The interview procedure is normally set up for the interviewee to give data to the questioner. Such meetings might be taken from complete outsiders. The unequal appropriation of force in a meeting procedure may not gain the most exact results, as interviewees might pick not to uncover imperative data. The adaptability to semi-structured meeting permits the researcher to use the assets of ordinary discussion to encourage divulgence (Packer, 2011).

Validity. Validity assumes a basic part in the improvement of the meeting instrument process. Creswell (2008) proposes, “Validity is one of the strengths of qualitative research and is based on determining whether the findings are accurate from the standpoint of the research” (p. 201). The researcher built up validity by guaranteeing that the inquiries were created in a way that they adequately distinguish key transformational leadership strategies in elementary curriculum. Patton (1987) notes, “Validity in qualitative methods hinges to a great extent on the skill, competence, and rigor of the evaluator because the observer is the instrument” (p. 12). To guarantee personal validity, the inquiries were created in view of the definitions from the

theoretical framework and created to illuminate the research questions. To address content validity, a board of specialists surveyed and evaluated the questions, figuring out whether the inquiries would inspire the information required. A precise copy of the interview questions given to the experts can be found in APPENDIX C. The board of specialists comprises three people who have finished doctoral-level research courses and have involvement in research.

Reliability. To guarantee results are dependable, the researcher used interrater reliability in this qualitative study. Patton (1987) recommends using more than one individual to take a glimpse at precisely the same data, as alternate points of view and understandings can surface.

The following steps were taken to ensure reliability (Hyatt, 2012):

1. The primary researcher codes the data, bracketing any preconceptions to synthesize later the data.
2. The primary researcher met with each interrater to review the coding process and look for themes.
3. The primary researcher used a selection of transcript to make sure each interrater understood the coding process.
4. Each interrater was provided with a clean copy of each interview transcript. The primary researcher kept the analyzed transcript.
5. The transcript was read three times by the primary researcher and interraters prior to analyzing the data.
6. The first two readings of the transcript allowed the primary researcher and interraters to understand the provided information and provide clarification.
7. The third reading provided the opportunity for the primary researcher and interraters to analyze the data. Bracketing for reductions and horizontalization were applied

- toward the third reading, as well as synthesis of the data.
8. One selected transcript was used by the primary researcher and interraters for coding.
 9. To complete the analysis of the transcript, meaning units were inserted in the left margin and structural descriptions were inserted in the right margin.
 10. The same process was applied by the interraters for the remaining transcripts without the primary researcher.
 11. Once all transcripts were analyzed, the primary researcher and interraters came together to review their conclusions.
 12. The primary researcher and interraters utilized an analysis form to identify themes and track discrepancies.
 13. The primary researcher and interraters utilized a form to categorize identifying themes and come to a consensus on the conclusions.
 14. The use of additional interraters contributes to increased reliability and reduces biases.

Data Analysis Techniques

Roberts (2010) explains data analysis as, “making sense of the data and interpreting them appropriately so as not to mislead readers” (p. 38). It is the researcher’s obligation to be precise, legitimate, and not one-sided all through the whole exposition process. A qualitative method was utilized to assemble information from retired elementary school teachers regarding key transformational strategies in curriculum development. To recognize key transformational leadership strategies in elementary curriculum, meetings were led with every participant. The participant had a chance to audit and confirm their interview transcription.

Coding. Creswell (2008) proposes examining the transcript various times before starting

the coding process. It is vital to comprehend the general importance of the information given. The researcher took notes of the participant responses during the interview, highlighting any imperative words-phrases. Creswell states, “Coding is the process of organizing data by bracketing chunks (or text or image segments) and writing a word representing a category in the margins” (Creswell, 2008, p. 197).

Tesch (1990) gives a coding process that was used to examine the information. The initial step comprises perusing all transcripts and writing down thoughts. Tesch proposes picking one record, maybe the most fascinating, and considering the general fundamental importance while composing contemplations and thoughts along the edge(margin?). This errand will be repeated for each participant’s transcript. Next, a rundown of subjects, topics, and examples were noted and shaped into segments. The researcher utilized the rundown and alluded to the information, shortening the subjects-topics/designs as codes. The researcher caught up by gathering related subjects together and locating the regular topic. This system permitted the researcher to recognize key transformational leadership strategies by distinguishing key points, subjects, and examples from the information by coding the reactions in classifications-categories.

Data Display

Data display consists of texts and graphics, where appropriate, such as tables and figures. To guarantee privacy, every participant was allotted a letter, A through J, as a kind of pseudonym. All through the study, each participant’s letter went with the outcomes delineated in the story parts and representations. Every research question was displayed, trailed by the relating questions and answers. To collect the majority of the data, a framework was made for every inquiry question with its distinguishing subjects. The tables outline member reactions, comparing to every topic.

Limitations

The scope of this study was limited to a sample size of 10 retired California elementary school teachers. The participants represent different elementary schools in California. A limitation of the study is small sample size. A larger sample might offer additional and different information. However, because of the small sample size, the researcher was able to gather detailed data from the interviews. Because of the sample size, the researcher cannot generalize; however, the study does add to the general literature.

Also, the study is a qualitative study. Thus, interviews are only used, which may yield different data and/or outcome compared to a quantitative study. However, when conducting this qualitative study, semistructured interview questions were presented, allowing for more detailed data.

Additionally, there is a geographical limitation. The study is only based in the state of California. The study only focuses on retired elementary school teachers in California. However, interviewing people from other states might yield additional data than those gathered for this particular study. Another limitation is that the study was only focuses on retired teachers. At the same time, teachers who are retired are likely to be more experienced and reflective about curriculum development.

Summary

This chapter laid out the technique utilized as a part of this research study, including the measures utilized, enlistment of participants, information accumulation methods, techniques for keeping up participant privacy and information security, invalid theories, and investigation of information. The exploration study requested that school retired teachers complete an interview evaluating transformational leadership practices within elementary curriculum.

Chapter 4: Analysis and Findings

Transformational strategies are a key component when creating an effective curriculum, particularly within elementary schools. As a result of the changing educational expectations and regulatory environment, there is a need for elementary school teachers to consider carefully curriculum development (Weisberg, 2011). Other than credential requirements, teacher's deal with state-required policies and standardized testing that have been implemented within the classroom and curriculum (Balfanz et al., 2010). While research in leadership is significantly accessible, little research exists between key transformational strategies and curriculum development in elementary schools (Leithwood et al., 1999). Therefore, the purpose of this study was to examine key transformational leadership strategies for curriculum development in elementary schools. Transformational strategies play a significant role in teaching and curriculum development (Balfanz et al., 2010). The theoretical framework for this study included Bass's four components of transformational leadership in addition to the literature: idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation (Bass, 1985; Bass & Riggio, 2006; Burns, 1978).

Chapter Structure

Chapter 4 begins with a brief outline of the study, a restatement of the purpose, and research questions. In addition, Chapter 4 discusses the methods utilized for collecting data, including the instruments used to guarantee validity and reliability. The data are displayed in text and tables. The section ends with a chapter summary.

Purpose and Research Questions

Purpose of the study. The purpose of this research was to identify key transformational leadership strategies for curriculum development in elementary schools.

Research questions. A thorough review of the literature resulted in highlighting transformational leadership concepts as the theoretical framework. The research questions were developed based on Bass's theory of transformational leadership. The research questions are:

1. What individualized consideration strategies influence curriculum development in California elementary schools?
2. What intellectual stimulation strategies influence curriculum development in California elementary schools?
3. What inspirational motivation strategies influence curriculum development in California elementary schools?
4. What idealized influence strategies influence curriculum development in California elementary schools?

Participant Sample

Ten participants voluntarily agreed to participate in this study. All participants were older than 21 and were retired elementary school teachers in California. Snowball sampling using a professional network was utilized to select participants who had at-least one year of teaching experience. All participants indicated they contributed to curriculum development as part of their teaching.

Participant A (PA). PA has more than 20 years of experience in the educational field and taught elementary school for 18 years. This individual has taught within various school districts. The participant retired within the past five years.

Participant B (PB). PB has 17 years of experience in the educational field. This participant has taught at elementary schools. This participant has taught at various different districts. This participant retired within the past five years.

Participant C (PC). PC has 21 years of experience in the educational field. This participant has also only taught at elementary schools. This participant has taught at various different districts throughout the years. This participant retired within the past five years.

Participant D (PD). PD has 15 years of experience in the educational field. This participant has taught various grade levels. This individual has taught within various school districts. The participant retired within the past five years.

Participant E (PE). PE has 12 years of experience in the educational field. This participant has taught various grade levels including in elementary school. This participant has taught at various different districts. This participant retired within the past five years.

Participant F (PF). PF has 14 years of experience in the educational field. This participant has taught at schools in various grade levels including elementary school. This participant has taught at various different districts. This participant retired within the past five years.

Participant G (PG). PG has more than 20 years of experience in the educational field. This participant has taught at the elementary school level. This participant has taught at various different districts throughout the years. This participant retired within the past five years.

Participant H (PH). PH has more than 20 years of experience in the educational field. This participant has taught at the elementary school level. This participant has taught at various different districts throughout the years. This participant retired within the past five years.

Participant I (PI). PI has 12 years of experience in the educational field. This participant has taught at the elementary school level. This participant has taught at various different districts. This participant retired within the past five years.

Participant J (PJ). PJ has 17 years of experience in the educational field. This

participant has taught at the elementary school level. This participant has taught at various different districts. This participant retired within the past five years.

Data Collection

Following the approval from Pepperdine University's Institutional Review Board, data were gathered from retired California elementary school teachers who had experience in curriculum development. The interview instrument was developed to provide data to inform the research questions. To assist in the data collection, notes were taken during each interview to obtain an accurate reflection of each participant's responses. In order to protect the participant's confidentiality, a letter from the alphabet was assigned to each participant. The participants had an opportunity to review their responses and to add further comments. The process was disclosed to the participants during the consent process (APPENDIX D). In summary, the interviews were conducted with California retired elementary school teachers who voluntarily agreed to participate and involved the following steps:

1. Approval for the study was granted from Pepperdine's Institutional Review Board.
2. A letter was sent to prospective participants (APPENDIX E).
3. The researcher contacted participants who were interested in participating voluntarily in the study.
4. An individual phone call was set up for each participant at a time that was most convenient for the participant.
5. The informed consent form, purpose of the study, and methods were reviewed with each participant.
6. The researcher asked if the participants had any questions or needed clarification.
7. After the consent form was presented and received from each participant, a letter

- (PA-PJ) was assigned to each participant to increase confidentiality.
8. The researcher asked about participants' retirement status and verified that each participant had at least one year of teaching experience and had retired within the past five years.
 9. The researcher asked the interview questions during calls lasting 30 minutes.
 10. Participants reviewed their responses.
 11. The researcher expressed gratitude for the participants' willingness to participate in the study.

Data Analysis

Participants responded to the inquiries (Creswell, 2008) and were given the chance to review and add to their responses. The researcher read all responses numerous times before coding to gain a better understanding (Creswell, 2008). Comparative words and/or expressions were highlighted and sectioning was used in the coding procedure. As recommended by Tesch (1990), the researcher wrote down thoughts that emerged, thinking about the basic implications of every participant's reaction and making notes in the margins of the interview transcript. Tesch proposes repeating this procedure for every interview transcript. When all transcripts were assessed, the researcher arranged the points and examples into sections to use when coding. Related points were gathered together that created common themes.

Study Validity and Reliability

Validity. As expressed by Creswell (2008), validity is one of the key parts of subjective exploration and essential to deciding the exactness of the discoveries. The semi-structured interview questions were developed based on the theoretical framework and presented in a manner that identified key transformational leadership strategies in curriculum development.

To guarantee content validity of the interview instrument, an expert panel of three people who had finished doctoral-level research courses evaluated the interview questions to ascertain that information gathered could be expected to address the research questions. The expert panel form is attached in APPENDIX C.

Reliability. Creswell (2008) alludes to reliability as the researcher's way to increase consistency. The procedure of interrater reliability was used in this study (Hyatt, 2012). A second reviewer who had finished doctoral-level research courses, read the transcripts and provided additional review and perspective. The principal researcher and reviewer compared their coding for accuracy. To increase the level of consistency, Hyatt's 15-step interrater process was applied as follows:

The primary researcher analyzes the transcripts using bracketing for reduction, horizontalization, and synthesis for textual description and conclusions. Second, the researcher meets with the reviewers to review the coding process for identifying themes. Then, the researcher selects a transcript for the purpose of familiarizing the reviewers with the coding process. The researcher maintains the highlighted and analyzed version of the transcript. The reviewers are provided with a clean copy of the selected transcript. Prior to analysis, the researcher and reviewers will each read a transcript three times. The purpose of the initial reading is to merely familiarize the reviewers with the data from the transcripts. The purpose of the second reading is to further the reviewers' consideration of the information and to answer any questions about the transcript. The purpose of the third reading is to analyze the data by bracketing for reduction, horizontalization, and synthesis of the text for structural descriptions and conclusions.

The researcher assists the reviewers in completing the analysis of one selected transcript. Meaning units are entered in the left margin. Structural descriptions and conclusions are entered into the right margin. This completes analysis of the transcript. The additional reviewer(s) applies the same process to the remaining transcripts independent of the primary researcher. If there are multiple reviewers, each works independently. After completion of the process for all transcripts, the primary researcher and reviewers reconvene. The primary researcher and the reviewers review their identified conclusions. An analysis form may be used to identify the agreed-upon themes and help to discover any areas of disagreement. The primary researcher and reviewers discuss similarities and differences, and come to a consensus on the conclusions. A categorizing form may be created to identify overall themes. Last, generally, criteria for themes are met when a minimum of 60% of participants provide supportive data for the themes (Hyatt, 2012).

This procedure offered an additional perspective and increased the understanding of the participant responses. The criteria for major themes were met when noted by at least 60% of the participants.

Research Findings

Research question 1 and corresponding interview question. Research question 1 asked: What individualized consideration strategies influence curriculum development in California elementary schools? The corresponding interview question asked: When developing curriculum, describe how you consider the individual student?

The major theme identified by a minimum of 60% participants emerged: (1) attend to students' needs. Table 2 shows participant responses that identified primary theme.

Table 2

Concluding Participants' Responses That Identified the Primary Themes for Research Question 1

Theme	PA	PB	PC	PD	PE	PF	PG	PH	PI	PJ
1: Attend to students needs	X	X	X	X	X	X	X		X	

Theme 1: Attend to students' needs. This theme emerged in eight of the 10 participant responses (80%). The following passages from the data reveal the theme:

Make sure the curriculum meets the needs of each child based on his/her current learning level (PA, May 12, 2016).

I look at the past lessons and see how each student, high achieving or not, fared. This allows me to find small ways to tailor the lessons I create to each students needs. (PB, May 12, 2016).

I assess the individual students based on formal, informal assessments and work samples and make the material interesting and comprehensive for their specific need. (PC, May 12, 2016).

Each student's needs play a very important role when considering the individual student; for example, I dealt with many visual learners previously, so I use a lot of visual representation in my instruction. (PD, May 12, 2016).

Students have specific needs and curriculum should emphasize on music, art, and dance for students who are visual and kinesthetic; learning more through creativity. (PE, May 12, 2016).

When developing curriculum, I try to include a variety of aspects that I think would keep each individual student interested. (PF, May 12, 2016).

When planning my school year, I usually take into consideration the children's needs based on what is lacking in the classroom. (PG, May 12, 2016).

I considered an individual student when developing a curriculum by reviewing the state lesson plans and adjusting it according to the classroom students that I had. (PI, May 12, 2016).

Research question 2 and corresponding interview questions. Research question 2 asked: What intellectual stimulation strategies influence curriculum development in California elementary schools? The corresponding interview question asked: When developing curriculum,

describe how you engender trust with students?

The major themes indicated by at least 60% of participants emerged as follows: (2a) safe and comfortable, (2b) listen, and (2c) showing you care. Table 3 shows participant responses that identified primary themes.

Table 3

Concluding Participants' Responses That Identified the Primary Themes for Research Question 2

Theme	PA	PB	PC	PD	PE	PF	PG	PH	PI	PJ
2a. Safe and Comfortable	X	X		X			X	X		X
2b. Listen	X	X	X	X	X			X	X	X
2c. Showing you Care	X	X	X	X		X	X			X

Theme 2a: Safe and comfortable. This theme emerged in six of the 10 participant responses (60%). The following passages from the data reveal the theme:

I sincerely believe that teachers should always make children feel safe and secure in the classroom. (PA, May 12, 2016)

Children should feel comfortable and unafraid in the school environment. (PB, May 12, 2016)

Remind students to never be afraid of expressing their feelings and share any questions or concerns they may have in or out of class. (PD, May 12, 2016)

When I would talk with my students, I would sit down next to them so they feel as though they are not being talked down to. It is important to make children feel comfortable with you so you can develop trust. (PG, May 12, 2016)

Trust has a lot to do with safety. When children know they are in a safe environment, they feel that they can take risks, make mistakes, and learn from those with their classroom community. (PH, May 12, 2016)

In order to build trust in the classroom, you need to, not take an authoritative approach, but more of a guiding approach so that students feel secure and comfortable with you. (PJ, May 12, 2016)

Theme 2b: Listen. This theme emerged in eight of the 10 participant responses (80%).

The following passages from the data reveal the theme:

I engender trust with my students by listening to them and taking into consideration their problems and viewpoints of the curriculum. (PA, May 12, 2016)

I enjoyed taking into consideration any opinions that my students had. When you listen to your students, they begin to trust you because you show that their opinions matter too. (PB, May 12, 2016)

By constant teacher-student interaction, such as one-on-one assistance, and listening to your students, it helped to engender trust between the teacher and the student. (PC, May 12, 2016)

When teaching, you have to listen to their ideas because I believe you build trust that will better the environment of the class. (PD, May 12, 2016)

I listen to what a child has to say and I keep eye contact while I am listening. (PE, May 12, 2016)

By taking the time to listen to what students likes and dislikes is, this allows and leaves room for development and tailoring curriculum. (PH, May 12, 2016)

Students need to respect, trust and listen to one another's ideas in order to successfully complete different given tasks and develop a community of learners. (PI, May 12, 2016)

In order to build trust in the classroom, you need to listen to them. (PJ, May 12, 2016)

Theme 2c: Showing you care. This theme emerged in seven of the 10 participant responses (70%). The following passages from the data reveal the theme:

All children really need is to know you care. (PA, May 12, 2016)

Being supportive and showing students you care really opens up the doorway to success. (PB, May 12, 2016)

Taking the time to talk to your students and get to know them shows that you care and trust develops on its own. (PC, May 12, 2016)

I used to set times to get to get to know my students on a personal level and in doing so I show them how important they are to me and how much I care. (PD, May 12, 2016)

Aside from parents, students really spend so much time at school and at such a young age, they need to know the person they are around cares so that they can trust them. (PF, May 12, 2016)

If the child doesn't feel that there is trust, problems rise. Children really just need to know that they aren't just another grade, but that you care for them so that they can trust

you and what is being taught. (PG, May 12, 2016)

The biggest way to gain a child's trust is when the child begins to see that you care for them and are not just their teacher. (PJ, May 12, 2016)

Research question 3 and corresponding interview question. Research question 3 asked: What inspirational motivation strategies influence curriculum development in California elementary schools? The corresponding interview question asked: When developing curriculum, describe how to promote student ideas?

The major themes indicated by at least 60% of participants emerged as follows: (3) group work. Table 4 shows participant responses that identified the primary themes.

Table 4

Concluding Participants' Responses That Identified the Primary Themes for Research Question 3

Theme	PA	PB	PC	PD	PE	PF	PG	PH	PI	PJ
3. Group work	X	X	X		X			X		X

Theme 3: Group work. This theme emerged in six of the 10 participant responses (60%).

The following passages from the data reveal the theme:

When it came to holidays, the students were given options and were able to choose which activity they wanted to do, and I would set groups with students based on the same decisions to work together. (PA, May 12, 2016)

During group work students are able to come and speak to me privately, outside of the group as I would ask for input and try my best to incorporate it into the curriculum. (PB, May 12, 2016)

I would have students get into groups and have them choose the group jobs so that they felt more motivated about sharing why they chose each person for their task and what their ideas were. (PC, May 12, 2016)

In groups, I used to have them express their feelings and share responses in regards to any changes that should be made in the curriculum. (PE, May 12, 2016)

My students used to work in groups everyday; they shared ideas and collaborated in all academic areas. (PH, May 12, 2016)

Another way that I used to promote student ideas would be presenting the students with a topic, while they are divided into peer groups, and having them use their own ideas to create an essay or picture. (PJ, May 12, 2016)

Research question 4 and corresponding interview question. Research question 4 asked: What idealized influence strategies influence curriculum development in California elementary schools? The corresponding interview question asked: When developing curriculum, describe how you inspire students?

The major themes indicated by at least 60% of participants emerged as follows: (4) connection. Table 5 shows participant responses that identified the primary themes.

Table 5

Concluding Participants' Responses That Identified the Primary Themes for Research Question 4

Theme	PA	PB	PC	PD	PE	PF	PG	PH	PI	PJ
4. Connection	X	X	X	X			X			X

Theme 4: Connection. This theme emerged in six of the 10 participant responses (60%).

The following passages from the data reveal the theme:

I make a connection with my students by telling them stories about previous students experiences with the curriculum. (PA, May 12, 2016)

I used to talk about my upbringings and my personal story about education so that my students could connect with me and see my success story. (PB, May 12, 2016)

I used to connect the curriculum to real life. (PC, May 12, 2016)

I used to have interactive lesson plans so that the children not only related to myself, but also the other students in the classroom. (PD, May 12, 2016)

I would have older students come in so that they could see that pairing up and talking about their experiences and how they learned the topics to inspire them and connect with them inside and outside the classroom. (PG, May 12, 2016)

Inspiration comes in different shapes, forms and sizes. One way that I used to inspire students was by having the topic of cultural background to better connect with my students on a personal level. (PJ, May 12, 2016)

Summary

The data for this research study was collected using semi-structured interview questions via face-to-face communication. Each participant was assigned individual alphabetical identifiers to ensure confidentiality. Participants were given the opportunity to review and modify his or her responses. The interrater process included a review of the data by a second reviewer to increase reliability. The emergence of a primary theme needed to surface in at least 60% of responses. The primary themes were developed based on the responses from the participants.

Chapter 5: Findings and Conclusions

This study was qualitative in nature and focused on identifying key transformational leadership strategies in curriculum development in elementary schools. While research exists on transformational leadership strategies, there is an absence of research focused on transformational strategies in curriculum development within elementary schools.

The theoretical framework for this study included the four components of Bass's transformational leadership theory and was supported in the literature: idealized influence, individualized consideration, inspirational motivation, intellectual stimulation (Avolio & Bass, 1993; Bass, 1985; Bass, 1990).

Chapter Structure

Chapter 5 of this study begins with an overview, reviewing the problem, and a synthesis of the theoretical framework. A restatement of the purpose and research questions are provided along with a summary of the methods used for this study. An explanation of the findings and conclusions are discussed. In addition, implications of the study are presented along with recommendations for further research. The chapter concludes with a summary.

Overview of the Study

Review of the problem. Transformational strategies are a key component when creating an effective curriculum, particularly within elementary schools. As a result of the changing educational expectations and regulatory environment, there is a need for elementary school teachers to consider carefully curriculum development (Weisberg, 2011). Other than credential requirements, teacher's deal with state-required policies and standardized testing that has been implemented within the classroom and curriculum (Balfanz et al., 2010).

While research in leadership is significantly accessible, little research exists on key

transformational strategies and curriculum development in elementary schools (Leithwood et al., 1999). Transformational strategies play a significant role in teaching and curriculum development (Balfanz et al., 2010). The problem is that key transformational leadership strategies retired California elementary school teachers employed in curriculum development have not been identified.

Theoretical framework synthesis. Various studies have inquired about transformational leadership and investigated how transformational leaders can impact an association and its personnel degree of consistency (Grant, 2012; Jin, Seo, & Shapiro, 2016; Judge & Piccolo, 2004; Rafferty & Griffin, 2004; Rowold & Heinitz, 2007; Rubin, Munz, & Bommer, 2005). The theoretical framework for this study was driven by the literature review and in light of Bass's transformational leadership and its four segments (Bass, 1990). Bass (1990) expresses that transformational leaders "inspire, energize, and intellectually stimulate their personnel" (Bass, 1990, p. 19). Transformational leadership is accepting a lot of insightful consideration and developing as a standout among the most persuasive leadership theories (Jin et al., 2016).

Bass presents four parts in transformational leadership (Bass & Riggio, 2006). Idealized influence alludes to leaders going about as good examples while Individualized Consideration alludes to transformational leaders going about as guides or mentors (Bass & Riggio, 2006). Inspirational Motivation alludes to leaders who act in ways that are rousing and uplifting, and Intellectual Stimulation alludes to support advancement and innovativeness.

Table 6

Literature Support for Theoretical Framework

Idealized Influence	Individualized Consideration	Intellectual Stimulation	Inspirational Motivation
Avolio & Bass (1998) Bass & Riggio (2006)	Arnold & Connelly (2013)	Avolio & Bass (1993) Avolio et al., (2004)	Arnold & Connelly (2013)

Continued

Gebert et al., (2016)	Bass & Riggio (2006)	Bass & Riggio (2006)	Bass (1985)
House et al., (1991)	Burch & Guarana	Dionne et al., (2004)	Bass (1990)
Howell & Avolio	(2014)	Gumusluoglu &	Bass & Avolio (1997)
(1992)	Corrigan et al (2002)	Ilsev (2009)	Bass & Riggio (2006)
Leithwood & Jantzi	Desvaux & Devillard-	Kark & Shamir	Burch & Guarana
(2000)	Hoellinger (2008)	(2002)	(2014)
Shamir et al., (1993)	Desvaux et al., (2007)	Schwarzer (1992)	Corrigan et al., (2002)
Shamir & Lapidot	Gillet &	Shin & Zhou (2003)	Costa & McCrae
(2003)	Vandenberghe (2014)	Sosik, Kahai, &	(1992)
Tims et al., (2011)	Judge et al., (2004)	Avolio (1998)	Furnham et al., (2012)
	Lowe (2006)	Shamir et al., (1993)	Judge et al., (2009)
	Tse, Huang, & Lam	Tims et al., (2011)	Kerfoot & Wantz
	(2013)	Wang & Howell	(2003)
	Walumbwa et al.,	(2010)	Rafferty & Griffin
	(2009)		(2004)
			Sosik et al., (1998)

Restatement of purpose and research questions. The purpose of this study is to identify key transformational leadership strategies in curriculum development in elementary schools. The research questions are:

1. What individualized consideration strategies influence curriculum development in California elementary schools?
2. What intellectual stimulation strategies influence curriculum development in California elementary schools?
3. What inspirational motivation strategies influence curriculum development in California elementary schools?
4. What idealized influence strategies influence curriculum development in California elementary schools?

Methods Summary

Data collection. The interview instrument was utilized to gather information among 10 retired California elementary school teachers and inform the research questions. Data were

collected through interviews individually scheduled with each participant. The researcher took down notes during the interview and was able to review notes with the participants to confirm accuracy in their responses. To increase confidentiality, all identifying information was removed and each participant was assigned an alphabetical identifier. The researcher disclosed the process through the informed consent.

Data analysis. The transformational leadership theory brings forth the concept of change and taking a role in having a vision for that change (Bennis & Nanus, 1985). This allows teachers to identify strategies for better student success. The Transformational Leadership Model (1985) used in this study includes four main concepts: Individualized Consideration, Intellectual Stimulation, Inspirational Motivation, and Idealized Influence (Bass, 1985).

Individualized consideration is depicted as a leader dealing with each disciple's needs, going about as an aide or guide to the supporter, and listening to the follower's stresses and needs (Bass & Riggio, 2006). The leader is thoughtful, empowering, comparing, and places challenges before the gathering. This joins the necessity for appreciation and gestures of recognition the individual responsibility that every individual can make to the gathering. The supporters have a will and desires for self-change and have qualities of motivation for the obligations (Bass, 1985).

Intellectual stimulation is portrayed as one that difficulties suppositions, demands lovers' considerations (Walumbwa et al., 2009). These leaders engage and invigorate inventiveness in their followers. They bolster and make people who think self-governingly. Learning is a quality and sudden circumstances are seen as opportunities to learn. The followers make requests, consider things, and understand better ways to deal with and execute their errands (Bass, 1985).

Inspirational motivation is depicted as communicating a fantasy that draws in and moves

disciples (Xirasagar, 2008). Leaders with enticing motivation challenge supporters with raised desires, pass on positive future destinations, and offer aiming to the present workload. Supporters require a strong reason if they are to be awakened to act. Reason and significance are essential to drive a social occasion forward. The visionary parts of organization are maintained by social capacities that make the vision legitimate, careful, and skilled. The supporters are willing to put more effort in their endeavors, they are invigorated and confident about the future, and they trust in their abilities (Bass, 1985).

Idealized influence is depicted as giving a decent sample to high good lead, imbues pride, grabs reverence, and engenders trust (Bass, 1985; Gumusluoglu & Ilsev, 2009). This methodology of administration depicts what is regularly worshipped from supporters, that is, conducting oneself with qualities, for example, trustworthiness, faithfulness, and general depiction of a utilitarian (Bass, 1985).

Coding. Responses to the interview questions were read several times to gain a greater understanding. Common words and themes that stood out were highlighted. Bracketing was used to identify topics and patterns (Creswell, 2008). Once all the transcripts were reviewed, the data were then coded and compared to the components of the theoretical framework. In order to enhance the level of consistency, Hyatt's (2012) 15-step interrater process was utilized as follows:

1. The primary researcher analyzes the transcripts using bracketing for reduction, horizontalization, and synthesis for textual description and conclusions.
2. The primary researcher meets with the reviewer(s) to review the coding process for identifying themes.
3. The primary researcher selects a transcript for the purpose of familiarizing the

- reviewer(s) [with] the coding process.
4. The researcher maintains the highlighted and analyzed version of the transcript.
 5. The reviewer(s) is provided with a clean copy of the selected transcript.
 6. Prior to analysis, the researcher and reviewer(s) will each read a transcript three times. The purpose of the initial reading is to merely familiarize the reviewer(s) with the data from the transcripts.
 7. The purpose of the second reading is to further the reviewer(s) consideration of the information and to answer any questions about the transcript.
 8. The purpose of the third reading is to analyze the data by bracketing for reduction, horizontalization, and synthesis of the text for structural descriptions and conclusions.
 9. The researcher assists the reviewer(s) in completing the analysis of one selected transcript.
 10. Meaning units are entered in the left margin. Structural descriptions and conclusions are entered into the right margin. This completes analysis of the transcript.
 11. The additional reviewer(s) applies the same process to the remaining transcripts independent of the primary researcher. If there are multiple reviewers, each works independently.
 12. After completion of the process for all transcripts, the primary researcher and reviewer(s) reconvene. The primary researcher and the reviewer(s) review their identified conclusions.
 13. An analysis form may be used to identify the agreed-upon themes and help to discover any areas of disagreement.
 14. The primary researcher and reviewer(s) discuss similarities and differences, and come

to a consensus on the conclusions. A categorizing form may be created to identify overall themes.

15. Criteria for major themes are met when a minimum of 60% of participants provide supportive data for the theme(s).

This procedure added another perspective, improving the understanding of the participant responses. The criteria for major themes were met when noted by at least 60% of the participants. Topics were then classified, creating consistency and reliability (Creswell, 2008).

Results and Conclusions

Findings for research question 1. Research question 1 asked: What individualized consideration strategies influence curriculum development in California elementary schools? The corresponding interview question asked: When developing curriculum, describe how you consider the individual student?

The major theme identified by 80% participants emerged as follows: (1) attend to students needs.

Theme 1: Attend to students needs. This theme emerged in eight of the 10 participant responses (80%). The following are examples of the theme:

I assess the individual students based on formal, informal assessments and work samples and make the material interesting and comprehensive for their specific need. (PC, May 12, 2016)

When developing curriculum, I try to include a variety of aspects that I think would keep each individual student interested. (PF, May 12, 2016)

I considered an individual student when developing a curriculum by reviewing the state lesson plans and adjusting it according to the classroom students that I had. (PI, May 12, 2016)

Providing individualized consideration regarding every student is vital for children's prosperity and development (Bass & Riggio, 2006). Burch and Guarana (2014) recommend

attending to needs in increments when teachers take an active interest in their students. Researchers state strong practices among leaders and consideration of students expand fulfillment and responsibility (Judge et al., 2004; Lowe, 2006). Further, research affirms that a more elevated amount of gathering attachments and responsibility happens when leaders show valid enthusiasm for student needs (Gardner, 2005).

Patterson, Zang, Song, & Guison-Dowdy (2010) clarified that successful leadership has a purpose. Leaders with a purpose demonstrate interests about rights and respect of mankind. The results of this study indicated that the retired teachers of California elementary schools were implementing curriculum with practices that met the diverse needs of students. Starrat (1991) expressed that leaders have an obligation to be proactive in creating an environment for students to learn and feel their individual needs are being met. The findings of this study show 80% of retired California elementary school teachers claim that attending to student needs when developing curriculum allows students to be more involved and interested. The purpose of individualized consideration strategies is to give students a possibility of succeeding scholastically from the earliest starting point of the school year.

Findings for research question 2. Research question 2 asked: What intellectual stimulation strategies influence curriculum development in California elementary schools? The corresponding interview question asked: When developing curriculum, describe how you engender trust with students?

The major themes indicated by at least 60% of participants emerged as follows: (2a) safe and comfortable were noted by 60% of participants, (2b) listen was indicated by 80% of participants, and (2c) showing you care was stated by 70% of participants. The following responses represent examples aligned with each theme.

Theme 2a: Safe and comfortable. This theme emerged in six of the 10 participant responses (60%). The following three responses exemplify the theme:

I sincerely believe that teachers should always make children feel safe and secure in the classroom. (PA, May 12, 2016)

Trust has a lot to do with safety. When children know they are in a safe environment, they feel that they can take risks, make mistakes and learn from those with their classroom community. (PH, May 12, 2016)

In order to build trust in the classroom, you need to, not take an authoritative approach, but more of a guiding approach so that students feel secure and comfortable with you. (PJ, May 12, 2016)

Intellectual stimulation promotes ideas and develops trust among students and creates problem solving, being creative, and sharing ideas (Avolio & Bass, 1998; Bass & Avolio, 1997; Schwarzer, 1992). Hur (2008) proposes that effective leadership occurs when students are encouraged to think outside the box and present ideas. Schwarzer (1992) suggest creating an environment that is safe and open for diversity, ideas, and creativity. Providing a place of safety where the children feel comfortable allows students to speak their mind without being judged.

Covey (1994) believed that trust is the “glue that holds everything together” (p. 243). The retired California elementary school teachers discussed how trust is gained through the mutual respect between the teachers and their students. The study findings show that teachers were concerned with relationships that protected the students’ safety and comfort. The findings of this study show 60% of retired California elementary school teachers claim that students feel safe and comfortable when developing curriculum allows students to have open discussions and approach teachers undoubtedly. The purpose of intellectual stimulation strategies is to exercise academic growth and personal well-being.

Theme 2b. Listen. This theme emerged in eight of the 10 participant responses (80%). The following passages from the data reveal the theme:

By constant teacher-student interaction, such as one-on-one assistance, and listening to your students, it helped to engender trust between the teacher and the student. (PC, May 12, 2016)

When teaching, you have to listen to their ideas because I believe you build trust that will better the environment of the class. (PD, May 12, 2016)

By taking the time to listen to what students likes and dislikes is, this allows and leaves room for development and tailoring curriculum. (PH, May 12, 2016)

Research suggests that intellectual stimulation can have a significant influence on students, who tend to lack trust (Costa & McCrae, 1992; Furnham et al., 2012; Guay & Choi, 2015; Judge et al., 2009). Daft (2008) suggests transformational leaders provide guidance and listen to students. Increasing students' trust by listening to them leads children to be more positive and involved (Bass & Avolio, 1997; Howell & Shamir, 2005).

Leaders are relied upon to go past their own interests for the benefit of school and students (Bass & Avolio, 1993). Taking the time to listen to students and their interests allows students to develop trust. The findings of this study show 80% of retired California elementary school teachers claim that listening to students when developing curriculum allows students to accomplish successfully tasks presented because the teacher listens to their opinions. The purpose of incorporating intellectual stimulation strategies is to develop curriculum that students feel are be tangible, where students feel they can approach the teacher when they do not understand the material.

Theme 2c. Showing you care. This theme emerged in seven of the 10 participant responses (70%). The following passages from the data reveal the theme:

I used to set times to get to get to know my students on a personal level and in doing so I show them how important they are to me and how much I care. (PD, May 12, 2016)

If the child doesn't feel that there is trust, problems rise. Children really just need to know that they aren't just another grade, but that you care for them so that they can trust you and what is being taught. (PG, May 12, 2016)

The biggest way to gain a child's trust is when the child begins to see that you care for them and are not just their teacher. (PJ, May 12, 2016)

Researchers suggest it is beneficial for organizations to understand students' interests and skills, and present opportunities where students can practice those skills (Corrigan et al., 2002; Yukl, 2005). It's important for students to feel of value in the classroom and provide meaning to their work (Bass & Riggio, 2006). When students see that you care for them, they begin to develop trust with the teacher (Shin & Zhou, 2003). Encouraging students to share their interests with the teacher provides value to what they are doing (Bass, 1990; Shin & Zhou, 2003).

Starratt (1991) expressed that showing you care is critical when presenting instruction. Teachers need to express a comprehension of each student's learning style and how to approach each student. According to the study's results, the teachers, when school practices were not addressing the needs of the students, would adjust the curriculum so that students could understand the material better. This demonstrated that these teachers had the knowledge of their students and were using resources to guarantee that students' needs were being fulfilled. The findings of this study show 70% of retired California elementary school teachers claim that showing students you care when developing curriculum allows students to feel comfortable and encouraged to succeed in class. The purpose of integrating this intellectual stimulation strategy into the curriculum is to teach students by modeling. If teachers show they care for their students, then the students will show they care for the teacher and classwork.

Findings for research question 3. Research question 3 asked: What inspirational motivation strategies influence curriculum development in California elementary schools? The corresponding interview question asked: When developing curriculum, describe how to promote student ideas?

The major themes indicated by at least 60% of participants emerged as follows: (3) group work.

Theme 3: Group work. This theme emerged in six of the 10 participant responses (60%).

The following passages from the data reveal the theme:

I would have students get into groups and have them choose the group jobs so that they felt more motivated about sharing why they chose each person for their task and what their ideas were. (PC, May 12, 2016)

In groups, I used to have them express their feelings and share responses in regards to any changes that should be made in the curriculum. (PE, May 12, 2016)

Another way that I used to promote student ideas would be presenting the students with a topic, while they are divided into peer groups, and having them use their own ideas to create an essay or picture. (PJ, May 12, 2016)

Teachers spend the most amount of time with students than any other person besides their parents (Harris, 2003). Teachers are instrumental in mentoring students and play an important role in assisting students' ability within the classroom and outside it (Stoddard, 1998). Teachers encourage students to engage actively with one another by utilizing their skills and interests to help students enjoy the classroom curriculum (Sheets, 2003). Working in groups allows children to present ideas to one another and build relationships. Studies suggest that students taking on lessons that they enjoy increases motivation to complete tasks presented (Perie, Park, & Klau, 2007; Shamir & Lapidot, 2003).

Using interests to engage students motivates them and increases levels of performance (McKibbin, 2001). This can result in increased confidence, which in turn motivates students to take on more challenging tasks and share ideas with the teacher and classmates (Schwarzer, 1992; Schwarzer & Hallum, 2008).

McKibbin (2001) clarified that the supportive conditions for a learning group allude to working cooperatively. This incorporates educators giving time, space, and assets that will

cultivate cooperation and that joint effort prompts new learning among the students with respect to what they can do differently. The results of this study show that the teachers provided the students with collaborative times. The findings in this study revealed that 60% of teachers set up times for collaborative effort. The purpose of including inspirational motivational strategies when developing curriculum is for students to focus on outcomes, analyze results, critically think, and develop strategies for improvement (Dufour, Dufour & Eaker, 2007). Teacher's responses on developing curriculum included motivational strategies where assessments were the principle emphasis of collaboration.

Findings for research question 4. Research question 4 asked: What idealized influence strategies influence curriculum development in California elementary schools? The corresponding interview question asked: When developing curriculum, describe how you inspire students?

The major themes indicated by at least 60% of participants emerged as follows: (4) connection.

Theme 4. Connection. This theme emerged in six of the 10 participant responses (60%).

The following passages from the data reveal the theme:

I used to talk about my upbringings and my personal story about education so that my students could connect with me and see my success story. (PB, May 12, 2016)

I used to have interactive lesson plans so that the children not only related to myself, but also the other students in the classroom. (PD, May 12, 2016)

I would have older students come in so that they could see that pairing up and talking about their experiences and how they learned the topics to inspire them and connect with them inside and outside the classroom. (PG, May 12, 2016)

Merging a teacher's interest with students' interests involves thinking in similar ways as one another and making connections (Edmonds, 1977). The merging of these interests creates

trust within the teacher-student relationship and fosters continual modeling of leaders (Avolio & Bass, 1998). In essence, the teacher's interest merges with the student interests, creating an environment that inspires students. Students become more invested in their teacher, leading to higher levels of classroom commitment (Avolio & Bass, 1998; Barling, Weber, & Kelloway, 1996; House et al., 1991; Howell & Avolio, 1992). Leaders who exhibit idealized influence practices have a positive influence on followers, allowing the leader to divert students' attention from themselves to focus on the curriculum (Testani & Mayes, 2008). House et al. (1991) and Howell (1992) posit students become more invested in the leader's vision when there is a connection and the students are willing to put in the work to attain the vision (House et al., 1991; Howell, 1992).

Teachers found making a connection to their students was fundamental. In their responses, teachers mention discussing personal stories for students to create a visual and comprehend the material. Starratt (1991) focused on the significance of teachers distinguishing life encounters of the learner outside the classroom. Starratt clarified that the encounters inside the learning motivation of the school ought to interface with the plan of the learner and help the learner find and be consistent with himself or herself. The findings in this study revealed that 60% of teachers communicated real-life scenarios when presenting instruction. The purpose of including this idealized influence strategy when developing curriculum is for students not to feel pressure in the classroom and to have a sense of belonging.

Overview of the Results

This study identified key transformational leadership strategies for curriculum development in elementary schools through the theoretical framework based on Bass's transformational leadership theory and its components (Bass, 1990; Bass & Avolio, 1993; Burns,

1978). Ten California elementary school teachers were asked to identify key transformational leadership strategies that are used when developing curriculum. Participant responses yielded six major themes used when developing curricula.

This study resulted in six common strategies (a) attending to students needs, (b) safe and comfortable, (c) listen, (d) showing you care, (e) group work, and (f) connection. These key transformational leadership strategies are relative for curriculum development in elementary schools through the theoretical framework of this research study: idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation.

Individualized consideration is depicted as a leader dealing with each disciple's needs, going about as an aide or guide to the supporter, and listening to the follower's stresses and needs (Bass & Riggio, 2006). Attending to students needs allows students to be more involved and interested. Intellectual stimulation is portrayed as one that difficulties suppositions, demands lovers' considerations (Schwarzer, 1992; Schwarzer & Hallum, 2008). Being considerate of students' safety and comfort, as well as listening to students and showing that you care create an environment that is welcoming and open to learning. Inspirational motivation is depicted as communicating a fantasy that draws in and moves disciples (Xirasagar, 2008). Providing students with support from the teacher, as well as the class, is significant. Working collaboratively allows students to motivate one another and to want to do well in school. Idealized influence is depicted as giving a decent sample to high good lead, imbues pride, grabs reverence and trust (Bass, 1985; Gumusluoglu & Ilsev, 2009). Modeling well behaved manners and studiousness to students presents students with an example of how to behave in class. Making connections between the curriculum and real life creates a curriculum that is tangible. The resultant strategies are displayed in Table 7.

Table 7

Key Transformational Leadership Strategies for Curriculum Development in Elementary Schools

Idealized Influence	Individualized Consideration	Inspirational Motivation	Intellectual Stimulation
Connection	Attend to Students Needs	Group Work	Safe and Comfortable Listen Show you Care

Implications of the Study

This study was designed to identify key transformational leadership strategies for curriculum development in elementary schools. Given the lack of research pertaining to transformational leadership strategies in education, the responses yielded from current teachers in the field delivered valuable information. The research findings discussed leadership practices that assisted transformation leadership strategies for curriculum development in elementary schools. The strategies used by teachers in curriculum development can significantly influence elementary schools.

Transformational leadership is a type of principle leadership that moves people toward a level of responsibility to accomplish school objectives by setting direction, creating individuals, updating the association, and managing the curriculum (Leithwood & Jantzi, 2006). Academic optimism is a measure of a general, extensive certainty that students will be scholastically successful (Hoy et al., 2002). Teachers need to impact the students inside their school. Developing trust is very difficult for children, particularly when it comes to students and their learning (Hoy et al., 2002). Thus, developing trust can be seen as more generalized. Teachers are to accept not just that the mission of the school, but to follow state standards as well and have individual students be efficient in their schools. The findings of this study add to the research in education and teaching by affirming that transformational leadership practices can positively

affect a teacher's conviction that the school can and will be scholastically fruitful. Considering that transformational leadership strategies and the connection of elementary curricula is generally new, there has not been much examination into conceivable clarifications of teachers' transformational leadership strategies being implemented into instruction. Hall (2013) reasoned that there is very little evidence that the activities of teacher curricula affect student accomplishment. This study has opened the way to investigation into curriculum development and strategies, which can positively affect student accomplishment through transformational leadership strategies.

Deal and Peterson (1999) stated that transformational leadership has appeared to foresee essentially a positive school society composed of standards, convictions, and qualities. Ross and Gray (2006) have demonstrated that this type of leadership raises the collective value of a school. Educators' beliefs that their actions can and will positively affect their students are basic to scholarly confidence. Transformational leadership practices that foster shared decision-making are key segments in building educators' collective value. The findings of this study assist policy makers in government by considering the curriculum development process and which strategies really need to be implemented for student success.

The findings of this study will assist elementary school teachers and elementary school administrators understand why these strategies are significant when creating curricula. The strategies connected with this measurement of transformational leadership give teachers a feeling of reason through joint effort in creating particular objectives. Permitting teachers to partake in adjusting the curriculum to meet students' needs will clarify the school vision as far as practical suggestions for projects and guidelines. When teachers are a part of the arranging procedure, they will start to comprehend the connection to class objectives and the requirement for

particular changes that should be made inside the school. Transformational leaders will build up expert development to class objectives and a desire that students will be dedicated, imaginative, and proficient in fulfilling the current workload (Leithwood et al., 1999).

Information yielded from this study could be used to assist teachers in elementary schools identify key transformational leadership strategies that will help when developing curricula. Teachers play a vital role in developing curricula in elementary schools. It would be valuable to explore how curricula development strategies influence students. Because of the involvement of teachers with their students, presenting strategies within the curriculum that are not as effective could have a potential undesirable influence on the student.

Recommendations for Further Research

A review of the literature identified the theoretical framework used for this study in identifying key transformational leadership strategies in curriculum development in elementary schools. The research methods used produced six common strategies used among various elementary schools when developing curricula. It would be valuable to conduct the same research study using current teacher responses to then compare the results of those from the retired teachers. This study was conducted in one state; thus, further research with teachers in other states may add to the findings in this study. Additionally, a quantitative approach utilizing surveys comparing teachers from public schools and private schools may yield additional data.

Summary

The purpose of this study was to identify key transformational leadership strategies in curriculum development within elementary schools. The transformational leadership theory brings forth the concept of change and taking a role in having a vision for that change (Bennis & Nanus, 1985). This allows teachers to identify strategies for student success. Transformational

leadership skills connect deeply with teaching and learning and are consistently practiced by experienced teachers.

The leadership strategies that were identified in this study align with Bass's transformational leadership theory and its four components: idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation (Avolio & Bass, 1998; Avolio et al., 2004). The strategies identified in the study could, therefore, assist various other schools in implementing leadership strategies when developing curricula.

Researchers who considered successful influence endeavored to discover a relationship between school initiative and student accomplishment. Transformational leaders invented school vision, displayed key practices, scholarly incitement, and showed superior desires (Leithwood & Jantzi, 2000). Bass (1990) expressed that instructional leaders should concentrate on school objectives, educational modules, and guidelines. Accommodating activities and clear communication were shown with the portrayal of expert learning groups (DuFour et al., 2007). Rowold and Heinitz (2007) discovered high student accomplishment in schools in which transformational and instructional authority existed.

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APPENDIX A

Informed Consent to Participate in Research

PEPPERDINE UNIVERSITY*Graduate School of Education and Psychology***INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES****Key Transformational Leadership Strategies for Curriculum Development
in Elementary Schools**

You are invited to participate in a research study conducted by **Sophia Kousadian, MA**, with Dr. Hyatt, as Chairperson at Pepperdine University, because you are **a retired California Teacher that practices curriculum development**. Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will also be given a copy of this form for your records.

PURPOSE OF THE STUDY

The purpose of this study is to identify key transformational leadership strategies for curriculum development in elementary schools.

STUDY PROCEDURES

Following approval from Pepperdine IRB and consent to voluntarily participate in the study, the researcher will schedule a 30 minute phone call with the participant at a time convenient for the participant. The researcher will ask the participant to respond to the following semi-structured questions:

- 1) When developing curriculum, describe how you consider the individual student?
- 2) When developing curriculum, describe how you engender trust with students?
- 3) When developing curriculum, describe how you promote student ideas?
- 4) When developing curriculum, describe how you inspire students?

If participants have additional comments after reviewing the transcript, they can contact you by phone and that the 2nd call will be no longer than 30min in duration.

POTENTIAL RISKS AND DISCOMFORTS

No more than minimal risks are anticipated. There is the potential for breach of confidentiality. To mitigate for this, the researcher will assign alpha-numeric identifiers to each participant and remove any identifying information. Participants may pull back from the study at anytime. Data assembled in this study will be put away in a locked cabinet and any electronic documents will remain secured with a secret key. The data will be erased or destroyed following 3 years from the finish of the study.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

There are no direct benefits to participants, however the results of this study are anticipated to add to the existing body of knowledge to curriculum development and the education field.

CONFIDENTIALITY

I will keep your records for this study *confidential* as far as permitted by law. Participants may pull back from the study at anytime. Data assembled in this study will be put away in a locked cabinet and any electronic documents will remain secured with a secret key. The data will be erased or destroyed following 3 years from the finish of the study.

DATA STORAGE

All data stored on hard drive will be password protected and be in a locked cabinet in a locked office of the home of the researcher (Sophia Khouadian). Solely the researcher will also transcribe all interview content. In addition, all of the collected data, including interview notes and transcriptions, will be stored in a locked cabinet in a locked office in the researcher's home for three years and, thereafter, will be destroyed. Unique alphanumeric identifiers will be assigned to the participants and all identifying information will be removed from the transcripts.

PARTICIPATION AND WITHDRAWAL

Your participation is completely voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without repercussions. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

ALTERNATIVES TO FULL PARTICIPATION

Your alternative is to not participate in this study. Your relationship with the researcher will not be affected whether you participate or not in this study.

INVESTIGATOR'S CONTACT INFORMATION

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact *Sophia Khouadian*, if I have any

other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

APPENDIX B

Interview Questions

- 1) When developing curriculum, describe how you consider the individual student?
- 2) When developing curriculum, describe how you engender trust with students?
- 3) When developing curriculum, describe how you promote student ideas?
- 4) When developing curriculum, describe how you inspire students?

APPENDIX C

Expert Panel Review Form

Instructions: Please indicate under the rating column whether the interview questions is (1) relevant to the research question, (2) not relevant to the research questions or (3) should be modified.

<p>1. Research Question: What individualized consideration strategies influence curriculum development in California Elementary Schools?</p>	<p>1. Interview Question: When developing curriculum, describe how you consider the individual student?</p>	<p>Rating: (1) Relevant (2) Not Relevant (3) Modify as shown</p>
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Modify as follows

<p>2. Research Question: What intellectual stimulation strategies influence curriculum development in California Elementary Schools?</p>	<p>2. Interview Question: When developing curriculum, describe how you engender trust with students?</p>	<p>Rating: (1) Relevant (2) Not Relevant (3) Modify as shown</p>
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Modify as follows

<p>3. Research Question:</p> <p>What inspirational motivation strategies influence curriculum development in California Elementary Schools?</p>	<p>3. Interview Question:</p> <p>When developing curriculum, describe how you promote student ideas?</p>	<p>Rating:</p> <p>(1) Relevant</p> <p>(2) Not Relevant</p> <p>(3) Modify as shown</p>
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Modify as follows

<p>4. Research Question:</p> <p>What idealized influence strategies influence curriculum development in California Elementary Schools?</p>	<p>4. Interview Question:</p> <p>When developing curriculum, describe how you inspire students?</p>	<p>Rating:</p> <p>(1) Relevant</p> <p>(2) Not Relevant</p> <p>(3) Modify as shown</p>
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Modify as follows

Please use the following space to make additional comments concerning this research instrument

APPENDIX D

Interview Protocol

Respondent _____

Assigned Code _____

Date of Interview _____

Time of Interview _____

1. Introduction

a. Thank you

b. Describe Purpose: The purpose of this case study is to identify key transformational leadership strategies for curriculum development in elementary schools.

c. Review with the participant the consent form; their right to withdraw from the study at any time, and remind them their participation is voluntary.

d. Provide information about where to send the consent form.

e. Ask if participant has any further questions or comments.

2. Complete criteria questionnaire

f. Previous Position Title

g. Gender

h. Highest level of education obtained/ where?

i. Years as a leader in education

j. Length in previous leadership position

k. Grade levels taught

l. Type of school

3. Summary

a. Discuss instructions for Study

b. Explain the research instrument

1) When developing curriculum, describe how you consider the individual student?

2) When developing curriculum, describe how you engender trust with students?

3) When developing curriculum, describe how you promote student ideas?

4) When developing curriculum, describe how you inspire students?

c. Express gratitude for willingness to participate in the study.

APPENDIX E

Participation in Dissertation Study

Hello, my name is Sophia Khousadian. I am a student at Pepperdine University working on my doctorate degree in Organizational Leadership. I am conducting a study entitled *Key Transformational Leadership Strategies for Curriculum Development in Elementary Schools*. The purpose of this study is to identify key transformational leadership strategies for curriculum development in elementary schools. You have been identified as a retired elementary school teacher within California that participates within curriculum development.

Participation in this study includes a 30-minute interview. I would appreciate scheduling an individual meeting with each individual participating in the study. If you agree to participate, you will be requested to sign an informed consent form indicating that you voluntarily agree to participate in this study. Individual responses will be kept confidential and if you participate in the study, you will have the option of opting out if necessary. Information gathered from this study will assist teacher practices and inform teachers of strategies when developing curriculum. If you have any questions or would like to participate in the research, I can be reached at through email or phone. You are welcome to contact me at any time.

Thank you for your consideration,
Sophia Khousadian

APPENDIX F

Collaborative Institutional Training

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COURSEWORK REQUIREMENTS REPORT***

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- Name:
- Email:
- Institution Affiliation:
- Institution Unit:
- Phone:

Education

- Curriculum Group: GSEP Education Division
- Course Learner Group: GSEP Education Division - Social-Behavioral-Educational (SBE)
- Stage: Stage 1 - Basic Course

- Report ID: 18787989
- Completion Date: 02/20/2016
- Expiration Date: 02/18/2021
- Minimum Passing: 80
- Reported Score*: 100

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Belmont Report and CITI Course Introduction (ID: 1127)	02/20/16	3/3 (100%)
History and Ethical Principles - SBE (ID: 490)	02/20/16	5/5 (100%)
Defining Research with Human Subjects - SBE (ID: 491)	02/20/16	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	02/20/16	5/5 (100%)
Assessing Risk - SBE (ID: 503)	02/20/16	5/5 (100%)
Informed Consent - SBE (ID: 504)	02/20/16	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	02/20/16	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

CITI Program
 Email: citisupport@miami.edu
 Phone: 305-243-7970
 Web: <https://www.citiprogram.org>

Collaborative Institutional
 Training Initiative
 at the University of Miami

APPENDIX G

IRB Approval Notice

PEPPERDINE

Date: May 03, 2016

Protocol Investigator Name: Sophia Khousadian

Protocol #: 16-04-242

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Project Title: Key Transformational Leadership Strategies for Curriculum Development in Elementary Schools

School: Graduate School of Education and Psychology

Dear Sophia Khousadian:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chairperson

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives

Pepperdine University 24255 Pacific Coast Highway Malibu, CA 90263 TEL: 310-506-4000