

Pepperdine University
Graduate School of Education and Psychology

LEADERSHIP EFFECTIVENESS AND SOCIAL EMOTIONAL LEARNING COMPETENCY
SKILLS IN AN URBAN SCHOOL SETTING

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

by

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DOCTOR OF EDUCATION

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DEDICATION

I dedicate this dissertation to my parents, Frank Peter Bomentre, Jr. and Margarita Acfalle Bomentre, and my sons, Favio Bomentre Lalama and Nicolo Bomentre Lalama. My parents' limitless love and guidance have always been with me in all that I pursue. My sons provide boundless inspiration to me. Even with life's challenges, our resilience and the Lord's blessings made everything possible. I am who I am because of your consistent encouragement and perseverance. Thank you for your love and support during this dissertation journey.

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ABSTRACT

This quantitative research study was developed to support school principals leading in urban school settings with high rates of poverty, crime, and violence with a need for a set of skills to create a positive school culture with kindness, empathy, and compassion. To prepare administrators for the stressors of working in an urban school setting, a school leader must be able to maintain effectiveness under stressful, or even hostile, conditions. Thus, school principals must improve their Social and Emotional Learning (SEL) competency skills to be effective in creating a positive school culture with kindness, empathy, and compassion.

This research study utilized a quantitative, correlational-design approach to examine the positive correlation between staff perceptions of a secondary school principal's leadership effectiveness with customer service and interpersonal skills with students' sense of belonging in the same urban school. To answer the research question based on dichotomous student data (agree versus not agree), chi-square tests were performed. To measure the level of positive correlation between the staff perceptions of leadership and student, Cramer's V tests were used.

Results from this study indicated that students reported higher overall sense of belonging for schools having principals with high scores for communicating effectively (64.4%), having principals with high scores (62.6%) for treating people with respect, and having principals with high scores (62.6%) for working collaboratively with others. For all 18 chi-square tests, a positive relationship was found between the student's sense of belonging and ratings of the principal's leadership abilities based on staff perceptions. Findings from this quantitative research can be used to enhance educator preparation programs in universities and be a beginning for more future research for school districts to improve key performance indicators such as chronic absenteeism, suspension rates, test scores, and graduation rates.

Chapter 1: Overview

Adult mind-set is a challenging area to change when creating and leading a positive school climate and culture. Secondary principals have many additional challenges when leading this work in an urban school setting. The researcher explored what school staff perceive as being an effective leader in secondary schools in one urban school district, San Bernardino City Unified School District (SBCUSD), in nine different secondary schools. The researcher analyzed data feedback from students to see whether students felt connected and a sense of belonging. The researcher wanted to discover if leadership effectiveness based on staff perceptions match that of students feeling connected to their schools. Another area of interest to the researcher was when a school leader is considered effective by staff with customer service and interpersonal skills, and students have a high percentage of a sense of belonging, do comments and/or scores correlate with a leader being competent in social emotional learning competency skills?

Background

The researcher believes leadership effectiveness to be an essential component to the success of a school. Secondary schools are the step before college and careers for our youth. A skilled leader provides instructional leadership, coaching and mentoring to students and staff, and builds relationships with all stakeholders. It is challenging to create a high-reliability school especially in an urban setting that serves students with additional challenges of poverty, crime, homelessness, and low percentages of graduation rates. Students from urban schools have less supportive family backgrounds, less favorable school experiences, and less successful educational outcomes than students from other schools (Burns, Lippman, & McArthur, 1996). Furthermore, in the area of student behavior, absenteeism, class discipline, feeling safe at school,

weapons possession, and pregnancy exist at a higher rate among urban students overall than among other students (Burns et al., 1996).

In many fields, assessments are not only used to make important career decisions about salaries or promotions. They are used to discover areas for individual improvement and create a culture of learning and continuous improvement throughout those organizations. “Assessing leader effectiveness has been an important element of school improvement for more than two decades” (Goldring, et al., 2009, p. 19).

The areas in which secondary school principals are evaluated are oftentimes graduation rates, suspension and expulsion rates, attendance rates, college readiness and admission, student completion of A-G courses, etc. A-G courses are a minimum set of courses required for admissions as a freshman in the University of California (UC) and the California State University (CSU) systems (California Department of Education, 2018b, para 2). The minimum 15 college-preparatory A-G courses or subjects required for university admission are (a) two years of history/social science, (b) four years of English, (c) three years of mathematics, (d) two years of laboratory science, (e) two years of the same language other than English (LOTE), (f) one year of visual and performing arts, and (e) one year of an additional college preparatory elective (Regents of the University of California, 2018, p. 9-11). The particular areas in which secondary principals are evaluated are items that can be measured by hard data (statistics, numbers, and/or graphs).

Soft data are a bit more challenging to measure. None of the structures, patterns, and processes can be accomplished without the below the green line items, which are information, relationships, and identity being in place (Zuieback, 2012). Lencioni (2012) stated that being

smart occupies almost all the time, energy, and attention of most leaders to develop a successful organization, yet the other half of the equation which is oftentimes neglected is being healthy.

Nearly all principals believe that an increased focus on social and emotional learning would have a somewhat major or very major benefit on promoting a positive school climate (99%), helping students become good citizens as adults (98%), improving relationships between students and their teachers (98%), and decreasing bullying (96%); (DePaoli, Atwell, Bridgeland, Civic Enterprises, & Hart, 2017, p. 3). The components of Social and Emotional Learning (SEL) competency skills (self-management, self-awareness, social awareness, responsible decision making, and authentic relationships) may be challenging to measure. “Though administrators see the importance of assessing students’ SEL skills, they lack familiarity with the tools to do so” (DePaoli et al., 2017, p. 9). Leadership effectiveness through competent SEL skills may need modeling from adults for students to learn it. “Professional learning opportunities to ensure leaders have the necessary knowledge, skills, and attitudes to lead and support new practices of SEL must be provided” (Mart, Weissberg, & Kendziora, 2015, p. 493).

Problem Statement

The factors that affect urban students at home do not disappear when they enter through the school’s doors. They bring the issues from their home environment with them, which affects their behavior and their ability to learn within a normal school setting. Drugs, gangs, violence, unemployment, single-parent households, and substandard housing and health care are the norm and not the exception (Flessa, 2009; Yisrael, 2013). At the level of continuous learning and development, leadership assessment can serve as a powerful communication tool, providing both formative and summative feedback to a school leader, enabling principals to make informed

decisions regarding development and improvement by identifying gaps between existing practices and desired outcomes (Goldring, et al., 2009; Harvey, 2002).

Currently in education, SEL competency skills are a hot topic for educators to integrate with academics to help students be successful. The former Emotional Intelligence qualities are the closest parallel to SEL skills in that knowledge of content or process and protocols cannot make an effective leader on its own. The five SEL competency skills are self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Collaborative for Academic, Social, and Emotional Learning, 2016a; Schonert-Reichl, Kitil, Hanson-Peterson, & University of British Columbia, 2017). All focus for the SEL competencies involves coordinated strategies across classrooms, schools, homes, and districts for student success.

To promote students' social, emotional, and academic learning, school principals must be aware of modeling the SEL competencies or, for that matter, the adults who work with students must model these competencies in their own interactions with each other. "The best climate for learning comes when students, teachers, and school principals each take steps to become more emotionally self-aware and socially intelligent" (Goleman, 2006, p. 76). Observational learning, which occurs through watching adult-to-adult or adult-to-student interactions, is a powerful aspect of the hidden curriculum that provides instruction in a variety of SEL-relevant domains (Jennings & Frank, 2015). Creating opportunities, such as professional development, coaching, and ongoing support, to help adults develop SEL competence for themselves allow them to become good role models of SEL (Dusenbury & Weissberg, 2016).

Urban school leaders may need training to understand how their emotional reactions affect others. Training on how to build strong and supportive relationships with all stakeholders

and how to negotiate solutions to conflict situations effectively to improve school conditions may also be of interest to school leaders. Supporting teachers as well as improving their students' academic and social-emotional growth in urban school settings that have their own challenges is yet another area of training needed.

With all of the above-mentioned factors present in their school world, the problem is school leaders may not even know how to develop an action plan to improve his or her leadership effectiveness amongst staff nor how to increase his or her students' sense of belonging if they do not know there is a correlation. The starting point is to discover the current state of an urban school leader's leadership effectiveness with his or her staff and how connected their students feel. Once the current state is determined, then a school leader may develop an action plan to improve his or her leadership effectiveness and his or her students' sense of belonging.

Purpose

The purpose of this quantitative research study was to determine to what extent, if at all, there is a positive correlation between students' perceptions for their level of sense of belonging at a school site with staff perceptions of urban secondary school principals' leadership behaviors. In determining the correlation, urban secondary school principals may see which SEL competency skills are areas of strength and which are opportunities for growth to improve their leadership effectiveness for staff and students' sense of belonging in school.

Research Question

To what extent, if at all, do students' perceptions for their level of sense of belonging at a school site positively correlate with staff perceptions of urban secondary school principals' leadership behaviors (communicative competence, respectfulness, and collaborative competence)?

Hypotheses

Null Hypothesis: None of the correlations between staff perceptions of urban secondary school principals' leadership behaviors (communicative competence, respectfulness, and collaborative competence) and students' level of sense of belonging across 10 secondary school sites within the same urban school district will be positively significant.

Alternative Hypothesis: At least one of the correlations between staff perceptions of urban secondary school principals' leadership behaviors (communicative competence, respectfulness, and collaborative competence) and students' level of sense of belonging across 10 secondary school sites within the same urban school district will be positively significant.

Significance

The researcher believed, based upon personal experience in the SBCUSD, that many students exhibit at-risk behavior as a result of trauma and exposure to pervasive violence. Students who have been impacted by trauma carry a very heavy load and operate at a continual high level of stress, especially when experiencing years of toxic stress in toxic home environments that shift them into living every moment of everyday in survival mode (Sporleder & Forbes, 2016). Safe, caring, participatory, and responsive school climates tend to foster a greater attachment to school and provide the optimal foundation for social, emotional, and academic learning for secondary students (Cohen & Geier, 2010).

Being a former vice principal and principal at a Continuation High School in San Bernardino, the researcher's work with responding to discipline and office referrals had always shed light on the individual experiences of students. It was in listening to their perspective and what occurred in their lives that helped the researcher build capacity and resiliency. It was in listening to how much is endured in a struggling city of violence and poverty that the researcher

was able to provide resources to redefine students by their strengths. It is important to understand that most families do not willingly embrace poverty, violence, and crime. Structural inequalities are built into our systems to cause a lack of opportunities. The above skills are embedded in SEL competency skills. “SEL represents a part of education that is inextricably linked to school success but has not been explicitly stated or given much attention until recently” (Schonert-Reichl et al., 2017, p. 5).

Prolonged exposure to repetitive or severe events such as child abuse (physical–sexual, interpersonal–domestic violence, witnessing of neglect, community violence), is likely to cause the most severe and lasting effects (Disassociation FAQ’s, 2017). When students experience trauma, academic tasks are very challenging for them to complete. The result is that their brains are wired for fear, and students react with a perceived bad behavior, which actually makes this a brain issue, not a behavioral issue (Sporleder & Forbes, 2016). “Trauma is not just an individual experience, but can be experienced collectively by people living in high violence neighborhoods, whether they are directly impacted by a violent episode or not” (Jennings, 2019, p. 1).

Coaching in SEL competency skills may prove to be very beneficial to build the capacity of school administrators, which, in turn, may affect creating a positive school culture with kindness, empathy, and compassion. “Grounding our work in empathy (or compassion) is a theme in numerous, enduring bodies of work in education, psychology, and neuroscience” (Tomlinson & Murphy, 2018, p. 23). Getting school staff and teachers to change how they think, act, and respond to students takes a conscious effort and dedicated mindfulness, and the starting point is the site leader: the school principal (Sporleder & Forbes, 2016). It is not enough for school leaders to give and receive feedback. Leaders must share their own growth areas with staff to build trust, self-awareness, transparency, and accountability with the overarching goal of

creating a positive culture of openness and inquiry (Brown, 2018; Dolph, 2017; Sprankles, 2018).

Definition of Terms

Adverse Childhood Experiences (ACEs): Sporleder & Forbes (2016) define adverse childhood experiences as intensive and frequently occurring sources of stress that children (from birth to 18) might suffer in life ranging from physical, emotional or sexual abuse, neglect, witnessing violence in the home, living with alcohol and/or substance abuser, and community violence. (p. 11). The ACE study measures 10 types of childhood trauma, 5 personal and 5 related to other family members (Jennings, 2019) (APPENDIX A).

Mindfulness: “Mindfulness interventions target self-awareness and self-management skills with some focus on social awareness and relationship skills by training the mind to function in a mode of moment-to-moment awareness, acceptance, nonjudgment, and compassion” (Conley, 2015, p. 200). “Mindfulness has been defined as awareness of the present moment with an attitude of curiosity and openness” (Jennings, 2019, p. 121).

Positive Behavioral Interventions Support (PBIS): School-wide PBIS is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success (Collaborative for Academic, Social, and Emotional Learning, 2010; Horner & Lewis, 2015). PBIS offers a school-wide model to support prosocial behavior using positive approaches (Jennings, 2019).

Resilience: Resilience refers to a set of protective processes that buffer individuals from the effects of adverse experiences —how we overcome a range of obstacles or adapt in the face of adversity, trauma, tragedy, threats or significant sources of stress (Sporleder & Forbes, 2016;

Williamson, Modecki, & Guerra, 2015). “Resilient people are able to reframe challenges as opportunities for growth” (Jennings, 2019, p. 113).

School Climate: School climate refers to the quality and character of school life. It is based on patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing, and satisfying life in a democratic society. This climate includes norms, values, and expectations that support people feeling socially, emotionally, and physically safe. People are engaged and respected. Students, families, and educators work together to develop, live, and contribute to a shared school vision. Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning. Each person contributes to the operations of the school and the care of the physical environment (Garibaldi, Ruddy, Kendziora, & Osher, 2015; National School Climate Council, 2007).

SEL: SEL involves the processes through which individuals acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage their emotions, feel and show empathy for others, establish and achieve positive goals, develop and maintain positive relationships, and make responsible decisions (Collaborative for Academic, Social, and Emotional Learning, 2010; Schonert-Reichl et al., 2017, p. 5).

Trauma-Informed: Trauma-informed refers to all of the ways in which a service system is influenced by understanding trauma and the ways in which it is modified to be responsive to the impact of traumatic stress. A trauma-informed school focuses first on relationship and second on discipline. The reality is that the more a child has a relationship with at least one trusting adult, the less this student will act out in the classroom (Sporleder & Forbes, 2016).

Trauma-Informed Practices: “Trauma-informed practices refer to the ways in which child-serving systems and professionals buffer the effects of adversity on children with trauma and help them to heal and thrive” (Berliner et al., 2018, p. 4).

Assumptions of the Study

Staff perceptions would be honest in terms of their opinion of their site leader’s leadership effectiveness. However, there are some who may have used the Leadership Effectiveness Survey to hide behind anonymity to make unprofessional comments that may be too personal and insulting for secondary principals.

Students completing the CORE Student Culture and Climate Survey- Sense of Belonging may or may not have understood all of the verbiage because of possible second-language barriers, reading level, and/or level of vocabulary in the survey. The researcher did not supplement or enhance the understanding of the student taking the survey.

Limitations of the Study

The researcher was not able to control the number of surveys completed, as it was voluntary for both staff and students within each school site. Duplicated surveys by each staff member were also not avoidable when staff completed the Leadership Effectiveness Survey anonymously without collecting e-mail addresses or names.

The surveys were done online with a technology device during the school day by students. Internet connection was dependent on the school site’s accessibility to the district server.

It is important to disclose that the researcher has prior experience as a principal and vice principal in San Bernardino City Unified School District. This may have created a researcher bias which the researcher tried best to control by showing unconditional positive regard. To

minimize confirmation bias, the researcher continually reevaluated the archived summary data to challenge preexisting assumptions and hypotheses.

Delimitations of the Study

The research only studied staff and student surveys from nine secondary school sites within SBCUSD. Staff consisted of sixth through 12th grade teachers, school counselors, and other certificated and classified staff. The instrument was provided in its entirety to staff. The researcher only used the section of the Leadership Effectiveness Survey with the heading “Customer Service” in this study. The instrument for students was provided in its entirety as well. However, the focus of the researcher was only the “Sense of Belonging” section of the school culture and climate portion of the Student Survey.

Summary

Urban schools have a challenge of location and poverty. Student behaviors are most likely to be worse in public urban schools resulting in more time spent on maintaining classroom discipline, student absenteeism, possession of weapons, and higher percentages of student pregnancy (Burns, Lippman, & McArthur, 1996). The staff perceptions of leadership effectiveness in the area of Customer Service and Interpersonal Skills of secondary school principals in one urban school setting, SBCUSD, were compared to their students’ Sense of Belonging and School Connectedness.

The researcher hoped to find a positive correlation between staff perceptions of high leadership effectiveness within customer service and interpersonal skills of the secondary school principals studied and their students’ sense of belonging. Next steps would be to increase knowledge of SEL competency skills as being vital to creating and leading a positive school climate and culture in secondary urban school settings “Organizational culture is critical to

school success because it influences the way educators behave, communicate, and interact” (Dolph, 2017, p. 378).

Leadership effectiveness infuses relationship building and empathy with accountability (Harvey, 2002). It requires a paradigm change in how we view others and how we prepare our leaders for this change, especially in urban school settings. In Chapter 2, the researcher examines deeper urban school settings, SEL competency skills compared to emotional intelligence, leadership effectiveness, and school leadership programs. It was the hope of the researcher through positive correlations of staff perceptions and student’s voices that outcomes prove SEL competency skills are the foundation of school leadership effectiveness in urban school settings. Furthermore, the researcher believes that the outcomes support reframing preparation of school administrators to grow their capacity to shape urban environments to nurture the cognitive, emotional, and social well-being of their staff and students.

Chapter 2: Literature Review

“Effective two-way communication is an integral part of leadership” (Hoerr, 2018, p. 90). In an urban secondary school setting, communicating may not be a priority for principals due to the operational responsibilities that exist. Priority might be placed on how busy a site moves with expectations and numerous deadlines to run a school. Most school leaders may believe they have exemplary people skills. When the Association for Supervision and Curriculum Development (ASCD) convened high-achieving teachers from around the United States to discover their thoughts on the teaching profession and barriers to success, they found that these high performing teachers stated there is “a lack of communication with principals, a lack of recognition and appreciation, and a failure to be included in discussions” (Hoerr, 2018, p. 90). Principals lacking basic SEL skills as perceived by the best teachers around the nation may have additional challenges of working in an urban school setting in a community with high rates of poverty and crime (Dolph, 2017).

Students in communities with high rates of poverty are exposed to trauma yet are expected to attend daily and punctually, excel and achieve in school, and participate in planning their future. Schools serving communities with high rates of poverty and crime are expected to meet key performance indicators such as increasing graduation rates, decreasing suspension and expulsion rates, increasing test scores, etc. Students who survive trauma and grow to be successful have identified one single variable in their success: they were connected to a caring adult who believed in them and cared about them (Garibaldi et al., 2015; National School Climate Council, 2007; Sporleder & Forbes, 2016). Cozolino (2013) states that “teachers can use their warmth, empathic caring, and positive regard to create a state of mind that decreases fear and increases neuroplasticity and learning” (p. 6). This may result in an expanded learning

capacity.

Just as teachers have techniques to create a positive classroom environment. Principals may also use strategies and techniques to create a positive school climate and culture and practice SEL competency skills while doing so. Harvey (2002) lists coping strategies for leaders when they feel anger and high levels of stress, such as taking a brisk walk, running up five flights of stairs, taking a mindful moment and meditating. These and many more strategies are part of becoming competent in SEL skills of self-management and self-awareness.

School principals are typically not provided with professional development on how best to work with students who are exposed to family and environmental stressors and trauma, and yet they are expected to lead their school staff to build relationships and be socially aware with their students. “Stress and negative classroom associations impair learning” (Tomlinson & Murphy, 2018, p. 23). Even though leaders routinely face daily challenges that give them opportunities to apply social and emotional competencies, leaders are often not given feedback to help identify their social and emotional competencies, and their developmental stages (Patti, Senge, Madrazo, & Stern, 2015). Although there is a growing interest in SEL skills at the pre- and in-service level for educators, a lack of university-based course offerings exists in this area (Garibaldi et al., 2015; National School Climate Council, 2007).

Students are not able to concentrate in school when they are homeless, one or both parents are incarcerated, or they witness violence or death frequently (Garibaldi et al., 2015; National School Climate Council, 2007; Sporleder & Forbes, 2016). School safety, culture and support are part of every monitoring system for schools to be accredited or certified. Safety takes on a very different definition when trauma is included in the perspective of helping students feel safe enough to focus on instruction. School staff need to learn about each student individually

and respond to each differently through building relationships so that there are no blind spots (Fink, 2018). It is critical to understand that in some situations, armoring up or self-protecting keeps one physically or emotionally safe (Brown, 2018). School staff in cities with high rates of poverty and crime must be able to build resilience in each child and create safe classrooms (National Child Traumatic Stress Network, 2008; Sporleder & Forbes, 2016). When schools located in areas with high rates of poverty and crime are trauma-informed schools that create a trauma-sensitive culture utilizing SEL competency skills for school principals, students may be more successful with academics and behavior (Garibaldi et al., 2015; Jennings, 2019; National School Climate Council, 2007; Sporleder & Forbes, 2016; Yisrael, 2013).

To understand the link between leadership effectiveness and SEL competency skills for school principals in an urban school setting, we first need to look at what is meant by the terms urban school settings, SEL, emotional intelligence, key performance indicators, and current preparation courses for principals. After reviewing commonly accepted definitions, it is the intent of this review to explore how SEL may make a positive impact in leadership effectiveness for principals working in urban school settings. After all, creating a positive school climate and culture is the foundation for affecting successful student achievement and an effective workplace for staff (Collaborative for Academic, Social, and Emotional Learning, 2016b; DeWitt, 2018; Garibaldi et al., 2015; National School Climate Council, 2007; Sporleder & Forbes, 2016).

Urban School Settings

Urban is a term widely used yet no single definition was found to be agreed upon. Urban public schools are larger on every level: elementary, middle, and high schools. According to the National Center for Education Statistics, schools are classified by their size, population density, and location in relation to a city (Burns et al., 1996). The Bureau of the Census defines urban as

comprising all territory, population, and housing units located in urbanized areas and in places of 2,500 or more inhabitants outside of urbanized areas—having a population of 50,000 or more (Burns et al., 1996). Urban school settings are those with more students who are underserved or considered disadvantaged.

Urban public schools are often times characterized by failure, which centers around test scores, attendance, graduation rates, etc. (Jacob, 2007). Too many instructional initiatives to focus on may be part of the challenge when there may be underlying traumatic experiences among students affecting their learning. Many things may be important, but only one can be the most important because, over time, success is built sequentially and with one thing at a time (Keller & Papasan, 2012). This research has found that not enough is known about how urban schools are characterized by having an effective principal based on the level of SEL competency skills. The one thing in an urban secondary school setting that may demonstrate a school principal's staff perceptions of his or her leadership effectiveness and students' sense of belonging may be competency in SEL skills. "Daring leaders must care for and be connected to the people they lead" (Brown, 2018, p. 12).

"Although the salary in urban school settings may be higher, urban school principals may be working with many challenges not found in suburban or rural areas" (Jacob, 2007, p. 142). Urban principals are responsible for significantly higher proportions of English learners, students needing special education accommodations, economically disadvantaged, high student mobility, and culturally diverse students (Burns et al., 1996; Olivares-Cuhat, 2011). In a qualitative study of four middle school principals in one urban school district, a common perspective found was that urbanisms are a set of negative pressures that originate outside of the school that make principals' jobs more difficult (Flessa, 2009). A school's climate is the summation of all the

positive and negative interactions among all people at the school in a given day (DeWitt, 2018; Goleman, 2006). “Effective communication is the most challenging issue that any organization faces” (Harvey, 2002, p. 87). In urban school settings, high turnover rates among principals may be evident and add to the challenge of effective communication. Principals must focus on relationship building, communication, and mediation to increase connections with parents and community (DeWitt, 2018; Flessa, 2009; Sporleder & Forbes, 2016) to enact change in an urban school setting.

Williams (2008) studied the characteristics that distinguish outstanding urban principals from a large Midwestern urban school district. He studied 12 outstanding and eight typical principals identified by peers, district office, and the teachers’ union. Williams conducted mixed-method research, which consisted of interviews, open-ended questions, and a variety of assessments. The results showed that the emotional and social intelligence competencies that significantly differentiated outstanding from typical principals were: (a) self-confidence, (b) self-control, (c) conscientiousness, (d) achievement orientation, (e) initiative, (f) organizational awareness, (g) developing others, (h) influence, (i) analytical thinker, (j) leadership, (k) teamwork–collaboration influence, (l) change catalyst, and (m) conflict management (Williams, 2008).

Emotional Intelligence (EQ)

Definitions for EQ vary. The most comparable definition of EQ to SEL competency skills for the purpose of this study is that of Goleman (1995) in his publication, *Emotional Intelligence*. His definition includes the four broad domains of self-awareness, self-regulation, self-motivation, and empathy consisting of 19 competencies (see Table 1; Goleman, 1995; Williams, 2008).

Table 1

Summary of Emotional and Social Intelligence Competencies

Emotional Intelligence Clusters–Competencies	
Self-awareness cluster	
Emotional self-awareness	Recognizing one’s emotions and their efforts.
Accurate self-assessment	Knowing one’s inner resources, abilities, and limits.
Self-confidence	A strong sense of one’s self worth and capabilities.
Self-management cluster	
Self-control	Keeping disruptive emotions and impulses in check.
Trustworthiness	Maintaining integrity.
Conscientiousness	Taking personal responsibility for own performance.
Adaptability	Being flexible in responding to change.
Achievement orientation	Striving to improve or meet a standard of excellence.
Initiative	Displays proactivity.
Social Intelligence Clusters–Competencies	
Social awareness cluster	
Empathy	Sensing others’ feelings, perspectives and taking an active interest in their concerns.
Organizational awareness	Reading social and political currents.
Service orientation	Anticipating, recognizing, and meeting customers’ needs.
Social skills cluster	
Developing others	Sensing others’ development needs and bolstering their abilities.
Leadership	Inspiring and guiding individuals and groups.
Influence	Wielding effective tactics for persuasion.
Communications	Listening openly and sending convincing messages.
Change catalyst	Initiating or managing change.
Conflict management	Negotiating and resolving disagreements.
Building bonds	Nurturing instrumental relationships.
Teamwork–collaboration	Working with others and creating group synergy toward shared goals.

Note. The data for emotional and social intelligence competencies is adapted from “Characteristics That Distinguish Outstanding Urban Principals: Emotional Intelligence, Social Intelligence and Environmental Adaptation” by Helen W. Williams, 2008, p. 41. Copyright 2008 by Emerald Group Publishing Limited.

Emotional intelligence is the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms (Goleman, 1995). Principals who possess high levels of emotional intelligence are more skillful in leading change, cultivating commitment from their staff, and can make a significant difference between a

high-performing school and a low-performing school (Moore, 2009). Goleman's model indicates that people with higher emotional intelligence will be more capable of managing conflicts and communicating with others (Cai, 2011).

EQ's Personal Competence consists of self-awareness and self-management skills. Self-awareness is understanding how one feels and accurately assessing one's own emotional state. Self-management builds on the understanding gained with self-awareness and involves controlling one's emotions. How one regulates to maintain equilibrium in the face of any problem or provocation one faces requires self-awareness and self-management skills.

EQ's Social Competence includes social awareness and relationship management. Social awareness involves expanding one's awareness to include the emotions of those people within one's vicinity. It includes being able to empathize with others and being aware of how the organization in which one works affects them. Relationship management is using an awareness of one's own emotions and those of others to build strong relationships. It includes identification, analysis, and management of relationships with people inside and outside of one's team as well as their development through feedback and coaching. It incorporates the ability to communicate, persuade, and lead others, while being direct and honest without alienating people.

Several studies suggest that leaders high in emotional intelligence may be more skillful in influencing, inspiring, intellectually stimulating, and growing their staff (Goleman, 1995; Goleman, 2006; Moore, 2009; Segneri, 2015). Brown (2018) found that "data made clear that care and connection are irreducible requirements for wholehearted, productive relationships between leaders and team members" (p. 12).

SEL Competency Skills

“Since the early 1900s, SEL has emerged as a major thematic and programmatic emphasis in American education” (Hoffman, 2009, p. 533). Goleman’s (1995) *Emotional Intelligence: Why It Can Matter More than IQ* had a major role in the popularization of the ideas of emotional intelligence and inspired SEL among educators. SEL has yet to become a significant focus in teacher or administrator education programs. SEL seems to be a representation of school-based adaptations of EQ theory and research. The term SEL was first introduced in 1994 at a meeting hosted by the Fetzer Institute and was defined as “the process of acquiring a set of social and emotional skills, self-awareness, self-management, social awareness, relationship skills, and responsible decision-making within the context of a safe, supportive, environment” (Cherniss, Extein, Goleman, & Weissberg, 2006, p. 243).

SEL enhances students’ capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges (Collaborative for Academic, Social, and Emotional Learning, 2016a; Williamson, Modecki, & Guerra, 2015). As with many similar frameworks, CASEL’s integrated framework promotes intrapersonal, interpersonal, and cognitive competence. The five SEL core competencies may be viewed in Figure 1.



Figure 1. The five SEL core competencies. Reprinted from “A Guide for School Board Members on Community Partnerships for Student Success” by E. Blad, 2014, *Education Week*, 33(30), p. 3. Copyright 2014 by E. Blad.

CASEL defines the five competency skills as follows:

Self-awareness: The ability to recognize accurately one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a growth mind-set.

(Collaborative for Academic, Social, and Emotional Learning, 2016a; Conley, 2015; Dusenbury & Weissberg, 2016; Elias, O’Brien, & Weissberg, 2006; Schonert-Reichl et al., 2017; Weissberg, Durlak, Domitrovich, & Gullotta, 2015).

Self-management: The ability to regulate successfully one’s emotions, thoughts, and behaviors in different situations—effectively managing stress, controlling impulses, and motivating oneself; The ability to set and work toward personal and academic goals.

(Collaborative for Academic, Social, and Emotional Learning, 2016a; Conley, 2015; Dusenbury & Weissberg, 2016; Elias et al., 2006; Schonert-Reichl et al., 2017; Weissberg et al., 2015).

Social awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports (Collaborative for Academic, Social, and Emotional Learning, 2016a; Conley, 2015; Dusenbury & Weissberg, 2016; Elias et al., 2006; Schonert-Reichl et al., 2017; Weissberg et al., 2015).

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed (Collaborative for Academic, Social, and Emotional Learning, 2016a; Conley, 2015; Dusenbury & Weissberg, 2016; Elias et al., 2006; Schonert-Reichl et al., 2017; Weissberg et al., 2015).

Responsible decision making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others (Collaborative for Academic, Social, and Emotional Learning, 2016a; Conley, 2015; Dusenbury & Weissberg, 2016; Elias et al., 2006; Schonert-Reichl et al., 2017; Weissberg et al., 2015).

Integration of SEL and PBIS

The integration of PBIS and SEL is occurring in school districts because they both (a) focus on the prevention of challenges that impede with academic success and the encouragement of positive skills and environments, (b) accentuate the value of positive approaches to students rather than punitive ones, and (c) put high value on the importance of students learning the skills

that will enable them to be socially and academically successful (Cook, Frye, Slemrod, & Lyon, 2015). SEL may need to be intertwined with professional learning development on PBIS as being a part of the Tier 1 interventions for all students. SEL and PBIS are both rooted in the belief that students learn best in a safe and well-managed learning environment (Bear, Whitcomb, Elias, & Blank, 2015; Collaborative for Academic, Social, and Emotional Learning, 2010; Horner & Lewis, 2015).

Teachers should be trained to integrate social skills lessons with SEL skills (Mart et al., 2015). Doing so may establish a more supportive and nurturing environment to empower students with protective factors to develop competencies to build their resiliency. Protective factors are resources, skills, strengths, and coping mechanisms with a focus on social and emotional development to help students handle stress, which is essential for every student, whether impacted by trauma (Bear et al., 2015; Cook et al., 2015; Sporleder & Forbes, 2016). The SEL competency skill of building relationships seems to be highly important for students to have a high sense of belonging in school. A caring teacher who shows positive regard for a student, demonstrates optimism and encouragement, and exhibits good classroom management skills positively impacts student achievement (Cozolino, 2013; Tomlinson & Murphy, 2018).

The research did not produce a formal comparison table for SEL and PBIS. The researcher did find a statement that the CASEL and leaders of the PBIS community are currently working on a detailed comparison and alignment document within a brief outline of PBIS and SEL (Collaborative for Academic, Social, and Emotional Learning, 2010). It is mentioned that one challenge facing urban schools is teachers tend to spend much instructional time dealing with student behavior, and student discipline problems are more prevalent in urban schools with high poverty (Dolph, 2017).

SEL Versus Emotional Intelligence

Education seems to have more pressure for performance and may have evolved to an organization responsible for much more than ever in its history. SEL may be easier to chunk and chew for educators as a result of only having five competency skills while EQ has 19 competencies. Extraordinary results are directly determined by how narrow one can make one's focus (Keller & Papasan, 2012). Thus, less is more when planning professional learning that prevents escalation of emotions in the midst of change reform. Josh Billings, the pen name for a famous 19th Century American humorist, Henry Wheeler Shaw, stated "Be like a postage stamp, stick to one thing until you get there" (Shaw, 1868; as cited in Keller & Papasan, 2012, p. 6).

Social and emotional development have been one of the three domains of focus for school counselors as part of the American School Counselor Association (American School Counselor Association, 2014) Mind-sets & Behaviors adopted in 1984. The American School Counselor Association's Mind-sets & Behaviors are organized in three broad domains: academic, career, and social–emotional development. These domains promote mind-sets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The social and emotional development domain is defined as, "Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills" (American School Counselor Association, 2014, p. 1). SEL seems to have spread beyond the duties and responsibilities of a school counselor alone. The research shows it is the topic among school districts' educational services integrating student services with academic improvement practices.

SEL and EQ are very similar. As shown in Table 2, both competencies address self-management, self-awareness, social awareness, and building relationships. SEL skills has an

additional layer on which principals must reflect their practices: responsible decision making.

When leaders support their team to reach a state of EQ, individuals begin to hold each other accountable by learning not only to observe and to mimic but to harness and control the team's emotions to aid in their thought processes (Adams & Anantatmula, 2010).

Table 2

An SEL and EQ Comparison

SEL	EQ
Self-Management	Personal Competence
Impulse control	Self-Management
Stress management	Emotional self-control
Self-discipline	Transparency
Self-motivation	Adaptability
Goal-setting	Achievement
Organizational skills	Initiative
	Optimism
Self-Awareness	
Identifying emotions	Self-Awareness
Accurate self-perception	Emotional self-awareness
Recognizing strengths	Accurate self-assessment
Self-confidence	Self-confidence
Self-efficacy	
Social Awareness	Social Competence
Perspective-taking	Social Awareness
Empathy	Empathy
Appreciating diversity	Organizational awareness
Respect for others	Service orientation
Relationship Skills	
Communication	Relationship Management
Social engagement	Inspirational leadership
Relationship-building	Influence
Teamwork	Developing Others
	Change catalyst
	Conflict management
	Building bonds
	Teamwork and collaboration
Responsible Decision Making	
Identifying problems	
Analyzing situations	
Solving problems	

(continued)

SEL	EQ
Evaluating Reflecting Ethical responsibility	

Note: The data for social and emotional learning competency skills in Table 2 adapted from “Core SEL Competencies” by Collaborative for Academic, Social, and Emotional Learning, 2016a, CASEL, p. 1. Copyright 2018 by CASEL. The data for EQ competencies adapted from “Emotional Intelligence: Why It Can Matter More Than IQ” by Goleman, 1995, Copyright 1995 by Daniel Goleman.

Key Performance Indicators and Leadership Effectiveness

School principals are considered effective based on a variety of key performance indicators in California. As shown in Table 3, some of them are, but not limited to, suspension rates, high graduation rates, student attendance, school–community engagement, English Learner reclassification rates, academic proficiency levels, and college–career readiness.

Table 3

The State and Local Indicators for Each Local Control Funding Formula Priority Areas

Priority Areas	State Indicator	Local Indicator
Priority 1: Basic Services and Conditions at schools	N/A	Text books availability, adequate facilities, and correctly assigned teachers
Priority 2: Implementation of State Academic Standards	N/A	Annually report on progress in implementing the standards for all content areas.
Priority 3: Parent Engagement	N/A	Annual report progress toward: (1) seeking input from parents–guardians in decision-making; and (2) promoting parental participation in programs.
Priority 4: Student Achievement	Academic Indicator (Grades 3–8) English Learner Progress Indicator Graduation Rate Indicator	Grade 11 Distance from Level 3 Report
Priority 5: Student Engagement	Chronic Absenteeism Indicator	N/A

(continued)

Priority Areas	State Indicator	Local Indicator
Priority 6: School Climate	Suspension Rate Indicator	Administer a Local Climate Survey every other year.
Priority 7: Access to a Broad Course of Study	College–Career Indicator (Status only)	Pending SBE Action for Inclusion in Fall 2018 Dashboard
Priority 8: Outcomes in a Broad Course of Study	College/Career Indicator (Status only)	N/A

Note. Adapted from “California Accountability Model & School Dashboard” by California Department of Education Academic Accountability Team, 2018a, CDE, p. 1. Copyright 2018 by the California Department of Education.

These indicators are quantifiable measures used to evaluate school or employee success. However, in order to move staff, students, parents, and community members to work together toward meeting goals for student success, a school principal may need social awareness, self-management, self-awareness, relationship skills, and responsible decision-making skills.

Because the study was completed in SBCUSD, it is important to know the key performance indicators for school principals in SBCUSD specifically. How are schools in which school principals lead in SBCUSD measured at the local education agency level? Table 4 shows the key performance indicators for SBCUSD schools.

Table 4

San Bernardino City Unified School District Key Performance Indicators

PRIORITY Key Performance Indicators
1. California Assessment of Student Performance and Progress–English Language Arts, Math
2. Reclassification–English Learners
3. Annual Measurable Achievement Objectives–English Learners
4. Graduation Rate
5. A–G–College Entrance Requirements Met
6. Attendance
7. Suspension Rate
8. Dropout Rate
9. Engagement–Gallup Poll
10. Citations

Note. Adapted from “Community Engagement Plan/The Key Performance Indicators” by Accountability and Educational Technology, p. 1-2. Copyright 2018 by SBCUSD.

A school principal makes a crucial difference in creating an emotional climate that “lifts all boats” (Goleman, 2006, p. 77) by leading the group toward positive, empathetic social interactions. Dolph (2017) reports that “because principals, by the nature of their roles, have the most impact on teachers, students, and parents, they are in ideal positions to provide support, pressure, and leadership for school improvement efforts” (p. 372). Without these SEL competency skills, people are less likely to follow a principal other than for compliance reasons. The researcher has attended workshops and read articles within the education world. SEL is part of every initiative in building the capacity of teachers to integrate these skills within their daily lessons to assist students holistically to help them succeed academically. Very little about building the capacity of principals to acquire SEL skills to serve better students and families is mentioned. Bryk, Gomez, Grunow, and Lemahieu (2015) found quality improvement in our schools and districts means building the human capabilities and institutional capacities to support efforts while recognizing that this demands time and is an ongoing function.

Some research does mention that it is important for school principals to model behavior. Caring and moral behavior must be modeled, which means the transformation begins with the adults (Dusenbury & Weissberg, 2016; Elias et al., 2006). In a study of principals in Great Britain, teachers did their best job and felt satisfied when they perceived their principal leading flexibly, letting them teach in their own way but holding them accountable for results, setting challenging but realistic goals, and valuing their efforts by recognizing them for a job well done (Goleman, 2006). This study proved it is building relationships with people, one of the SEL competency skills, that makes an impact in school culture before being task-oriented. Goleman (2006) also stated that another report from Ontario, Canada found that principals were rated higher if they were empathetic, attentive, and understanding of others’ feelings. Creating

successful relationships and leading change will be the responsibility of all future principals (Dusenbury & Weissberg, 2016; Moore, 2009).

Although research validates Zuielback's (2012) findings that below the green line items (information, relationships, and identity) are important, Lencioni (2012) further learned through his work 'that even well-intentioned leaders usually return to work and gravitate right back to the "smart" side of the equation, spending their time tweaking the dials in marketing, strategy, finance, and so forth' (p. 6).

SEL and Urban School Settings

SEL competency skills in urban school settings may be the pathway to lasting improvement. Principals may humanize their work in secondary schools in urban communities. Being competent in the SEL competency skill of social awareness or empathy may be the change agent for creating a positive school climate and culture as well as positive staff perceptions of leaders' effectiveness. School leaders who create an environment where the shared goal is to understand the experiences and perspectives of those who share our space and to make decisions based on what would serve them best is an approach that would result in a school that extends the potential of both the adults who work there and the students who attend-energizing a community in far-reaching ways. (Tomlinson & Murphy, 2018, p. 22)

Trauma that occurs in urban communities with high rates of violence, crime, and poverty may impact school performance. Children in trauma often have lower scores on standardized achievement tests (Goodman, Gregg, & Washbrook, 2011; Sporleder & Forbes, 2016), substantial decrements in IQ, reading achievement and language (Delaney-Black, et al., 2002), and are two-and-a-half times more likely to be retained (Kincaid & Wolpaw, 2010). Students who experience trauma in urban communities may have lower grade point averages, a higher rate

of school absences, increased drop-out rate, more suspensions and expulsions, and a decreased reading ability (DeWitt, 2018; National Child Traumatic Stress Network, 2008). Children in trauma may need help overcoming obstacles in several areas that affect their personal, social, and academic development.

The top 10 Adverse Childhood Experiences are sexual abuse, physical abuse, emotional abuse, physical neglect, emotional neglect, loss of a parent, witnessing family violence, incarceration of a family member, having a mentally ill, depressed or suicidal family member, and/or living with a drug addicted or alcoholic family member (Sporleder & Forbes, 2016). Children who are exposed to multiple Adverse Childhood Experiences are overloaded with stress hormones, which causes children with these experiences to be in a constant state of survival (Sporleder & Forbes, 2016).

A large portion of working in an urban school setting may be understanding the dynamics of the urban community that surrounds the school. The neighborhood in which students live and the experiences that occur for them in that neighborhood affect how students' brains develop and learn (DeWitt, 2018; Sporleder & Forbes, 2016). For this reason, the researcher chose to include both staff perceptions as well as student voices in this study. The urban setting's culture may blur into the school culture if school principals are not intentional and purposeful in creating a positive school climate and culture that is safe and nurturing. It may require the SEL competency skill of social awareness, which entails cultural competence.

One of the 10 recommendations for creating a positive school climate is supporting positive relationships among students, among adults, and between students and adults in school and the community (Cozolino, 2013; DeWitt, 2018). Brown (2018) stated we can't ask students to take off their self-protected armor at home or on their way to school due to emotional and

physical safety requirements. We can create a space in which students can hang their armor up while at school and open their heart to truly being seen (Brown, 2018). By examining survey results of staff perceptions of customer service and interpersonal skills of their school leaders and the students' sense of belonging in each of the secondary schools selected for research, the researcher believed a positive correlation would exist. Moreover, the correlation would prove that SEL competency skills are vital for school leaders to master to have a massive impact on the climate of the school as well as meeting or exceeding its key performance indicators for achievement.

Preparing educators with cultural proficiency has not increased in the last 10 years. Only one third of states require teacher candidates to study some aspect of culture diversity in their core preparation courses, and/or to have a teaching practicum in a culturally diverse setting (Van Roekel, 2008). Though many preservice preparation programs include course work that addresses educating diverse learners, only 39% of new teachers felt adequately prepared to teach in a diverse classroom (Premier & Miller, 2010). The researcher did not find an updated percentage of teacher education programs that offer cultural competency or cultural diversity courses. Recent literature reviewed simply stated that it is necessary to develop more effective teachers, especially in urban school settings. Seven years after Van Roekel's research on teacher preparation courses in cultural diversity, many teachers are still allowed to complete their educational training without any or very few opportunities to really learn about race and/or poverty, which is necessary knowledge to help teachers empathize with their students and their families (Milner & Laughter, 2015).

As with teacher preparation, principal preparation spends minimal time on cultural diversity (DeWitt, 2018; Lindsey, Robins, & Terrell, 2009). Culturally competent (SEL skill –

social awareness) principals connect to teachers and staff who, in turn, connect to students' everyday experiences (Lindsey et al., 2009). Only nine states (Alaska, Arkansas, California, Indiana, Iowa, Minnesota, Montana, New Mexico, and South Dakota) currently have stand-alone state cultural knowledge or competence standards (Van Roekel, 2008). Valuing diversity in terms of accepting and respecting different cultural backgrounds and customs may require being competent not only in social awareness but also self-awareness. Understanding one's own culture assists with being able to interact with those who have differing experiences, background, knowledge, skills, beliefs, values, and interests (DeWitt, 2018; Lindsey et al., 2009). For teachers and administrators who complete preparation programs, the researcher found that cultural competency in university programs still varies widely.

Although teachers might understand that their students bring a diversity of experiences into the classroom, they may not know that a child is a victim of trauma or be aware that a student is learning or responding under a trauma response. Further, teachers may misinterpret or mislabel students' behaviors, learning patterns, or social skills. However, school principals are in a unique position to make a truly positive impact on children disabled by trauma, recognizing that teachers are the critical link to intervene with sensitivity and awareness. Trauma-sensitive school training that highlights the SEL competency skills will provide principals with the tools so they can learn to recognize children in trauma and the impact trauma can make. Through trauma-sensitive training, principals would also have the opportunity to learn best practices to create a positive and safe environment where students can learn. "Students learn best when they feel protected and connected" (Jennings, 2019, p. 68).

School principals have an additional layer to think about when considering trauma and creating a trauma-sensitive or trauma-responsive school as part of effective leadership. Much

time may be spent on interventions for trauma-impacted children. “One important challenge of providing effective trauma-informed support is that so many of the adults caring for children with trauma have their own histories of adversity and trauma” (Berliner et al., 2018, p. 15).

Berliner et al (2018) state there is a desire that preservice training of educators include trauma-informed approaches and the need for it to filter up to colleges because the word trauma never came up in college according to their study’s participants. One administrator in Berliner’s et al. (2018) study shared “We need this (trauma-informed practices) as a course in college and community college level” (p. 17).

SEL competency skills are not only for adults to use with students. “SEL is as much about adult change as it is about improvements in student performance” (O’Brien & Resnik, 2009, p. 3). It is part of being a human being. It is directly related to being a more effective leader. To shape a socially intelligent culture, school principals in urban settings may need to change norms, starting with their own behavior (Goleman, 2006). All human beings need to be socially aware, to be self-aware, to have self-management, to build relationships, and to make responsible decisions in any setting. Cozolino (2013) states the brain is a social organ which requires stimulation and connection to other brains to survive and thrive. To build the capacity of school staff to integrate SEL into their lessons with students is definitely one aspect of growth for educators. However, the development of SEL competency skills might need to start with building the capacity of the adults to practice SEL within their own relationships with other adults (staff, parents, community members) and students.

By studying the correlation between staff perceptions of customer service and interpersonal skills which are basic SEL skills and students’ sense of belonging, the researcher believed this may assist principals with their leadership effectiveness. “We need to know what

others are thinking, and once you learn your teachers' perceptions and your own weak spots, you can address them" (Hoerr, 2018, p. 91). Creating a culture of feedback may be a strategy for school leaders to be perceived as more effective leaders by their staff and may be the model needed to expand this SEL skill to building teacher-student relationships. Harvey (2002) specifies being attentive to the feedback your staff provides is beneficial because it communicates trust and respect for them. In addition, "when you gain consensus, people are personally invested in the initiative" (Harvey, 2002, p. 67). Bryk et al. (2015) found that engaging diverse perspectives through feedback from each individual, though only a partial view from each, and determining the connections among them offers important insights to fully seeing a system.

The value of leading by example with staff providing feedback to school leaders can facilitate the transition into the value of student feedback for teachers about classroom instruction and climate (Dolph, 2017; Harvey, 2002; "Make Student Feedback Work," 2018). "This culture of feedback demonstrates to teachers and students alike that their opinions matter, and that trial and error and taking advice are all part of a healthy improvement process for everyone" ("Make Student Feedback Work," 2018, p. 7). It directly relates to the SEL competency skills of building relationship, self-awareness, and social awareness. Using feedback and involving stakeholders to make both short- and long-term improvements boosts confidence and motivation of stakeholders (Dolph, 2017; Fink, 2018; Harvey, 2002). In order to know where there are strengths and opportunities for learning and growth in SEL skills, effective school leaders must establish a culture of giving and receiving feedback from staff and students and emphasize collaboration (Dolph, 2017; Sprankles, 2018).

Figure 2 depicts SEL competency skills at the center of all stakeholders involved with making a difference for students. Homes and communities, schools, and classrooms partner in providing a holistic approach to creating a positive school climate and culture. School principals are charged with leading their school community in creating this positive school climate and culture through building the capacity of all in SEL skills.

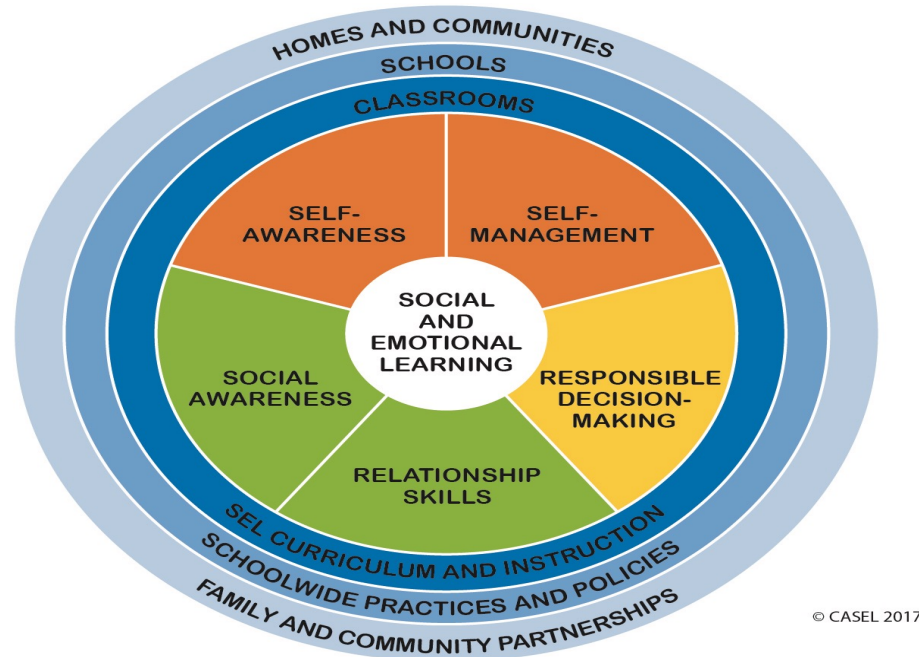


Figure 2. District and school implementation of systemic SEL. Reprinted from *Core SEL Competencies*, by Collaborative for Academic, Social, and Emotional Learning (CASEL), 2016, retrieved from <http://www.casel.org/core-competencies/> Copyright 2017 by CASEL.

“Outcome-based performance assessment, which is used more often, emphasizes desired school outcomes and the degree to which the school has achieved these outcomes (e.g., increased student achievement, better attendance, lower dropout rate)” (Goldring, et al., 2009, p. 22). Working in an urban school setting presents many challenges to being outcome based. One challenge may be daily trauma experienced by students who live in a high poverty, violence, and crime community. Leadership effectiveness is not necessarily perceived as effective if

assessments only focus on outcome-based performance. The areas that most would perceive as skills necessary for leadership effectiveness are not the necessary skills for leading in an urban community with high percentages of violence, crime, and poverty levels. It is the researcher's belief that although school principals may be perceived as above- average principals in terms of effectiveness based on Key Performance Indicators, SEL competency skills must be part of the correlation when working with urban students who experience trauma daily. Principals' highly visible leadership roles require an ability to demonstrate the SEL skills sought for all students and staff, as modeling is a leader's most powerful instructional tool (O'Brien & Resnik, 2009).

SEL Leadership Effectiveness Instrument

The SEL competency skills consist of self-management (impulse control, stress management, self-discipline, self-motivation, goal setting, and organizational skills), self-awareness (identifying emotions, accurate self-perception, recognizing strengths, self-confidence, and self-efficacy), social awareness (perspective-taking, empathy, appreciating diversity, and respect for others), relationship skills (communication, social engagement, relationship building, and teamwork), and responsible decision making (identifying problems, analyzing situations, solving problems, evaluating, reflecting, and ethical responsibility) (Collaborative for Academic, Social, and Emotional Learning, 2010; Collaborative for Academic, Social, and Emotional Learning, 2016a; Weissberg, Durlak, Domitrovich, & Gullotta, 2015).

It was the researcher's intent to find an instrument that may be utilized to measure leadership effectiveness based on SEL skills while creating a trauma-sensitive school. To measure leadership effectiveness with that perspective when many administrative programs may or may not prepare educators for the urban setting is vital in establishing our current state and

our intentions when growing principals. Principals without social-emotional skills can't motivate or inspire people to collaborate to get things done (Segneri, 2015).

The researcher attempted to prove that SEL competency skills must be part of the correlation when working with urban students who experience trauma daily to support them to feel connected and a sense of belonging in their school. One such instrument is the Emotional Competence Inventory based on the work of Richard Boyatzis and Daniel Goleman used in an EQ and leadership study (Cavallo & Brienza, 2006), which contains 20 social and emotional competencies organized into four main categories: Self-Awareness, Self-Management, Social Awareness, and Social Skills. The study revealed a strong relationship between high performing principals and emotional competence. This study supported the researcher's belief that the SEL competency skills are vital in determining leadership effectiveness. The Emotional Competence Inventory only includes three of the five SEL competency skills measured.

Another study in 2016 included interviews with 42 senior and executive leaders at 83 global organizations and the Emotional and Social Competency Inventory Model to identify the presence of Emotional and Social Intelligence Competencies, which linked to increased leadership performance (Lippincott, 2017). Of the participants, 79% reported stronger interpersonal relationships resulting from greater authenticity, honesty, and vulnerability in their interactions with others (Lippincott, 2017). The Emotional Competence Inventory or Emotional and Social Competency Inventory determines that the level of self-awareness, building relationship skills, and being socially aware are the SEL competency skills to be developed to infuse leadership effectiveness among school principals. Vulnerability, according to Brown (2018), is not winning or losing but having the courage to show up even when the outcome can't be controlled.

The Mayer Salovey Caruso Emotional Intelligence Test was administered to all the top managers of CSW Industrials ($N = 151$), a Midwestern-based manufacturing organization that employs 2,300 people worldwide, to measure the variable of EQ in a study (Weinberger, 2009). The Mayer Salovey Caruso Emotional Intelligence Test showed to be reliable in the overall EQ factor. Mayer Salovey Caruso Emotional Intelligence Test consists of perceiving emotions, facilitating thought, understanding emotions, and managing emotions. This can be compared to the SEL skills of self-awareness, self-management, and responsible decision making. The findings of the Weinberger study using the Mayer Salovey Caruso Emotional Intelligence Test instrument was contrary to what most research suggests. In this particular study, there was no relationship between EQ and transactional leadership. Furthermore, this study showed no correlation between EQ of a manager and perceived effectiveness of that manager and his or her perceived performance (Weinberger, 2009).

One can find many assessments for leadership effectiveness and EQ. However, the researcher was not able to uncover enough information pertaining to measuring SEL for leaders or school principals at this time. “The mechanisms and structures we currently use to advance improvement are suboptimal and far from limits of what is possible to accomplish” (Bryk et al., 2015, p. 178).

School Leadership Preparation Programs

During the 1940s and 1950s, society initiated the importance of productivity, as it is directly related to building relationship skills and the human dimension (Glasman & Glasman, 1997). A survey of universities was conducted as to courses offered for programs leading to administrative services credentials. Table 5 lists the subject matter offered in these programs.

Table 5

Subject Matter Offered in University Administrative Services Credentials

Rank	Subject Matter Category	Representative Course Title
1.0	Organization and administration	Introduction to Educational Administration
2.0	School Law	School Law
3.0	Politics-Policy	Politics of Education: Introduction to Educational Policy
4.0	Leadership	Administrative Leadership; Leadership Theory
5.0	Personnel administration	Personal administration
6.5	Organizational studies	Group dynamics, organizational change
6.5	Internship	Internship
8.0	Research	Introduction to Research, Research Problems in Educational Administration
9.5	Supervision	Supervision of Instruction
9.5	Economics-Finance	Public School Finance
11.0	School Business Management	School Business Management
12.0	School and Community	School-Community Relations
13.0	Curriculum–Program Evaluation	Curriculum Development, Evaluation of Programs
14.5	Technology	Computer Application to Educational Administration
14.5	Foundation	Introduction to Education
16.0	Planning	Theory and Practice of Educational Planning
17.0	Instructional Processes	Administration of Instructional Improvement
18.0	Management and Systems	Systems Theory
19.0	Facilities Planning	Educational Facilities Planning
20.5	Ethics-Values	Values and Ethics in Educational Leadership
20.5	Cultural Diversity	School Administration in Multicultural Settings
22.0	Students	Teaching the Adult Learner
23.0	Educational Futures	Society and Educational Futures

Note: Adapted from “Connecting the Preparation of School Leaders to the Practice of School Leadership” by N. Glasman & L. Glasman, 1997, Peabody Journal of Education, 72, p. 15. Copyright 1997 by Taylor & Francis Group.

Organizational studies (ranked 6.5), School and Community (ranked 12), Ethics-Values (ranked 20.5), and Cultural diversity (ranked 20.5) are the closest subject matter categories to SEL competency skills. Organizational studies consist of group dynamics that may relate to social awareness and empathy for a variety of working and/or communication styles with which a principal must collaborate. School and community highlight relationship building with parents,

community agencies, board members, central office colleagues, etc. SEL competency skills, relationship building, and social awareness may be incorporated in this course. School principals must work with parents in ways that would be mutually beneficial as well as consider community engagement as key in moving the dials at a school by recognizing each other as resources (DeWitt, 2018; Garbacz & Sheridan, 2015). Being competent in SEL skills may make the work of community engagement much more seamless.

Ethics-Values may directly encompass all five competency skills: responsible decision making, self-awareness, self-management, building relationship skills, and social awareness. The cultural diversity course may include SEL's competency skill of social awareness and the importance of cultural proficiency, equity, and being equitable for all students and staff (Glasman & Glasman, 1997).

The ranking demonstrates the importance of each of the subject matter categories. None of the categories that may incorporate SEL skills are placed in the top three or even five rankings. Thus, preparation programs for school principals focus more emphasis on organization, school law, and policies and procedures. When an angry staff, student, or parent initiates a heated discussion, a school principal's best tool will not be reciting school laws and policies. It will be to listen to the other person, validate his or her feelings, and then once de-escalation has occurred and only then, share what can be done within the law or policies set and collaborate to find a solution. When the adult is not able to practice self-regulation when approaching a student who is dysregulated, the outcome will be to escalate the student to their breaking point (Sporleder & Forbes, 2016). "The administrator-staff relationship is as important as the teacher-student relationship" (Sporleder & Forbes, 2016, p. 52).

For this reason, principal preparation programs may give thought to ranking SEL-integrated subjects higher than they are traditionally ranked, especially with 21st century challenges in creating a positive school climate and culture in any school setting, with more emphasis on urban school settings. SEL was not found to be currently incorporated in principal preparation. A national survey of more than 900 K-12 school principals across the United States indicated they believe SEL is essential, but they want more guidance, training, and support to teach these skills effectively (“Principals Need Support,” 2018). Personal emotion can be elevated to a group level to transform into group emotion (i.e., positive emotions when expressed by individuals will lead to group closeness and bind groups together or negative emotions such as anger will increase anxiety or fear (Adams & Anantatmula, 2010). The task for urban school principals is to remove any obstructions to connections between urban schools and communities and to include voices of diverse parents (Flessa, 2009).

Principals who are emotionally intelligent (competent in SEL skill-building relationships) are more likely to motivate people and encourage collaboration demonstrating transformational leadership, which often relates to organizational success (Cai, 2011). Change in principal preparation programs may affect change in other parts such as the academic and behavioral success of students holistically when a school principal models SEL competency skills for staff. Change in principal preparation programs to include SEL skills for leaders in urban school settings may reduce turnover. More important, change in principal preparation programs to include SEL skills may change the dynamic of group emotions and mood when leading a school culture.

Hoerr (2018) stated there are five elements of good communication: (a) being two-way with listening more and telling less, (b) being frequent with sharing actions and their rationale,

(c) being inclusive to engage and listen to all stakeholders, (d) taking time for face-to-face opportunities, and (e) being responsive by repeating back the message received and clarifying expectations. “Active listening requires a great deal of effort and patience” (Harvey, 2002, p. 89). The researcher believes communication is vital to be competent in all five SEL skills and may increase leadership effectiveness in an urban secondary school setting.

The California Professional Standards for Education Leaders (CPSEL) serve as a foundation for administrator preparation, induction, professional learning, and evaluation in California. CPSELs identify what an administrator must know and be able to do in order to demonstrate effective and sustained leadership within six broad standards and specific elements within each of the standards (Commission on Teacher Credentialing, 2014; Kearney, 2015).

Table 6 lists the standards and elements of the CPSELs (Commission on Teacher Credentialing, 2014; Kearney, 2015).

Table 6

California Professional Standards for Education Leaders (CPSEL) Standards and Elements

STANDARD 1: Developing and Implementation of a Shared Vision	
Element 1A	Student-Centered Vision
Element 1B	Developing Shared Vision
Element 1C	Vision Planning and Implementation
STANDARD 2: Instructional Leadership	
Element 2A	Professional Learning Culture
Element 2B	Curriculum and Instruction
Element 2C	Assessment and Accountability
STANDARD 3: Management and Learning Environment	
Element 3A	Operations and Facilities
Element 3B	Plans and Procedures
Element 3C	Climate
Element 3D	Fiscal and Human Resources
STANDARD 4: Family and Community Engagement	
Element 4A	Parent and Family Engagement
Element 4B	Community Partnerships
Element 4C	Community Resources and Services
(continued)	

STANDARD 4: Family and Community Engagement

Element 5A Reflective Practice

Element 5B Ethical Decision-Making

Element 5C Ethical Action

Standard 6: External Context and Policy

Element 6A Understanding and Communication Policy

Element 6B Professional Influence

Element 6C Policy Engagement

Note. Adapted from “California Professional Standards for Educational Leaders (CPSEL)” by Commission on Teacher Credentialing & California Department of Education, 2014, p. 1-6. Copyright 2014 by WestEd.

Implications for Preparation of School Administrators

“To improve education in the nation’s troubled urban schools, school districts must make the development of stronger school leadership a top priority” (Mitgang & Wallace Foundation, 2013, p. 7). One out of every four children attending school has been exposed to a traumatic event that can affect learning and/or behavior (Pynoos, et al., 2008). In community samples, more than two thirds of children report experiencing a traumatic event by age 16 (APA Presidential Task Force on Posttraumatic Stress Disorder and Trauma in Children and Adolescents, 2008). Individual trauma results from (SAMHSA Substance Abuse and Mental Health Services Administration, 2018)

...an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being. (p. 1)

“Complex trauma is the experience of multiple or chronic and prolonged, developmentally adverse traumatic events, most often of a personal nature (e.g., sexual or physical abuse, war, community violence) and early life onset” (Sporleder & Forbes, 2016, p. 19).

From a practical perspective in the real world (a) there seems to be little attention given to values in the development of leaders and (b) there is perhaps even less attention devoted to exploring and understanding an individual's values as part of the process of selecting leaders (Harshman & Harshman, 2008, p. 181). Skills and knowledge of working in an urban school setting and with students in trauma may be missing in the administrative services credential preparation of school principals which may be needed as part of the development of values in leaders. It would be interesting to discover what current school principals wish they knew before they began working in an urban school setting with high poverty, crime, and traumatic experiences for the youth who are enrolled in their school. In addition, it may be beneficial to ask school principal evaluators what they wish school principals knew before hiring them as principals of high-need urban schools.

SEL competency skills seem to be necessary based on the research. "Principals must attempt to influence students, teachers, parents, and other stakeholders to action leading better results" (Dolph, 2017, p. 374). Designing training programs to help principals improve their personal and interpersonal abilities may need to be a mandatory part of preparation of school principals. If already in the field, professional learning on SEL for school principals to lead schools in creating a positive school climate and culture may be implemented. In one study, supervisors who practiced skills such as active listening, giving corrective feedback, involving employees in problem solving, and using positive reinforcement in six-hour sessions for seven weeks showed a 17% increase in production (Cherniss, 1998). Principals have not been well-educated in the research of leading change and need additional support in learning to deal with emotions and conflict to implement and lead school reform, which consists of understanding and managing emotions (Moore, 2009).

School principals who understand the importance of SEL competency skills for the adults and students in a school have significant drops in violence and substance abuse, better attendance, and classroom atmospheres that enable teachers to spend less time disciplining and more time teaching (Goleman, 2006). The role of the principal is more challenging than ever because school reform in the 21st century requires leaders to transform schools into autonomous, systems-thinking organizations, revolving around professional learning communities that can embrace change and create high-performing learning environment for teachers and students (Moore, 2009).

In addition to the existing challenges, it is of utmost importance for schools within an urban setting to focus on the needs of the community and how best to lead effectively schools within the culture in which the schools are set. Hence, cultural proficiency is necessary and can be developed in the adults working in an urban setting through SEL's social awareness and building relationship skills and competency skills. Schools located in a poor community that serves the students who live in the same community will be affected by the same problems that adversely affect that particular community (DeWitt, 2018; Lindsey et al., 2009; Yisrael, 2013). A principal must be open-minded to learn from families and other community members who have been affected by the cultural, historical, and gender issues that intersect trauma (Jennings, 2019).

A large portion of a school principal's effectiveness is based on his or her ability to gain cooperation from others and to get people moving in the right direction (DeWitt, 2018; Dolph, 2017; Flessa, 2009; Yisrael, 2013). If staff perceive a school principal in an urban setting to have a high level of leadership effectiveness, will the same school principal also have a high level of SEL competency skills? The study of high-performing managers at Johnson & Johnson Consumer and Personal Care Group supports the position that emotional competence

differentiates successful and effective leaders (Cavallo & Brienza, 2006). As the individual (or school principal) strengthens his or her self-perceptions and self-identity, the principal will begin to relate to and mold the development of the school team's social and behavioral identity, which creates a higher state of team development and group emotion (Adams & Anantatmula, 2010). The school principal is tasked with identifying their site's needs and authentically leading continuous improvement while investing in their site's human capital. Lencioni (2012) found that one purpose of a leader is to serve the needs of an organization's customer or primary constituent, pleasing human beings, to inform their leadership decisions. Ultimately, based on the above research, a unified school team emerges from a principal whose SEL skills are competent.

As awareness spreads about the multiple benefits of SEL for students and staff alike, a growing number of districts may adopt systemic strategies that embed SEL into every aspect of school life, building SEL into their strategic plans and budgets, and using SEL to help school leaders create the kind of positive climates that keep students safe and make learning possible (Collaborative for Academic, Social, and Emotional Learning, 2016b; Mart, Weissberg, & Kendziora, 2015; Patti, Senge, Madrazo, & Stern, 2015). When schools create a culture of feedback, they send a strong signal to students and staff that their voice is important while modeling how to productively receive and respond to feedback ("Make Student Feedback Work," 2018). Leaders need to seek feedback even if it's hard to hear so that learning emerges (Brown, 2018). Trust may grow from the feedback experience which may cause connection and a feeling of safety.

Urban settings require a different mind-set. Educational programs that prepare administrators for their administrator credentials do not necessarily include a course or courses on the urban school setting with SEL skills. It is the researcher's belief that it should be a high

priority to prepare administrators for working in urban schools with high crime, violence, and poverty levels. Because of the long-term impact on students, staff, and families, administrators need to be 100% committed to creating a trauma-sensitive school and be trauma-informed (Sporleder & Forbes, 2016). The research of administrative course offerings did not show administrative preparation programs currently having this component included. The SEL competency skills and CPSELs are in alignment and may integrate. CPSELs and SEL may be correlated and applied within courses offered in administrative preparation programs to ensure leadership effectiveness.

The CPSELs have components of SEL within each standard.

CPSEL Standard 1: Development and implementation of a shared vision requires an administrator to collaborate with staff, students, and other stakeholders to identify strengths and needs of students (Kearney, 2015). Collaborating relates to the SEL competency skill of establishing and maintain healthy and rewarding relationships with diverse individuals and groups (Collaborative for Academic, Social, and Emotional Learning, 2016a). CPSEL Standard 1 also consists of guiding and monitoring decisions, actions, and outcomes using the shared vision and goals (Kearney, 2015). Thus, this requires for an effective leader to be competent in the SEL skill of responsible decision-making: the ability to make constructive choices by identifying problems, analyzing situations, solving problems, evaluating, reflecting, and being ethically responsible (Collaborative for Academic, Social, and Emotional Learning, 2016a). “A collaborative process demonstrating shared leadership assists in developing normative, acceptable behaviors for school operations” (Dolph, 2017, p. 375). Harvey (2002) points out decision-making whether alone or collaboratively as one of the main components of an effective leader.

CPSEL Standard 2: Instructional Leadership is about leaders cultivating a rich learning environment for students and staff alike and promoting a culture which recognizes that a site's staff and students represent a range of experiences, skills, and learning styles (Kearney, 2015). The SEL competency skills of self-awareness, self-management, and social awareness may be necessary to help a leader with CPSEL Standard 2 to calibrate his or her staff's practices and gauge effectiveness to serve all students equitably.

CPSEL Standard 3: Management and learning environment requires that leaders manage the organization to cultivate a safe and productive learning and working environment (Kearney, 2015). "Leaders cultivate an environment in which all students and staff experience a sense of belonging and feel valued, so that everyone can engage in individual and collective learning" (Kearney, 2015, p. 22). CPSEL Standard 3 may require all five SEL competency skills to be able to create and lead a welcoming, safe, and nurturing school climate because self-discipline (SEL self-management and self-awareness), empathy (SEL social awareness and relationship skills), and accountability (SEL responsible decision-making) are needed (Collaborative for Academic, Social, and Emotional Learning, 2016a).

Hoerr (2018) stated that he suspected the principals who the high performing teachers referred to as not having good communication skills to build relationships, inclusive decision-making skills, and lacking in social awareness to recognize and appreciate others were unaware that their staff perceived them as ineffective leaders. The SEL competency skill of building relationships with school staff helps principals better understand and meet the needs of educators, build morale, creates trust for staff to be lookouts for what is and what is not working (Fink, 2018). Harvey (2002) discusses fairness and distancing oneself from making decisions in

an emotional state. Principals may learn to be competent in SEL skills of self-management, self-awareness, social awareness, and responsible decision-making to achieve this objectivity.

CPSEL Standard 4: Family and community engagement is education leaders collaborating with families and other stakeholders to address diverse student and community interests and mobilize community resources (Kearney, 2015). The SEL skill which a school principal may need to be most competent in to exemplify Standard 4 is relationship skills. Creating active partnerships with the community and families through communication, social engagement, relationship building, and teamwork are all components of SEL competency skill: relationships skills (Collaborative for Academic, Social, and Emotional Learning, 2016a; Dusenbury & Weissberg, 2016). Dolph (2017) indicates one of the challenges facing many urban schools is the lack of parental involvement due to possibly many single parents living in urban communities, parental work schedules, lack of education, and a belief by many urban parents that educators hold them in low regard. (p. 367) Leadership effectiveness and students' sense of belonging will be highly dependent on the SEL skill of building relationships, especially since Dolph (2017) also states that parental involvement is a significant factor student achievement.

CPSEL Standard 5: Ethics and integrity is education leaders making decisions, modeling, and behaving in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard (Kearney, 2015). Being able to act upon a personal code of ethics that requires reflective practice on how individual and collective decisions may have legal or moral consequences are all related to being competent in the five SEL skills. Practices that may exemplify CPSEL Standard 5 are modeling honest communication, supporting and sustaining a climate of trust, being transparent, and being mindful of demonstrating that students' well-being is always the priority of decisions (Kearney, 2015).

CPSEL Standard 6: External context and policy is education leaders influencing political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices (Kearney, 2015). SEL competency skills of responsible decision-making and social awareness support principals using their understanding of social, cultural, economic, legal, and political contexts to shape rules and expectations they enforce on their site as well as to deploy resources to all students. To capitalize on relationships with stakeholders and policy makers, a principal may need to be competent in relationship skills to effectively develop relationships with others who have varied areas of interest and expertise.

The hardest part of transforming systems is changing the mind-sets of educators who resist change (Berliner et al., 2018, p. 14). Thus, it is vital to include awareness of urban setting challenges for administrators while in their educational program with reflective practice facilitation around shared language. In a trauma-sensitive school, school principals take the time to learn about changes in the local community so that they can anticipate new challenges before they arise and try to adapt to all of these challenges flexibly and proactively so that the equilibrium of the school is not disrupted by inevitable shifts and changes (Collaborative for Academic, Social, and Emotional Learning, 2016b; Sporleder & Forbes, 2016). Solid leadership is a prerequisite for turning around failing and low-performing schools in U.S. cities, and districts need strong leaders in these schools and support them to the fullest so the schools improve (Mitgang & Wallace Foundation, 2013, p. 7).

“SEL is especially valuable for School Principals who are in challenging people or workforce situations” (Segneri, 2015, p. 1). Teachers cannot be expected to do their best work, to be calm and patient with students, if they are not receiving support to be competent in managing their own SEL skills (Jennings & Frank, 2015; Schonert-Reichl et al., 2017). Ten states were

found to address four of the five core Teachers' SEL competency skills, and 36 states had requirements that addresses one, two, or three of the five core Teachers' SEL skills (Schonert-Reichl et al., 2017, p. 7).

School principals also cannot use a commanding style giving orders and demanding compliance for school cultures to change (Patti, Senge, Madrazo, & Stern, 2015). Thus, SEL may need to be at the forefront of leadership training. School Principals have special roles in inspiring others to share their vision, which includes helping everyone understand the relationship between social-emotional well-being and success in school and life (Elias, O'Brien, & Weissberg, 2006). "In an improvement-centered world, practitioners are not just passive recipients of others' research, but active agents of change; they own problems, examine causes, and collaborate with researchers and others" (Bryk et al., 2015, p. 183).

Training may need to occur as part of the preparation for administrative services credential candidates and continued ongoing training must occur for principals hired within an urban school setting (Patti, Senge, Madrazo, & Stern, 2015). Very little research on SEL training programs was discovered for leaders, and even less on programs that targeted school principals. In one study, 162 managers from nine different companies received training in emotional and social competencies and resulted in higher levels of effective leadership throughout the course of two years (Cherniss, Grimm, & Liautaud, 2010). The measurement tool used was the Emotional Competency Inventory. This tool can be used to measure whether a principal candidate has the skills necessary for human connections before exiting a principal preparation program. The lack of preparation and insufficient exposure to the real issues faced by urban school principals at the university level is one of the leading reasons there are large numbers of administrative casualties every year (Yisrael, 2013, p. 3). Using measurement tools for SEL is a key element for school

administrators to measure validly and monitor progress of school climate for learning (Garibaldi, Ruddy, Kendziora, & Osher, 2015).

As a result of many factors affecting our school principals working in an urban school setting, the skill of self-control to stay calm and clearheaded while under stress or during a crisis (SEL competency skills: self-awareness and self-management) may be necessary. Juggling multiple demands but being able to stay focused on the school's mission, vision, and outcomes requires flexibility and adapting to new challenges, which are all skills encompassed in SEL competencies and foster collaborative leadership (DeWitt, 2018). Given these factors, it is important for school administrators to model the SEL language and practices and to support the implementation of SEL programs in the classroom (Dusenbury & Weissberg, 2016; Patti, Senge, Madrazo, & Stern, 2015).

Furthermore, administrators need to endorse the use of SEL practices throughout the school campus and provide the necessary professional learning for all stakeholders affecting one's campus (Cai, 2011; Elias, O'Brien, & Weissberg, 2006). SEL is not the magic wand to cure what ails many of our schools. SEL can be a valuable element in educating all leaders effectively and preparing them to meet the challenges they will inevitably face in an urban setting with high rates of crime, violence, and/or poverty. "Practicing educators must be core participants in generating practice-based evidence" (Bryk et al., 2015, p. 182).

Conclusions and Future Direction

In an urban school setting with high rates of violence, crime, and poverty, children's exposure to violence, whether as victims or witnesses, is often associated with long-term physical, psychological, and emotional harm. This harm, among others, includes depression, anxiety, substance abuse, and posttraumatic disorders; failing or having difficulty in school; and

delinquency or criminal behavior, including violent acts and suicidal behavior. Additionally, the persistence of crime causes fear, stress, unsafe feelings, and poor mental health. Conversely, when a child feels safe in school and is able to somehow decrease their stress through inclusion of stress management techniques into the curriculum, they will improve learning, emotional well-being and physical health (Cozolino, 2013). It may be critical to address the needs of these students at a time in their lives when it is most needed and when it can still make a difference for their future.

It is the researcher's belief that more studies must be made as to the correlation between leadership effectiveness and SEL competency skills. Professional development may need to be aligned with these results for school leaders to build the capacity of school principals to create trauma-sensitive schools. The goal would be for students to be emotionally, socially, and relationally successful in a large urban school setting so that students would then be better focused and academically successful. "School connectedness is a powerful predictor of adolescent health and academic outcomes, violence prevention, and as a protective factor in risky sexual, violence, and drug-use behaviors" (National School Climate Council, 2007, p. 6). The study within this review is only the start of more purposeful and intentional study of leadership effectiveness in an urban setting.

To what extent, if at all, do administrative services credential programs not prepare future administrators for working in urban school settings with high poverty, crime, and violence? What extent, if at all, does SEL competency skills correlate with leadership effectiveness behaviors based on staff perceptions of their school principals in a large urban school setting? Educators may or may not agree that current administrative services credential programs do not prepare future school administrators for working in urban school settings with high percentages

of poverty, crime, and violence and that school principals who have SEL competency skills will be perceived as highly effective leaders by their staff. “Although the quality of preservice principal training has risen in recent years, critics say that the curricula and methods at the majority of the nation’s 500-plus university-based principal preparation programs remain subpar and out of step with district needs” (Mitgang & Wallace Foundation, 2013, p. 10).

Current research showed no significant agreement if current administrative services credential programs prepare future school administrators for working in urban school settings with high percentages of poverty, crime, and violence. More research is necessary as to the effects of competent principals in social and emotional skills in urban school settings with high rates of crime, violence, and poverty levels and whether current administrative services credential programs address these skills. Initial and continuous support may be necessary to ensure that school principals understand SEL competencies and can implement evidence-based programs and practices with fidelity.

With further research of principal preparation programs, school districts may be encouraged to partner with universities and other training providers to improve their offerings to prepare leadership candidates for local learning goals and to decrease the expense of early turnover among poorly prepared new principals. At the highest level of leadership positions, there appear to be three general categories of competencies that have the greatest impact on performance-intellectual (IQ), professional with tasks or career, and EQ skills (Harshman & Harshman, 2008). Just as K-12 schools use an advisory council or steering committee to drive their work, universities may invite school districts to share district standards, knowledge, and skills expected when principals are hired in a particular urban school district to reform leadership preparation programs. It seems that a partnership between an urban school district’s human

resources department and universities that produce future school administrators may be beneficial to share skills needed in this unique setting.

Chapter 3: Methodology

Overview

In this study, the researcher used archival data from an existing Leadership Effectiveness Survey that SBCUSD has used for five years to allow school site staff to evaluate effectiveness of administrators. The school staff were supervised by school site leaders as well as district office administrators. The researcher used a section on sense of belonging found in the CORE Student Culture and Climate Survey in the Student Survey that SBCUSD has given fifth through 12th graders annually for the last three years. Results from both staff perceptions and students' voices were compared to find if there is a positive correlation to each other in terms of both staff and students finding effectiveness in characteristics that may be attained in SEL competency skills.

The problem statement and research questions will be restated as a review of Chapter 1. The overall design of the research will be defined to answer the research questions. The methodology will be discussed as well as why it is appropriate for this study. The population will include both staff and students from each of the nine individual school sites within SBCUSD. With any research, a gatekeeper is necessary to grant access to a researcher's population, which will also be shared in Chapter 3. The researcher conducted the study in the same school district in which she works. The advantages and disadvantages of comparing two separate surveys, pieces of data, to find an alignment or similarity will be considered in Chapter 3. This study used a correlational design. The researcher is clear about data collecting procedures in Chapter 3.

Restatement of Problem Statement

As stated in Chapter 1, the factors that affect urban students are still with them when they enter school doors. Issues from their home environment affect their behavior and ability to learn.

An annual leadership effectiveness assessment can serve as a powerful tool for a school leader to discover the current state of one's school climate and culture and use it to plan intentions through an action plan for the next school year. It may also provide a baseline to compare and contrast each assessment following the first to measure growth.

SEL competency skills are gaining attention as necessary to integrate with school-wide positive behavioral interventions and support to create a welcoming, safe, and nurturing learning environment. EQ qualities are the closest parallel to SEL skills. The five SEL competency skills are self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Collaborative for Academic, Social, and Emotional Learning, 2016a; Schonert-Reichl et al., 2017). Developing SEL competency skills is not a task to instill upon students only; adults also need professional development on SEL skills, especially school principals, as they are expected to lead with high levels of competency in SEL skills.

School principals must be aware of modeling the SEL competencies for the adults who work with students as well as to promote students' social, emotional, and academic learning. Just as children watch what their parents do, they also watch what adults do in a school setting. If adult interaction is observed as having a lack of self-regulation, self-awareness, social awareness, responsible decision making, and/or authentic relationship building, then students may act in the same manner. This does not prepare them for their future college and/or career, as it is necessary to promote or teach them how to be good citizens with character.

Urban school leaders may be more effective leaders if they understand the SEL competency skills and incorporate them in their expectations of how office staff treat those who walk through the office doors or call on the phone, how teachers interact with each other and their students, how they have crucial conversations with staff members, etc.

The problem is school leaders may not even know how to develop an action plan to improve his or her leadership effectiveness amongst staff nor how to increase his or her students' sense of belonging if they do not know there is a correlation. The starting point is to discover the current state of an urban school leader's leadership effectiveness with their staff and how connected their students feel. Once the current state is determined, then a school leader may develop an action plan to improve his or her leadership effectiveness and his or her students' sense of belonging. Comparing and contrasting the staff perceptions and student voice may demonstrate that a leader's effectiveness in the eyes of the staff and a student feeling safe and nurtured is higher when a school leader has competent SEL skills. In determining the correlation, urban secondary school principals may see which SEL competency skills are areas of strength and which are opportunities for growth to improve their leadership effectiveness for staff and students' sense of belonging in school.

Restatement of Purpose

The purpose of this quantitative research study was to determine to what extent, if at all, there is a positive correlation between students' perceptions for their level of sense of belonging at a school site with staff perceptions of urban secondary school principals' leadership behaviors. In determining the correlation, urban secondary school principals may see which SEL competency skills are areas of strength and which are opportunities for growth to improve their leadership effectiveness for staff and students' sense of belonging in school.

Restatement of Research Question

To what extent, if at all, do students' perceptions for their level of sense of belonging at a school site positively correlate with staff perceptions of urban secondary school principals'

leadership behaviors (communicative competence, respectfulness, and collaborative competence)?

Research Design and Rationale

To answer the research question based on dichotomous student response data (agree versus not agree), chi-square tests were performed. To measure the level of positive correlation between the staff perceptions of leadership and students' sense of belonging, Cramer's V tests were used. Cramer's V tests are the Pearson correlations between two dichotomous variables.

This study used a correlational design approach to learn the current perceptions of both classified and certificated employees within secondary-level schools within an urban school district.

The original 30 behavioral items on the Leadership Effectiveness Survey (LES) were developed to measure the impact that executives and managers have on their subordinates and to provide recommendations for future leadership development. The LES generates Leadership Performance Indicators (LPis) for each of four kinds of leadership: General Leadership, Informational Leadership, Competitional Leadership, and Relational leadership (Relational Dynamics, Inc., 2016, para 3).

Continuous improvement of performance as a team and as individuals is one of SBCUSD's core values (San Bernardino City Unified School District, 2017). Staff members who work directly with principals on a school site completed a short feedback survey about their principals' performance through the LES annually. Contribution of this quantitative analysis to the organization provides key insights as to the possible staff development topics that need to be implemented for school administration within an urban school district. It also allows for

collection of individual baseline data for secondary principals to measure their effectiveness as a school leader as it pertains to their site staff perceptions.

The Community Engagement Plan is currently being refreshed for SBCUSD, which consists of nine strategies to meet district-wide objectives. One of the strategies, Strategy 3: Coaching and Mentoring (San Bernardino City Unified School District, 2017), aligns with this study by providing another level of data to inform leaders to strengthen human capacity. By school leaders being provided with vital information about their own leadership effectiveness and comparing it to their students' sense of belonging at school, they will, in turn, be able to meet or exceed expectations with leading their staff in creating a positive school climate as stated in the remainder for the Community Engagement Plan's Strategy 3: Coaching and Mentoring (San Bernardino City Unified School District, 2017).

The original purpose of the survey was to provide meaningful feedback to the district's management staff in order to improve their performance, and to inform the overall strengths and needs of the district's management staff as a collective. Improving outcomes is a challenge when we do not fully value how our current systems function to produce the results we currently notice (Bryk et al., 2015). All responses and participants were anonymous. The researcher used an existing district Leadership Effectiveness Survey that has been used for the last five years (APPENDIX B) . Thus, there was no cost or additional permission to administer the survey.

The archival data collection was cross-sectional. Cross-sectional data are data that are collected from participants at one point in time; all participants do not provide data at one exact moment (Lavrakas, 2008). It was administered via a Survey Monkey form link in an e-mail message to all staff within each of the nine secondary schools. Participants were given a 10-day period of time to complete the survey. An e-mail invitation was sent to all staff within each

school site, with reminder e-mail messages sent by the Monday of each week until the closing of the survey window. Data collection occurred thereafter. Results were shared with principals a month after to provide time for them to reflect and create objectives and an action plan for the new school calendar year.

In addition to data collected from the LES Survey of staff perceptions, a Student Survey of feedback was used in this study. The survey is one created by CORE districts (a consortium of school districts in California). The survey administration was completed through an external provider, Panorama Education, to standardize the administration procedures for a web-based survey and to reduce some threats to validity (Gehlback & Hough, 2018). It included a portion on Sense of Belonging-School Connectedness. SBCUSD has used this survey for three years to learn how students, 11 to 21 years of age, feel at school regarding topics within school climate and culture, SEL, and health and wellness. It should be noted why a student aged 21 years may be included in a secondary school's survey results. When a school professional believes that a student between the ages of 3 and 21 may have a disability that has substantial impact on the student's learning or behavior, the student is entitled to an evaluation in all areas related to the suspected disability (American Psychological Association, 2018). Therefore, by law, states are required to educate students with disabilities regardless if they have reached what is legally considered adulthood.

Students in secondary schools were surveyed during a window of time. Results were available one month after the closing date of the survey. Sites may analyze their Student Survey data and attend a clinic designed to support the site administrative staff by informing them how to interpret and use the data. School sites are not currently asked to compare and contrast staff

perceptions from the LES survey with the student voice provided in surveys administered to students. Data analysis of both sets of data are currently completed in isolation from each other.

Research Methodology

Quantitative research. “Quantitative research is a means for testing objective theories by examining the relationship among variables that can be measured on an instrument so that numbered data can be analyzed using statistical procedures” (Creswell & Creswell, 2018, p. 250). It is the best approach to test a theory or an explanation in which a problem calls for (a) identification of factors that influence an outcome, (b) the utility of an intervention, or (c) understanding the best predictors of outcomes (Creswell & Creswell, 2018). If staff perceptions of secondary principals’ leadership effectiveness in the areas of customer service and interpersonal skills are high, then students at that same school site will have a higher sense of belonging or connection to school. Many authors have found staff perceptions of a leader’s interpersonal skills may determine the effectiveness of a leader. “A large portion of a school leader’s effectiveness is based on his or her ability to gain cooperation from others and to get people moving in the right direction” (Yisrael, 2013, p. 6). “The most valuable quality a leader can possess is good interpersonal skills” (Harvey, 2002, p. 141).

Staff perceptions are not the only area a principal must know to gauge one’s leadership effectiveness in a school, though. “School connectedness is a powerful predictor of adolescent health and academic outcomes, violence prevention, and as a protective factor in risky sexual, violence, and drug-use behaviors” (National School Climate Council, 2007, p. 6). “Quantitative studies will allow the researcher to verify this theory, advance the theory, collect data to test it, and reflect on its confirmation or disconfirmation by the results” (Creswell & Creswell, 2018, p. 56).

School site staff consist of teachers, custodians, school counselors, secretaries, vice principals, cafeteria workers, etc. The instrument was not only given to teachers. It was given to all who make up the staff at each particular site. All school site staff were given the opportunity to complete the Leadership Effectiveness Survey within a window of time for their secondary principal. However, not all chose to do so as it was voluntary and anonymous. Secondary school sites may have sixth through eighth grade students or ninth through 12th grade students. All sixth through 12th grade students are considered secondary school students at each of the nine schools. Each student, regardless of secondary grade level, was given the opportunity to complete the Student Survey using the Panorama Education platform within a testing window at each school site. However, student absences on the scheduled survey administration date and/or make-up dates may have affected the number of surveys completed for each school site.

Goldring et al. (2009) found that, overall, the knowledge base regarding quality, use, and influence of principal leadership assessment is limited. Goldring et al. (2009) shared that outcome-based performance assessment, which is used more often, emphasizes desired school outcomes and the degree to which the school has achieved these outcomes (e.g., increased student achievement, better attendance, lower dropout rate). Working in an urban school setting presents many challenges to being outcome-based such as daily trauma experienced by students who live in a high poverty, violence, and crime community (Sporleder & Forbes, 2016; Yisrael, 2013). Leadership effectiveness is not necessarily perceived as effective if assessments only focus on outcome-based performance.

Leadership Effectiveness Survey—Staff

In a van Quaquebeke, van Knippenberg, and Brodbeck (2011) study, the LES was adapted to a 10-item measure. Employees working under a direct leader were surveyed to assess

perceived leadership effectiveness. In this sample, Cronbach’s alpha was .97 for this scale.

The LES used with SBCUSD leaders is a custom 360-feedback survey by 3D Group to identify awareness of one’s strengths and development needs, improve individual effectiveness, and awareness of strengths and development needs from honest feedback about their behavior (3D Group, 2013). The LES-SBCUSD survey was provided to all 73 school sites. However, for the purpose of this study, nine secondary schools in San Bernardino, CA had the LES compared and contrasted to the Sense of Belonging section in the Student Survey. In the original data-gathering process, each employee completed one rating form about his or her assigned school principal.

The LES survey took about 10 minutes to complete. It did not require a fee, as the researcher acquired the results of a currently administered LES survey from archival data. It was anonymous aside from the distribution list within the e-mail message sent, which consisted of all staff assigned to each school site. Each school site staff member was e-mailed a link to a Survey Monkey form that pertains only to his or her own site principal. Thus, each of the nine sites had its own separate Survey Monkey prepared, one for each individual school site principal. Participants completed the survey electronically. The total number of staff members at each site is listed in Table 7. The researcher had access to the number of staff surveys completed upon receipt of the LES-SBCUSD from each principal.

Table 7

LES-SBCUSD (Secondary School Sites)

School Type	Total # of Staff
Comprehensive High School A	177
Comprehensive High School B	136
Comprehensive High School C	119
Comprehensive High School D	152
(continued)	

School Type	Total # of Staff
Middle School A	70
Middle School B	74
Middle School C	73
Alternative High School A	52
Alternative High School B	48
Alternative High School C	22
TOTAL	923

For the purpose of this study, the eight factors of the LES-SBCUSD were viewed as independent numeric variables. The researcher initially wanted 10 school sites to be part of this study. Instead, the variables of this research study allowed a comparison of nine site principals at nine secondary school sites in the same urban school district and the staff perception of their assigned school principal of whether the school principal is an effective leader.

The researcher assigned principals into low, medium, or high leadership scores based on the number of principals that agreed to participate. Although the LES surveys from all twenty-three principals were offered once IRB approval was obtained, the researcher requested permission to access up to only 10 Leadership Effectiveness Surveys (H. Vollkommer, personal communication, July 3, 2018). Furthermore, given the sensitivity of the LES results for SBCUSD principals, the researcher discussed with Dr. Vollkommer obtaining the Q3 in the individual LES survey results from each principal directly and personally (personal communication, July 3, 2018) rather than receiving the information from the school district directly. Thus, the final number of staff surveys to be studied changed from 10 to nine.

Student Survey

The researcher used an existing Student Survey at SBCUSD, which was developed by CORE Districts (a consortium of school districts in California) and administered on a platform by an external provider, Panorama Education. The Student Survey is in its third year of administration to students. This was cross-sectional data. The Student Survey provides

information to schools in developing support systems for students. The survey is administered one time per year. The survey window was open for 30 school calendar days. The survey consists of three sections.

Section 1: Student SEL survey. One of three surveys given together on the Panorama Platform. The SEL portion of the Student Survey provides information on students in the areas of growth mind-set, self-efficacy, self-management, and social awareness. Students typically need 20 to 25 minutes to complete section 1.

Section 2: CORE student culture and climate survey. The second of the three surveys administered together, the CORE Student Culture and Climate Survey, is an integral part of the local indicators for SBCUSD outline in the California School Accountability Model. This survey provides student perception data on the climate of support for academic learning, knowledge and fairness of discipline rules, sense of belonging (school connectedness), and norms and safety. Students typically take between 20 to 25 minutes to complete section 2. Section 2 is used for local indicator reporting and provides information of students' perception of school.

Section 3: San Bernardino Unified survey. The third of the three surveys that are administered together, the San Bernardino Unified survey, provides additional information on adults at home, adults, neighborhoods and community, drugs and alcohol, school, and student health and wellness to help inform a longitudinal study being conducted by our partner Loma Linda University. Students typically need 45 to 50 minutes to complete section 3. Information in section 3 is used in a longitudinal study with Loma Linda University. It also informs the district as to the types of support services that may meet the health and wellness needs of students.

For the purpose of this study, the researcher only used the Sense of Belonging-School Connectedness section within the CORE Student Culture and Climate portion of the Student

Survey to compare to staff perceptions of customer service and interpersonal skills. The specific questions for each of the following variables may be found in APPENDIX C. The variables are as follows:

- Average Sense of Belonging (School Connectedness) as it compares to the district average;
- Q1: I feel close to the people at this school;
- Q2: I am happy to be at this school;
- Q3: I feel like I am part of this school;
- Q4: The teachers at this school treat students fairly;
- Q5: I feel safe in my school.

Population, Sampling Method, Sample, and Response Rate

Staff demographics. One population of interest in this study was the employees of a large urban city school district in San Bernardino, CA. There is a total of 1,904 employees within 23 secondary schools in SBCUSD. Secondary schools consist of middle and high schools with Grades 6 through 12.

The total population is 923 employees in classified and certificated positions within 10 secondary school sites ($N = 923$). Classified employees consist of secretaries, clerks, custodians, instructional assistants, etc. Certificated employees consist of vice principals, teachers, program facilitators, program specialists, school counselors, etc. The ages range from 18 to late 70s, representing a diverse sample of demographics in terms of race and ethnicity. Using the Raosoft sample size calculator, for a population size of 923 ($N = 923$) across 10 secondary schools, for a 5% margin of error, a 95% confidence level, and a 50% response distribution, the recommended sample size is 272. Given that the researcher has a sample of 272 staff members who completed

the survey, this study will have sufficient power (Granoff, personal communication, July 22, 2018).

Each secondary principal generated a full employee population list with e-mail contacts. He or she invited all employees to complete the survey. All employees were encouraged to participate and complete the survey for a maximum response rate.

Individuals who chose not to respond did not receive any negative consequences. The e-mail and the staff meeting explaining the purpose of the survey included a clear and concise message that the survey was not mandatory. Rather, the school principal invited everyone to participate and explained the purpose during a regularly scheduled staff meeting to allow for questions and answers regarding the process. Participants were informed that taking the survey in the Survey Monkey form link did not track names or IP addresses. It was stated that a time stamp occurred only when the survey was submitted. Participants were given two weeks to complete the survey. Principals share the results upon their return for the new school year with all staff.

Student demographics. The second population of interest is students within the 10 secondary school sites. Sixth through 12th graders make up secondary school sites, with an age range of 11 to 21 years old (includes students with special education accommodations and an Individualized Educational Plan). There are 21,398 students in Grades 6–12 at SBCUSD (See Table 8 for breakdown by grade level).

Table 8

Total Number of Secondary Students by Grade Level

Student Grade Level	Number	Percentage
6	3,620	17%
7	3,173	15%
8	3,136	15%
9	3,051	14%

(continued)

Student Grade Level	Number	Percentage
10	2,959	14%
11	2,868	13%
12	2,591	12%

The total number of secondary students by race can be found in Table 9.

Table 9

Secondary Students (Grades 6–12) by Race

Race	Number	Percentage
African American	2,283	11%
American Indian	82	0%
Asian	335	2%
Filipino	85	0%
Hispanic	16,741	78%
Pacific Islander	92	0%
Two or More Races	610	3%
White	1,170	5%

Other interesting demographical information about the secondary students of SBCUSD may be found in Table 10.

Table 10

Demographics of Secondary Students (Grades 6–12)

Demographics of Secondary Students (Grades 6–12)	Number	Percentage
English Language Learners	3,186	15%
Foster Youth	288	1%
Free & Reduced Lunch Status	19,101	89%
Student Gender	Male 10,950 Female 10,448	Male 51% Female 49%
Gifted and Talented Education	3,723	17%
Chronically Absent	2,409	11%
Homeless	1,725	8%
Special Education Status	2,291	11%

The 10 secondary schools originally targeted for this study have 10,410 students. The Raosoft sample size calculator was used for this population size of 10,410 ($N = 10,410$). For a 5% margin of error, a 95% confidence level, a 50% response distribution, the recommended

sample size was 371 student surveys. Given that the researcher had a sample of 371 students who completed the survey, this study had sufficient power (Granoff, personal communication, July 22, 2018).

Data Collection Setting and Procedures

The researcher met with the deputy superintendent of SBCUSD, Dr. Harold Vollkommer, on July 3, 2018 to discuss this study's outline for Procedures for Research (APPENDIX D). Preapproval was obtained from him for the use of the Leadership Effectiveness Surveys in conducting research. A request to conduct research was completed for the district and submitted to the Accountability and Educational Technology Department once Institutional Review Board (IRB) approval was complete (APPENDIX E). A conditional approval letter based upon IRB approval was provided by SBCUSD (APPENDIX F).

Leadership effectiveness survey—Staff. School principals who participated in this dissertation study received a consent form prior to sharing results of surveys with the researcher. Focus groups were not formed. Staff assigned to each of the 10 secondary schools did not receive consent information prior to completing the Leadership Effectiveness Survey, as it was already a part of their expectations as district-wide staff to submit voluntarily their perceptions of their leader's effectiveness. The school principals within San Bernardino, CA want to be high-performing, stellar principals and effectively lead their school staff during challenging times. They are willing and have genuine interest in the results that may drive their work to improve their practices.

Five years ago, a meeting, prior to the first survey information being distributed to school site staff, took place with each of the school principals, their immediate evaluator (an assistant

superintendent), and San Bernardino Teachers' Association to ensure support from top leaders of the organization.

An e-mail invitation was sent to all staff within each school site, with reminder e-mail sent by Monday of each week until the closing of the survey window.

CORE student culture and climate survey—Sense of belonging. All sixth through 12th grade students were given the opportunity to complete a survey of questions regarding their sense of belonging and school connectedness. It was completed on a computer during school hours and supervised by a school-site certificated staff member. Students were surveyed within a window of 30 school calendar days. Student Surveys are not confidential to all site staff. The detailed survey results for individual students may be identified by school counselors and administrators. Parent consent for the district-wide Student Survey already occurred and was not part of the researcher's responsibility to obtain. The gatekeeper of data is SBCUSD's Accountability and Educational Technology Department. The only data that was permitted for the researcher to analyze was whole-school data regarding Sense of Belonging for students located at each of the nine secondary schools used for this study. There was no cost to the researcher to access the survey results for each of the nine secondary school sites in this study.

It was the researcher's hope to be able to use at least 372 student surveys out of 11,410 students in 10 secondary schools out of 21,398 students in Grades 6–12 at SBCUSD. However, for this study, only nine secondary school sites were utilized to analyze archival data.

Data Analysis Processes—Analytic Techniques

Researchers (van Knippenberg & van Knippenberg, 2005) developed a shorter form of the original Leadership Effectiveness Survey developed by Relational Dynamics (2016), which reduced the original 30 questions to 10 items on a 5-point Likert scale ranging from 1 ("not at

all”) to 5 (“very much”) (APPENDIX G). The adapted LES-SBCUSD developed for the school district has 16 items using a 5-point Likert frequency scale (never to always) for questions pertaining to leadership effectiveness.

The design of this study is based on the following hypotheses:

Null Hypothesis: None of the correlations between staff perceptions of urban secondary school principals’ leadership behaviors (communicative competence, respectfulness, and collaborative competence) and students’ level of sense of belonging across 10 secondary school sites within the same urban school district will be positively significant.

Alternative Hypothesis: At least one of the correlations between staff perceptions of urban secondary school principals’ leadership behaviors (communicative competence, respectfulness, and collaborative competence) and students’ level of sense of belonging across 10 secondary school sites within the same urban school district will be positively significant.

The research question had multiple interval numeric outcome (independent) variables (overall leadership performance, leadership performance of key duties, customer service and interpersonal skills, development of self, development of others). The study provided a simple inferential test to compare the average performance of the nine actual site principals to see if there is a correlation between staff perceptions of leaders and their effectiveness in an urban setting with students’ sense of belonging.

The goal in the researcher’s data analysis was to summarize accurately what is happening in the data of the Leadership Effectiveness Survey for staff and the CORE Student Culture and Climate Survey—Sense of Belonging. Data analysis was done using chi-square tests of significance accompanied by Cramer’s V statistics as a measure of the strength of the relationship. The services of Dr. Tom Granoff (2018), an expert statistician for more than 35

years, was employed by the principal researcher. Dr. Granoff trains and prepares others in quantitative research. He also provides research methodology, data analysis, and productivity coaching in academic, governmental, and corporate settings using SPSS. Dr. Granoff has worked on more than 100 scholarly projects in the last 17 years (APPENDIX H).

Validity and Reliability of Data Gathering Instruments

Leadership effectiveness survey—Staff. The LES instrument is valid by construct validity and content validity. “Construct validity is an instrument’s ability to identify or measure the variables or the constructs that it proposes to identify or measure” (Clifford et al., 2012, p. 4). For example, the LES instrument intends to measure customer service and interpersonal skills as one construct of leadership effectiveness, then multiple items on the survey instrument are needed to measure the degree to which a leader is effective in that section. Testing the construct validity of the customer service and interpersonal skills construct would determine how well the survey items measure customer service and interpersonal skills. The construct validity testing for the LES-SBCUSD was adequately documented to allow the research panel (cabinet members, central office staff, certificated and classified union representatives, and principal volunteers) to judge the relative rigor by which the testing occurred (H. Vollkommer, personal communication, July 3, 2018).

“Content validity is the degree to which the content of the items within a survey instrument accurately reflects the various facets of a content domain or a construct” (Clifford et al., 2012, p. 4). Customer service and interpersonal skills are one construct that the LES instrument intends to measure. Thus, items within the instrument need to cover aspects of customer service and interpersonal skills that are identified in the research literature, by an expert review panel, or a set of widely accepted research-based standards. The content validity of the

LES-SBCUSD was evidenced by a rigorous literature review and an expert panel review (H. Vollkommer, personal communication, July 3, 2018).

Psychometric rigor was considered prior to implementing the LES instruments in the school district to ensure that the information gathered was accurate and valid (H. Vollkommer, personal communication, July 3, 2018). The LES-SBCUSD is based on the 360-degree feedback. 3D Group interviewed 360-degree feedback managers from 211 companies of all sizes based in the United States and Canada, representing more than 30 industries, in which they found that the 5-point scale has become the industry-standard with more than 85% of companies using this type scale. “The importance of rater anonymity was strongly indicated in 52% of organizations” (3D Group, 2013, p. 5). The LES-SBCUSD developed the survey internally with a consultant. “About a third (33%) of organizations develop their surveys internally with a committee or team versus purchasing an off-the-shelf solution, and 42% of companies engaged the support of a consultant either to support their survey development or to design the survey entirely” (3D Group, 2013, p. 9).

The LES-SBCUSD is a valid measure because it differentiates high performers from low performers. The validity of the measure should be determined by linking scores on the measure with meaningful behavioral criteria, things that are important to the organization (Rose & Robinson, 2018). The LES-SBCUSD is reliable because the performance on the measure is consistent where it is expected to be consistent. Validating the competency model of the LES-SBCUSD in terms of whether it is the right content proved valid. The competencies assessed as part of a 360-feedback tool should be job-related and approved by upper-level management, as it pertains to the extent that management views the competencies as necessary job components of the job (Rose & Robinson, 2018). “Validity is the extent to which an instrument measures what it

is intended to measure, and our LES does this” (H. Vollkommer, personal communication, July 3, 2018).

“Reliability is the extent to which a measure produces similar results when repeated measurements are made” (Clifford et al., 2012, p. 4). The LES is an instrument used to measure leadership effectiveness. It has consistently produced the same results for the last five years. The survey respondents (site staff members) expected to complete the survey have not changed. A minimum overall scale for reliability rating of .75 must be achieved to be considered reliable (H. Vollkommer, personal communication, July 3, 2018).

CORE student culture and climate survey—Sense of belonging. The validity and reliability of the Student Survey used was conducted not only by the CORE districts through Policy Analysis for California Education, but also by Panorama Education. “CORE has strong evidence for validity in its measure of social awareness, self-management, self-efficacy, and growth mind-set” (Gehlback & Hough, 2018, p. 22). The measure was designed with the right content included in each scale, a representative cross-section of indicators, and items adhering to best practices in survey design (Gehlback & Hough, 2018). CORE represents eight large, urban California school districts and the measures fit the local school context of each of its members with SBCUSD making up one of the eight school district participants. The Student Survey tool is further valid and reliable because the data are used appropriately to help schools improve their climate and culture practices to serve students better.

Panorama Education further proved the tool’s validity and reliability, as it had two main pilot samples from the southeastern United States (sample 1) and from a large diverse high school in the southwestern United States (sample 2; M.S. Rochet, personal communication, May

15, 2018). Both samples in Table 11 included representation across multiple grade levels and racial groups, including English language learners as well as native English speakers.

Table 11

Percentages of Participants From Each Sample

	Sample 1 (<i>N</i> = 4225)	Sample 2 (<i>N</i> = 2994)
Female	49.55	51.08
Race-Ethnicity		
American Indian	4.12	2.44
Asian	4.17	13.89
Black	17.30	8.08
Hispanic	19.12	16.73
White	39.74	49.37
Middle Eastern	1.16	—
Other	6.70	9.49
Home Language		
English	77.25	82.96
Spanish	17.26	8.17
Other	5.49	8.87

Panorama Education defines school belonging as the extent to which students feel that they are valued members of their school community (M.S. Rochet, personal communication, May 15, 2018). The Student Survey was developed by a team of researchers at the Harvard Graduate School of Education, under the direction of Dr. Hunter Gehlbach (M.S. Rochet, personal communication, May 15, 2018), as the first major survey instrument to provide teachers with useful feedback for improving practice and enable educators to monitor student attitudes, beliefs, and values that are predictive of important outcomes. Each scale was developed through a theoretically grounded, empirically based design process (Gehlbach & Brinkworth, 2011) that meets or exceeds standards of academic scholarship. The basic descriptive statistics for the

school belonging scale for both Sample 1 and Sample 2 items showed substantial variability and moderately strong correlations between each of the items.

The Student Survey was developed through a six-step design process, and then tested through two large-scale pilot survey administrations to ensure that SBCUSD received reliable, high-quality feedback from students. The Student Survey was evaluated for structural validity (Does each scale measure one underlying factor or multiple factors?) and convergent and discriminant validity (Do scales meant to measure the same topic correlate closely?). The Student Survey instrument was rigorously developed and committed to validating, testing, and refining them over time.

The Student Survey was designed to minimize measurement error by wording survey items as questions rather than statements, eliminating “agree-disagree” response options and instead reinforcing the underlying topic in response options, asking about one idea at a time rather than using double-barreled items (e.g., “How happy and engaged are you?”), using at least five response options, and making sure that all response options are verbally labeled to make surveys more conversational.

The Student Survey (Panorama Education, 2016) was evaluated on reliability in terms of getting the same results under similar conditions. Typically, a ratio of .70 or greater is considered adequate reliability for a survey scale (Panorama Education, 2016). “The reliability of the Student Survey was measured by Cronbach’s alpha, a measure of how consistently students answer the items within a construct, for each SEL construct and at each grade level, which resulted as higher than the frequently recommended .70 level and instead ranging between .77 and .89” (Gehlback & Hough, 2018, p. 12). Surveys using scales that have undergone confirmatory factor analysis is a more rigorous way to analyze factor structure than exploratory

factor analysis or principal components analysis (Fabrigar, Wegener, MacCallum, & Strahan, 1999).

The Student Survey contains groups of questions (or scales) and was used to design a survey to fit the needs and context of SBCUSD. The Student Survey is used to gather feedback about students' experiences with their school and/or with individual teachers. All of the Student Survey instruments are designed as a series of scales, or group of questions related to a single topic. This design feature allowed SBCUSD to customize the survey by selecting the topics it wished to measure in its schools without compromising the integrity of the surveys. Most of the scales already had a substantial body of evidence of their validity across specific contexts and uses, and Panorama continues to collect data about all of its scales' reliability and (M.S. Rochet, personal communication, May 15, 2018).

Human Subjects Considerations

This study deemed human subjects' consideration essential to the fidelity of the study. The researcher provided the necessary documentation of permission to conduct the study prior to data collection from the SBCUSD's Accountability and Assessment Department.

The researcher used archival data. Each school principal already held an all-staff meeting in which he or she shared the purpose and nature of the study's survey.

In an Informed Consent Letter to Prospective Participants, participants were informed that their participation was fully voluntary and that the results would be utilized to compare and contrast the perceptions of staff employed in an urban setting about their school leader (APPENDIX I). Additionally, the letter offered an overview perspective of their individual school site's leader's effectiveness. Participants at each school received a follow up e-mail

inviting them to participate in the survey. The e-mail reiterated that the survey was not a mandatory assignment to complete.

The confidentiality of participants is of utmost importance in terms of names being included on the survey. No identifying data were collected other than the list of staff members who received the e-mail in a distribution list, including all employees assigned to each school site. Subjects were provided full disclosure of all components of the study, including the results at a later time in another all-staff meeting scheduled for the beginning of the next school year. Responses were anonymous in that only a time stamp of date and time may be seen as the origin of survey responses. Results were reported as a collective total and weighted average in terms of scores for each section. All original data files were password protected and only accessible by the researcher. Each school principal does not have access or is able to view the raw data.

The risks may include staff being concerned about principals possibly tracking responses to individuals and not completing survey based on this perception. Unprofessional comments made by staff were a possibility as a result of anonymity, which would adversely affect school principals and their morale. Participants were notified during the staff meeting and in the invitation e-mail about the benefits of providing their perspective of their principal's leadership effectiveness. One benefit may include systematically measuring the leadership impact of school principals. Another benefit is the opportunity to highlight specific principal strengths and developmental needs. The survey results could help focus leadership training based on differences of staff perceptions at 10 secondary school sites. Finally, results might show if there is a difference in responses in an urban setting, and what areas we must utilize to inform district leadership development for all secondary principals. If the school is located in a poor community

and serves the students who live in the same community, it will be affected by some (if not all) of the same problems that adversely affect that particular community (Yisrael, 2013).

The researcher met with and received approval from the deputy superintendent of SBCUSD for the proposed study. This was necessary as the deputy superintendent is responsible for ensuring that the district's administrators' LES are kept confidential and used for individual professional growth purposes. The researcher showed documentation of IRB approval to the district's Accountability and Educational Technology Department to conduct research using the existing Student Survey results for each of the individual secondary schools for which the researcher had received prior permission from the school principal to compare his or her Leadership Effectiveness Survey results to the student feedback data. The data from the Sense of Belonging section of the CORE Student Culture and Climate Survey within the Student Survey were provided to the researcher as whole-school data not individual student responses.

Summary

The Student Survey measures exhibit the psychometric properties of good instruments: reliability and validity. The LES-SBCUSD has been administered for the last five years and has proved to do what it was intended to do: provide feedback to administrators from their staff to grow professionally as leaders and improve their practices within leadership effectiveness skills. By taking two sets of separate data and comparing the results with each other, it is the researcher's hope that school principals will continue to practice this data analysis available to them in the same manner after the study is complete. In doing so, the effect may be a principal's professional learning plan encompassing the desire to improve customer service and interpersonal skills for staff to have a perception of increased leadership effectiveness as well as an increased number of students feeling a sense of belonging with their school site.

This study was to determine whether there are positive correlations between staff perceptions of leadership effectiveness and students' level of sense of belonging at urban school sites with a leader who is acclimated with his or her SEL competency skills: self-management, self-awareness, social awareness, relationship-building skills, and responsible decision-making skills. By doing so, more preparation programs for the administrative services credential may discover the importance of a course devoted to building the capacity of administrators with SEL skills. It is the researcher's belief that at least one class period spent on a focus on urban school settings or integrating urban school settings throughout a university course on creating and leading positive school climate would be beneficial. The researcher also believes that it is important to stress an improvement mind-set and focus on how schools and leaders can improve practice to serve students better by having honest conversations about developing inclusive, equitable school environments through comparing and contrasting staff perceptions with student perceptions.

Chapter 4: Results

The purpose of this quantitative research study was to determine to what extent, if at all, there was a positive correlation between students' perceptions for their level of sense of belonging at a school site with staff perceptions of urban secondary school principals' leadership behaviors. The purpose in determining the correlation would allow urban secondary school principals to see which SEL competency skills are areas of strength and which are opportunities for growth to improve their leadership effectiveness for staff and students' sense of belonging in school. The data were collected after the researcher received IRB approval from Pepperdine University (APPENDIX J) as well as a second Response to Request to Conduct Research & IRC Letter of Approval from SBCUSD's Accountability & Educational Technology Department (APPENDIX K). The staff perceptions data were then gathered by contacting Secondary Principals to consent to provide their archived Leadership Effectiveness Survey-Staff results from May 2018. The data from the Student Survey- CORE Student Culture and Climate Survey- Sense of Belonging were gathered by downloading from archived school site Student Surveys on the third party Panorama Education platform. Chapter 4 describes the results of the statistical analysis. Although the intention of the researcher was to use 10 schools originally, a total of nine school principals consented to use their Leadership Effectiveness Survey-Staff. Thus, the data will show the results of nine schools instead of 10.

Cohen (1988) suggested some guidelines for interpreting the strength of linear correlations. He suggested that a weak correlation typically had an absolute value of $r = .10$ (about 1% of the variance explained), a moderate correlation typically had an absolute value of $r = .30$ (about 9% of the variance explained) and a strong correlation typically had an absolute value of $r = .50$ (about 25% of the variance explained). These guidelines can be applied to assess

the strength of the correlations from the following bivariate chi-square tests. Results of the study are presented in Tables 12–29. Each table provides principal rankings given for nine schools.

The research question for the study is re-stated, principal participants of the study are described, and an overview of the results are explained.

Restatement of the Research Question

To what extent, if at all, do students' perceptions for their level of sense of belonging at a school site positively correlate with staff perceptions of urban secondary school principals' leadership behaviors (communicative competence, respectfulness, and collaborative competence)?

Null Hypothesis: None of the correlations between staff perceptions of urban secondary school principals' leadership behaviors (communicative competence, respectfulness, and collaborative competence) and students' level of sense of belonging across 10 secondary school sites within the same urban school district will be positively significant.

Alternative Hypothesis: At least one of the correlations between staff perceptions of urban secondary school principals' leadership behaviors (communicative competence, respectfulness, and collaborative competence) and students' level of sense of belonging across 10 secondary school sites within the same urban school district will be positively significant.

Demographics

San Bernardino City Unified School District consists of 23 secondary schools out of a total of 73 school sites. All 23 secondary principals were invited to participate in this study. Of the 23 invited, nine consented and provided their Leadership Effectiveness Survey-Staff results. There were no demographic variables used in this study as the only criteria was being a secondary principal in SBCUSD.

Three consenting principals were from middle schools with Grades 6–8 students. Three principals were from comprehensive high schools with nine-12 grades. Three principals were from alternative settings. All participants were highly educated with either master’s degrees or doctoral degrees.

Results

Participants were recruited via e-mail, which included criteria for survey participation and instructions on how to participate (APPENDIX I). Participants were provided an informed consent document that explained the purpose of the study, the study procedures, and potential benefits and risks of the study, along with the participant’s rights to withdraw at any time (APPENDIX L). The data collection process had minimal barriers as all of the surveys were an archival summary data collected by the school district for both students and staff from the nine school sites. Principals responded quickly with providing their LES Q3. As for the Sense of Belonging section from the CORE student culture and climate portion of the Student Surveys, they were provided within one day of requesting from Panorama Education. Individual responses were not known. No student or staff individual behavior was known as archival summary data is anonymous.

Associations in data were determined with three rows and two columns as the chi-square analysis which had a total of 18 tables possible. Only two constructs existed in this study which were staff perceptions of their principal and students’ sense of belonging at the same school site.

Table 12 has the bivariate chi-square test results for associating the students’ overall sense of belonging scores with the principals’ ratings for communicating effectively, based on whether the overall sense of belonging was rated favorably. Inspection of the table found that the differences in favorability ratings were positively significant at the $p = .001$ level (Cramer’s $V =$

.16). Specifically, students reported higher overall sense of belonging for schools having principals with high scores for communicating effectively (64.4%), but lower overall favorable sense of belonging for those with medium scores (44.6%) and low scores (48.5%) for communicating effectively (Table 12).

Table 12

Association of Overall Sense of Belonging With Principal Ratings for Effective Communication Based on Favorability

Item	Rank	Overall Sense of Belonging			
		Favorable		Unfavorable	
		<i>n</i>	%	<i>n</i>	%
Communicates effectively ^a					
	High	1,204	64.4	665	35.6
	Medium	759	44.6	941	55.4
	Low	1,605	48.5	1,701	51.5

^a $\chi^2 (2, N = 6,875) = 168.05, p = .001$. Cramer's $V = .16$.

$N = 6,875$

Note. Principal Rankings given for nine schools.

Table 13 has the bivariate chi-square test results for associating the students' feeling close to people at school scores with the principals' ratings for communicating effectively, based on whether feeling close to people at school was rated favorably. Inspection of the table found that the differences in favorability ratings were positively significant at the $p = .001$ level (Cramer's $V = .14$). Specifically, students reported feeling closer to people at school for schools having principals with high scores (65.4%) and low scores for communicating effectively (54.6%), but feeling less close to people at school for those with medium scores (46.4%) for communicating effectively (Table 13).

Table 13

Association of Feeling Close to People at School With Principal Ratings for Effective Communication Based on Favorability

Item	Rank	Feeling Close to People at School			
		Favorable		Unfavorable	
		<i>n</i>	%	<i>n</i>	%
Communicates effectively ^a	High	1,222	65.4	647	34.6
	Medium	789	46.4	911	53.6
Item	Rank	Favorable		Unfavorable	
		<i>n</i>	%	<i>n</i>	%
		<i>n</i>	%	<i>n</i>	%
	Low	1,804	54.6	1,502	45.4

^a $\chi^2 (2, N = 6,875) = 131.92, p = .001$. Cramer's $V = .14$.

$N = 6,875$

Note. Principal Rankings given for nine schools.

Table 14 has the bivariate chi-square test results for associating the students' being happy to be at school scores with the principals' ratings for communicating effectively, based on whether being happy to be at school was rated favorably. Inspection of the table found that the differences in favorability ratings were significant at the $p = .001$ level (Cramer's $V = .16$). Specifically, the positive correlation was students reported being happier to be at school for schools having principals with high scores for communicating effectively (65.1%), but being less happy to be at school for those with medium scores (43.5%) and low scores (49.5%) for communicating effectively (Table 14).

Table 14

Association of Being Happy to Be at School With Principal Ratings for Effective Communication Based on Favorability

Item	Rank	Being Happy to Be at School			
		Favorable		Unfavorable	
		<i>n</i>	%	<i>n</i>	%
Communicates effectively ^a	High	1,217	65.1	652	34.9

(continued)

Item	Rank	Being Happy to Be at School			
		Favorable		Unfavorable	
		<i>n</i>	%	<i>n</i>	%
	Medium	740	43.5	960	56.5
	Low	1,638	49.5	1,668	50.5

^a $\chi^2 (2, N = 6,875) = 185.50, p = .001$. Cramer's $V = .16$.
 $N = 6,875$

Note. Principal Rankings given for nine schools.

Table 15 has the bivariate chi-square test results for associating the students' feeling like a part of their school scores with the principals' ratings for communicating effectively, based on whether feeling like a part of the school was rated favorably. Inspection of the table found that the differences in favorability ratings were positively significant at the $p = .001$ level (Cramer's $V = .13$). Specifically, students reported feeling more like a part of their school for schools having principals with high scores for communicating effectively (58.4%), but feeling less like a part of their school for those with medium scores (43.1%) and low scores (44.4%) for communicating effectively (Table 15).

Table 15

Association of Feeling Like a Part of One's School With Principal Ratings for Effective Communication Based on Favorability

		Feeling Like a Part of One's School			
		Favorable		Unfavorable	
Item	Rank	<i>n</i>	%	<i>n</i>	%
Communicates effectively ^a					
	High	1,091	58.4	778	41.6
	Medium	732	43.1	968	56.9
	Low	1,468	44.4	1,838	55.6

^a $\chi^2 (2, N = 6,875) = 114.31, p = .001$. Cramer's $V = .13$.
 $N = 6,875$

Note. Principal Rankings given for nine schools.

Table 16 has the bivariate chi-square test results for associating the students' teachers treating students fairly scores with the principals' ratings for communicating effectively, based

on whether teachers treating students fairly was rated favorably. Inspection of the table found that the differences in favorability ratings were significant at the $p = .001$ level (Cramer's $V = .13$). Specifically, there was a positive correlation with students reporting teachers treating students fairly for all schools. Having principals with high scores for communicating effectively led to higher favorable ratings (66.5%) than did having principals with low scores (53.3%) or medium scores (50.1%) for communicating effectively (Table 16).

Table 16

Association of Teachers at School Treating Students Fairly With Principal Ratings for Effective Communication Based on Favorability

		Teachers at School Treat Students Fairly			
Item	Rank	Favorable		Unfavorable	
		<i>n</i>	%	<i>n</i>	%
Communicates effectively ^a					
	High	1,242	66.5	627	33.5
	Medium	852	50.1	848	49.9
	Low	1,763	53.3	1,543	46.7

^a $\chi^2 (2, N = 6,875) = 116.36, p = .001$. Cramer's $V = .13$.

$N = 6,875$

Note. Principal Rankings given for nine schools.

Table 17 has the bivariate chi-square test results for associating the students' feeling safe in school scores with the principals' ratings for communicating effectively, based on whether feeling safe in school was rated favorably. Inspection of the table found that the differences in favorability ratings were positively significant at the $p = .001$ level (Cramer's $V = .25$). Specifically, students reported feeling safer in school for schools having principals with high scores for communicating effectively (68.1%), but feeling less safe in school for those with medium scores (40.1%) and low scores (39.4%) for communicating effectively (Table 17).

Table 17

Association of Feeling Safe in School With Principal Ratings for Effective Communication Based on Favorability

		Feeling Safe in School			
Item	Rank	Favorable		Unfavorable	
		<i>n</i>	%	<i>n</i>	%
Communicates effectively ^a					
	High	1,273	68.1	596	31.9
	Medium	681	40.1	1,019	59.9
	Low	1,303	39.4	2,003	60.6

^a $\chi^2 (2, N = 6,875) = 442.91, p = .001$. Cramer's $V = .25$.

$N = 6,875$

Note. Principal Rankings given for nine schools.

Table 18 has the bivariate chi-square test results for associating the students' overall sense of belonging scores with the principals' ratings for treating people with respect, based on whether the overall sense of belonging was rated favorably. Inspection of the table found that the differences in favorability ratings were significant at the $p = .001$ level (Cramer's $V = .11$). Specifically, a positive correlation was found between students reporting higher overall sense of belonging for schools having principals with high scores (62.6%) and medium scores (50.6%) for treating people with respect. Students had a lower overall sense of belonging in correlation with principals with low scores (48.5%) for treating people with respect (Table 18).

Table 18

Association of Overall Sense of Belonging With Principal Ratings for Treating People With Respect Based on Favorability

		Overall Sense of Belonging			
		Favorable		Unfavorable	
Item	Rank	<i>n</i>	%	<i>n</i>	%
Treats people with respect ^a					
	High	820	62.6	489	37.4
	Medium	1,143	50.6	1,117	49.4

(continued)

Item	Rank	Overall Sense of Belonging			
		Favorable		Unfavorable	
		<i>n</i>	%	<i>n</i>	%
	Low	1,605	48.5	1,701	51.5

^a $\chi^2(2, N = 6,875) = 76.99, p = .001$. Cramer's $V = .11$.

$N = 6,875$

Note. Principal Rankings given for nine schools

Table 19 has the bivariate chi-square test results for associating the students' feeling close to people at school scores with the principals' ratings for treating people with respect, based on whether feeling close to people at school was rated favorably. Inspection of the table found that the differences in favorability ratings were significant at the $p = .02$ level (Cramer's $V = .03$). Specifically, students reported feeling close to people at school for all schools regardless of principal ranking for treating people with respect. However, having principals with high scores for treating people with respect led to higher favorable ratings (59.0%) than did having principals with low (54.6%) or medium scores (54.8%) for treating people with respect which showed a positive correlation (Table 19).

Table 19

Association of Feeling Close to People at School With Principal Ratings for Treating People With Respect Based on Favorability

		Feeling Close to People at School			
		Favorable		Unfavorable	
Item	Rank	<i>n</i>	%	<i>n</i>	%
Treats people with respect ^a					
	High	772	59.0	537	41.0
	Medium	1,239	54.8	1,021	45.2
	Low	1,804	54.6	1,502	45.4

^a $\chi^2(2, N = 6,875) = 7.99, p = .02$. Cramer's $V = .03$.

$N = 6,875$

Note. Principal Rankings given for nine schools.

Table 20 has the bivariate chi-square test results for associating the students' being happy to be at school scores with the principals' ratings for treating people with respect, based on

whether being happy to be at school was rated favorably. Inspection of the table found that the differences in favorability ratings were significant at the $p = .001$ level (Cramer's $V = .10$). Specifically, a positive correlation was found with 62.3 % of students reporting being happier to be at school for schools having principals with high scores and medium scores for treating people with respect (50.5% of students). Students were less happy to be at school for those with low scores for treating people with respect (49.5%; Table 20).

Table 20

Association of Being Happy to Be at School With Principal Ratings for Treating People With Respect Based on Favorability

Item	Rank	Being Happy to Be at School			
		Favorable		Unfavorable	
		<i>n</i>	%	<i>n</i>	%
Treats people with respect ^a	High	816	62.3	493	37.7
	Medium	1,141	50.5	1,119	49.5
	Low	1,638	49.5	1,668	50.5

^a $\chi^2 (2, N = 6,875) = 65.89, p = .001$. Cramer's $V = .10$.

$N = 6,875$

Note. Principal Rankings given for nine schools.

Table 21 has the bivariate chi-square test results for associating the students' feeling like a part of their school scores with the principals' ratings for treating people with respect, based on whether feeling like a part of the school was rated favorably. Inspection of the table found that the differences in favorability ratings were significant at the $p = .001$ level (Cramer's $V = .09$). Specifically, a positive correlation was found as students reported feeling more like a part of their school for schools having principals with high scores for treating people with respect (56.3%), but feeling less like a part of their school for those with medium scores (48.1%) and low scores for treating people with respect (44.4%; Table 21).

Table 21

Association of Feeling Like a Part of One's School With Principal Ratings for Treating People With Respect Based on Favorability

		Feeling Like a Part of One's School			
		Favorable		Unfavorable	
Item	Rank	<i>n</i>	%	<i>n</i>	%
Treats people with respect ^a					
	High	737	56.3	572	43.7
	Medium	1,086	48.1	1,174	51.9
	Low	1,468	44.4	1,838	55.6

^a $\chi^2 (2, N = 6,875) = 53.24, p = .001$. Cramer's $V = .09$.

$N = 6,875$

Note. Principal Rankings given for nine schools.

Table 22 has the bivariate chi-square test results for associating the students' teachers treating students fairly scores with the principals' ratings for treating people with respect, based on whether teachers treating students fairly was rated favorably. Inspection of the table found that the differences in favorability ratings were positively significant at the $p = .001$ level (Cramer's $V = .13$). Specifically, students reported teachers treating students fairly for all schools regardless of principal ranking for treating people with respect, but having principals with high scores for treating people with respect led to higher favorable ratings (69.4%) than did having principals with low (53.3%) or medium scores for treating people with respect (52.4%; Table 22).

Table 22

Association of Teachers at School Treating Students Fairly With Principal Ratings for Treating People With Respect Based on Favorability

		Teachers at School Treat Students Fairly			
		Favorable		Unfavorable	
Item	Rank	<i>n</i>	%	<i>n</i>	%
Treats people with respect ^a	High	909	69.4	400	30.6

(continued)

Item	Rank	Teachers at School Treat Students Fairly			
		Favorable		Unfavorable	
		<i>n</i>	%	<i>n</i>	%
	Medium	1,185	52.4	1,075	47.6
	Low	1,763	53.3	1,543	46.7

^a $\chi^2 (2, N = 6,875) = 117.27, p = .001$. Cramer's $V = .13$.

$N = 6,875$

Note. Principal Rankings given for nine schools.

Table 23 has the bivariate chi-square test results for associating the students' feeling safe in school scores with the principals' ratings for treating people with respect, based on whether feeling safe in school was rated favorably. Inspection of the table found that the differences in favorability ratings were positively significant at the $p = .001$ level (Cramer's $V = .21$). Specifically, students reported feeling safer in school for schools having principals with high scores for treating people with respect (67.9%), but feeling less safe in school for those with medium scores (47.1%) and low scores for treating people with respect (39.4%; Table 23).

Table 23

Association of Feeling Safe in School With Principal Ratings for Treating People With Respect Based on Favorability

		Feeling Safe in School			
Item	Rank	Favorable		Unfavorable	
		<i>n</i>	%	<i>n</i>	%
Treats people with respect ^a					
	High	889	67.9	420	32.1
	Medium	1,065	47.1	1,195	52.9
	Low	1,303	39.4	2,003	60.6

^a $\chi^2 (2, N = 6,875) = 305.62, p = .001$. Cramer's $V = .21$.

$N = 6,875$

Note. Principal Rankings given for nine schools.

Table 24 has the bivariate chi-square test results for associating the students' overall sense of belonging scores with the principals' ratings for working collaboratively with others, based on whether the overall sense of belonging was rated favorably. Inspection of the table

found that the differences in favorability ratings were positively significant at the $p = .001$ level (Cramer's $V = .11$). Specifically, students reported higher overall sense of belonging for schools having principals with high scores (62.6%) and medium scores (50.6%) for working collaboratively with others, but lower overall sense of belonging for those with low scores for working collaboratively with others (48.5%; Table 24).

Table 24

Association of Overall Sense of Belonging With Principal Ratings for Working Collaboratively With Others Based on Favorability

		Overall Sense of Belonging			
		Favorable		Unfavorable	
Item	Rank	<i>n</i>	%	<i>n</i>	%
Works collaboratively with others ^a					
	High	820	62.6	489	37.4
	Medium	1,143	50.6	1,117	49.4
	Low	1,605	48.5	1,701	51.5

^a $\chi^2 (2, N = 6,875) = 76.99, p = .001$. Cramer's $V = .11$.

$N = 6,875$

Note. Principal Rankings given for nine schools.

Table 25 has the bivariate chi-square test results for associating the students' feeling close to people at school scores with the principals' ratings for working collaboratively with others, based on whether feeling close to people at school was rated favorably. Inspection of the table found that the differences in favorability ratings were positively significant at the $p = .02$ level (Cramer's $V = .03$). Specifically, students reported feeling close to people at school for all schools regardless of principal ranking for working collaboratively with others, but having principals with high scores for working collaboratively with others led to higher favorable ratings (59.0%) than did having principals with low (54.6%) or medium scores for working collaboratively with others (54.8%; Table 25).

Table 25

Association of Feeling Close to People at School With Principal Ratings for Working Collaboratively With Others Based on Favorability

		Feeling Close to People at School			
		Favorable		Unfavorable	
Item	Rank	<i>n</i>	%	<i>n</i>	%
Works collaboratively with others ^a					
	High	772	59.0	537	41.0
	Medium	1,239	54.8	1,021	45.2
	Low	1,804	54.6	1,502	45.4

^a $\chi^2 (2, N = 6,875) = 7.99, p = .02$. Cramer's $V = .03$.

$N = 6,875$

Note. Principal Rankings given for nine schools.

Table 26 has the bivariate chi-square test results for associating the students' being happy to be at school scores with the principals' ratings for working collaboratively with others, based on whether being happy to be at school was rated favorably. The differences in favorability ratings were positively significant at the $p = .001$ level (Cramer's $V = .10$). Specifically, students reported being happier to be at school for schools having principals with high scores (62.3%) and medium scores for working collaboratively with others (50.5%), but lower overall sense of belonging for those with low scores for working collaboratively with others (49.5%; Table 26).

Table 26

Association of Being Happy to Be at School With Principal Ratings for Working Collaboratively With Others Based on Favorability

		Being Happy to Be at School			
		Favorable		Unfavorable	
Item	Rank	<i>n</i>	%	<i>n</i>	%
Works collaboratively with others ^a					
	High	816	62.3	493	37.7
	Medium	1,141	50.5	1,119	49.5
	Low	1,638	49.5	1,668	50.5

^a $\chi^2 (2, N = 6,875) = 65.89, p = .001$. Cramer's $V = .10$.

$N = 6,875$

Note. Principal Rankings given for nine schools.

Table 27 has the bivariate chi-square test results for associating the students' feeling like a part of their school scores with the principals' ratings for working collaboratively with others, based on whether feeling like a part of the school was rated favorably. Inspection of the table found that the differences in favorability ratings were positively significant at the $p = .001$ level (Cramer's $V = .09$). Specifically, students reported feeling more like a part of their school for schools having principals with high scores (56.3%) for working collaboratively with others, but feeling less like a part of their school for those with medium scores (48.1%) and low scores for working collaboratively with others (44.4%; Table 27).

Table 27

Association of Feeling Like a Part of One's School With Principal Ratings for Working Collaboratively With Others Based on Favorability

		Feeling Like a Part of One's School			
		Favorable		Unfavorable	
Item	Rank	<i>n</i>	%	<i>n</i>	%
Works collaboratively with others ^a					
	High	737	56.3	572	43.7
	Medium	1,086	48.1	1,174	51.9
	Low	1,468	44.4	1,838	55.6

^a $\chi^2 (2, N = 6,875) = 53.24, p = .001$. Cramer's $V = .09$.

$N = 6,875$

Note. Principal Rankings given for nine schools.

Table 28 has the bivariate chi-square test results for associating the students' teachers treating students fairly scores with the principals' ratings for working collaboratively with others, based on whether teachers treating students fairly was rated favorably. Inspection of the table found that the differences in favorability ratings were positively significant at the $p = .001$ level (Cramer's $V = .13$). Specifically, a majority of students reported teachers treating students fairly for all schools regardless of principal ranking for working collaboratively with others, but having principals with high scores for working collaboratively with others led to higher favorable

ratings (69.4%) than did having principals with low (53.3%) or medium scores for working collaboratively with others (52.4%; Table 28).

Table 28

Association of Teachers at School Treating Students Fairly With Principal Ratings for Working Collaboratively With Others Based on Favorability

		Teachers at School Treat Students Fairly			
		Favorable		Unfavorable	
Item	Rank	<i>n</i>	%	<i>n</i>	%
Works collaboratively with others ^a					
	High	909	69.4	400	30.6
	Medium	1,185	52.4	1,075	47.6
	Low	1,763	53.3	1,543	46.7

^a $\chi^2 (2, N = 6,875) = 117.27, p = .001$. Cramer's $V = .13$.
 $N = 6,875$

Note. Principal Rankings given for nine schools.

Table 29 has the bivariate chi-square test results for associating the students' feeling safe in school scores with the principals' ratings for working collaboratively with others, based on whether feeling safe in school was rated favorably. The differences in favorability ratings were positively significant at the $p = .001$ level (Cramer's $V = .21$). Specifically, students reported feeling safer in school for schools having principals with high scores for working collaboratively with others (67.9%), but feeling less safe in school for those with medium scores (47.1%) and low scores for working collaboratively with others (39.4%; Table 29).

Table 29

Association of Feeling Safe in School With Principal Ratings for Working Collaboratively With Others Based on Favorability

		Feeling Safe in School			
		Favorable		Unfavorable	
Item	Rank	<i>n</i>	%	<i>n</i>	%
Works collaboratively with others ^a	High	889	67.9	420	32.1

(continued)

Item	Rank	Feeling Safe in School			
		Favorable		Unfavorable	
		<i>n</i>	%	<i>n</i>	%
	Medium	1,065	47.1	1,195	52.9
	Low	1,303	39.4	2,003	60.6

^a $\chi^2 (2, N = 6,875) = 305.62, p = .001$. Cramer's $V = .21$.

$N = 6,875$

Note. Principal Rankings given for nine schools.

Summary

Chapter 4 described the demographics and results of this quantitative research study. The purpose of this quantitative research study was to determine to what extent, if at all, there is a positive correlation between students' perceptions for their level of sense of belonging at a school site with staff perceptions of urban secondary school principals' leadership behaviors. Of the 23 secondary principals who were invited to participate, nine consented to this study.

The results of this study showed that students' perceptions for their level of sense of belonging at a school site did positively correlate with staff perceptions of urban secondary school principals' leadership behaviors (communicative competence, respectfulness, and collaborative competence). For all 18 chi-square tests, a positive relationship was found between the student's sense of belonging and ratings of the principal's leadership abilities. However, the strength of the relationships for all the Cramer's V statistics were considered to be weak using the Cohen (1988) criteria. In the final chapter these findings will be compared to the literature conclusions and implications will be drawn and a series of recommendations will be suggested.

Chapter 5: Discussion of the Results

In this Chapter 5, a summary of demographics, key findings in results, a comparison to earlier studies, the researcher's observations, and recommendations for future study are provided. The purpose of this quantitative research study was to determine to what extent, if at all, there is a positive correlation between students' perceptions for their level of sense of belonging at a school site with staff perceptions of urban secondary school principals' leadership behaviors. This study provided an opportunity to examine whether students felt closer to people, happy or connected, treated fairly, and safe at school if staff perceived their secondary principal leaders to communicate more effectively, treat others with respect, and work collaboratively.

In any occupation as a leader, it is important to know one's strengths and opportunities for growth. Being aware of one's own competency level in social emotional learning skills may help principals to avoid roadblocks in moving the dials of their school site. The ultimate goal of this study was to show that social emotional learning competency skills matter for leaders to model as demonstrated by a positive correlation made with two similar but not exact summary data sources with a focus on below the green line questions. School principals must improve their Social and Emotional Learning (SEL) competency skills to be effective in creating a positive school culture with kindness, empathy, and compassion. In order to know where there are strengths and opportunities for learning and growth in SEL skills, effective school leaders must establish a culture of giving and receiving feedback from staff and students and emphasize collaboration (Dolph, 2017; Sprankles, 2018).

Discussion of Demographics

"Learning to improve demands the active, full engagement of educators" (Bryk et al., 2015, p. 9). The Leadership Effectiveness Survey is not an easy tool to gulp when principals

have staff members anonymously providing feedback on their leadership skills. The LES results are shared openly with staff at school sites and evaluators (Assistant Superintendents who supervise Principals). Even so, the results of the LES are always a sensitive area for most because it is anonymous feedback for principals. Principals do not know what will be written about their worth and value to the organization until they receive the results during the summer when the most staff who provided the feedback are off for break.

Twenty-three secondary principals exist at SBCUSD. When the researcher met with Dr. Harold Vollkommer on July 3, 2018 (personal communication), the discussion was about the district providing the LES results for all secondary principals directly to the researcher pending IRB approval or the researcher obtaining consent and results directly from each principal. When given the opportunity to choose whether they wanted to participate by having their LES results in customer services and interpersonal skills analyzed in relation to their Student Surveys, only 39% of the secondary principals provided consent. Had the researcher taken the simpler route and obtained all 23 secondary principal LES results from the district directly, the researcher would have had 100% of the 23 principal LES results. However, future opportunities for more in depth research with the LES results might not have been welcomed.

The researcher appreciates the nine principals who took the risk to participate in this study and to actively engage in the possibility of learning to improve another aspect of their school climate and culture.

The researcher's original goal was to be able to obtain at least 10 secondary principals (43%) to consent to using the results from Q3 in their Leadership Effectiveness Survey out of 23 secondary principals at SBCUSD. Nine secondary school principals (39%) instead provided their Q3 LES results and consent before winter break 2018.

Originally, with the population size of 923 staff across 10 secondary schools, the recommended sample size was 272 (29%) to have completed the staff survey. With nine secondary schools instead, the staff population size decreased to 787 staff who had access to completing the LES. Using the Raosoft sample size calculator, for a population size of 787 ($N = 787$) across nine secondary schools, for a 5% margin of error, a 95% confidence level, and a 50% response distribution, the recommended sample size is 259 (33%). Out of 787 staff across nine secondary schools, 272 staff (35%) completed the surveys. Given that the researcher only needed a sample of 259 staff members to complete the survey, this study had sufficient power with 272 completed surveys (35%) to provide summary data (APPENDIX M).

Originally, with the population size of 10,410 secondary students across the same 10 secondary schools in which principal consent was received to use their LES, the sample size recommended was 371 student surveys (4%). With nine secondary schools the student population size decreased to 8,736 students. Using the Raosoft sample size calculator, for a population size of 8,736 ($N = 8,736$) across nine secondary schools, for a 5% margin of error, a 95% confidence level, and a 50% response distribution, the recommended sample size is 369 (4%). Out of 8,736 students across nine secondary schools, 7,772 students (89%) completed the survey. Given that the researcher only needed a sample of 369 students (4%) to complete the survey, this study had sufficient power with 7,772 completed surveys (89%) to provide summary data (APPENDIX N).

With nine secondary schools studied, it was somewhat easier to calculate three low scores, three medium scores, and three high scores. Had there been a tenth school, the researcher would have had to include an additional score within low, middle, or high. Thus, the nine schools were sufficed for this study. Another advantage was the researcher had an even number of types

of schools represented. Three schools were middle schools; three schools were comprehensive high schools; three schools were alternative settings. Even though a variety of secondary schools were represented, the results were the same. Principals who had higher scores in communicating effectively, treating people with respect, and/or working collaboratively with others based on staff perceptions had students with a higher score of feeling closer to people at school, feeling happy at their school, feeling part of their school, teachers treating students fairly at school, and/or feeling safe at school.

Discussion of Results

The research question of this study was answered as the results showed that students' perceptions for their level of sense of belonging at a school site positively correlate with staff perceptions of urban secondary school principals' leadership behaviors (communicative competence, respectfulness, and collaborative competence). A positive relationship was found between the student's sense of belonging and ratings of the principal's leadership abilities. Using existing tools at SBCUSD together instead of separately such as the Student Survey and the LES staff survey might assist in illustrating current challenges and invite new thinking about possible solutions.

Principals were more likely to receive an unfavorable rating from staff if they were low in communicating effectively. The largest positive correlation of a well-ranked principal based on staff perceptions of customer service/interpersonal skills is students felt more connected and safer at school as stated in Table 17 (68.1% of students), Table 23 (67.9% of students), and Table 29 (67.9% of students).

A few areas showed no correlation in the results with higher favorable ratings for students if principals scored higher with staff perceptions. Regardless of the high, medium, or

low scores, these areas showed students still reported a higher sense of belonging. One area that students reported teachers treating students fairly in all schools regardless if principals scored higher was with communicating effectively. High ranked principals resulted in 66.5% of students reported teachers treating students fairly in school. Middle ranked principals had 50.1% of students reporting favorably. Low ranked principals had 53.3% of students reporting favorably. Regardless if principals scored high, medium, or low in treating people with respect, over 50% of students within each principal ranking reported they feel close to people at school. Regardless if principals scored high, medium, or low in working collaboratively with others, over 50% of students within each principal ranking reported feeling close to people at school. Nonetheless, findings showed a positive correlation between principals who had higher scores for communicating effectively, treating people with respect, and working collaboratively with others and students reporting higher favorable ratings within sections of sense of belonging.

An unusual finding was students felt closer to people at school for schools that had principals with high or low scores in communicating effectively but felt less close to people at school with principals who had medium scores for communicating effectively. The researcher would have liked to further investigate why this occurred with this section. Conducting further qualitative research by asking students questions specifically around who they feel closer to at school and what makes them feel closer to people at school would help discover the discrepancy between high and low scores for principals communicating effectively showing a favorable rating for feeling closer to people at school and a medium score for principals communicating effectively for students feeling less close to people at school.

The following results showed a positive relationship between staff perceptions of urban secondary school principals' leadership behaviors (communicative competence, respectfulness,

and collaborative competence) and students' level of sense of belonging across nine secondary school sites within the same urban school district. Schools having principals with high scores in communicating effectively, treating people with respect, and working collaboratively with others based on staff perceptions also had students with a higher overall sense of belonging, students being happier to be at school, students feeling part of their schools, and students feeling safer in school. In addition, schools having principals with medium scores in working collaboratively with others based on staff perceptions had students with a higher overall sense of belonging and happier at school. Yet another example of students' perceptions for their level of sense of belonging at a school site having a positive correlation with staff perceptions of urban secondary school principals' leadership behaviors.

In order to improve practices and be a more effective leader who serves staff, students, and families, this requires gathering data about the areas targeted for change collected routinely. The LES staff survey and Student Survey data are collected annually. This opens up another avenue of measuring principal effectiveness but with a different purpose. Principals may improve their own competency level of SEL through this type of data analysis. Our principals receive too much uncoordinated and incoherent feedback from too many different people. This study shows that through the positive correlations, it matters to staff and students if Principals develop empathetic and good working relationships which further emphasizes Tomlinson & Murphy's belief in grounding our work in empathy or compassion.

A simple fact about systems is evident: one's understanding of a system continues to deepen through efforts to change it (Bryk et al., 2015). The researcher learned by doing this study that part of deepening the system through the efforts of change that Bryk et al. discusses can be done when we connect various existing and separate data to help improve our leadership

effectiveness. Imagine if Principals were able to leverage the amount of feedback which already exists to try something new and experiment with data analysis to do better for our students and staff?

Communicating effectively, treating people with respect, and working collaboratively with others are components of social emotional learning competency skills: self-awareness, self-management, social awareness, responsible decision-making, and relationship-building. It is evident from this study that there is more than one positive correlation between staff perceptions of their school principal and their students' sense of belonging. It would behoove secondary principals to not only focus on test scores, A-G completion, and suspension/attendance rates but also to take time to analyze existing tools they have to discover how their SEL skills affect their leadership effectiveness with staff and students, especially in a large urban school setting where the community affects how students arrive to school. As mentioned in Chapter 1, the factors that affect urban students at home do not disappear when they enter through the school's doors.

The LES was implemented as a commitment to truly use the results as a mechanism for school principals to reflect on practices and create objectives and an action plan for improving leadership effectiveness. "Change ideas are tested and refined based on evidence from what actually happened, both intended and otherwise" (Bryk et al., 2015, p. 9). Becoming competent in SEL skills has a moderate to significant correlation in how staff perceive their principals as well as how much students feel they belong and are safe in their school.

Comparison to Earlier Studies

The purpose of the Leadership Effectiveness Survey in San Bernardino City Unified School District is to provide critical feedback to the Principals in order to improve their performance, and to inform the overall strengths and needs of the district's Principals as a

collective. At the level of continuous learning and development, leadership assessment can serve as a powerful communication tool, providing both formative and summative feedback to a school leader, enabling principals to make informed decisions regarding development and improvement by identifying gaps between existing practices and desired outcomes. (Goldring, et al., 2009).

In Chapter 2, it was learned that principals who possess high levels of emotional intelligence are more skillful in leading change, cultivating commitment from their staff, and can make a significant difference between a high-performing school and a low-performing school (Moore, 2009). Higher competency in emotional intelligence or SEL skills allow Principals to manage conflicts and communicate with others more effectively (Cai, 2011). The study's findings show that by Principals being highly competent in these skills based on staff perception, 67.9% of students ultimately feel safer in schools.

Cozolino (2013) was quoted in Chapter 2 that “teachers can use their warmth, empathic caring, and positive regard to create a state of mind that decreases fear and increases neuroplasticity and learning” (p. 6). This study demonstrates that these skills are not only needed of teachers but of principals as well, especially in the secondary grade levels in which content and rigor is almost always the main foci. Fink (2018) found that school staff need to learn about each student individually and respond to each differently through building relationships so that there are no blind spots. The results with positive correlation of this study show that Principals need to learn about each staff individually and respond to each differently through building relationships.

Staff perceptions of principal leadership effectiveness with customer service and interpersonal skills positively correlate with their students having a higher sense of belonging. Patricia A. Jennings' work with building resilience with compassion and being trauma-sensitive

aligns with the results of this study. Leaders must be self-aware to resist the tendency to overreact and to recover quickly from daily challenges. Lack of self-awareness affects staff perceptions of their customer service or interpersonal skills which ultimately affects how connected or safe students feel. High-ranked principals in treating people with respect and working collaboratively with others both had 69.4% of students reporting that teachers at school treat students fairly.

None of the structures, patterns, and processes of increasing graduation rates, A-G completion, decreasing suspensions and absences, etc. can be accomplished without the below the green line items, which are information, relationships, and identity being in place (Zuieback, 2012). Although being smart is part of the equation of a successful organization and occupies the majority of time, energy, and attention, the other half of the equation is being healthy and is largely neglected (Lencioni, 2012). An effective school leader is able to build relationships, is self-aware, has self-management, is socially aware, and makes responsible decisions. A school leader working in an urban school setting must be able to maintain effectiveness under stressful, or even hostile, conditions. Jennings (2019) stated students learn the SEL competencies by observing, imitating, and engaging with the adults in their lives. The results of the study further prove the positive significance of principals modeling the SEL skills as 62.6% of students reported higher overall sense of belonging for schools having principals with high scores for working collaboratively with others.

Several studies mentioned in Chapter 2 suggested that leaders high in emotional intelligence may be more skillful in influencing, inspiring, intellectually stimulating, and growing their staff (Goleman, 1995; Goleman, 2006; Moore, 2009; Segneri, 2015). The results of this study prove that leaders who score high in communicating effectively, treating people with

respect, and working collaboratively with others (all components of emotional intelligence and SEL skills) based on staff perceptions affect students' sense of belonging has positive significance. Knowing this might support students achieving and succeeding at higher rates which would be another future study to build upon this study.

Researcher's Observations

Finding that there is more than one positive correlation between staff perceptions and students' sense of belonging, school leaders may develop an action plan to improve his or her leadership effectiveness amongst staff while increasing his or her students' sense of belonging. The current state has been determined for the nine schools in this study.

Two of the five SEL competency skills are social awareness (empathy) and building relationships. The study shows we must change our approach to how we view our students' behaviors and quite possibly our staff behaviors. We must shift the views of school staff or students who are not achieving to *What has happened to you?* instead of *What's wrong with you?*. We want to help schools create a paradigm shift from thinking *How do I stop the behavior?* to *What's going on in their lives?* This is the difference between treating the symptom and addressing the root cause. The researcher is suggesting that we broaden the viewpoint so that we investigate what is really causing an undesirable behavior and attempt to address that instead. We know the work of Patricia A. Jennings encourages application of mindfulness to experiences to bring greater awareness so that we can respond rather than react to challenging behavior.

Thus, it is important to learn the current process for working with students who display the violent or disruptive behaviors and how schools document behavior interventions. More importantly, we need to self-reflect on our own ways of communicating and treating others as this study proves that how we behave affects how staff perceive us as leaders. "Self-awareness

and self-management functioning together form the basis for the other three competencies (relationship skills, social awareness, and responsible decision making)” (Jennings, 2019, p. 108).

The results of the study imply quality improvement for principals in customer service and interpersonal skills as being significant techniques to increase students’ sense of belonging, especially in feelings of safety in school. Recognizing this improvement means building human capabilities rather than only focusing on instruction to affect test scores, A-G completion, graduation rates, etc. Numbers in key performance indicators are not the only part of the equation to what helps our students in an urban school setting feel connected, safe, and treated fairly. Keller and Papasan (2012) found that many things are important, but only one can be the most important because, over time, success is built sequentially and with one thing at a time. What if SEL skills is the one thing that makes a secondary principal more effective? What if, based on the results of this study, the correlations between staff perceptions and students’ sense of belonging rely on that one thing being leaders developing their social emotional learning competency skills and then academics and college readiness success follows due to students and staff feeling happier, connected, and safer in schools? Of course, first instruction is key to success and student achievement. However, it is only half of the equation. Lencioni (2012) found that being smart is only half of the equation; the other half is being healthy. Developing SEL skills in all leaders and giving it equal importance cultivates being healthy.

Recommendations for Future Study

An area of study that is beyond this particular study is diving deeper into the existing summary data of the LES and Student Survey and using the three improvement questions found

in Bryk's et al. (2015) work to decide on a school site's plan and possible foci for the next school year:

1. What is the problem we are trying to solve?
2. What change will be introduced and why?
3. What evidence will be considered to examine whether the change is actually an improvement? (p. 155–156)

Using existing data like the staff perceptions in a LES and the Student Survey for schools/principals to examine what the voices of stakeholders are stating might assist principals in developing their work plan and action steps for each school year. One possibility would be to open the LES survey to more than just staff. Students and parents might be able to add value to the LES Q3 customer service and interpersonal skills section. Having a team of site staff examining the results of the Student Survey even more by conducting interviews would provide qualitative data for the school site to use to increase a principal's leadership effectiveness and students' sense of belonging. Interviewing students, parents, and staff might identify the issues that hinder scoring principals higher in their leadership effectiveness or students' sense of belonging components. Once interviews are completed, trends may be discovered to answer the three improvement questions.

Quite possibly a next step to change how we are collecting feedback may be for students and parents to also provide feedback using the LES or for all principals to compare and contrast students' sense of belonging data with their LES staff perceptions annually so that they are not missing out on their students' voice. A better understanding of how staff perceptions correlate with students' sense of belonging by analyzing a different angle of existing archived summary data may increase leadership effectiveness and spread effective change districtwide.

Since only 10 states address four of the five core Teachers' SEL dimensions (competency areas) and 36 states have requirements that address one, two, or three of the five core Teachers' SEL dimensions (Schonert-Reichl, Kitil, & Hanson-Peterson, 2017, p. 7), an area of study for future graduate students may be which universities have a course with devoted time to developing future educators in the five SEL competency skills. Also, how can current programs infuse SEL into the curriculum? Developing school leaders must have a component of building relationships, social awareness, self-awareness, self-management, and responsible decision-making as this study showed that there is a correlation between staff perceptions of a more effective leader and students' sense of belonging. Another area of study may be to analyze whether rigor and content increases without stakeholder engagement. Proving whether rigor and content increases or decreases without stakeholder engagement might be an area of further study. This would further demonstrate the priority that must be made on SEL competency skills increasing stakeholder engagement which would ultimately cause staff to perceive their principals as more effective and students to feel a higher sense of belonging or connectedness to their schools.

It is of utmost importance for schools within an urban setting to focus on the needs of the community and how best to effectively lead schools within the culture in which the schools are set. Hence, cultural proficiency is necessary. This is another area of study which was not a main focus in this study but a vital ingredient in ensuring school leaders are effective in the eyes of their staff and students feel a sense of belonging at their school.

It would be interesting to study whether previous school counselors who are now school vice principals and/or principals have higher scores in communicating effectively, treating people with respect, and working collaboratively with others. As stated in Chapter 2, although

there is a growing interest in SEL skills at the pre- and in-service level for educators, a lack of university-based course offerings exists in this area (Garibaldi et al., 2015; National School Climate Council, 2007). However, school counselors are required to learn about three domains to obtain their masters of arts degree in school counseling and their Pupil Personnel Services credential: academic, career/college, and social-emotional domains. Since this study showed that SEL skills based on staff perceptions of customer service and interpersonal skills correlates with students having a higher sense of belonging, would former school counselors with the social-emotional domain already included in their preservice cause a higher scoring in principal leadership effectiveness, especially in a large urban school setting with high poverty, crime, and violence?

In Chapter 2, it was stated that students who survive trauma and grow to be successful have identified one single variable in their success: they were connected to a caring adult who believed in them and cared about them (Garibaldi et al., 2015; National School Climate Council, 2007; Sporleder & Forbes, 2016). School principals are considered effective based on a variety of key performance indicators in California. As shown in Table 3 in Chapter 2, student and a school's success are measured by some of the following items, but not limited to, suspension rates, high graduation rates, student attendance, school–community engagement, English Learner reclassification rates, academic proficiency levels, and college–career readiness.

Another recommendation for future research would be to dive deeper into the same schools used in this study's data to see if their test scores, suspension rates, and attendance rates are indeed positively impacted by students having a higher sense of belonging and their principals leading effectively in customer service and interpersonal skills. The researcher suggests that new measurement devices be developed to assess the variables under study. These

assessments might include responses that provide continuous data, more than nominal, and true dichotomous data. This continuous data might allow a more in-depth analysis of chosen variables as it correlates with attendance rates, test scores, and suspension rates.

Researcher's Personal Reflection

As stated in Chapter 1, the researcher is currently an administrator, and has been both vice principal and principal in SBCUSD and a principal in another district. The Student Survey did not exist during that time of the researcher's career in SBCUSD. However, the LES staff survey did. Had the researcher known what this study produced back then, the researcher would have been a better school leader. The focus for the researcher when previously in the role of Principal was always on building relationships with parents and students. This study demonstrated that staff perceptions of leaders affect how connected students feel to their school. Thus, the researcher would have spent more time cultivating the school staff in the three areas of customer service/interpersonal skills (communicating effectively, treating people with respect, and working collaboratively with others) not only students and parents.

Summary

The purpose of this quantitative research study was to determine to what extent, if at all, there was a positive correlation between students' perceptions for their level of sense of belonging at a school site with staff perceptions of urban secondary school principals' leadership behaviors. By determining there was more than one positive correlation, urban secondary school principals may see which SEL competency skills are areas of strength and which are opportunities for growth to improve their leadership effectiveness for staff perceptions and students' sense of belonging in school. School principals are typically not provided with professional development or preservice training on how best to work students who are exposed

to family and environmental stressors and trauma, and yet they are expected to lead their school staff to build relationships and be socially aware with their students.

The results of the study show a connection between School Principals developing in the five Social Emotional Learning Competency skills with creating a positive school climate and culture. This culture leads students to feel school connectedness and a sense of belonging as well as School Principals perceived by staff as being effective leaders. Although all five SEL competency skills are valuable to developing a more effective leader, empathy or social awareness seems to be a SEL competency skill that surfaces in every correlation. Brené Brown's work coincides with the results as she upholds an effective leader being kind, clear, respectful, and remembering the human while still doing what makes sense to achieve an organization's goals.

If a school leader is not modeling competency in SEL skills for staff and students, we are missing the much-needed focus area in an urban setting to help our students be emotionally, relationally, and socially successful. In turn, academic learning will thrive. Furthermore, it is not only our focus on students that matter as school leaders. Taking the time to practice and model SEL competency skills with our staff and infusing it in all aspects of what we do as school leaders (PBIS, restorative practices, trauma-informed, Key performance indicators, etc.) must also be at the forefront of being an effective leader. "The only way for the leader of a team to create a safe environment for his team members to be vulnerable is by stepping up and doing something that feels unsafe and uncomfortable first" (Lencioni, 2012, p. 37).

It is much easier to lead students than adults for many principals because principals were once in a classroom leading their room full of students. A principal's classroom is their school, the whole school. Thus, their student population is not just the traditional student demographics

but all stakeholders (parents, school staff, community members, central district office staff, etc.). Effective principals must work to make sure people feel a sense of belonging by validating contribution, recognizing achievement, developing a system to extend trust or empowering others, etc. (Brown, 2018).

An effective school leader is able to build relationships, is self-aware, has self-management, is socially aware, and makes responsible decisions. Brown's (2018) work aligns with this study in that effective leaders create "a culture in which people feel safe, seen, heard, and respected" (p. 12). Brené Brown's data further parallels this study's findings in which effective leaders care for and connect to the people they lead. Building a cohesive team consisting of all stakeholders to be more effective and increase students' sense of belonging requires secondary principals in an urban school setting to reflect and develop their SEL competency skills. Based on this study, students' perceptions for their level of sense of belonging at a school site have a positive correlation with staff perceptions of urban secondary school principals' leadership behaviors (communicative competence, respectfulness, and collaborative competence).

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APPENDIX A

Adverse Childhood Experience Study

Adverse Childhood Experience (ACE) Questionnaire Finding your ACE Score ra hbr 10 24 06

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household **often** ...
Swear at you, insult you, put you down, or humiliate you?
or
Act in a way that made you afraid that you might be physically hurt?
Yes No If yes enter 1 _____
2. Did a parent or other adult in the household **often** ...
Push, grab, slap, or throw something at you?
or
Ever hit you so hard that you had marks or were injured?
Yes No If yes enter 1 _____
3. Did an adult or person at least 5 years older than you **ever**...
Touch or fondle you or have you touch their body in a sexual way?
or
Try to or actually have oral, anal, or vaginal sex with you?
Yes No If yes enter 1 _____
4. Did you **often** feel that ...
No one in your family loved you or thought you were important or special?
or
Your family didn't look out for each other, feel close to each other, or support each other?
Yes No If yes enter 1 _____
5. Did you **often** feel that ...
You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?
or
Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
Yes No If yes enter 1 _____
6. Were your parents **ever** separated or divorced?
Yes No If yes enter 1 _____
7. Was your mother or stepmother:
Often pushed, grabbed, slapped, or had something thrown at her?
or
Sometimes or often kicked, bitten, hit with a fist, or hit with something hard?
or
Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
Yes No If yes enter 1 _____
8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
Yes No If yes enter 1 _____
9. Was a household member depressed or mentally ill or did a household member attempt suicide?
Yes No If yes enter 1 _____
10. Did a household member go to prison?
Yes No If yes enter 1 _____

Now add up your "Yes" answers: _____ This is your ACE Score

APPENDIX B

Leadership Effectiveness Survey (LES)-San Bernardino City Unified School District (SBCUSD)

Leadership Effectiveness Survey

For each of the following questions, please refer to the Site Principal with whom you work with at your assigned school site. All questions in this survey will refer to your immediate Site Principal.

	<i>Q1</i> <i>Overall Leadership Performance</i>	Never	Occasionally	Usually	Frequently	Always	N/A
1	Provides a clear vision of divisional/departmental goals.						
2	Provides effective leadership in the formation of department plans.						
3	Demonstrates a commitment to district diversity.						

Comments: Specific examples of strong performance and/or how performance could be improved.

	<i>Q2</i> <i>Performance of Key Duties</i>	Never	Occasionally	Usually	Frequently	Always	N/A
4	Employs analytical skills effectively in making decisions.						
5	Makes decisions in a timely manner.						
6	Effectively establishes priorities.						
7	Considers the broad needs of the district in making decisions.						

8	Manages human resources effectively.						
---	--------------------------------------	--	--	--	--	--	--

Comments: Specific examples of strong performance and/or how performance could be improved.

	Q3 <i>Customer Service and Interpersonal Skills</i>	Never	Occasionally	Usually	Frequently	Always	N/A
9	Communicates effectively.						
10	Treats people with respect.						
11	Works collaboratively with others.						

Comments: Specific examples of strong performance and/or how performance could be improved.

	Q4 <i>Development of Self</i>	Never	Occasionally	Usually	Frequently	Always	N/A
12	Willing to consider different points of view.						
13	Demonstrates initiative.						
14	Directs accountability.						

Comments: Specific examples of strong performance and/or how performance could be improved.

	Q5 <i>Development of Others</i>	Never	Occasionally	Usually	Frequently	Always	N/A
15	Provides an organizational environment which encourages						

	innovation.						
16	Encourages and supports employees' development opportunities.						

Comments: Specific examples of strong performance and/or how performance could be improved.

	<i>Q6 Overall Assessment: Three (3) things to continue and why</i>
1	
2	
3	

	<i>Q7 Areas in Need of Improvement: Three (3) things to stop and why.</i>
1	
2	
3	

	<i>Q8 Other Comments</i>

APPENDIX C

Student Survey-CORE Student Culture and Climate Survey—Sense of Belonging

Secondary Student Survey (Grades 6 - 12)

Climate of Support for Academic Learning

1. Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.
2. My teachers work hard to help me with my schoolwork when I need it.
3. Teachers give students a chance to take part in classroom discussions or activities.
4. This school promotes academic success for all students.
5. This school is a supportive and inviting place for students to learn.
6. Teachers go out of their way to help students.

Knowledge and Fairness of Discipline, Rules and Norms

1. Does this school clearly tell students what would happen if they break school rules?
2. Are rules in this school made clear to students?
3. Do students know how they are expected to act?
4. Do students know what the rules are?
5. Do teachers and other grown-ups at school treat students with respect?
6. Do students treat teachers with respect?
7. Are the school rules fair?
8. Are students treated fairly when they break school rules?

Safety

1. Do you feel safe at school?
2. Do other kids hit or push you at school when they are not just playing around?

3. Are you afraid of being beaten up at school?
4. Do other kids at school spread mean rumors or lies about you?
5. Do other kids at this school ever tease you about what your body looks like?
6. Do other kids at this school ever tease you about the way you talk?
7. Do other kids steal or damage your things, like your clothing or your books?

Sense of Belonging (School Connectedness)

1. Do you feel close to people at school?
2. Are you happy to be at this school?
3. Do you feel like you are part of this school?
4. Do teachers treat students fairly at school?
5. Do you feel safe at school?

APPENDIX D

Procedures for Research

1. Meet with Deputy Superintendent of SBCUSD to obtain permission to propose conducting research in the district using the Leadership Effectiveness Survey (LES).
2. Human subject's consideration and clearance from IRB.
3. Show proof to SBCUSD of IRB approval to remove provisional approval and change to complete approval to conduct research in SBCUSD.
4. Consent form for Principals to share their Leadership Effectiveness Survey.
5. Principals give me a copy of their Q3 results on or before winter break 2018.
 - a. Scan and email to me or
 - b. Hard copy to me
6. Use Raosoft calculator to determine whether sample size was reached.
7. Obtain Student Survey results from Panorama Education for each school site in which principals agreed for me to use their Leadership Effectiveness Survey.
 - a. Enter Panorama Education website
 - b. Choose each school site
 - c. Bookmark "sense of belonging" results
 - d. Export to PDF
 - e. Do b-d for each school site
8. Compare student voice to staff perceptions.
 - a. Review Leadership Effectiveness Survey- Staff and Student Surveys side-by-side for each school individually and code.
9. Find similarities and differences in coding. Look for trends.

10. Write about findings.
11. Connect findings to the five SEL competency skills.
12. Write about the importance of a leader and his/her effectiveness based on staff perceptions and student voice being competent in the five SEL skills.

APPENDIX E

Response to Request to Conduct Research Form

San Bernardino City Unified School District
Accountability & Educational Technology
Department

Response to Request to Conduct Research Form

Date: February 15, 2018

Project Director: Rose Ann Bomentre

Research ID: 107-2018

Project Title: Leadership Effectiveness and Social Emotional Learning Competency Skills in an Urban School Setting

	Study Proposal and Project Activity Guidelines	Criteria Met	Comments
1	Request to Conduct Form Complete	√	
2	Survey tool included if required (Page 1, b, 1)	√	Survey questions provided
3	Project approved by the University's Institutional Review Board (page 2, b, 2)		SBCUSD approval is contingent upon University full approval
4	Maintenance of data confidentiality and retention described (Page 3, 3, a)	√	Data will be stored on a password protected personal computer
5	Evidence that instructional time will be protected	√	Surveys are to be done outside contractual day
6	Additional teacher duties will not be required	√	No additional duties
7	Research results will provide benefit and insight to district practices and policy	√	Identify differences that exist between staff perceptions of secondary school principals' leadership behaviors
8	Teacher and/or student identity not linked to data or research results (Pages 2, 1, c and 3, 3, a)	√	No identifiers will be linked to research

Data Requested:

Research Request:

- Panorama Survey – Sense of Belonging Results for school site that Principal is assigned to
 - Student Perceptions of Sense of Belonging
- Leadership Effectiveness Survey
 - Staff Perceptions of Leadership Effectiveness

Response to Request for Data:

7 of the 8 district criteria have been met, and SBCUSD conditionally approves Rose Ann Bomentre's research request pending receipt of the University's approved IRB letter.

Please refrain from contacting site administrators while under conditional approval.

APPENDIX F

Letter of Conditional Approval to Conduct Research



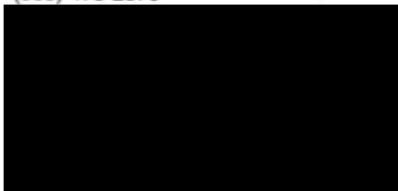
Dale Marsden, Ed.D.
Superintendent

Kennon Mitchell, Ph.D.
Assistant Superintendent

February 15, 2018

Research ID: 107-2018

San Bernardino City USD
Accountability & Educational Technology
4030 Georgia Blvd.
San Bernardino, CA 92407
(909) 473-2070



Dear Ms. Bomentre:

The attached form is in response to the requested information received by Accountability & Educational Technology on February 12, 2018. Seven of the eight criteria have been met. Pending receipt of your institution's IRB full approval letter, SBCUSD provides conditional approval to conduct research.

While under conditional approval, refrain from contacting school site administrators to garner voluntary participation for your research.

If you have any questions or concerns, you may contact the Accountability & Educational Technology Department at (909) 473-2070.

Sincerely,

A handwritten signature in black ink that reads "Kennon Mitchell".

Kennon Mitchell, Ph.D.
Assistant Superintendent

EDUCATIONAL SERVICES DIVISION

4030 Georgia Blvd • San Bernardino, CA 92407 • (909) 473-2086 • Fax (909) 473-2087 • kennon.mitchell@sbcusd.k12.ca.us

APPENDIX G

Test Development Record



Perceptions of Leadership Effectiveness Measure Version Attached: Sample Items

Note: Test name created by PsycTESTS

PsycTESTS Citation:

van Knippenberg, B., & van Knippenberg, D. (2005). Perceptions of Leadership Effectiveness Measure [Database record]. Retrieved from PsycTESTS. doi: <http://dx.doi.org/10.1037/t11704-000>

Instrument Type:
Test

Test Format:

Leadership Effectiveness Measure items are rated on a 5-point Likert scale ranging from 1 ("not at all") to 5 ("very much").

Source:

van Quaquebeke, Niels, van Knippenberg, Daan, & Brodbeck, Felix C. (2011). More than meets the eye: The role of subordinates' self-perceptions in leader categorization processes. *The Leadership Quarterly*, Vol 22(2), 367-382. doi: 10.1016/j.leaqua.2011.02.011, © 2011 by Elsevier. Reproduced by Permission of Elsevier.

Permissions:

Test content may be reproduced and used for non-commercial research and educational purposes without seeking written permission. Distribution must be controlled, meaning only to the participants engaged in the research or enrolled in the educational activity. Any other type of reproduction or distribution of test content is not authorized without written permission from the author and publisher. Always include a credit line that contains the source citation and copyright owner when writing about or using any test.

PsycTESTS™ is a database of the American Psychological Association

Perceptions of Leadership Effectiveness Measure

Items

My leader performs his/her tasks well.

My leader motivates me to exert myself on behalf of the team.

My leader is very effective as a leader.

Note. Answers were to be made on a five-point Likert scale ranging from 1 ("not at all") to 5 ("very much").

APPENDIX H

Dr. Thomas Granoff

Tom Granoff, Ph.D., PCC

35+ Years Dissertation Statistics / Methods - 2,000+ Projects Completed |Life / Career/

Productivity Coach | Professor

Greater Los Angeles Area

Higher Education

CURRENT

CastleBridge Research Consulting

The Granoff Corporation

Pepperdine University

EDUCATION

Fuller Graduate School of Psychology

As a statistical / methodology consultant, I've helped 1000s of behavioral science students become doctors sooner since 1980. I have 35+ years of experience providing research methodology, data analysis, and productivity coaching in academic, corporate and governmental settings using SPSS. Since 2001, I've worked on numerous (150+) scholarly projects each year. I assist students obtaining advanced degrees in leadership, psychology, education, management, public health, marketing, nursing, etc. I also worked for many years in marketing research and IT positions in health care. I've taught online and face-to-face graduate-level research methods / statistics courses since 1997 for LMU, Pepperdine University, and CSULB, all in Los Angeles. I pride myself in being able to explain most multivariate statistical tests in simple English without

using complex mathematical formulas. I educate my clients so that they understand their research and statistics and effectively prepare for final orals. My formal education includes a Ph.D. in Clinical Psychology plus three Master's degrees (Clinical Psychology, Theology and I/O Psychology). In addition, I have a Professional Coaching Certification from the ICF.

SPECIALTIES:

Multivariate statistics using SPSS

All aspects of dissertation: topic, design, proposal, IRB, stats, and final orals.

Dissertation, thesis and personal productivity coaching

Quickly and accurately addressing reviewer feedback

Designing “survivable” dissertation projects

Working with mid-career professionals who are trying to balance family, career and education

Survey development and analysis

Teaching doctoral level statistics and research courses

Focus group moderation

Qualitative interviewing

Mixed methods research designs

Marketing research

APPENDIX I

Informed Consent Letter to Prospective Participants

Informed Consent Letter to Prospective Participants

Dear Secondary Principal,

My name is Rose Bomentre, and I am a Doctoral Candidate at Pepperdine University Graduate School of Education and Psychology in the Organization Leadership program. I am conducting research for my dissertation: *Leadership Effectiveness and Social Emotional Learning Competency Skills in An Urban School Setting*. I am conducting a quantitative study examining the positive correlation between staff perceptions of leadership effectiveness in customer service and interpersonal skills with students' sense of belonging at the same school site. The study aims to focus on secondary school principals in an urban school setting. I have selected to use Section Q3 in the SBCUSD Leadership Effectiveness Survey for staff and the Student Survey for students as my survey instruments.

The study has been approved by both *Pepperdine University* and *San Bernardino City Unified School District* (see attached letters of approval). I am inviting you to participate in my study.

Your participation is voluntary. If you are willing to participate, please email me, and I will follow up with you about completing an Informed Consent Form (attached).

You may contact me at [REDACTED]. Thank you in advance for your consideration for participating in my study.

Sincerely,

Rose Ann Bomentre

Pepperdine University

Doctoral Candidate

APPENDIX J

Pepperdine University IRB Notice of Approval for Human Research



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

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: October 10, 2018

Protocol Investigator Name: Rose Bomentre

Protocol #: 17-12-691

Project Title: Leadership Effectiveness and Social Emotional Learning Competency Skills In An Urban School Setting

School: Graduate School of Education and Psychology

Dear Rose Bomentre:

Thank you for submitting your application for expedited 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. As the nature of the research met the requirements for expedited review under provision Title 45 CFR 46.110 of the federal Protection of Human Subjects Act, the IRB conducted a formal, but expedited, review of your application materials.

Based upon review, your IRB application has been approved. The IRB approval begins today October 10, 2018, and expires on October 09, 2019.

Your final consent form has been stamped by the IRB to indicate the expiration date of study approval. You can only use copies of the consent that have been stamped with the IRB expiration date to obtain consent from your participants.

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. Please be aware that changes to your protocol may prevent the research from qualifying for expedited review and will require a submission of a new IRB application or other materials to the IRB. If contact with subjects will extend beyond October 09, 2019, a continuing review must be submitted at least one month prior to the expiration date of study approval to avoid a lapse in approval.

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,

Page: 1



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

Judy Ho, Ph.D., IRB Chair

cc: Mrs. Katy Carr, Assistant Provost for Research

Page: 2

APPENDIX K

2nd Response to Request to Conduct Research

San Bernardino City Unified School District
Accountability & Educational Technology
Department

Response to Request to Conduct Research Form

Date: November 15, 2018

Project Director: Rose Ann Bomentre

Research ID: 107-2018

Project Title: Leadership Effectiveness and Social Emotional Learning Competency Skills in an Urban School Setting

	Study Proposal and Project Activity Guidelines	Criteria Met	Comments
1	Request to Conduct Form Complete	✓	
2	Survey tool included if required (Page 1, b, 1)	✓	Survey questions provided
3	Project approved by the University's Institutional Review Board (page 2, b, 2)	✓	University IRB approval provided
4	Maintenance of data confidentiality and retention described (Page 3, 3, a)	✓	Data will be stored on a password protected personal computer
5	Evidence that instructional time will be protected	✓	Surveys are to be done outside contractual day
6	Additional teacher duties will not be required	✓	No additional duties
7	Research results will provide benefit and insight to district practices and policy	✓	Identify differences that exist between staff perceptions of secondary school principals' leadership behaviors
8	Teacher and/or student identity not linked to data or research results (Pages 2, 1, c and 3, 3, a)	✓	No identifiers will be linked to research

Data Requested:

Research Request:

- Panorama Survey – Sense of Belonging Results for school site that Principal is assigned to
 - Student Perceptions of Sense of Belonging
- Leadership Effectiveness Survey
 - Staff Perceptions of Leadership Effectiveness

Response to Request for Data:

8 of the 8 district criteria have been met and SBCUSD fully approves your request to conduct research.

You may begin contacting the school to share your research and garner their support and participation in it.

A final copy of the completed study must be provided to Barbara Richardson in the Accountability and Educational Technology Department for review prior to publication.



Dale Marsden, Ed.D.
Superintendent

Kennon Mitchell, Ph.D.
Assistant Superintendent

November 15, 2018

Research ID: 107-2018

San Bernardino City USD
Accountability & Educational Technology
4030 Georgia Blvd
San Bernardino, CA 92407
(909) 473-2070



Dear Ms. Bomentre:

The attached form is in response to the updated information received by Accountability & Educational Technology on November 9, 2018. All eight criteria have been met and SBCUSD approves your project to conduct research.

A final bound copy or an electronic copy of your study must be provided to Barbara Richardson in the Accountability & Educational Technology Department prior to publication for review.

If you have any questions or concerns, you may contact the Accountability & Educational Technology Department at (909) 473-2070.

Sincerely,

Kennon Mitchell, Ph.D.
Assistant Superintendent

EDUCATIONAL SERVICES DIVISION

4030 Georgia Blvd • San Bernardino, CA 92407 • (909) 473-2086 • Fax (909) 473-2087 • kennon.mitchell@sbcsd.k12.ca.us

APPENDIX L

Informed Consent for Participation in Research Activities

PEPPERDINE UNIVERSITY

Graduate School of Education and Psychology

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

Pepperdine IRB Number#: 17-12-691

SBCUSD Research ID: 107-2018

Leadership Effectiveness and Social Emotional Learning Competency Skills in An Urban School Setting

You are invited to participate in a research study conducted by Rose Ann Bomentre and Dr. Andrew Harvey, Ed.D. at Pepperdine University, because you are a secondary school principal in an urban school setting. 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 be asked to sign this form. You will also be given a copy of this form for your records.

PURPOSE OF THE STUDY

The purpose of this quantitative research study is to determine to what extent, if at all, there is a correlation between students' perceptions for their level of sense of belonging at a school site with staff perceptions of urban secondary school principals' leadership behaviors. In determining the correlation, urban secondary school principals may see which SEL competency skills are areas of strength and which are opportunities for growth to improve their leadership effectiveness for staff perceptions and students' sense of belonging in school. In order to participate you must be 19 years of age or older and a secondary school principal in an urban

school setting.

RESEARCH STUDY PROCEDURES

Participation in this study will require approximately 10 minutes to read and provide consent for use of your 2017 LES Question 3 section. If you volunteer to participate in this study, you will be asked to:

1. Review the informed consent form.
2. Sign the consent form.
3. Consent to our Accountability and Educational Technology department to provide a copy of the Q3 section from your SBCUSD 2017 Leadership Effectiveness Survey (SBCUSD-LES) to me.

Your consent and signature are required to proceed with the research. The responses from the SBCUSD-LES survey Q3 and date compiled will be used for educational and research purposes only. The quantitative study consists of three questions that will focus on Customer Service and Interpersonal Skills among school principals. To participate in this study, you can volunteer, be a referral, or selected based on leadership position as a secondary principal in an urban school setting.

POTENTIAL RISKS AND DISCOMFORTS

The potential and foreseeable risks associated with participation in this study include no more than minimal risk. Possible risk for participating in the study include, but are not limited to:

1. Potential Breach of confidentiality
2. Potential risk to reputation
3. Self-Efficacy: Negative Self Reflection

Risks will be minimized in the following ways: (a) Participant identities will be known only to

the researcher and will not be used in the study, (2) no specific identifying information will be reported in any part of the study; (c) researcher will use generic numeric coding system to identify each principal and school when reporting the data; and (d) the researcher will reiterate participation is strictly voluntary and ensure participants they may stop at any time without any form of retribution.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

While there are no direct benefits to the study participants, there are several anticipated benefits to society which include: providing clear strategies, pathways, and personal insights for future and present school leadership university programs and or district leadership as they decide on internal professional development of their leaders that may be applicable across nationwide educational organizations. Data will be used to compile a comprehensive doctoral dissertation focusing on the social emotional learning competency skills and a leader's effectiveness in urban school settings.

You also understand that there may be benefits as a result of this study whereby you may acquire a greater personal awareness of integrating social emotional learning competency skills in your leadership to increase your staff customer service and interpersonal effectiveness as well as your students' sense of belonging at your site.

COMPENSATION FOR PARTICIPATION

No compensation or incentives will be provided for participating in this study.

CONFIDENTIALITY

The researcher will keep your records for this study confidential as far as permitted by law.

However, limitations to confidentiality will include the discovery of illegal acts or mandatory

reportable offenses (e.g. child abuse) which will have to be disclosed by the researcher to the proper authorities. Pepperdine University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The raw data, including consent forms, will be stored on a password-protected computer, on a secured network in the investigator's place of residence up to a time period of three years. The researcher will back up information collected regarding the study to an external hard drive as a redundancy measure and will remain confidential.

No individually identifiable information will be disclosed or published. The demographic information from the study will be presented as summary data only with no names of principals or schools mentioned. The data collected will be coded for validity and reliability purposes and de-identified. The researcher will employ the services of an expert statistician.

PARTICIPATION AND WITHDRAWAL

You can decide not to be in this research study, or you can stop being in this research study ("withdraw") at any time before, during, or after the research begins for any reason. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator or with Pepperdine University. You will not lose any benefits to which you are entitled.

There are instances in which the researcher may deem it necessary to end your participation in

the study, for example ethical or moral discrepancy, if the participant has recently terminated the leadership position, or suddenly fail to meet the research criteria. If the number of willing participants far exceed the population sample size, some may be turned away.

ALTERNATIVE TO FULL PARTICIPATION

The alternative to participation in the study is not participating.

EMERGENCY CARE AND COMPENSATION FOR INJURY

If you are injured as a direct result of research procedures you will receive medical treatment. However, you or your insurance will be responsible for the cost. Pepperdine University does not provide any monetary compensation for injury.

You understand that there are no intended adverse effects of harm or discomfort as a result of this participation. However, in the unlikely event that you experience any adverse or negative reaction, you understand that the investigator will contact her dissertation chair and will provide you with a list of resources available, including names and contact numbers, of San Bernardino City Unified School District's Employee Assistance Programs for employee support services and counselors.

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 supervising faculty, Andrew.harvey@pepperdine.edu, if I have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study.

For study related questions, please contact the investigator(s):

Rose Ann Bomentre Student, [REDACTED]

Andrew Harvey, Supervising Faculty, Andrew.harvey@pepperdine.edu.

For questions concerning your rights or complaints about the research, contact the Institutional Review Board (IRB): Phone: 1(402)472-6965

Email: gpsirb@pepperdine.edu

SIGNATURE OF RESEARCH PARTICIPANT

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction and I agree to participate in this study. I have been given a copy of this form.

Name of Participant Providing Consent

Signature of Participant Providing Consent

Date

SIGNATURE OF INVESTIGATOR

I have explained the research to the participants and answered all of his/her questions. In my judgment the participants are knowingly, willingly, and intelligently agreeing to participate in this study. They have legal capacity to give informed consent to participate in this research study and all of the various components. They also have been informed participation is voluntarily and

that they may discontinue their participation in the study at any time, for any reason.

Rose Ann Bomentre

Name of Person Obtaining Consent

Signature of Person Obtaining Consent

Date

APPENDIX M

Number of SBCUSD LES Staff Surveys

School Type	Total # of Staff	Total # of Staff Surveys Completed	Total %age of Staff Surveys Completed
Comprehensive High School A	177	38	21.5%
Comprehensive High School B	136	Did not receive principal consent	Unknown
Comprehensive High School C	119	43	36.1%
Comprehensive High School D	152	38	25%
Middle School A	70	24	34.3%
Middle School B	74	27	36.5%
Middle School C	73	26	35.6%
Alternative High School A	52	30	57.7%
Alternative High School B	48	42	87.5%
Alternative High School C	22	4	18.2%
TOTAL	923*	787	85.3%

*923 minus 136 (Comprehensive High School B) equals total 787 staff.

APPENDIX N

Number of SBCUSD Student Surveys

School Type	Total # of Students	Total # of SEL Student Surveys Completed	Total %age of SEL Student Surveys Completed
Comprehensive High School A	2520	2267	90%
Comprehensive High School B	1674	Did not receive principal consent	Unknown
Comprehensive High School C	1151	1092	94.9%
Comprehensive High School D	1471	1218	82.8%
Middle School A	821	770	93.8%
Middle School B	895	847	94.6%
Middle School C	818	718	87.8%
Alternative High School A	369	321	87%
Alternative High School B	426	287	67.4%
Alternative High School C	265	252	95.1%
TOTAL	10,410*	7772	89%

*10,410 minus 1674 (Comprehensive High School B) = total 8,736 students