Emotional and Social Competencies of a Principal School Leader

BY

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THESIS

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This dissertation is dedicated in memory of my mother, Allie Mae Rogers, who encouraged and inspired me to follow my dreams and aspirations in life. Mom, I finished!

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LIST OF ABBREVIATIONS

CASEL   Collaborative for Academic, Social, and Emotional Learning

CCSR   Chicago Consortium on School Research

CREIO   Consortium for Research on Emotional Intelligence in Organizations

ECI   Emotional Competence Inventory

EI   Emotional Intelligence

ELS   Engaged Learning Specialist

EQ-i   Emotional Quotient Inventory

ESC   Emotional and Social Competency

ESCI   Emotional and Social Competency Inventory

ESI   Emotional-Social Intelligence

ESL   English as a Second Language

ISLLC   Interstate School Leaders Licensure Consortium

LBDQ   Leader Behavior Description Questionnaire

MEIS   Multifactor Emotional Intelligence Scale

MSCEIT   Mayer-Salovey-Caruso Emotional Intelligence Test

NPBEA   National Policy Board for Educational Administration

PPC   Personal, Professional Coaching

SEL   Social and Emotional Learning

SIP   School Improvement Plan

SLT   School Leadership Team

TEIQue   Trait Emotional Intelligence Questionnaire

SUMMARY

Emotional and Social Competencies (ESCs) are considered important to school leadership because it is believed that they can help to build trusting relationships with staff and improve organizational capacity within the school. Local, state, and national principal standards, in fact, address elements of ESCs. However, current school leader education literature under-represents the importance of ESCs in leadership practice. School leadership preparation programs provide limited evidence of attention to ESCs in their curriculum. Furthermore, little case study research has been conducted on how ESCs are manifested in principal practice.

This case study is designed to provide an in-depth description of one elementary school principal's demonstration of emotional and social competencies and their apparent connections to trusting relationships with the staff and improved school organizational capacity. This study therefore uses four defining constructs: (a) ESCs from Goleman et al.'s (2002) EI Domains and Associated Competencies Framework; (b) effective principal leadership from Leithwood et al.'s (2004b) core leadership practices, (c) trust indicators from Tschannen-Moran and Hoy (1998), Tschannen-Moran (2014) and Bryk and Schneider's (2002) trust research; and (d) the 5 Essential Supports from the University of Chicago Consortium on School Research (CCSR) (Sebring et al., 2006). Drawing on literature on school principal leadership, affective dimensions of leadership, trusting relationships in organizations, and organizational capacity, this study uses data from an interview, an open-ended questionnaire, observations, documents, and a survey to provide a descriptive account of how ESCs are evidenced in the leadership practice of one elementary school principal.

Findings suggest that this principal exhibits ESCs in her daily interactions with school staff in multiple ways across a wide range of social and emotional domains, and consistently over time. These interactions are one-on-one in person with staff, with groups of staff, and in written communication, all of which demonstrate six "standout" ESCs—that is, competencies that appear to be most evident as strengths in this principal's performance. Two of these ESCs are intrapersonal, in that they are about how one manages oneself: Emotional Self-Awareness and Achievement Orientation. Four are interpersonal, or about one's interactions with others: Organizational Awareness, Inspirational Leadership, Coach and Mentor, and Teamwork. Also, besides the six "standout" ESCs for Principal Hope, she demonstrates strength in all of the other ESC categories identified.

Finally, the findings suggest a high correlation between principal ESCs and the trusting relationships necessary to build school capacity. In short, not only are strong principal ESCs, trust, and organizational capacity highly correlated in this school, but there is theoretical reason to suggest causal relationships: if ESCs are conducive to building trust, and trust is conducive to building school capacity, then principal emotional and social competencies are likely to be critical for effective school improvement leadership.

This study holds implications for greater attention to ESCs in preparing principals for effective leadership, for principals in practice, and for future research on such issues as how ESCs are best developed in principals and how and why ESCs relate to effective school leadership.

I: INTRODUCTION AND PROBLEM STATEMENT

Background

Emotions play an integral role in leadership, which is considered "an emotion-laden process, from both leader and follower perspectives" (George, 2000, p. 1046; Gooty, Connelly, Griffith & Gupta, 2010; Humphrey, 2002). As researchers increasingly acknowledge the importance of school leadership, key questions arise about the affective characteristics or behaviors of successful leaders. School leadership requires the use of emotions when dealing with the challenges associated with reform efforts, particularly school-based accountability for student performance measures like standardized testing. A number of different social-emotional research agendas suggest the importance of social-emotional behaviors and dispositions for leadership effectiveness. These employ terms such as Emotional Intelligence (EI), sometimes referred to as Emotional Quotient (Salovey & Mayer, 1989-90; Goleman, 1995); Emotional-Social Intelligence (ESI) (Bar-On, 2000); Social and Emotional Learning (SEL) (Elias, Zins, Weissberg, Frey, Greenberg, Haynes, Kessler, Schwab-Stone, & Shriver, 1997); and Emotional and Social Competence (ESC) (Cherniss, 2010a). These research agendas share similarities with the overarching construct of Emotional Intelligence (EI). EI is believed important for leadership in part because it "creates a climate of trust" that is considered important to effective leadership (Bass & Bass, 2008, p. 1070).

In an effort to clarify the confusion about EI definitions, models, and measurements, Cherniss (2010a, 2010b) makes a distinction between the Emotional and Social Competency (ESC) skill approach and the Emotional Intelligence (EI) construct. The Mayer-Salovey-Caruso model represents EI and the other three models (Bar-On, Goleman et al., and Petrides) include

emotional and social competencies (Cherniss, 2010a). SEL focuses on developing emotional and social competence that positively affects student achievement. After discussion about EI, ESC and SEL models in the Literature Review, I will refer to emotional and social competencies, social-emotional competencies, and EI competencies as ESCs, beginning with the section, *Evidence of ESCs in Principal Standards*, and throughout the remainder of the document.

EI theory has been recognized in improving leadership in the business sector (Goleman, 1998a, 1998b; Goleman, Boyatzis, & McKee, 2002) and in education through Social and Emotional Learning (SEL). In business, studies have shown positive relationships between EI and work performance (Goleman 1995; Goleman, 1998a, 1998b), EI and group team performance (Rapisarda, 2002; Stubbs-Koman &Wolff, 2008) and the influence of EI on organizational effectiveness (Bass & Bass, 2008; Cherniss, 2000; Goleman et al., 2002). ESCs are derived from Emotional Intelligence (EI) theory that has been linked to leadership effectiveness that leads to improved organizational performance (Bass & Bass, 2008; Goleman et al., 2002). In education, SEL has been known to have a positive effect on student achievement. This was evidenced through a meta-analysis of 213 SEL program studies indicating improved school performance for kindergarten through high school students who experienced SEL programming (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Furthermore, current research has shown the importance of noncognitive skills for students' post-secondary success when preparing high school students for college (Farrington, Roderick, Allensworth, Nagaoka, Seneca Keyes, Johnson, & Beechum, 2012).

Although research has shown that the development of social and emotional factors is effective with business executives and K – 12 students and beyond, research on the EI construct

with school principal leaders in educational settings is limited (Ayiro, 2009; Stone, Parker & Wood, 2005). While this limited research offers many insights, there is much more to investigate, especially in the form of case studies demonstrating how ESCs are performed by elementary principal school leaders who may contribute to trusting relationships.   Gooty et al. (2010) suggested that the field needs research focusing on the affective influences in trusted leaders. Educational research literature emphasizes the importance of trust in building and improving school community (Bryk & Schneider, 2002; Moye, Henkin, & Egley, 2005; Tschannen-Moran, 2014; Tschannen-Moran & Hoy, 2000).

Early trait leadership theories, which have resurfaced in leadership research (Judge, Ilies, Bono, & Gerhardt, 2002), acknowledge the importance of leadership skills and traits that are relevant for leadership effectiveness that resemble ESCs (Yukl, 2013). These intrapersonal and interpersonal skills are identified in EI literature as personal and social competencies (Goleman et al., 2002) and also identified as intrapersonal and interpersonal intelligences in multiple intelligence theory (Gardner, 1983). Intrapersonal skills are considered important for developing interpersonal skills because individuals must first understand and manage themselves using intrapersonal skills before understanding and managing others through interpersonal skills. Yukl (2013) asserted that interpersonal skills are essential for influencing people and they enhance the "effectiveness of relationship-oriented behaviors" (p. 157). Day, Harrison, and Halpin (2009) suggested that in leadership, interpersonal skills "are required to understand and analyze social interrelationships among followers in order to better understand their needs" and they are needed "to be able to manage emotional displays to elicit strong affective attachment and performance from followers" (p. 122). In educational settings, these

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skills may benefit principal leaders as they interact with staff members to improve organizational capacity.

School organizational capacity is a term used to represent a school's ability to achieve its desired goals, including improvement goals. It is "comprised of a collection of organizational resources, interactive in nature, that supports schoolwide reform work, teacher change, and ultimately the improvement of student learning" (Cosner, 2009, pg. 250). To significantly improve the quality of teaching and learning, educators need to be capable of implementing and sustaining effective reform strategies. The University of Chicago Consortium on School Research (CCSR) identified a framework of organizational elements, the 5 Essentials Supports, which together support reform strategies for improved student learning (Sebring, Allensworth, Bryk, Easton, & Luppescu, 2006). These essential supports were developed in the early 2000's from empirical survey research from over ten years of how teachers and students perceived their school and how these perceptions influenced their behavior. These include school leadership, parent community school ties, professional capacity, student centered learning climate, and instructional guidance. These represent different dimensions of capacity: for example, individual, collective (social), and material. In addition, there are different levels of capacity, for example, classroom, school, and district. Organizational capacity at the school's level, one of the four major constructs used in this study, is an important element in the relationships between ESCs, trust, and effective school leadership in this study. For a principal to build organizational capacity in the school, ESCs and relational trust are believed to be important (Bryk, et al., 2010).

Effective principal leaders demonstrate interpersonal and intrapersonal abilities that are necessary to build trusting relationships with their staff (Donaldson, 2008). Building trusting

relationships can be achieved through Tschannen-Moran (2014) five facets of trust and Bryk and Schneider's (2002) four trust criteria. Since EI competencies, or ESCs, are related to the interpersonal and intrapersonal abilities (Bar-On, 2006; Boyatzis & Sala, 2004; Goleman et al., 2002), there may be a relationship between ESCs, trusting relationships, and effective school leadership.

Effective school leadership is complex, multi-faceted, and often associated with improving student learning. Research in the field of school leadership has identified the role of the leader as "second only to teaching among school-related factors in its impact on student learning" (Leithwood, Louis, Anderson, & Wahlstrom, 2004a, p. 3). According to Leithwood et al. (2004b), "The effects of school leadership directly influence school and classroom conditions, as well as teachers themselves, and indirectly influence student learning" (p. 5). Early school effectiveness research has examined school leadership and its impact on student outcomes and suggested that it is an important characteristic of effective schools (Brookover, Beady, Flood, Schweitzer, & Wisenbaker, 1979; Edmonds, 1979). The Wallace Foundation conducted the largest educational leadership study in the U.S. It revealed that principals are the central source of leadership in schools. School leadership is derived from many sources, but superintendents and principals are likely the most influential (Leithwood et al., 2004a).

Several prominent researchers identify criteria for effective school leadership, and they are compatible with each other and with national standards for school leadership that have been used and revised for two decades. Sergiovanni (2001) developed a list of eight basic competencies in his book, *Leadership: What's in It for Schools?* Fullan (2001) identified five characteristics of effective leadership for change in his book, *In Leading in a Culture of Change*.

A meta-analysis of school leadership research spanning 35 years of studies from 1978 to 2001 was conducted by Marzano, Waters, and McNulty (2005) in *School Leadership that Works: From Research to Results.* Findings from Marzano et al.'s review suggested 21 leadership behavior principles. Finally, Leithwood et al.'s (2004b) four core leadership practices represent the effective school leadership construct and are important for understanding the relationships between ESCs, trust, organizational capacity, and effective school leadership in this study.

Theorists believe that EI competencies can be taught, developed and improved through appropriate interventions (Bar-On, 2006; Brackett, Rivers, & Salovey, 2011). One example of an approach to professional development for school leaders is Personal, Professional Coaching (PPC). PPC enables school leaders to develop EI competencies of self-awareness, emotion management, social awareness, and relationship management through "self-reflection, collaboration, feedback, and enhanced emotional awareness" (Patti et al., 2012, p. 265). PPC helps adult leaders develop emotion skills that can be modeled for children. Understanding that school organizations encounter accountability challenges in the area of school reform, it seems that school leaders would benefit from interpersonal and intrapersonal abilities or ESCs to perform their leadership roles.

My former experience as a teacher and teacher-leader in public schools has helped to shape my view of the affective dimensions of school leadership. I have work directly under a total of seven principals. After my teaching experience, where I was once appointed as Lead Language Arts Teacher, I served as Instructional Coordinator and Gifted Coordinator for seven years (2000 – 2007), and Literacy Coach for six years (2007 – 2013). Working with various principals allowed me to understand the importance of interpersonal and intrapersonal skills in

school leadership. I also learned that principal leaders must understand their own emotions through intrapersonal skills in order to develop and build trusting relationships with others through interpersonal skills. This provides a context for my approach to this research on principals' emotional and social competencies.

Statement of the Problem

Although principal leaders are held accountable for the success of their schools, the importance of principal ESCs has not been greatly emphasized in the literature. Principals therefore may not be equipped with ESCs that may help them develop and sustain trusting relationships between staff that may positively affect the school's organizational capacity. It may be beneficial for leader preparation programs to equip principals with ESCs to deal with the emotions involved with these challenges. Challenges that are faced by principals are described as both technical and adaptive (Heifetz & Linsky, 2002). This suggests that leader preparation programs develop a more holistic approach to address both types of challenges. "An integrated, cohesive program that addresses an appropriate mixture of knowledge, skills, and competencies includes a blend of theory and practice, and creates space for interpersonal connections, and intrapersonal reflection is necessary for preparing aspiring and practicing school administrators to address the complex challenges of leadership" (Drago-Severson, Maslin-Ostrowski, & Hoffman, 2012, p. 70).

Current leadership education literature largely fails to explicitly acknowledge the importance of ESCs. One study in the *Journal of Research on Leadership Education,* however*,* found that educational leadership faculty, students, and practicing leaders valued more contemporary domains (e.g., social-emotional dimensions) as highly as the traditional domains

(organization, instruction, etc.) across various programs (Drago-Severson et al., 2012). In general, research on leadership preparation programs identifies features of quality programs that include instructional leadership and school improvement curriculum that will impact teacher quality and student achievement. According to one study's literature review on the components of "high-quality" or exemplary school leader preparation programs, "a well-defined curriculum that encapsulates the critical knowledge and skills needed to ensure the principal's success as a building leader" is one component recommended by a number of researchers and scholars (Salazar, Pazey, & Zembik, 2013, p. 308). However, this recommendation fails to incorporate ESCs explicitly into this curriculum to help ensure the principal's success as a building leader.

There is little evidence of ESCs in research on exemplary school leader preparation programs. In a recent book edited by Jean-Marie and Normore (2010) on educational leadership preparation, seven innovative programs reveal very little on ESCs. Davis and Darling-Hammond (2012) and Orr and Orphanos (2011) have also written on leading programs, but ESCs are rarely mentioned.

There is limited quantitative research on the EI construct with school leaders in educational settings (Ayiro, 2009; Stone et al., 2005). However, there is an emerging body of research examining a relationship between EI and principal educational leadership in dissertation studies (Barry, 2008; Fall, 2004; Reed, 2005; Rogers Gerrish, 2005; Schultz, 2005; Williams, 2004). Nor does the literature present qualitative studies, especially single case studies, providing a deep understanding and insight on how an individual principal leader demonstrates ESCs. Case studies allow the researcher to spend time with people, key events, and day-to-day operations, which may offer a greater understanding of the emotional dimensions of one

particular school leadership thereby offering limited insight on educational research and practice.

Purpose of the Study

This is a single, in-depth descriptive case study using a holistic design that will use qualitative methodology supported by Yin (2009), Stake (1995), Rossman and Rallis (2003) and Creswell (2012). The purpose of this single case study is to provide a thorough, descriptive account of what ESCs look like in the educational leadership practice of one elementary school principal that appears to contribute to trusting relationships with the staff and to improved school organizational capacity. Drawing on literature on school principal leadership, affective dimensions of leadership, trusting relationships in organizations, and organizational capacity, this study uses data from an interview, open-ended questionnaire, observations, documents, and a survey to provide a descriptive account of how ESCs are evidenced in the leadership practice of one elementary school principal. The Emotional and Social Competency Inventory (ESCI) Version 2 provides the survey data as additional evidence within the case (Yin, 2009). The ESCI's export of data collected will be used to triangulate data with the qualitative data sources.

Ultimately, this study seeks to gain insight, not generalization, about one principal's demonstration of ESCs in school leadership. Stake (1995) asserted that single case studies at the exploratory level are valuable. "Case study research is not sampling research" (Stake, 1995, p. 4). Stake believes that a researcher's first obligation is to understand one case. In addition, "The real business of case study is particularization, not generalization" (Stake, 1995, p. 8). There is emphasis on uniqueness with the first emphasis on understanding the case itself (Stake, 1995).

Significance of the Study

This issue is significant to investigate because understanding how one principal

demonstrates ESCs can elicit a deep understanding and insight about the affective dimensions of school leadership and encourage additional similar case studies to be conducted with other principals. Such research could shed light on how each leader's ESCs affect the follower and leader outcomes, especially in regard to developing trusting relationships that are thought to be important for securing staff buy-in for collaborative action. In addition, such research could inform principal preparation programs seeking to prepare effective principals.

Bass and Bass (2008) acknowledged that the most commonly used leadership definitions involve "the leader as a person, on the behavior of the leader, on the effects of the leader, and on the interaction process between the leader and the led" (p. 15). Yukl (2006) asserted that "influence is the essence of leadership" (p. 145). Follower's perception of the principal can influence the leader's effectiveness. Research indicates that leaders are perceived as more effective when they feel and express positive emotions compared to leaders who feel and express negative ones (Bono & Illies, 2006; Johnson, 2008; Lewis, 2000). Understanding a particular case about one principal's demonstration of ESCs can begin discourse about how this leader is perceived by the followers, which may contribute to leadership effectiveness.

II. LITERATURE REVIEW

Emotional and Social Competencies (ESCs) are derived from the Emotional Intelligence (EI) and the Social and Emotional Learning (SEL) literature. Initially, this connection will be made in the following review with EI and SEL being discussed at great length, then the ESC language will be used beginning with the section, *Evidence of ESCs in Principal Standards*, and throughout the remainder of the document.

Emotional Intelligence (EI) Construct

Emotional Intelligence (EI) has been researched for over 25 years since Peter Salovey and John Mayer termed this construct in their 1990 article, "Emotional Intelligence". Prior to 1990, other psychologists added to this field of research on non-cognitive intelligences (Darwin, 1872/1965; Gardner, 1983; Sternberg, 1985; Thorndike, 1920; and Wechsler, 1943). Darwin's (1872/1965) work focused on the importance of emotions for survival and adaptation in human and animal life. Thorndike (1920) wrote about social intelligence and its significance for human performance. Wechsler (1943) described how non-intellective factors "include all affective and conative abilities" that determined intelligent behavior (p.103). Gardner (1983) developed the theory of multiple intelligences, which included interpersonal and intrapersonal intelligences as two of the eight intelligences in his model. Sternberg (1985) studied practical intelligence, pertaining to everyday life, as "being important characteristics of an intelligent person" (p. 35). These various research endeavors indicate a desire to identify other kinds of abilities rather than only cognitive abilities to understand how humans adapt to life's demands. The conceptualization of EI is one such endeavor to address how humans adapt to relationships and workplace performance (Cherniss, 2004).

EI's main premise is the ability "to perceive emotion clearly in oneself and in others, to use emotions to facilitate thought and action, to understand how emotions affect one's own behavior and that of others, and to regulate one's own emotional reactions" (Cherniss, 2004). The original, "big idea" of EI is that personal qualities are also important to life's success, not just basic cognitive abilities that are measured by IQ (Cherniss, 2010b). According to the Encyclopedia of Applied Psychology, there are three main models of EI that represent different perspectives and were developed for different purposes (Spielberger, 2004). Salovey and Mayer's (1990) "ability model" uses a deductive approach that identified four hierarchical branches. Goleman et al.'s (2002) "performance-based" model uses an inductive approach by identifying existing 19 competencies that were predictive of superior performance and arranging them in four EI domains. Bar-On's competency-based model also uses an inductive approach by identifying coping skills that resulted in five dimensions and 15 competencies (Cherniss, 2004). More recent is a "trait" model of EI by Petrides, Pita, & Kokkinaki, which uses an inductive approach by identifying four EI facets that are personality traits specifically related to affect (Cherniss, 2010a). I will use Goleman et al.'s (2002) model because it is conducive to the principal's case study of leadership performance, due to its focus on work-related and superior performance among leaders.

Approaches to Defining and Measuring EI

EI vs. Emotional and Social Competency (ESC)

As previously mentioned, Cherniss (2010a, 2010b) makes a distinction between the emotional and social competency skill approach and the Emotional Intelligence (EI) construct to clarify confusion about EI definitions, models, and measurements. According to Cherniss

(2010a), ability-based EI leads to emotional competence and EI abilities provide the foundation for emotional and social competencies. EI can be thought of as contributing to the aptitude necessary for developing ESC (Cherniss, 2010a). This means that an individual who has high ability-based EI has the capability for learning and displaying emotional competence but it is not automatic (Abraham, 2004). Emotional and social competencies are built upon the core abilities of Emotional Intelligence. Emotional intelligence abilities involve both affective and cognitive skills in each ability (Goleman, 2001a). The basic abilities of emotion recognition, reasoning, and regulation should be referred to as Emotional Intelligence whereas competencies should be used for personal qualities that contribute to positive work-related performance (Cherniss, 2010a). Therefore, this case study research will focus on ESCs as it relates to a principal's work-related performance in developing trusting relationships that may build the school's organizational capacity. The goal is not to determine whether the principal has EI ability, but rather to describe how the principal demonstrates ESCs. In addition, this case study realizes that ESCs may matter more in one leadership context versus another for success. Finally, we cannot dismiss the fact that emotion and intellect can work together in leadership. Leaders need to be cognitively aware that their emotional and social competence can be beneficial in their roles and not all leadership cognition bears directly on matters of EI.

According to Cherniss (2010b), ESC refers to "those emotional abilities, social skills, personality traits, motivations, interests, goals, values, attachment styles, and life narratives that can contribute to (or detract from) effective performance across a variety of positions" (p. 184). It "is a domain label not a statistical construct" rather "an overarching concept" that refers to a large set of personal attributes (Cherniss, 2010b, p. 185). This case study will focus on ESCs as

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the "operating construct", not on the EI because a high EI score does not translate into demonstration of high ESCs in practice.

Goleman – EI Domains and Associated Competencies

EI was popularized when Daniel Goleman (1995) published the book, *Emotional Intelligence*, in which he defined EI as the capacity to recognize one's own feelings and those of others, for motivating ourselves, and managing emotions in ourselves and in others. David C. McClelland, a human and organizational behavior researcher, was Goleman's professor at Harvard University. Goleman based his work upon McClelland's (1973) earlier competency research that included an assessment method to identify competency variables that predicted job performance (Goleman, 1998a). McClelland's (1998) work showed that self-confidence, achievement drive, developing others, adaptability, influence and leadership were predictive of superior leadership performance. Goleman has worked as "synthesizer" by connecting psychological findings and theories into the EI framework and his work makes a connection between EI, competency research, and assessment (Goleman, 1998a; Goleman, 2001a).

Goleman's framework evolved and streamlined overtime as he analyzed new data (Appendix F). Between 1998 and 2002, Goleman shifted his vocabulary from *The Emotional Competence Framework* to *Emotional Intelligence Domains and Associated Competencies*. Goleman's original model (1998a), adapted from Salovey and Mayer's model (1997), consisted of five domains of self-awareness, self-regulation, motivation, empathy, and social skills. "It is competency based, comprising a discrete set of abilities that integrate affective and cognitive skills but are distinct from abilities measured by traditional IQ tests" (Goleman, 1988a, p. 20). The latest revised model includes 19 competencies arranged in four EI domains of Self-

Awareness, Self-Management, Social Awareness, and Social Skills (Goleman et al., 2002).

Effective leaders will usually demonstrate strength in at least one competency from each domain

(Goleman et al., 2002).

Self-Awareness and Self-Management are the intrapersonal skills that develop personal

competence. Leaders who demonstrate Self-Awareness have a deep understanding of their

emotions, strengths, limitations, values and motives (Goleman et al., 2002). Besides these, they

are realistic and "honest with themselves about themselves" (Goleman et al., 2002, p. 40). Self-

reflection and intuition are both important for Self-Awareness. According to Goleman et al.,

(2002), intuition comes "naturally" for a self-aware leader but it cannot be used alone (p. 42).

Self-Management is necessary for leaders to achieve their goals by not allowing negative

emotions to control them (Goleman et al., 2002). Transparency, an earlier competency in the

Self-Management domain, helps with building trust with others.

Social Awareness and Relationship Management are the interpersonal skills that develop

social competence, which contributes to trusting relationships. Social Awareness is considered

the most easily recognized and important for a leader's attunement to how others feel through

"listening and taking other people's perspectives" (Goleman et al., 2002, p. 49). This

demonstrates empathy, a Social Awareness competency, which allows one to say and do what is

appropriate. Relationship Management is where all of the other domains of Self-Awareness,

Self-Management, and Social Awareness come together when handling relationships and other

people's emotions. According to Goleman et al. (2002), Relationship Management begins with

authenticity and showing "friendliness with a purpose" in "moving people in the right direction"

(p. 51).

Goleman explored the role of EI in leadership and proposed that it can be learned by developing social and emotional competencies identified in great business leaders and linked to outstanding performance in the workplace. Emotional competency is a group of learned capabilities based on emotional intelligence that results in outstanding performance at the workplace (Boyatzis et al., 2000; Goleman, 1998a; Goleman, 2001b). Goleman et al. (2002) argued that a leader's task is to create resonance which is "a reservoir of positivity that frees the best in people" (Goleman et al., 2002, p. ix). In addition, they proposed that young people would benefit if education included EI abilities that foster resonance (Goleman et al., 2002).

The Emotional Competence Inventory (ECI) and the Emotional and Social Competency Inventory (ESCI) are two 360-degree (multi-rater) measures associated with this model. The 360-degree method determines how groups of people view a particular person regarding that individual's emotional and social competence. This case study will incorporate the Goleman – Boyatzis's ESCI because it is a measure of emotional and social competencies, not abilities, and more description about the measure will follow in the *Methods* section.

CASEL - Social and Emotional Learning (SEL)

SEL evolved when New Haven, Connecticut became the "de facto hub of SEL research" (http://www.edutopia.org/social-emotional-learning-history, Retrieved 02/14/14). Many events took place to gain this recognition. James Comer, a psychiatrist at Yale University, piloted the Comer School Development Program focusing on how home and school experiences of a child affect his or her academic achievement. Roger P. Weissberg and Timothy Shriver established the K-12 New Haven Social Development program between 1987 and 1992. W.T. Grant Foundation funded the W.T. Grant Consortium on the School-Based Promotion of Social

Competence. The Collaborative for the Advancement of Social and Emotional Learning began at the Yale Child Studies Center in New Haven, Connecticut that served to help school districts find quality programming (Goleman's foreword for Salovey & Sluyter, 1997). The Collaborative to Advance Social and Emotional Learning (CASEL) was created in 1994 that later changed from "to Advance" to "for Academic". Then nine CASEL collaborators coauthored *Promoting Social and Emotional Learning: Guidelines for Educators* in 1997 (Elias et al., 1997).

Social and Emotional Learning (SEL) is derived from Emotional Intelligence (EI) and offers an explanation about its effect on student achievement. SEL can be defined as processes through which individuals develop emotional and social competencies "to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL, 2013, p. 6).

The Collaborative for Academic, Social, and Emotional Learning (CASEL) organization, founded by Daniel Goleman, an educator/philanthropist Eileen Rockefeller, and a group of collaborators was established to promote evidenced-based social and emotional learning programming for preschool through high school students. CASEL has identified five core social and emotional competencies that include self-awareness, self-management, social awareness, relationship skills, and responsible decision making. According to Goleman, emotions and learning are connected and there is scientific evidence of the links between SEL and academic learning (http://www.danielgoleman.info /topics/social-emotional-learning/, Retrieved 02/14/14; Durlak et al., 2011; Kam, Greenberg, & Walls, 2003).

Developing social and emotional competence can be beneficial for K-12 students. K – 12

students can acquire social and emotional competence through SEL, which plays an integral role in children's academic success. Research suggests that SEL and school leadership are important to improving student learning and a great emphasis has been made to equip K – 12 students with SEL in their education. SEL can help children develop social and emotional competencies that encourage "academic engagement, work ethic, and school success" (Zins & Elias, 2006). Research has shown that children who participate in SEL programming perform better than peers in their academics. A meta-analysis of 213 SEL programs for K-12 students showed positive impacts on their social and emotional skills, attitudes, behavior, and academic performance (Durlak et al., 2011). This review focused on SEL programming across multiple outcomes based upon universal interventions for the entire student body. Findings indicate that SEL programming improved students' attitudes about themselves, others, and school; increased prosocial behaviors; reduced conduct; and improved academic performance on achievement tests and grades (Durlak et al., 2011).

Goleman et al.'s (2002) EI Domains and Associated Competencies Framework and CASEL's SEL competencies share similarities. They both include self-awareness, self-management, social awareness, and relationship management or skills. However, CASEL's SEL includes an additional competency of responsible decision making. Goleman et al.'s (2002) model is commonly targeted in the business sector and/or with adults. Educators have embraced the EI concept in the form of SEL competencies for students in the school setting. This research will focus on Goleman's model when observing an educational principal leader.

Mayer and Salovey – EI Ability Model

Mayer and Salovey's "ability" model and definition of the EI construct has slightly

evolved since its beginning in 1990. Mayer and Salovey originally defined EI, a subset of social intelligence, as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990, p. 189). This definition also took into account Gardner's view of social intelligence known as personal intelligences, which include inter- and intra- personal intelligences (Salovey & Mayer, 1990). EI's main focus is recognizing and using the emotional states of one's own and others for problem solving and behavior regulation (Salovey & Mayer, 1990). Ten years later in 2000, Mayer and his colleagues distinguished between EI and concepts of social intelligence (Ashkanasy & Daus, 2005). An updated definition of EI is the ability to perceive and use emotions in oneself and others accurately; use emotions to facilitate thought; understand emotions, emotional language, and the signals conveyed by emotions; and managing emotions for the attainment of specific goals (Mayer, Salovey, & Caruso, 2008). Originally, they developed a four-branch model that includes the ability to perceive emotions; the ability to use emotions to facilitate thinking; the ability to understand emotions; and the ability to manage emotions in self and others (Mayer & Salovey, 1997). Later, the branch description included "the ability to accurately identify emotions, the ability to generate emotions and use emotions to help with thinking, understanding the causes of emotion, and being able to manage emotional and rational information in ways that led to effective and adaptive outcomes" (Caruso & Wolfe, 2004, p. 242). More recently, this four-branch model of EI is considered an integrative approach that regards "EI as a cohesive, global ability" (Mayer et al., 2008, p. 511). Integrative approaches to EI involve all-encompassing frameworks of mental abilities combined with several EI skills.

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), an ability test design, measures EI according to the four branches of their model. There are eight types of emotion tasks consisting of two each of the four emotional abilities (Mayer, Caruso, & Salovey, 1999). The components include Identifying Emotions (Faces and Pictures); Facilitating Thought (Facilitation and Sensations); Understanding Emotions (Blends and Changes); and Managing Emotions (Emotion Management and Emotional Relationships). Ability-based emotional intelligence is measured by performance on tasks and asking/evaluating questions against a criterion of correctness, similar to how general intelligences are measured. A person's actual capacity to perform specified tasks is measured when the speed and accuracy of problems are solved (Caruso & Wolfe, 2004). The MSCEIT is scored by general and expert consensus with a correlation above .90 between the two methods (Caruso & Wolfe, 2004). According to the Consortium for Research on Emotional Intelligence in Organizations (CREIO), the MSCEIT provides 15 main scores: Total EI score, two Area scores, four Branch scores, and eight Task scores, along with three Supplemental scores (Mayer, Salovey, & Caruso, 2002). I did not use the MSCEIT because I do not want to measure emotional abilities, rather emotional and social competencies.

Bar-On Emotional-Social Intelligence (ESI) Model

Prior to Mayer and Salovey's model, during the early 1980s Bar-On began studying what he now refers to as Emotional-Social Intelligence (ESI), which was influenced by the earlier works of Darwin, Thorndike, and Wechsler. Bar-On defined ESI as a "cross-section of inter-related emotional and social competencies that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands and

pressures" (Bar-On, 2004, p. 117). This model consists of five main components including intrapersonal skills (self-regard, emotional self-awareness, assertiveness, independence, and self-actualization), interpersonal skills (empathy, social responsibility, interpersonal relationship), stress management (stress tolerance, impulse control), adaptability (reality-testing, flexibility, problem-solving) and general mood (optimism, happiness) (Bar-On, 2004, 2006). ESI is measured by a combination of self-report and multi-rater assessment, the Emotional Quotient Inventory (EQ-i) and EQ-360. Computer-generated scores and results are based on 133 items on a five-point scale which renders a total EQ score and 5 composite scales that comprise 15 subscale scores (Bar-On, 2006).

Petrides - Trait EI Model

Trait emotional intelligence is a recent model of EI "defined as a constellation of emotional self-perceptions located at the lower levels of personality hierarchies" (Petrides, 2010, p. 137). It concerns emotion-related dispositions and self-perceptions, focusing on the subjective nature of emotions (Petrides et al., 2007). The trait EI facets are personality traits specifically related to affect (Cherniss, 2010a). The model consists of four components: well-being, sociability, self-control, and emotionality that are measured with the Trait Emotional Intelligence Questionnaire (TEIQue), a self-report instrument (Petrides et al., 2007). According to CREIO, the TEIQue is offered in a full form comprising of 153 items, measuring 15 distinct facets, 4 factors, and global trait EI (Petrides, 2009). The TEIQue-Short Form measures global trait EI with a 30-item questionnaire of two items from each of the 15 facets (Cooper & Petrides, 2010; Petrides & Furnham, 2006). The TEIQue 360 and 360 – Short Form are used with both forms to contrast self- versus observer-ratings on trait EI (http://www.eiconsortium.org/, Retrieved 02/14/14).

In summary, various researchers define Emotional Intelligence (EI) in different ways depending on whether EI is considered an ability, competencies and traits, or mixed abilities. Depending on researchers' conceptualization of the EI construct, it can be measured in different ways. Mayer and Salovey measure with an ability test; Goleman uses a multirater / 360 instrument; and Bar-On and Petrides et al. use self-report measures. In fact, the EI models can be measured in more than one way (Cherniss, 2010a, 2010b). For example, Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornheim (1998) and Wong, Law, and Wong (2004) developed self-report measures based on the Mayer-Salovey-Caruso model. Likewise, the EQ 360 is a multirater version of Bar-On's model. However, despite the different models and measurements, there is considerable "overlap" and some researchers propose that they are viewed as complementary (Cherniss & Boyatzis, 2014). For example, Table I is a comparison outlined by Cherniss (2004) in the Encyclopedia of Applied Psychology. Goleman et al.'s model includes ESCs, a construct that enables better understanding of the relationship between social and emotional behaviors, trust, organizational capacity, and effective school leadership in this study.

Table I. Comparison of Similarities of the Three Main EI Models

Goleman et al.'s Model	Salovey and Mayer's Model	Bar-On's Model
Self-Awareness Social Awareness	Perception of Emotion Understanding Emotion	Emotional Self-Awareness Empathy
Self-Management Relationships Management	Emotional Facilitation of Thinking Managing Emotions	Interpersonal Stress Management Adaptability

As previously stated, I will use Goleman et al.'s (2002) model because it is conducive to the principal's case study of leadership performance due to its focus on work-related and superior performance among leaders.

<u>Inconsistent Findings of EI</u>

The study of EI is a comparatively recent development and the lack of consensus on EI definitions, models, and measurements may contribute to the inconsistent findings in Emotional Intelligence research. Ability-based measures, like MSCEIT, receive criticism. Van Rooy and Viswesvaran (2004) found only a .19 correlation between Salovey-Mayer MEIS (Multifactor Emotional Intelligence Scale) of EI and performance outcomes. Competency and trait based emotional intelligence measures are often criticized. In response to self-reports, critics believe that when abilities and traits are judged based upon an individual's self-understanding, then a person's self-concept, not the ability or trait, is being measured (Caruso & Wolfe, 2004). In addition, critics believe that when controlling for IQ and personality, self-reports are not effective (Antonakis, Ashkanasy, & Dasborough, 2009; Brackett & Mayer, 2003). In one review on self-assessments, people are found to be biased when evaluating their own abilities (Dunning, Heath, & Suls, 2004). In response to the 360-degree measurement, critics believe that others judge cognitive styles and capacities less accurately (Funder & Dobroth, 1987). However, 360 feedback can "help participants assess their own skills and dispositions" (Donaldson, 2008, p. 66). Donaldson (2008) stated that "social and emotional awareness, reflection, and feedback from colleagues" are needed for interpersonal learning in "real time and with real people" (p. 67). Despite these inconsistencies, research on the EI construct is emerging and criticism is to be expected especially when compared to controversies that still exist about IQ, which is over 100 years old.

EI and Leadership

EI has been recognized in improving leadership in the business field (Bass & Bass, 2008; Bradberry & Greaves, 2003; Caruso & Salovey, 2004; Goleman, 1998a, 1998b; Goleman et al., 2002; Kerr, Garvin, Heaton, & Boyle, 2006; Palmer, Walls, Burgess, & Stough, 2001; Rosete & Ciarrochi, 2005; Singh, 2003). Rosete and Ciarrochi (2005) found a relationship between EI and leadership effectiveness in 41 executives from an Australian public service organization. Using the MSCEIT ability measurement tool, their findings revealed that executives with higher EI had higher leadership effectiveness. The executives were more likely to achieve performance management outcomes and considered to be effective by their subordinates. The link is also evident between transformational leadership and EI.

Some studies reveal a relationship between EI and transformational leadership using self-reports and/or multirater measures of EI (Barbuto & Burbach, 2006; Hoffman & Frost, 2006). According to a study conducted by Barbuto and Burbach (2006), EI shared significant relationships with transformational leadership among 80 elected public officials in the United States. A positive relationship existed between the leaders' interpersonal skills and transformational components of individualized consideration, inspirational motivation, and idealized influence. Empathetic response, one of the subscales of EI, shared a significant variance with two rater-reported transformational leadership subscales of intellectual stimulation and individualized consideration (Barbuto & Burbach, 2006). Hoffman and Frost (2006) used a multiple intelligences framework of emotional, social, and cognitive intelligences to predict transformational leadership. The hypothesis pertaining to EI stated EI would positively relate to subordinate ratings of their leader's individualized consideration. Findings revealed that EI

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scales of conscientiousness and empathy significantly related to ratings of the individualized

consideration scale of transformational leadership (Hoffman & Frost, 2006).

However, some critics are skeptical about the link between EI and leadership outcomes

(Antonakis et al., 2009). Furthermore, some studies have not established significant

relationships between EI and transformational leadership (Harms & Crede, 2010). New findings

about the relationship between EI and transformational leadership reveal validity concerns.

Harms and Crede (2010) conducted a meta-analysis that examined the relationship between

emotional intelligence (EI) and transformational and transactional leadership.   Results showed

low estimated validities of .12 when ratings of EI and leadership were derived from different

sources and .59 estimated validities when these constructs were provided by the same source.

Trait-based (mixed model) EI measures showed higher validities compared to ability-based EI

measures. Low agreement existed across rating sources for transformational leadership (.14) and

emotional intelligence (.16). These results failed to support "extreme" claims about EI and

effective leadership from EI proponents that may be due to limited well-designed studies that

validate this relationship (Harms & Crede, 2010). This reinforces the debate about the EI

concept and its measurement issues.

Despite the ongoing debate concerning the leadership link to EI, Goleman explored the

role of EI in leadership and proposed that it can be learned by developing EI competencies

identified in great business leaders and linked to outstanding performance in the workplace.

According to Goleman (1998a) and Boyatzis et al. (2000), emotional competency is a group of

learned capabilities based on EI that results in outstanding performance at the workplace. Data

was analyzed of nearly 500 competence models from major global companies, healthcare

organizations, academic institutions, government agencies, and a religious order which found

that EI competencies accounted for 85% of the difference in the profiles of "star performers"

when compared to "average performers" in senior leadership positions (Goleman et al., 2002).

They calculated the ratio of technical skills and purely cognitive abilities to EI competencies.

The higher the leader's rank, "the more EI competencies emerged as the reason for their

effectiveness" (Goleman et al., 2002, p. 250). Therefore, ESCs have had positive impacts on

business leaders and children and therefore could benefit principal school leaders.

EI and School Leadership

Limited research exists on the EI construct with school leaders in educational settings

(Ayiro, 2009; Maulding, Peters, Roberts, Leonard, & Sparkman, 2012; Roffey, 2006; Stone et

al., 2005). Findings from a quantitative study in Kenya on the degree of association between the

EI of 100 school principals and their performance ratings showed a significant relationship

(Ayiro, 2009). Using Mayer & Salovey's EI model, positive correlations were found for the

perceiving emotions and using emotions branches. Principals who scored higher EI in these

areas were rated as high performers by their immediate supervisors. It was concluded that the

principals with higher EI can promote increased individual and school performance (Ayiro,

2009). Based on implications of this EI research, recommendations were made to include EI

training in educational leadership programs.

Maulding et al. (2012) used a mixed method study to investigate the impact of

nontraditional leadership factors of 48 Pre-12 school administrators across three southeastern

states. EI and resilience were identified as the nontraditional leadership factors that

demonstrated a strong correlation with leadership success. This study used Bar-On's (EQ-i) to

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gain EI information from the perspective of self-analysis of the administrators; the Leader

Behavior Description Questionnaire – Form XII (LBDQ) for the leadership characteristic survey;

and the Shores resilience instrument for the measure of administrator resilience. According to

the researchers, "As a leader's emotional intelligence and resilience increase, leadership capacity

increases" (p. 26). Six themes were identified from the qualitative portion of open-ended survey

questions. These include relationship building, vision, collaboration, communication, strategy,

and passion. Relationship building was the highest frequency theme, which suggests its

importance to principal leaders. Based on these findings, it seems apparent that EI competencies

are necessary and should be given a greater emphasis for development in school principal

leaders.

Roffey (2006) researched "the intra- and interpersonal capacities of school leaders and

the impact of their relational values, skills, and leadership style on the ethos of their schools" (p.

16). She investigated the process of developing emotional literacy in Australian schools. The

findings revealed that the values and vision of school leaders are the beginning processes of

developing a caring school community. Other factors included the process of change;

communicating values and expectations; staff wellbeing; leadership style; power and influence;

inter and intrapersonal competencies of school leaders; being positive; and sustainability. Roffey

proposed that an emotionally literate principal would take all of these factors into account and it

would become a high priority in an emotionally literate society.

Another study conducted with 464 Ontario (Canada) principals or vice principals from

nine school boards discovered major findings using Bar-On's Emotional Quotient Inventory

(EQ-i). Women scored higher than men on the interpersonal dimension. No EI differences were

found between individuals working in an elementary school versus a secondary school nor between principals and vice principals. Additionally, the above average leadership group scored higher on total EI. Stone et al. (2005) concluded that overall EI was a predictor of above average school administration.

An emerging body of research examining a relationship between EI and principal educational leadership exists in dissertation studies (Keith, 2009; Lyons, 2005; Williams, 2004). Keith (2009) conducted a phenomenological study on the lived experiences of eight secondary school principals with respect to their perceptions of the influence of EI on their leadership. Keith (2009) discovered that EI was important to the principals' leadership and decision making processes based on common EI themes from the data.

Lyons (2005) examined whether emotional intelligence is an element to successful school leadership and drew four conclusions: (a) Emotions are manifested through principals' language about their conclusions and their insights into their actions when they have an opportunity to reflect and discuss actions that they have taken; (b) successful school leadership requires that principals receive formal training and mentoring in both hard and soft skills; (c) emotionally aware and intelligent individuals are able to keep "external negative catalysts in perspective" in an emotionally intelligent strategic environment (p. 1); and (d) interpersonal and intrapersonal skills are deemed essential in school-based roles.

In a study on the emotional and social intelligence competencies that distinguish outstanding from typical urban principals, Williams (2004) found that outstanding principals in urban schools demonstrate a broad and deep repertoire of emotional and social competencies compared to typical principals. Thirteen of the 23 studied competencies significantly

differentiated outstanding and typical principals. Despite these dissertations on school leadership

and ESCs, this research is recent and limited in the area of case study research.

Limited EI Principal Leadership Research

Limited quantitative research exists on the EI construct with school leaders in educational

settings (Ayiro, 2009; Maulding et al., 2012; Roffey, 2006; Stone et al., 2005). In addition, there

is an emerging body of research examining a relationship between EI and principal educational

leadership in dissertation studies (Barry, 2008; Fall, 2004; Keith, 2009; Lyons, 2005; Reed,

2005; Rogers Gerrish, 2005; Schultz, 2005; Williams, 2004). However, there is a lack of

qualitative studies, especially single case studies providing a thorough, descriptive account of

what ESCs look like in educational leadership practice of one elementary school principal that

may appear to contribute to trusting relationships with the staff and to improved school

organizational capacity. This study will focus on ESCs as opposed to EI or SEL because I am

concerned with how principals display EI competencies, namely ESCs, within Goleman et al.'s

framework (Self-Awareness, Self-Management, Social Awareness, and Relationship

Management) rather than only measuring their EI ability. Therefore, the remainder of this

document will refer to ESCs, termed by Cherniss (2010a), rather than EI. According to Goleman

(2001b),

> "Although our emotional *intelligence* determines our potential for learning the
> practical skills that underlie the four EI clusters, our emotional *competence* shows
> how much of that potential we have realized by learning and mastering skills and
> translating intelligence into on-the-job capabilities (p. 28)."

Evidence of ESCs in Principal Standards

Despite the limited attention given to ESCs in current principal practice, evidence of

ESCs is incorporated into national, state, and local standards and behaviors. On a national level,

ESCs are evidenced in the 2015 Professional Standards for Educational Leaders adopted by the

National Policy Board for Educational Administration (NPBEA). For example, the following

four standards make explicit what is implicit in all ten standards, namely the need for principals

to relate interpersonally to others. Interpersonal relationships lie at the heart of the need for

emotional and social competence. The four standards below rely on terms that appear frequently

in the social-emotional literature, including such terms as "social-emotional," "interpersonal,"

"ethics," "care," and "trust":

> For Standard 2: Ethics and Professional Norms, effective leaders (e) "lead with
> interpersonal and communication skill, social-emotional insight, and understanding of all
> students' and staff members' backgrounds and cultures" (p. 10).
>
> For Standard 5: Community of Care and Support for Students, effective leaders (a)
> "build and maintain a safe, caring, and healthy school environment that meets that the
> academic, social, emotional, and physical needs of each student" (p. 13).
>
> For Standard 7: Professional Community for Teachers and Staff, effective leaders (e)
> "develop and support open, productive, caring, and trusting working relationships among
> leaders, faculty, and staff to promote professional capacity and the improvement of
> practice" (p. 15).
>
> For Standard 8: Meaningful Engagement of Families and Community, effective
> educational leaders engage families and the community in meaningful, reciprocal, and
> mutually beneficial ways to promote *each* student's academic success and well-being
> (p. 16).

Standards 2, 5, 7 and 8 incorporate the interpersonal, social competence outlined in

Goleman et al.'s framework (see Appendix F). These standards allude to the social awareness

and relationship management domains necessary for how principals manage relationships with

others. Standards 2 and 8 allude to the need for principals to use the ESC of empathy while

interacting with individuals of various backgrounds and cultures. Standard 5 alludes to the need

for principals to use the ESC of conflict management to provide a safe environment for students.

Standard 7 alludes to the need for principals to use the ESCs of coach/mentor and empathy in a

trusting, school environment.

On a state level, for example, the Illinois Performance Standards for School Leaders use

alternative language to incorporate the use of ESCs for principals. Illinois Standard V, "Leading

with Integrity and Professionalism," requires self-management as it pertains to displaying

honesty and integrity through transparency. Illinois Standard IV, "Building and Maintaining

Collaborative Relationships," and Standard VI, "Creating and Sustaining a Culture of High

Expectations," both require the ESC domain of relationship management.

For both national and state principal standards, one might wish to see more explicit use of

such ESC domain language as "Self-Awareness," "Social Awareness," "Self-Management" and

"Relationship Management," but the authors of the school leader standards have chosen to

embed these constructs in standards of school leader performance in specific job-related

activities. This cross-examination is important since many principal preparation programs are

aligned to local, state, and national standards.

Successful Leadership Practices

Principal leadership is considered "the most influential leadership position in education"

(Leithwood & Louis, 2012, p. 58). Leithwood et al. (2004b) developed core successful

leadership practices of *setting directions*, *developing people*, *redesigning the organization* and

managing the instructional program. *Setting directions* involve leadership practices of

"identifying and articulating a vision, fostering the acceptance of group goals and creating high

performance expectations" (Leithwood et al., 2004a, p. 24). *Developing people* allows leaders to

provide support and training for teachers in order for them to succeed. Leadership practices for

developing people include "offering intellectual stimulation, providing individualized support

and providing appropriate models of best practice and beliefs considered fundamental to the

organization" (Leithwood et al., 2004b, p. 9). *Redesigning the organization* focuses on

"strengthening district and school cultures, modifying organizational structures and building

collaborative processes" (Leithwood et al., 2004b, p. 9). *Managing the instructional program*

focuses on teaching and learning. See Table II for a complete list of specific practices associated

with each core leadership practice.

Table II. Leithwood et al. (2004b) Core Leadership Practices

SETTING DIRECTIONS	DEVELOPING PEOPLE	REDESIGNING THE ORGANIZATION	MANAGING THE INSTRUCTIONAL PROGRAM
Building a shared vision.	Providing individualized support and consideration	Building collaborative cultures	Staffing the program
Fostering the acceptance of group goals	Offering intellectual stimulation	Restructuring the organization to support collaboration	Providing instructional support
Creating high performance expectations	Modeling appropriate values and practices	Building productive relationships with families and communities	Monitoring school activity
Communicating the direction.		Connecting the school to the wider community	Buffering staff from distractions to their work
			Aligning resources

Trusting School Relationships

Principal leaders who demonstrate ESCs may develop trusting relationships with their

staff. Research indicates the importance of trust in teacher-principal relationships (Bryk &

Schneider, 2002; Moye, Henkin, & Egley, 2005; Tschannen-Moran, 2014; Tschannen-Moran

and Hoy, 2000). School leaders play a vital role in fostering high-trust relationships among teachers, students, and parents (Tschannen-Moran, 2014). Tschannen-Moran (2014) conducted case studies of three schools in primarily low-income areas with minority students, in close proximity and in the same urban school district. Due to different school leadership approaches, two examples of bad trust resulted in low morale, a decline in productivity, and teacher flight. The good example was a "high-support, high-challenge principal" who earned the trust of her faculty through "caring and hard work" (p. xi).

Trust is "a complex and dynamic process" and can be defined in many ways. Tschannen-Moran (2014) defined trust as "one's willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable, and competent" (p. 19). According to Tschannen-Moran (2014), the five facets of trust, which are summarized in Table III, "are the key ingredients that make for trustworthy leadership" (p. 38). Tschannen-Moran and Gareis (2015a) suggested that both principal leadership behaviors of collegial and instructional leadership contribute to faculty trust in principals. Collegial leadership suggests an inter-personal orientation and is aligned to two trust facets of benevolence and openness whereas the facets of competence and reliability align with instructional leadership, a task-oriented behavior (Tschannen-Moran and Gareis, 2015a).

Table III. Tschannen-Moran (2014) Five Facets of Trust

Benevolence   Caring, extending goodwill, demonstrating positive intentions, supporting teachers, expressing appreciation for faculty and staff efforts, being fair, guarding confidential information

Honesty   Showing integrity, telling the truth, keeping promises, honoring agreements, being authentic, accepting responsibility, avoiding manipulation, being real, being true to oneself

Openness   Maintaining open communication, sharing important information, delegating, sharing decision making, sharing power

Reliability   Being consistent, being dependable, showing commitment, expressing dedication, exercising diligence

Competence   Buffering teachers from outside disruptions, handling difficult situations, setting standards, pressing for results, working hard, setting an example, problem solving, resolving conflict, being flexible

Taken from Tschannen-Moran (2014). *Trust matters: Leadership for successful schools.* New Jersey: John Wiley & Sons.

Bryk and Schneider (2002) termed their construct *relational trust* that is important in school organizations. Relational trust can be defined as "a particular system of social exchanges" within a school community consisting of four criteria of respect, competence, personal regard for others, and integrity (p. 16). "Respect involves recognition of the important role each person plays in a child's education and the mutual dependencies that exist among various parties involved in this activity" (p. 23). Competence concerns "the ability to achieve desired outcomes" in core role responsibilities among the school community members (p. 24). Personal regard for others is characterized by actions of benevolent expressions that are "understood as signaling personal regard for the other" (p. 25). Integrity is consistency between

what individuals say and what they do, implying that "a moral-ethical perspective guides one's work" (p. 26). These four "relational trust" qualities are related to interpersonal relationships on the most basic (intrapersonal) level (p. 22).

In response to the Chicago School Reform Act of 1988, Bryk and Schneider conducted a study of twelve Chicago elementary schools and discovered the concept of relational trust. Three of the twelve schools were examined more in-depth regarding the effects of relational trust on student learning and school reform. This examination revealed that successful school reform depends on an atmosphere of relational trust. A book by Bryk et al. (2010), *Organizing Schools for Improvement: Lessons from Chicago*, analyzed data over a seven-year period of why students in 100 public elementary schools improved in reading and math and students in another 100 schools did not improve. Bryk et al. (2010) reinforced that a strong foundation of relational trust is necessary in long-term improvements of essential support development.

Relationships built on trust can benefit leaders and their followers that can positively affect the organization (Bryk & Schneider, 1996, 2002, 2003; Fullan, 2002; Kirtman, 2013; Tschannen-Moran & Hoy, 1998, 2000). One of Kirtman's (2013) seven leadership competencies for building personal and organizational capacity include building trust through clear communications and expectations. Fullan (2002) asserted that relationship building is one of five core components of leadership that is important for successful change and can have a profound effect on the overall climate. Fullan (2002) stated that "in complex times, emotional intelligence is a must" (p. 18) and necessary for leaders to have in order to build relationships.

Improving relationships in schools could be one solution for school reform. According to Payne (2008), school reform should take into account relationships, instruction, and

organization. Teale and Scott (2010) conducted an interview with Payne and found that he

agrees with James Comer that adult relationships need to be changed in order to change schools.

Other scholars have made similar statements. "If relationships improve, schools get better"

(Fullan, 2002, p. 18) and successful school reform depends on an atmosphere of relational trust

(Bryk & Schneider, 2002). Ironically, school reform initiatives, like the accountability

movement, may cause teachers not to trust their principal leaders. If principal school leaders

focus their efforts on improving their relationships with adults through ESCs, this may serve as a

model for other relationships within the building.

Building Organizational Capacity

Building organizational capacity in schools involves a combination of school essential

supports – school leadership, parent community school ties, professional capacity, student

centered learning climate, and instructional guidance. Sebring et al. (2006) identified these five

essential supports for effective school improvements based upon a summary of more than 20

years of school reform research from Bryk and colleagues.

The Consortium on Chicago School Research at the University of Chicago Urban

Education Institute's report , *The Essential Supports*, defined each essential support (Sebring et

al., 2006). School leadership "refers to whether principals are strategic, focused on instruction,

and inclusive of others in their leadership work" (p. 1). Parent-community school ties "refers to

whether schools are a welcoming place for parents and whether there are strong connections

between the school and local institutions" (p. 1). Professional capacity "refers to the quality of

the faculty and staff recruited to the school, their base beliefs and values about change, the

quality of ongoing professional development, and the capacity of staff to work together" (p. 2).

Student-centered learning climate "refers to whether schools have a safe, welcoming, stimulating and nurturing environment focused on learning for all students" (p. 2). Instructional guidance "refers to the organization of the curriculum, the nature of the academic demand or challenges it poses, and the tools teachers have to advance learning (such as instructional materials)" (p. 2). Research shows that when all five supports were strong in schools, they were at least 10 times more likely than schools with just one or two strengths to achieve significant gains in reading and math (Sebring et al., 2006). Therefore, any weakness in any of the five essentials could affect the overall organizational capacity within the school. It is important to note that the essential supports do not operate independently, but all should be present to produce change over time (Bryk et al., 2010). Emotional and social competencies (ESCs) play an important role in a principal's ability to build organizational capacity through the essential supports. "A focus on strong social and emotional development underlies many elements of these supports" (Weissberg & Cascarino, 2013, p. 12).

Theoretical Framework

The theoretical framework is based upon four defining constructs: (a) ESCs from Goleman et al.'s (2002) EI Domains and Associated Competencies Framework; (b) effective principal leadership from Leithwood et al.'s (2004b) core leadership practices, (c) trust indicators from Tschannen-Moran and Hoy (1998), Tschannen-Moran (2014) and Bryk and Schneider's (2002) trust research; and (d) the 5 Essential Supports from the University of Chicago Consortium on School Research (CCSR) (Sebring et al., 2006).

The theory model for this case study suggests that principal leaders who demonstrate ESCs can develop strong, trusting relationships among school staff that improves school

organizational capacity that improves learning outcomes. This theory model is justifiable and

useful because literature emphasizes importance of trust in building a school community (Bryk et

al., 2010; Bryk & Schneider, 2002; Tschannen-Moran, 2014). Goleman et al.'s (2002)

framework provides an understanding of ESCs with leadership. Leithwood et al.'s (2004b) core

leadership practices can be aligned to ESCs and this alignment is in the *Discussion* section of this

paper under *ESCs, Core Leadership Practices, and Capacity Building*. ESCs are essential

contributors to developing high relational trust for school improvement (Payton et al., 2007

Draft). Trust is an element of social capital, the intangible and abstract resources from social

relationships, and to school capacity. School capacity "depicts the organizational resources that

support local reform work" (Cosner, 2009, p. 248). The 5 Essential Supports for School

Improvement will also provide explanation for this theoretical frame as it relates to the school's

organizational capacity. Principals are important to the development of school capacity (Cosner,

2005; Smylie, Wenzel & Fendt, 2003) and therefore should demonstrate ESCs in their leadership

behaviors.

Figure 1. Original Logic Model

Emotionally and Socially Competent Principal
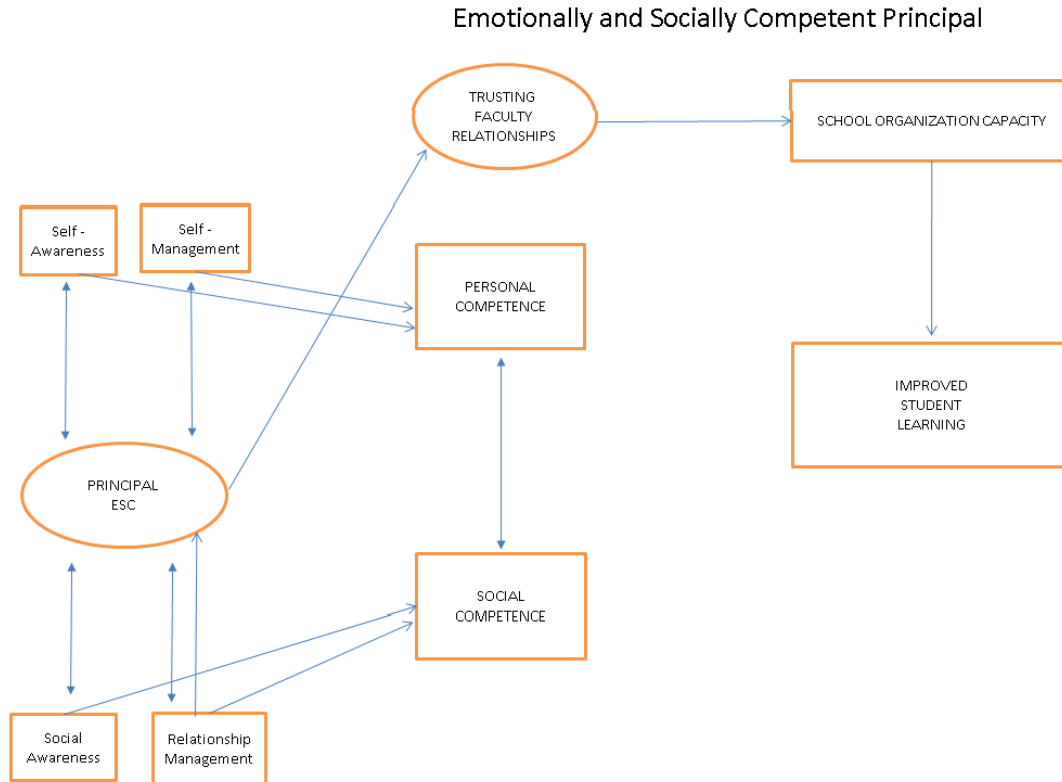
This logic model (Figure 1) presents a causal relationship worth exploring but it is not necessarily true in all cases and is not an empirically proven causal relationship. It is a provisional lens through which to organize the study and it notes how trust plays a mediating role in the tentative ESC-Trust-Org Capacity causal chain. It is important to keep in mind that some competencies may emerge in this principal as strong versus others that are not so strong.

In the course of research, it became clear that Figure 1 lacked specific attention to principal leadership practices. A revised model, Figure 2, is a simplified model that includes Leithwood's core leadership practices. In this model, the principal's ESCs and core leadership

practices are responsible for building organizational capacity and trust. School performance is built on the foundation of organizational capacity and trust.

Figure 2. Revised Logic Model

```
                    ┌─────────────────────┐
                    │  PRINCIPAL'S ESCs   │
                    │         &           │
                    │  CORE LEADERSHIP    │
                    │     PRACTICES       │
                    └─────────────────────┘
                      ╱                  ╲
                     ╱   ┌──────────┐     ╲
                    ╱    │  SCHOOL  │      ╲
                   ╱     │PERFORMANCE│      ╲
                  ╱      └──────────┘        ╲
                 ▼                            ▼
      ┌───────────────────┐           ┌──────────┐
      │  ORGANIZATIONAL   │ ◄────────► │  TRUST   │
      │     CAPACITY      │           └──────────┘
      └───────────────────┘
```
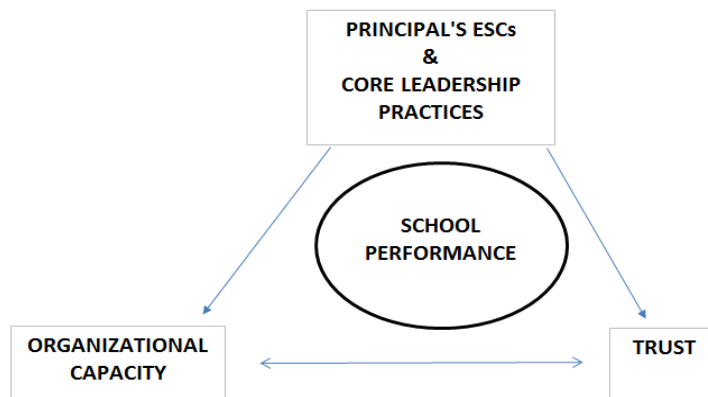
Research Questions

The research questions for this study are:

(1) How does an elementary school principal leader exhibit ESCs in daily interactions with school staff?

(2) How does an elementary school principal demonstrate ESCs when developing strong trusting staff relationships for school improvement?

(3) How does the evidence suggest relationships among principal ESC, trust among staff, and building organizational capacity in the school?

These research questions informed the research design, using a qualitative strategy of inquiry. Rossman and Rallis (2003) described this type of research as taking place in the natural

world, using multiple methods of data collection including open-ended observations, interviews, and documents. A qualitative approach allows a researcher to understand how leadership is implemented which is difficult to accomplish through quantitative inquiry (Heck & Hallinger, 1999).

Case Study Research Design

Case studies can be used when research questions are descriptive or explanatory. Descriptive questions ask, "What is happening or has happened?" Explanatory questions ask, "How or why did something happen?" (Yin, 2009, p. 9). Yin (2014) proclaimed that using a case study design will allow a "rich description" and "insightful explanations" that are not provided by other methods. In addition, the case study method emphasizes the study within its real-world context that allows for collection of data in natural settings, not on "derived" data (Yin, 2014). "The investigator has little control over events and the focus is on a contemporary phenomenon within a real-life context" (Yin, 2009, p. 2).

A case study method best addressed my research questions because they ask "how" and will be studied within a real-life context, a public elementary school. More specifically, a single case enabled me to see more deeply into the details of human interactions, generating valuable hypotheses for investigation across larger populations. In this case study, I developed a descriptive account of how ESCs are evidenced in one principal's practice and how these skills are developed. All three research questions required a qualitative strategy of inquiry (Rossman & Rallis, 2003), a form of emergent research following the "principles of inductive logic" (p. 11). They sought to understand a larger phenomenon of affective dimensions of school leadership through intensive study of one specific case. "Description illustrates the complexities

of a situation, depicts how the passage of time has shaped events, provides vivid material, and presents differing perspectives or opinions" (Rossman & Rallis, 2003, p. 104). This case study sought insight rather than generalization about one principal's ESCs in school leadership.

A qualitative case study design is best suited for this research because it involves an in-depth study of a bounded system (Yin, 2009). This allows for authenticity and specificity of the outcomes of one principal's emotional and social competencies. Despite criticisms about whether or not case studies are robust and compelling, they are becoming more widespread across disciplines. To ensure that this single case study is robust and compelling, I collected enough data to "have confirmatory evidence" and evidence that "includes attempts to investigate major rival hypotheses or explanations" (Yin, 2006, p. 121). This study adds new insights to the question of affective dimensions of leadership and can serve as a guide for further studies to help shape new leadership paradigms.

III. METHODS

This case study examined one principal's leadership behaviors and actions, in the context of an elementary school setting, using Goleman et al's. (2002) framework as the ESC construct. Data was collected in the four domains and associated ESCs of (a) Self-Awareness: Emotional Self-Awareness; (b) Self-Management: Emotional Self-Control, Adaptability, Achievement Orientation, and Positive Outlook; (c) Social Awareness: Empathy and Organizational Awareness; and (d) Relationship Management: Inspirational Leadership, Influence, Coach and Mentor, Conflict Management, and Teamwork. The relationships between ESCs and the remaining three constructs of trust, organizational capacity, and effective school leadership, are important for this study.

Participation and Site Selection

This case study employed a purposeful sampling and a convenience sample where the researcher intentionally selected a principal and site to learn or understand the central phenomenon (Creswell, 2012). I chose purposeful sampling as a means to select a strong example of a principal exercising Emotional and Social Competencies (ESCs). The principal and site were selected according to specific criteria, for example: a public elementary school principal; tenure of at least three years; and at least a "more implementation" score on the teacher-principal trust scale under effective leaders on the Illinois 5 Essentials Survey. This survey is part of the 5 Essential Supports for School Improvement and the results are obtained from the school search engine found on The University of Chicago's Illinois 5 Essentials Survey website. The elementary school principal was also selected from a recommendation from individuals who knew the principal's work and researcher's interview. First, I searched a list of

schools that met the criteria on the Illinois 5 Essentials Survey and found each principal's name on their school's website. I shared the list with the Director of the Center for Urban Educational Leadership at UIC, my advisor, for any recommendations of individuals on the list based upon their work in the field of education. Thirty-four principals were contacted via email and follow-up phone calls to obtain permission to conduct the case study. One principal with a tenure of two years responded that he was interested but did not fit my criteria of at least a three-year tenure. Three principals declined and twenty-nine did not respond to my requests. Finally, one principal agreed to participate and was questioned about her tenure to ensure eligibility for the study.

The Institutional Review Board at the University of Illinois at Chicago and the school district in which the study took place granted approval to conduct this study. Additional participants included 38 Pre-K through 4th grade teachers and ancillary staff including 11 of them who were School Leadership Team (SLT) members, and the principal's supervisors, the superintendent and assistant superintendent. I made a request to inform the staff about the research activities in a faculty meeting from the principal. The supervisors were contacted via telephone calls to obtain permission to participate in the case study. To protect the anonymity of the participants, pseudonyms were assigned to individuals and the school site.   Informed consent to participate was obtained by the principal electronically and via an information sheet (element of consent) for all participants to complete the ESCI survey. A waiver of documentation for consent was requested because the participants read the information sheet before opening the link to complete the electronic ESCI survey. In addition, informed consent was obtained electronically via an information sheet (element of consent) for the School

Leadership Team to complete the open-ended questionnaire on a Word Document. A waiver of documentation for consent was requested because the participants read the information sheet via email before opening the attachment to complete the questionnaire.

Case Study: Principal Hope and Main Elementary School

Principal Mary Hope is a White female in her early 50s. She displays a professional and committed disposition, looking attentive and prepared in her role as an administrator. She thanks her parents for teaching her "how to work hard" and "to be nice" (her words). She says that being nice is how she lives her life. Her parents also taught her "…to just be who you are and be confident and that will make a huge difference in what you do…" Hope attended private, Midwestern universities; a liberal arts university for undergraduate with a high selectivity rating of 87 on a scale of 60 - 99; an educator's university for graduate school with no selectivity rating; and a Catholic, liberal arts university for the Type 75 Administrative Certificate with a selectivity rating of 82 on a scale of 60 - 99. The selectivity ratings measure how competitive admissions are at the school (https://www.princetonreview.com/college-education, Retrieved 03/11/17).

Hope has been in education since 1989 by starting in one suburban school district as an elementary school teacher for seven years in mainly 2nd and 3rd grades. Then she had her first assistant principalship as a part-time assistant principal and part-time 5th grade teacher. Due to increased enrollment, Hope was promoted to full-time assistant principal. Hope left for another school district, was an assistant principal for three years, and then hired as the principal for one year in the primary building and eleven years in the three through five building. This school was closed due to budget cuts and Hope decided to pursue principalship at Main Elementary School.

When this case study began, Ms. Mary Hope was in her fifth year as principal of Main Elementary School.

Main Elementary School is located in District 1, a relatively small suburban school district close to a large, Midwestern city. District 1 has two schools, Main Elementary that holds students from Pre-Kindergarten to 4th grade and Main Middle that houses students from $5^{th} - 8^{th}$ grades. Main Elementary has 22 classrooms that include two Pre-school, three kindergarten, four each of first through third grades, and five fourth grades. Students are offered the four major subjects of reading/language arts, mathematics, science/health, and social studies along with learning center, art, music and physical education. Special supports and services are English as a Second Language (ESL), special education, speech/language, social work, and reading/math intervention for eligible students. There is a range of school-wide activities and programs including a reading incentive program, author visits and philanthropic efforts, just to name a few. The school building offers a friendly atmosphere of brightly lit/clean hallways with colorful paintings.

Main Elementary has a total enrollment of approximately 480 students where the demographics have changed over the last five years due to an increased Eastern Europe migration. According to the 2015 State Report Card, 12 to 14% of the student population is considered low income compared to 54.2% for the state. The school is approximately 60 to 63% White, 14 to 16% Asian, 9 to 11% Hispanic, 4 to 6% Black, and 11 to 13% two or more races. The district's instructional expenditure ranged from $9,000 to $10,000 and the operating expenditure ranged from $15,000 to $16,000 for per pupil (2013-14) compared to the state of $7,419/$12,521. The average class size is approximately 20 to 22, compared to the state of 21.2.

Principal Hope likes to refer to Main School as "a public private school because we're so small. We have relationships built with parents, a great community support and just everyone knows everyone here at the school."

In 2014, Main Elementary received a "Well-Organized" rating for improvement on the overall performance on the 5 Essentials Report, the highest possible rating out of 5 levels. Effective Leaders, Collaborative Teachers, and Involved Families were areas that received strong ratings, while two areas, Supportive Environment and Ambitious Instruction, did not receive a high enough response rate to record a score—largely because these two domains rely on student surveys in upper grades not served by Main Elementary. Table IV is a summary of Main's overall performance on the 2014 5 Essentials Report, demonstrating their organizational capacity in specific areas. Most of the scores below are omitted from this table because the identity of the school would be too easily traceable to these ratings. The scores included range from a high of 96 for Teacher Influence to a low of 50 for Teacher-Teacher Trust, with Teacher-Principal Trust at 75. (A more detailed analysis of the Teacher-Principal Trust Measure under Effective Leaders will be discussed later under *5 Essential Supports for Trust Measure*). These selected scores, however, tend to tell a story of better teacher-principal relationships than teacher-teacher relationships, and an optimally organized school would be very strong in both. Put differently, the principal's ESC may be strong enough for very good relationships with teachers, but not enough to foster optimal teacher-teacher relationships.

Table IV. 2014 5 Essential Survey Results for Main Elementary School

5 Essentials	Measures of the Essential & Individual Measure Scores	Overall Score
Effective Leaders (School Leadership)	Teacher Influence (96) Principal Instructional Leadership Program Coherence Teacher-Principal Trust (75)	(78)
Collaborative Teachers (Professional Capacity)	Collective Responsibility Quality Professional Development (81) School Commitment Teacher-Teacher Trust (50)	(66)
Involved Families (Parent Community School Ties)	Outreach to Parents (80) Teacher-Parent Trust Parent Involvement in School	(76)
Supportive Environment (Student Centered Learning Climate)	Peer Support for Academic Work Academic Personalism Academic Press Safety Student-Teacher Trust	Low Response / Not Applicable
Ambitious Instruction (Instructional Guidance)	Course Clarity English Instruction Math Instruction Quality of Student Discussion (80)	Low Response / Not Applicable

Data Collection

The qualitative data collection included a focused, semi-structured interview, an open-ended questionnaire (Creswell, 2012), non-participant observations (Glesne, 2011; Rossman & Rallis, 2003), and document review (Yin, 2014). The quantitative data collection included the Emotional and Social Competency Inventory (ESCI) Version 2 and the 2014 Illinois 5 Essentials Survey conducted by UChicago Impact, a division of the Urban Education Institute at the University of Chicago, as support to the qualitative data. An overview table of my data collection procedures is located in Appendix E.

Interview

The principal was interviewed to gather information on her background, demographics and leadership behaviors / activities using a semi-structured interview protocol with open-ended questions. The ESC principal interview protocol (Appendix A) began with one background question, then it was divided into two sections, personal competence and social competence. The personal competence section included nine questions and the social competence section included ten questions based on Goleman et al.'s (2002) framework. Collecting responses to open-ended questions by asking the principal to explain allowed me to explore reasons for the closed-ended responses. I conducted the interview at the school site in the principal's office. The principal participated in a one-on-one interview that was tape recorded and lasted an hour in duration. A copy of the interview transcript was sent to the principal for participant validation that adds to the credibility and rigor of the study (Rossman & Rallis, 2012). Although I had made plans for a second interview if necessary, I concluded after one interview that I had enough data from the principal's perspective. The most important data collection at that point would need to be from multiple other sources particularly because I collected additional data from the principal through her participation in the survey and through direct observation of the principal in action.

The ESC principal interview protocol (Appendix A) was developed from CASEL's Personal Assessment and Reflection: SEL Competencies for School Leaders tool (Devaney, Utne O'Brien, Resnik, Keister, & Weissberg, 2006). The personal assessment and reflection tool was included in CASEL's Sustainable Schoolwide SEL Implementation Guide and Toolkit at a retreat with a cohort of public school principals to reflect upon their own emotional and social

competence. As stated before, the competencies in SEL and Goleman et al.'s framework share major similarities.

Open-Ended Questionnaire

An open-ended questionnaire (Appendix B), providing more in-depth information about the principal's ESCs, was conducted with the SLT members. Open-ended questions on the questionnaire are considered a form of qualitative data collection (Creswell, 2012) that can elicit useful information to support the literature on ESCs. The SLT members work closely with the principal and can attest to his/her leadership behaviors. The open-ended questionnaire protocol was developed from two sources. One source is CASEL's Personal Assessment and Reflection: SEL Competencies for School Leaders tool (Devaney et al., 2006). Once again, questions were developed about the principal's actions based upon the same items that public school principals reflected upon in the tool at the retreat. A second source, Tschannen-Moran's Teacher Trust in Principal subscale, was based upon a norming sample of 97 high schools in Ohio, 66 middle schools in Virginia, and 146 elementary schools in Ohio. The reliability ranged from .90 to .98. Factor analytic studies support the construct validity of this measure (Hoy & Tschannen-Moran, 2003). Since the response rate to the trust statements was low, it was not counted in the data. Instead, I used the trust data from the 2014 Illinois 5 Essentials Survey.

First, I distributed the questionnaire to eleven SLT members with Tschannen-Moran's trust statements. Only two SLT members responded and after additional requests, I decided not to include Tschannen-Moran's trust statements due to the low response rate of 18%. Then I re-sent the questionnaire without Tschannen-Moran's statements and reduced the number of ESC questions to five. These five were selected with the assistance of my academic advisor to yield

the most information about the SLT's perception of the principal's ESCs. Three additional

members completed it for a total response rate of 45% when combined with the initial two

responses. The five ESC questions were numbers 5, 7, 9, 10, and 12 from the open-ended

questionnaire (Appendix C). SLT members were asked to select true or false and explain their

answers.

5. My principal is able to build buy-in for important initiatives from key supporters.
7. My principal identifies, recognizes, and names her emotions in the moment.
9. My principal adapts to new challenges, adjusts to change, and modifies her thinking
   when faced with new information and realities.
10. My principal shows empathy towards the faculty.
12. My principal generates a collegial atmosphere through teamwork and collaboration.

Observations

So that the data was not based primarily on the perceptions of the principal interviewee,

direct observations were conducted to gather data on the principal's behaviors and actions during

formal and informal, small and large group activities. My role was that of a non-participant

observer, or "outsider", recording field notes without being involved in the activities (Creswell,

2012). This allowed for a thorough concentration on the phenomenon being studied. The best

times to observe and the number of sessions to observe were determined from the principal's

schedule and some agreed upon times between the principal and myself. Multiple observations

were conducted over a three-week period for a total of ten hours. The types of observation data

that were collected include acts/behaviors, events, and both verbal/non-verbal communication.

According to Glesne (2011), such observation data can raise questions for interviews; support or

challenge interview data; provide thick description; allow pattern analysis; and generate hunches

or hypotheses.

During the observations, I focused on how the principal displayed ESCs by recording

descriptive and reflective activities of the principal and interactions between the principal and

faculty. The reflective component included "the researcher's feelings, reactions, hunches, initial

interpretations, speculations, and working hypotheses" (Merriam, 2009, p. 131) and provided

preliminary data analysis. I used an observation protocol (Appendix C) in addition to scripted

notes to record field notes that were based upon the twelve ESCs measured on the ESCI (Version

2) Survey.

Document Review

I collected documents for review in the form of principal's emails to staff;

communication with parents; school improvement plan; vision/mission statement; parent-student

handbook; flyers/handouts and the school report cards. These documents provided specific

details to corroborate information from all data sources to answer the three research questions

(Yin, 2014).   A document summary form was used for clarifying, summarizing, and

understanding significance of the documents (Appendix D). I adapted this form from Miles and

Huberman's (1994) example which included the name or description of the document; the event

or contact associated with the document; significance/importance of the document; brief

summary of contents; and how the document reflected (positively or negatively) on the four ESC

domains with respective competencies.

Emotional and Social Competency Inventory (ESCI) Version 2

The Emotional and Social Competency Inventory (ESCI) Version 2 was used to support

this qualitative case study by providing quantitative data as evidence to the case study (Yin,

2009). The ESCI was developed in 2011 by a partnership between David McClelland with

Richard Boyatzis and Daniel Goleman. The ESCI Version 2 is a 360-degree survey that assesses

12 competencies (5 emotional intelligences, 7 social intelligence) with 68 items (See Table V).

The earlier version of the ESCI, the ECI, measured 12 competencies along with accurate self-

assessment, self-confidence, transparency, initiative, service orientation, and change catalyst.

Due to ongoing statistical analysis, changes were made to these six competencies (Boyatzis,

2007).

Table V. ESCI Version 2 Measures

Self-Awareness
• Emotional self-awareness • (Merged Accurate self-assessment) • (Dropped Self-confidence)
Self-Management
• Emotional self-control • (Dropped Transparency) • Adaptability • Achievement orientation • (Merged Initiative) • Positive outlook (Changed Optimism)
Social Awareness
• Empathy • Organizational awareness • (Dropped Service)
Relationship Management
• Inspirational leadership • Influence • Coach and mentor (Changed Developing others) • (Dropped Change catalyst) • Conflict management • Building bonds (Integrated into Teamwork in ECI 2.0 earlier version.) • Teamwork

Participants rated the frequency of use of each item on a 1 to 5 Likert scale ranging from (1) never to (5) consistently. Participants responded "don't know" if there was an item that was not applicable or could not be accurately assessed by a rater. The principal completed the survey as the "Participant". The teaching staff and the principal's supervisors provided feedback by completing the multi-rater version of the ESCI in order to compare the principal's feedback with others. All surveys were completed online and received a returned rate of 73.1%. The survey results were tabulated and triangulated with the qualitative data sources. The survey results indicated how the principal rated herself on ESCs and which competencies the teaching staff and supervisors perceived to be demonstrated by the principal. Table VI provides a description of the ESCI domains and competencies descriptions.

Table VI. ESCI Domain and Competency Descriptions

ESCI Domains and Competencies	Description
SELF-AWARENESS	**Knowing one's internal states, preferences, resources and intuitions**
Emotional Self-Awareness	Recognizing one's emotions and their effects
SELF-MANAGEMENT	**Managing one's internal states, impulses and resources**
Emotional Self-Control	Keeping disruptive emotions and impulses in check
Adaptability	Flexibility in handling change
Achievement Orientation	Striving to improve or meeting a standard of excellence
Positive Outlook	Persistence in pursuing goals despite obstacles and setbacks
SOCIAL AWARENESS	**How people handle relationships and awareness of others' feelings, needs and concerns.**
Empathy	Sensing others' feelings and perspectives, and taking an active interest in their concerns
Organizational Awareness	Reading a group's emotional currents and power relationships
RELATIONSHIP MANAGEMENT	**The skill or adeptness at inducing desirable responses in others**
Inspirational Leadership	Inspiring and guiding individuals and groups
Influence	Wielding effective tactics for persuasion
Coach and Mentor	Sensing others' development needs and bolstering their abilities
Conflict Management	Negotiating and resolving disagreements
Teamwork	Working with others toward shared goals. Creating group synergy in pursing collective goals.

Boyatzis (2007). The creation of the emotional and social competency inventory (ESCI). *Hay Group: Boston.*

55

The ESCI has been piloted with a total of 116 participants and 1,022 raters in the U.S. and U.K. With "further detailed analyses to verify scale and factor structure of the ESCI", Version 2 was developed using a higher psychometric standard with 5,700 self-assessments and 62,000 other assessments (Hay Group, 2011).

The ESCI's reliability is based upon internal consistency of Cronbach's alphas for each scale ranging from .79 to .91 (Hay Group, 2011). The Hay Group states that they continue to validate the ESCI and ensure that it "remains relevant and acceptable to clients, researchers and participants (face validity); measures the behaviors it sets out to measure (content validity); correlates appropriately with other similar tests (construct validity); and predicts desired performance outcomes (criterion validity)" (Hay Group, 2011, p. 15).

5 Essential Supports for Trust Measure

For one final piece of data collection, I focused on one measure for *Effective Leaders* on the 2014 Illinois 5 Essentials Survey, Teacher-Principal Trust. Table VII provides data based upon how teachers at Main Elementary reported indicators of trust about Principal Hope. This indicator received a score of 75 – indicating the probability for school success in this area.

Table VII. Teacher-Principal Trust Measure for Effective Leaders

Teachers report that:	Strongly Disagree	Disagree	Agree	Strongly Agree
It's Ok in this school to discuss feelings, worries, and frustrations with the principal.	0%	4%	26%	70%
The principal looks out for the personal welfare of the faculty members.	0%	0%	15%	85%
I trust the principal at his or her word.	0%	4%	15%	81%
The principal at this school is an effective manager who makes the school run smoothly.	0%	0%	15%	85%
The principal places the needs of children ahead of personal and political interests.	0%	0%	15%	85%
The principal has confidence in the expertise of the teachers.	0%	4%	30%	67%
The principal takes a personal interest in the professional development of teachers.	0%	0%	19%	81%
Teachers feel respected by the principal.	0%	0%	11%	89%

Reproduced from 2014 Illinois 5Essentials Survey.

Data Analysis

Qualitative Data

For research question one, I analyzed the qualitative data by following a six-step process

identified by Creswell (2012). These steps are iterative and sometimes simultaneous which

allowed me to analyze data throughout the research process and at the same time. In Step One, I

collected the data as discussed in the previous section. Step Two is when the researcher prepares

the data for analysis. I transcribed the interview and typed my observation notes into a Word

document. Then I organized my data collection by using Atlas.ti (Version 7) to create a database

(Yin, 2009) that contained the interview transcript, open-ended questionnaire responses, and

observation notes. The school documents were kept in their original state as hard copies to

analyze using Appendix D. For Step Three, Creswell (2012) suggested that a researcher

conducts a preliminary exploratory analysis. This required that I read all data collection to

obtain a general sense of the data while writing memos in the margins of the transcripts or field

notes, thinking about the organization of the data, and considering whether I needed more data

(Creswell, 2012).

For Step Four, I divided the data into "text segments" of information and labeled them

with 12 initial existing codes from the ESCI Version 2 that are based on Goleman et al.'s

framework (2002).   Using the initial codes directly from the ESCI, that is valid and reliable,

increases the credibility of the codes. Creswell (2012) referred to this small number of codes as

"lean coding" in which only a few codes are assigned during the first time through a manuscript.

For example, I used "Achievement Orientation or ACH" as one of the twelve lean codes that

organized the following data: for the interview transcript, I coded "having everything as perfect

as possible"; for observations, I coded "I have it all done and I can give it to you"; for open-

ended questionnaire, "is generally a step ahead of everyone else"; and for an email document to

staff, "we have more to accomplish." Then for a second read of the data, I used inductive

analysis to see if any new codes would develop. There were 23 additional codes, 8 of which

were *in vivo* codes. *In vivo* codes are stated in the participant's actual words; for example,

"problem solver" was used by a SLT member when she referred to the principal as "a good

problem-solver" on the open-ended questionnaire.

Steps Five and Six involve reducing the list of codes for descriptions or themes of the

participants or setting. I made a list of all codes, grouped similar codes, and looked for

redundant codes. The *in vivo* example of "problem solver" was combined with the existing code

of Conflict Management. The 23 codes were combined with the initial twelve codes as the final

set of codes for a third read of the data (See Appendix G for a complete list of codes). Then I

tabulated the total number of codes per qualitative data source and ranked the results from 1st

through 12th places in Table VIII (pg. 63). The number of codes per competency ranged from 24

to 3 for the interview; from 7 to 0 for the questionnaire; from 36 to 0 for the observations; and

from 14 to 0 for document review. It is important to note that the lower number for the

questionnaire is due to the low return rate of 45%. The coding procedures were shared and

discussed with my advisor for reliability.

Different kinds of analysis were required for research questions one, two and three. For

research question two, I looked for evidence of trusting relationships between Principal Hope

and her staff based upon the ESCs when I aligned Tschannen-Moran's (2014) five facets of trust

and Bryk and Schneider's (2002) four criteria of trust with the qualitative data sources. I aligned

Goleman et al.'s (2002) framework with the work from the trust researchers (Tschannen-Moran

and Bryk and Schneider) because they are highly respected in their fields and their research is

validated. For research question three, I looked for evidence of organizational capacity through

the CCSR's 5 Essential Supports from the school's routines and processes within the qualitative

data sources. Then I looked for ESCs that corresponded to the 5 Essential Supports evidence.

Triangulation allows for multiple perspectives of the phenomenon. For research question

one, I made comparisons between the different data sources for triangulation. For example, I

found that Achievement Orientation was first place for the principal's interview, open-ended

questionnaire responses, and observations. This shows that the principal's own perception of

behaviors was consistent with the SLT's perception and researcher's observations. In addition, I

made a comparison among the ESCs for all three research questions. This analysis was

compared to Leithwood et al.'s (2004b) theoretical framework. Themes emerged from the

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analysis that supported concepts in the literature about principal leadership and ESCs and will be discussed in the *Discussion Chapter*.

Quantitative Data

The ESCI was scored by the Hay Group who provided an export of the data for analysis purposes. Permission was not granted by the Hay Group to reproduce the ESCI in this study. The ESCI data was used to triangulate data with the qualitative data sources thereby strengthening the reliability of the findings. In addition, I analyzed data from the Effective Leaders, Teacher/Principal Trust Measures on the 2014 Illinois 5 Essentials Survey to support the qualitative analysis from the alignment of trust indicators.

IV. RESULTS

This single case study employed a qualitative strategy of inquiry model (Rossman &

Rallis, 2003). The four sources of qualitative data were the principal's interview, responses to an

open-ended questionnaire from the School Leadership Team (SLT), observations on the

principal's daily interactions with staff, and a review of documents from the principal's

communication with the school. The first research question for this study is *"How does an*

elementary school principal leader exhibit ESCs in daily interactions with school staff?" The

main constructs are ESCs, as they are made operative in Goleman et al.'s (2002) framework,

which underpins the ESCI. To answer Research Question One, all qualitative data sources were

coded and analyzed using 12 ESCs from the ESCI Version 2 that are based on Goleman et al.'s

(2002) framework of Self-Awareness, Self-Management, Social Awareness, and Relationship

Management. Table VIII shows a frequency ranking of ESCs as coded in the qualitative data.

The Emotional and Social Competency Inventory (ESCI) Version 2 was the quantitative data

source used to compare findings to the qualitative data sources. Table IX is a report of Principal

Hope's self-rating, as well as the averaged ratings from her supervisors and the teaching staff

who reports to her.

Although all 12 competencies were demonstrated by Principal Hope within the

qualitative and/or quantitative measures, six competencies in particular "stand out" for Principal

Hope to answer research question one about the daily interactions with her school staff.

Principal Hope demonstrated the emotional competencies of Emotional Self-Awareness under

Self-Awareness and Achievement Orientation under Self-Management. She demonstrated the

social competencies of Organizational Awareness under Social Awareness and Inspirational

Leadership, Coach and Mentor, and Teamwork under Relationship Management. Each of these six competencies is demonstrated in multiple ways in Principal Hope's practice: how she talks about her practice; how her staff perceives her practice; how she conducts herself in day-to-day interactions; and in the written communication that she shares with multiple audiences in the school community.

Table VIII. Frequency Ranking of ESCs as Coded in the Qualitative Data

Rank	Interview	Questionnaire	Observations	Documents	Totals
1st	SM: Achievement Orientation (24)	SM: Achievement Orientation (7)	SM: Achievement Orientation (36)	RM: Inspirational Leadership (14)	SM: Achievement Orientation (75)
2nd	SA: Emotional Self-Awareness RM: Inspirational Leadership (20) RM: Coach/Mentor	SA: Emotional Self-Awareness RM: Inspirational Leadership (5)	RM: Inspirational Leadership (31)	SC: Organizational Awareness (11)	RM: Inspirational Leadership (70)
3rd	RM: Influence (15)	RM: Teamwork (4)	SA: Emotional Self-Awareness (30)	RM: Teamwork (10)	SA: Emotional Self-Awareness (56)
4th	RM: Teamwork (12)	SM: Adaptability (3)	RM: Coach/Mentor (18)	RM: Influence (9)	RM: Coach/ Mentor (44)
5th	SM: Adaptability (11)	SC: Empathy (2) RM: Conflict Management	SC: Organizational Awareness (13)	SM: Achievement Orientation (8)	SC: Organizational Awareness (34)
6th	SC: Empathy (9) SC: Organizational Awareness RM: Conflict Management	SC: Organizational Awareness (1) RM: Coach/Mentor RM: Influence	SM: Adaptability (9)	RM: Coach/Mentor (5)	RM: Teamwork (29)
7th	SM: Emotional Self-Control (4)	SM: Emotional Self-Control (0) SM: Positive Outlook	SC: Empathy (7)	SC: Empathy (4)	RM: Influence (28)
8th	SM: Positive Outlook (3)		RM: Teamwork (3) SM: Positive Outlook RM: Influence	SM: Adaptability (3)	SM: Adaptability (26)
9th			SM: Emotional Self-Control (1)	SM: Positive Outlook (1) RM: Conflict Management SA: Emotional Self-Awareness	SC: Empathy (22)
10th			RM: Conflict Management (0)	SM: Emotional Self-Control (0)	RM: Conflict (12) Management
11th					SM: Positive (7) Outlook
12th					SM: Emotional (5) Self-Control

Key: #s Frequencies of coded mentions of each competency.
SA = Self-Awareness
SM = Self-Management
SC = Social Awareness
RM = Relationship Management

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Table IX. A Summary of ESCI Scores from Principal Hope, Her Supervisors & Staff

Emotional Social Competency	Principal (Self)	Supervisors	Teaching Staff	Total (Not including self.)
SELF-AWARENESS				
Emotional Self-Awareness	4.0	4.2	4.4	4.3
SELF-MANAGEMENT				
Emotional Self-Control	4.2	4.6	4.6	4.6
Adaptability	4.7	4.7	4.7	4.7
Achievement Orientation	5.0	4.8	4.8	4.8
Positive Outlook	4.2	4.7	4.6	4.7
SOCIAL AWARENESS				
Empathy	4.2	4.5	4.5	4.5
Organizational Awareness	5.0	5.0	4.7	4.9
RELATIONSHIP MANAGEMENT				
Inspirational Leadership	4.0	4.8	4.6	4.7
Influence	4.7	4.5	4.3	4.4
Coach and Mentor	4.7	4.9	4.7	4.8
Conflict Management	4.2	4.5	4.3	4.4
Teamwork	4.8	4.8	4.7	4.8

Emotional (Intrapersonal) Competencies

Emotional Self-Awareness

Emotional Self-Awareness is "recognizing one's emotions and their effects" and it includes accurate self-assessment, "knowing one's strengths and limits." Principal Hope demonstrated Emotional Self-Awareness in mostly the qualitative data with limited evidence in the review of documentation.

Principal Hope believed she is able to identify, recognize, and name her emotions in the moment especially if she felt that she was being "personally attacked." She admitted to staying "as calm as possible but would fully admit that especially if I feel like we're being personally attacked as people and taking care of kids, … because I know that we work hard … and these kids are my kids and I would never do anything to endanger them or not do my job with them …". One example involved a situation with an angry parent from a previous school district. Even though Hope felt herself get "mad", she knew that she had "to step out of that and work with the parent to make sure that there were some resolve and explain to the parent kind of our side of the story…" A SLT member stated, "She is a principal, a leader, but also a person that is aware of her own emotions as well. She is very respectful and knows how and when to show emotion."

In regards to being aware of her strengths and weaknesses, Hope will easily admit when she does not know something. Hope recalled feeling "incompetent" despite having had been in her role for so long as a principal when she became the principal of Main Elementary. Furthermore, Hope openly admitted her mistakes and shortcomings to herself and others, as is evident in the following statement.

"I don't think it's a bad thing to say, 'I'm sorry, I messed up, I should have done that differently.' I think it brings kind of a human element to just because you are the leader, the principal, …it doesn't mean you're perfect and the staff definitely knows that here."

Hope admitted her mistakes and shortcomings to others on several occasions. At a staff meeting, Hope admitted it was her fault for not sending out the link for the staff to sign up for the PTO Fun Fair. Another incident took place when a staff member questioned Hope about something at the same meeting while the grade level teams were in groups. Hope replied that she did not know and would have to ask that question of someone else. In the summative evaluation teacher's conference, Hope admitted to the teacher that she did not know about the Charlotte Danielson Framework by name and was nervous at first until she realized that it resembled another tool. Principal Hope stated, "I don't know, I have to look at that," at the problem-solving meeting. Also at the technology team meeting while explaining a particular software, Hope admitted that at first, she "misunderstood what it does" and assumed it was like another program because the representative did not explain it very well. On the other hand, the review of documentation provided limited evidence. In an email to a SLT member, Hope expressed that she was sorry for not having any afternoon availability one particular week to meet with the person regarding the supply lists.

Achievement Orientation

Achievement Orientation is a competency intended to capture a leader's "striving to improve or meeting a standard of excellence." Hope demonstrated a drive to improve her performance and pursued challenging goals as a leader. One sign in her office supported this idea, "Great leaders don't set out to be a leader. They set out to make a difference. It's never about the role-always about the goal." Achievement Orientation emerged as the most significant

competency demonstrated by Principal Hope from evidence provided by the interview, questionnaire, and observations. Review of documentation such as emails and EBlasts provided less evidence compared to the other three primary data sources.

The interview with Principal Hope provided useful evidence about her Achievement Orientation. When asked about challenging assignments, Hope responded, "…I don't think I can operate unless I am challenged… I'm not a person who will just wring my hands and worry about something, I just get it done. Challenges don't scare me." Hope seeks feedback about her performance from the school leadership team on a regular basis. For example, she reported that after a staff meeting, she would approach team members to find out how did she do, asking questions like, "How was that received? Did it go ok? Do I need to do something different?"

Hope discussed her high personal standards and motivation to improve herself and those she leads. Hope stated, "I think it would be pretty safe to say that I have an unhealthy balance in my life. You know, working and making everything, having everything as perfect as possible here is pretty much all I do." Principal Hope's presence at the school is also indicative of Achievement Orientation. Hope explained how she is rarely out of the building and she makes sure that she's "at everything, you know all of the events so that people, … see" her. Hope said that "they [staff] know I work hard and they know I would do anything for them."

Comments from the school leadership team confirmed Principal Hope's Achievement Orientation as well. One member for example said, "[Mary] has very high expectations for herself and what she does for [Main Elementary], possibly sometimes to the detriment of her personal life. [Mary] does everything 100 percent with effort and organization." Other members' comments included, "Every day is a new day with a new challenge or success" and

"[Principal Hope] is generally a step ahead of everyone else. She spends a great deal of time outside of the regular work day in order to address needed changes."

Observations of Principal Hope, confirmed her Achievement Orientation. Hope is very conscientious about being prepared which shows Achievement Orientation. For example, in a meeting with district officials and the Engaged Learning Specialist (ELS), Hope expressed a desire to prepare for testing before Spring Break so that things would be in place when the students returned to school. Another example involved planning early in February by being more involved in organizing summer school with the assistant superintendent. Also during kindergarten registration in a conversation with a secretary, Hope said, "Tell me what you want. I have it all done and I can give it to you." Principal Hope expressed worry that there were no longer substitutes for secretaries during kindergarten registration so she wanted to be prepared in advanced.

Not only does Principal Hope want to be prepared in advanced, she demonstrated Achievement Orientation by offering assistance in general. At the same technology team meeting with school district representatives and the ELS, Hope actively participated by sharing ideas, offering advice, and willing to go that extra mile to find something out for the team and the school. For example, Hope offered to share what she will learn at a meeting about a particular software program with the district technology team. During the principal's shadowing, Hope checked with the ELS about a deadline for requisitions and offered, "Can I do something to help you?"

Principal Hope created and distributed on-going communication with her staff and parents that demonstrates Achievement Orientation. Hope produced regular emails to

individuals, committees, and the school leadership team pertaining to school business. She also distributed weekly EBlasts to parents (also shared with staff) to communicate information regarding events, activities, and reminders. She strived to maintain a standard of excellence at the school. In the frequency of her communication, in the audiences she targeted, and in the content she included, Principal Hope kept Achievement Orientation in front of the entire school community as a priority.

Social (Interpersonal) Competencies

Organizational Awareness

Organizational Awareness is "reading a group's emotional currents and power relationships." Principal Hope demonstrated the capability to detect key power relationships and social networks within the school organization. For example, Hope realized that the Engaged Learning Specialist (ELS) is an important role to everyone in the school. This person helps teachers integrate technology into their curriculum and instruction. Hope stated in the interview, "…she was important and valuable to everyone in the building so [this person] was definitely one of my key people." In fact, halfway through Hope's first year as principal, the SLT had training that included a session on determining who the powerful people were and why and what made them powerful. Although this was a group activity, Hope admitted to doing this on her own by asking herself, "Who's powerful to me in getting the message out? . . . Just looking at what their impact was in the building. How many people did they connect to whether it was socially or just through work?" One comment from a SLT member also revealed that Principal Hope is able to detect key power relationships in the school with, "[Hope] has a strong presence and can read other's intentions and relationships."

Principal Hope detected and understood the power relationships between the Engaged

Learning Specialist (ELS) and the rest of the staff during observations. As mentioned earlier, the

ELS's title is mentioned several times throughout the qualitative data. Below are incidents

pertaining to the ELS.

> Principal informed the 2nd grade teacher that she plans to meet with the ELS regarding an instructional program and the 2nd grade teacher replied that the ELS showed her how to use it.

> When Hope could not locate a document on Google Drive to share with 2nd grade teacher, she offered to get the ELS's assistance.

> Hope mentioned at the 2nd grade conference that she will have the ELS put an instructional resource on Google Drive and help with professional development.

> One observation involved a meeting with Principal Hope and the ELS to discuss budget related issues. The ELS was given the task of preparing the requisitions.

Not only was Principal Hope aware of the ELS's importance, she was aware of other staff

members' ways of thinking. Hope was engaged in a discussion about summer school with the

2nd grade teacher. Hope said, "I knew you were going to ask that next", when the teacher

questioned her about what program would be used in summer school. To anticipate the thinking

of her staff member shows she is aware of the organization.

Although this competency was evident in the interview, observations, and questionnaire

responses, it was highly visible in the principal's communication documents. Two kinds of

documents showed Principal Hope's Organizational Awareness – weekly staff email messages

and the School Improvement Plan (SIP). Hope became aware of uncertainty about scheduling

parent conferences from a meeting that took place without her presence. Hope addressed the

entire staff in an email when she became aware of this misunderstanding. Hope was able to

accurately read this situation after finding out about it somehow because her email began with, "I understand there was a question at your meeting last night about conferences…". Then Hope gave a detailed explanation about her intended process for conferences. Therefore, this email was written to clarify any confusion. In another example, Principal Hope posted a Google document informing the staff of two teaching assistant positions that were filled. This document indicated which personnel would meet with these new hires, showing Hope's Organizational Awareness of staff members' strengths.

One of Hope's emails demonstrated Organizational Awareness when she requested two key teachers who have "experience setting limits and a good command or presence in the classroom" to allow a thirty-minute classroom observation from another colleague who needed direction. Hope must understand her staff's abilities in order to accurately identify the staff members with those qualities. This is demonstrated again when Hope sent an email requesting the presence of selected staff members to participate in planning the fun, end of year activities. Hope showed Organizational Awareness in identifying key players on her staff to participate in the planning.

As mentioned previously, the School Improvement Plan is a document that outlines the academic goal and performance targets for the current school year. This document represents Organizational Awareness because Principal Hope along with the team, identify the person(s) responsible to carry out the action items with the appropriate measurements.

Inspirational Leadership

Inspirational Leadership is "inspiring and guiding individuals and groups." Principal Hope "articulated and aroused enthusiasm" for the district's shared vision that is focused on

children being their best through the efforts of the school "challenging the intellect, inspiring

creativity, building the body, developing good character, celebrating improvement efforts, and

aligning resources to the vision." Hope demonstrated Inspirational Leadership to a high degree,

especially in documentation, according to all of the qualitative data.

Inspirational Leadership was evident for Principal Hope from comments about herself

and from the school leadership team members. Hope described the following regarding a vision

and causing others to move forward with it:

"…when I came here, there was zero fun (laughing). Really it was all about, and
not saying that we don't value these things now, but it was all about test scores and how
much growth and if we reached our school improvement goal. And there was zero school
spirit, school fun… So I knew right away that pressure was on them…so I got a group of
people together who I felt like wanted to have some fun and wanted to make this a place
that people wanted to come. And we did little things like the simplest thing of getting a t-
shirt out there for kids and teachers to buy so that we could be proud…"

Principal Hope asserted that this made a huge difference in the staff's attitude and their

desire to come to work. Hope wanted to show them that they could achieve and do well but have

fun while doing it. That is why she believed in setting aside time to have school celebrations as

well as recognizing the accomplishments of staff members on a regular basis. Hope

demonstrated Inspirational Leadership by "…always leaving little notes for people, …whether

it's a note posted on their desk, … whether it's in my newsletter" according to her comments.

Another example of Inspirational Leadership is a statement from a SLT member that [Principal

Hope] "rallies support she needs and often makes sure initiatives are what teachers and students

need at [Main] School."

Hope's Inspirational Leadership at a staff meeting is also evidence. Hope solicited the

participation for the "Monthly Gathering" and when the kindergarten team agreed, she

responded, "Awesome." Later in the meeting, Hope acknowledged the resources that a staff member had on her laptop while walking around to each grade level group. After closing a staff meeting with a story about a principal using music to connect with a student, Hope encouraged the staff to try something different and reminded them "not to forget to like their job."

In a weekly staff email message document, Hope began with, "Lots of THANK YOUS this week" acknowledging various staff members for their participation in school activities. Hope's Eblasts to parents inspired the entire school community by sharing important news about activities, events, programs, etc. For example, Hope thanked everyone for his or her support in a school-wide philanthropic effort, the American Heart Association. Other efforts included arousing participation for the Flint, Michigan water benefit and the Random Acts of Kindness Week.

Coach and Mentor

The Coach and Mentor competency allows a person to sense others' development needs and bolster their abilities (Boyatzis, 2007). Individuals with this competency acknowledge and reward the strengths and accomplishments while offering constructive feedback for others' development (www.eiconsortium.org). Principal Hope demonstrated that she is a Coach and Mentor because she is both supportive and directive in her approach to develop her staff members. This competency also shares commonality with Inspirational Leadership when Hope consistently complimented her staff members. Although Hope admitted that coaching and mentoring is an area that she could improve on and thinks that she does it but would like to be better at it, all of the qualitative data provide evidence of this competency.

Principal Hope and her school leadership team commented about her coach and mentoring. Hope said, "I feel like I give a lot of feedback to people," but she wanted to improve in that area. Hope expressed how she challenged people "but don't challenge whether they're working hard." One SLT member stated that the principal has very realistic expectations for the staff. Hope also described how she listens to staff members and they might not even realize that they are coming to her with something that could spark a change. Not only did she listen, Hope will "plant little seeds" and "make mentions of things" which could be an indirect way to Coach and Mentor the staff as a whole group.

Principal Hope used social media to Coach and Mentor by mentioning how she followed someone on Twitter or saw something on a person's blog. Hope would question the staff about how could those social media examples fit at their school. For example, she shared a blog about changing a school library into a learning resource center with the ELS. In addition to social media, Hope used research articles to share with the staff. Hope used a couple of articles about whether cursive writing should be taught and how the "motoric act of writing is directly linked to a child's ability to take what's in their head and get it on paper quickly." Hope said she starts with research to get her staff to start thinking about it.

Observations and documentation captured Principal's Hope coach and mentoring behaviors. Hope acknowledged the development needs of the 2nd grade teacher during the summative evaluation teacher's conference and bolstered her abilities. Hope gave the teacher several compliments about how she helps the team with fresh ideas and the experiences that she brings and shows to others. Below is a list of example statements from Principal Hope at the conference:

"You are one of the most thorough people in reflection."

Principal Hope complimented the teacher on being a "natural at differentiation" and noticed how she used the teaching assistant very well in the classroom.

For final evaluation remarks, Hope said she would like to get the teacher on more committees because she knew the "lay of the land."

Another example of coaching and mentoring involved Principal Hope in a conversation with a staff member about an upcoming meeting. Hope forewarned the person, "I'm going to pick your brain about the data piece" and recommended that they have a good bank of interview questions. This is a form of coaching and mentoring, giving the staff member an opportunity to prepare for the meeting. Lastly, Hope coached and mentored the art teacher in preparation for an art celebration event. Hope strategically engaged in conversation to guide the art teacher's plan for a successful event. Below is a stream of statements/questions from the principal during this meeting:

"Do you need more volunteers to help with the chairs?"
"I really trust that she has a handle on this. I don't anticipate it would be any problems."
"Very, very cool, that's going to be so cool, [Art teacher's name].
Principal suggested that the art teacher should have a little painting party with the volunteers.
"Do you need paint?" "Do you need brushes?"
"Do you have any other concerns or things you want me to address at the meeting with parents?"
"That's a good idea." "Agree, I think it's a valid concern for that."
"I love the idea of affirmations, but it needs to be discussed with the committee."

Review of documentation provided limited evidence of Hope's coaching and mentoring. One email sent to a few staff members to allow a colleague to observe their practice can be evidence of Hope's effort to Coach and Mentor that individual. Another email coached the

entire staff on how to address the parents for the conferences. Hope instructed the staff to meet

with the parents of "students who are not meeting the grade level standards, who have individual

plans, and who have behavior struggles" on a particular date. Then Hope advised the staff to

schedule another day or communicate via phone or email for remaining parents, reminding them

that, "The last thing you want to do is make it sound like you are not willing to meet with a

parent."

Teamwork

The Teamwork competency requires a leader to work "with others toward shared goals"

while "creating group synergy in pursuing collective goals." Teamwork emerged as the least of

the top six "standout" competencies demonstrated by Principal Hope from evidence of the

interview, questionnaire responses, and documentation with limited evidence in observations.

Principal Hope's acknowledgement that her school has a committee for everything

suggests a commitment to Teamwork. Hope believed in providing many opportunities for

people to be involved. She admitted, "I pretty much never say no… if people want to be on a

team or committee of something, go for it." Hope shared how parents are also on many

committees, like the School Leadership Team and the crisis team.

Principal Hope observed the following when she arrived at Main Elementary:

> "They [staff] were doing individual like end of year picnics or end of year parties.
> I said, 'Why can't we just do this altogether?' And they were going places. They'll take
> a bus to the park or they walk down to the other park. And I'll say, 'Why?' we have this
> huge space, why can't we all be celebrating together?'…And they loved it!"

As mentioned earlier, Hope shared that there is great community support with everyone

knowing each other. Examples include working together by having a wrapping party because

the school sponsored a couple of families at Christmas time. Hope also demonstrates Teamwork when she helps direct traffic or is present at different events.

School Leadership Team members explained how Principal Hope generates a collegial atmosphere through teamwork and collaboration with responses like:

"We have multiple committees which take on leadership roles in the school."

"She [Hope] plans and facilitates committee meetings so we have opportunities to collaborate in order to address school wide concerns."

"[Mary] is a wonderful team leader. She is always seeking new ways for collaboration and includes many people all the time."

Another response that was evidence of Teamwork includes the following:

"She values our [SLT group] opinion and we work together to face challenges and adjust to new changes."

During one of the principal shadows, Principal Hope questioned a teacher about any suggestions of staff members to invite to the interviews besides the two of them. This shows a commitment to Teamwork when hiring personnel for school positions. Other observations include witnessing Hope in a staff, problem solving, and technology team meetings where she demonstrated Teamwork.   At a staff meeting, Principal Hope had the grade level teams collaborate while discussing test scores. At a problem-solving meeting, Hope communicated and modeled Teamwork when she interacted with each participant's role to provide the best services for the students. Finally, Hope worked efficiently with school district personnel when discussing technology issues by helping to come up with solutions.

One very important document at Main Elementary that exemplified teamwork and collaboration is the School Improvement Plan. The School Leadership Team (SLT) includes

eleven staff members (representation from every grade level and auxiliary) and a principal-appointed parent. The SLT creates the School Improvement Plan on a yearly basis. According to the parent/student handbook, "The SLT has primary responsibility for school improvement planning, monitoring progress towards goals, and data analysis."

In various email documents with the SLT members and the entire staff, Principal Hope demonstrated Teamwork by organizing collaboration between and among these groups. In an email with SLT members, Hope shared the staff groupings for the members to observe in order to collect data for discussion in a future in-service. Every team member was asked to observe his/her group of classrooms for 10-15 minutes each. This required Teamwork for all school personnel to work together to accomplish a goal. In another email to the SLT, Hope suggested that this group would act as grade level representatives to discuss supply lists with the rest of the staff. The group would have to decide how to reduce the students' supply list as much as possible to allow the school to purchase some of the items as "bulk buys". In another email with the entire staff, Principal Hope shared information from a previous meeting with the Spirit Committee concerning various events and opportunities for participation.

Principal Hope also promoted Teamwork between the staff and parents. Several of Hope's EBlasts, along with information about the Random Acts of Kindness Week, Jump Rope for Heart Fundraiser and the Flint, Michigan Donation, show communication about school activities that reflect generosity towards humankind, promoting the participation of both groups. Finally, a Bully Prevention system elicits the Teamwork of the entire school to prevent bullying.

Remaining Emotional and Social Competencies (ESCs)

This particular research design yields six ESCs that "stand out" in the evidence as particular strengths for this principal: Emotional Self-Awareness, Achievement Orientation, Organizational Awareness, Inspirational Leadership, Coach and Mentor, and Teamwork. Although the remaining six competencies did not "stand out" for Principal Hope, they still emerged in her daily interactions with school staff. The difference between "stand out" and "not so stand out" is a relative difference. What emerged as Hope's ESC "strengths" are relative strengths and her "weaknesses" are relative to her overall strong pattern of ESC competence.

Principal Hope demonstrated the remaining six competencies of Emotional Self-Control, Adaptability, and Positive Outlook under Self-Management, Empathy under Social Awareness, and Influence *and* Conflict Management under Relationship Management. Hope expressed that being prepared makes her calmer and able to think through a process that is evidence of Emotional Self-Control by "keeping disruptive emotions and impulses in check." SLT members' comments best support Hope's Adaptability that means "flexibility in handling change."

> "[Hope] is flexible and goes with what is best for each given situation."

> "She [Hope] is always flexible when it comes to special considerations teachers ask for—like leaving a few minutes early to take care of something personal. She is very giving and flexible in this way, which supports trust within the building."

> "[Hope] handles change with ease and professionalism."

Positive Outlook involves "persistence in pursuing goals despite obstacles and setbacks." Hope had a positive outlook when her previous school closed due to budget cuts and she was going to be reassigned to a junior high, so she applied for her current principal job. For

Empathy, "sensing others' feelings and perspectives, and taking an active interest in their concerns," Hope announced a few details about a staff member's new baby and asked the staff for clarification on the pronunciation of the baby's name at an observed staff meeting. She showed genuine concern for the staff member. According to a SLT member, Principal Hope "is a very caring person and is always open to listen and show understanding." In regards to Influence, Hope shared how she talks to people and might say, "wouldn't it be nice if or wouldn't this be great if" and she might go to a different grade level where she knows she's going to get the support which demonstrates "wielding effective tactics for persuasion." Even one of her "relative" lowest competencies, Conflict Management, was still apparent in both qualitative and quantitative data sources. The best example would be from the observation of the problem-solving meeting where general education teachers came before the support staff to recommend students for services. Hope effectively facilitated the meeting knowing from the interview that this was a conflict management issue.

A fair assessment of the data would conclude that this principal is strong across the board on measures of ESCs. Evidence shows that even her weaknesses are considered strengths. Perhaps this is not surprising and it would be more surprising if a person were, for example, strong on Positive Outlook and Empathy and very weak on some other kind of interpersonal relationships. On the other hand, the skills and behaviors necessary for strong Conflict Management, for example, should not be taken for granted simply because an individual is high on Organizational Awareness. This school leader's profile is not so much of strengths and weaknesses in the ESC realm, but rather one that is impressively balanced across a wide range of constructs. While it may be useful to analyze this principal's ESCs across the board, it is

particularly instructive to focus on what appeared to be her relative strengths or "standout" competencies.

Overall for research question one, through the four qualitative data sources, I found that this principal had high expectations for herself and the staff. The principal was prepared in advanced and offered advice at all levels. There was frequent communication with the entire school community. She was highly visible, welcomed challenges and strived to be her best in the principal's role, which speaks to the ESC of Achievement Orientation. Achievement Orientation ranked first among all data sources on the 12 ESCs with a total of 75 coded mentions in the qualitative data. The ESCs of Inspirational Leadership had 70 coded mentions; Emotional Self-Awareness had 56 coded mentions; Coach and Mentor had 44 coded mentions; Organizational Awareness had 34 coded mentions; and Teamwork had 29 coded mentions. These placed second through sixth for "standout" ESCs. This principal inspired the staff by encouraging school spirit and recognizing the staff's accomplishments. She was emotional self-aware of her strengths and weaknesses and would openly admit them to her staff. The principal coached and mentored through constructive feedback that occurred sometimes indirectly through shared ideas from social media. The principal was aware of the organization's key players when she identified the technology ELS as a human resource for the staff and two experienced teachers to be observed by another colleague. The principal generated a collegial atmosphere through Teamwork with committees and through parent and community participation. Lastly, the remaining six ESCs did not relatively "stand out" but were present in the qualitative data. Influence received 28 coded mentions ranking in 7th place. Adaptability received 26 coded mentions ranking in 8th place. Empathy received 22 coded mentions ranking in 9th place. Conflict Management received 12

coded mentions ranking in 10th place. Positive Outlook received 7 coded mentions ranking in 11th place. Emotional Self-Control received 5 coded mentions ranking in 12th place.

Comparisons to the ESCI Survey

All twelve competencies that comprise the four domains ranged from 4.3 to 4.9 for the total score indicating that the supervisors and teaching staff generally perceive Hope as "often" behaving with all ESCs. Principal Hope was perceived as being highly skilled in Achievement Orientation and Organizational Awareness according to self-evaluation and least skilled in Emotional Self-Awareness and Inspirational Leadership. Hope was perceived as being highly skilled in Organizational Awareness and least skilled in Emotional Self-Awareness by her supervisors. Hope was perceived as being highly skilled in Achievement Orientation and least skilled in Influence and Conflict Management by the teaching staff. Once again, the difference between "highly skilled" and "least skilled" is a relative difference.

For overall ESCI totals, not including Hope's self-averages, the top seven competencies (due to ties) on the ESCI were Organizational Awareness; a three-way tie between Achievement Orientation, Coach and Mentor, and Teamwork; and another three-way tie between Inspirational Leadership, Adaptability, and Positive Outlook. Emotional Self-Awareness was the only competency that was considered to be a "standout" based on qualitative data but the "lowest" relatively ranked competency on the ESCI survey.

Developing Strong Trusting Staff Relationships

The second research question for this study is *"How does an elementary school principal demonstrate ESCs when developing strong trusting staff relationships for school improvement?"* The main constructs are trust indicators, made operative in the Five Facets of Trust (Tschannen-

Moran, 2014) and in the Four Trust Criteria (Bryk & Schneider, 2002). In addition, data from

Effective Leaders, Teacher/Principal Trust Measures on the 2014 Illinois 5 Essentials Survey for

Principal Hope shows that overall, teachers and principals share a high level of mutual trust and

respect (see Table VII, pg. 57). On one question about trusting the principal at his or her word,

81% teachers strongly agree, 15% agree, 4% disagree, and 0% strongly disagree. This shows

that a total of 96% of the teachers who completed the survey have trust in Principal Hope. On

another important question about teachers feeling respected by the principal, 89% teachers

agreed "to a great extent" and 11% agreed "some" which totals 100% of the teachers who

completed the survey feel some degree of respect. In addition to the 5 Essentials Survey, this

case study evidence shows strong trusting relationships between Principal Hope and her staff

based upon the ESCs of Achievement Orientation, Inspirational Leadership, Coach and Mentor,

Teamwork, Emotional Self-Awareness, Adaptability, Empathy, and Conflict Management when

aligned with Tschannen-Moran (2014) five facets of trust and with Bryk and Schneider's (2002)

four criteria of trust.

Benevolence is considered "the most essential ingredient and commonly recognized facet

of trust" (Tschannen-Moran, 2014, p. 21). It involves showing consideration and sensitivity to

the needs and interests of others, protecting their rights, and not exploiting others for personal

gain (Tschannen-Moran, 2014). Principal Hope demonstrated the ESCs of Inspirational

Leadership, Coach and Mentor, and Empathy when developing benevolence. For Inspirational

Leadership, Hope expressed benevolence through "appreciation for faculty and staff efforts" via

email message documents. She recognized teachers with written notes to acknowledge their

accomplishments. Hope also expressed benevolence by "demonstrating positive intentions"

when she suggested the idea of buying t-shirts to build school spirit. For Coach and Mentor, Hope expressed benevolence by "supporting teachers" with the 2nd grade and art teachers. She also supported teachers in her email documents regarding the observations for a colleague and how to handle the parent conferences. For Empathy, Hope expressed benevolence through "caring" when she was observed in the staff meeting asking about a faculty's newborn baby. When asked whether Hope shows Empathy towards the faculty, SLT members responded, "[Hope] is a very caring person and is always open to listen and show understanding. I appreciate her very much." "She is very giving and flexible …, which supports trust within the building." "She knows what's going on in your classroom and is willing to help in any way." "[Hope] also shares personal stories of what is going on in her life to connect with staff." Another example for Empathy is when Hope expressed benevolence by "extending goodwill" towards others. Several Eblast documents show evidence of Hope encouraging the school to participate in philanthropic efforts like the American Heart Association's Jump Rope for Heart, and other efforts like Flint, Michigan water benefit and the Random Acts of Kindness Week. In addition, Hope described how the school sponsored a couple of families at Christmas time.

Benevolence and having a "personal regard for others" share similarities. Principal Hope shows a personal regard for others through her benevolent actions of caring. When individuals perceive that others care about them, they are willing to extend themselves "beyond the formal requirements of a job definition or a union contract" (Bryk & Schneider, 2003, p. 42). Like Hope, principals can demonstrate a personal regard for others by expressing concern about personal issues affecting teachers' lives that can be accomplished through the ESC of Empathy. Furthermore, creating opportunities for teachers' career development through the ESC of Coach

and Mentor is also indicative of showing personal regard for others, both examples from Bryk and Schneider (2002).

"Honesty concerns a person's character, integrity, and authenticity" (Tschannen-Moran, 2014, p. 25). The person follows through on what he or she has said. Principal Hope demonstrated the ESC of Emotional Self-Awareness when she expressed honesty by "being authentic" and true to herself. She expressed admitting when she did not know something during the interview. This was also evident in the observations when she admitted to the 2nd grade teacher that she did not know about the Charlotte Danielson Framework and another instance during the technology team meeting for the software. Findings from the open-ended questionnaire suggest that Hope demonstrated Emotional Self-Awareness when developing trust with the staff. When asked a question about Hope's Emotional Self-Awareness, SLT members replied, "[Hope] always shares what she thinks", "[Hope] is very open and honest with her opinions and she shares them openly", and "I appreciate her honesty." Being "open" also shows vulnerability when admitting when she did not know something.

Bryk and Schneider's criterion of integrity shares similarity with Tschannen-Moran's description of honesty. According to the 5 Essentials Survey, a combined total of 96% teachers "strongly agreed" and "agreed" at trusting Principal Hope at her word which is a sign of integrity (Bryk and Schneider, 2002). Principal Hope demonstrated consistency between what she said and did in her role through the ESC of Emotional Self-Awareness. For example, when Hope identified her technology weaknesses, she followed through by eliciting assistance from the Engaged Learning Specialist (ELS) to solve the problems for her staff instead of only giving empty promises.

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Another example is "advancing the best interests of children" even when it means "speaking out against central office when something is not helping the children" (Bryk & Schneider, 2002, p. 26). This was exemplified during the technology team meeting with the district officials. Principal Hope advocated for transitioning from IPads to Chromebooks for younger students at her building.

Openness is the willingness to be vulnerable by sharing information, influence, and control (Tschannen-Moran, 2014). First, Principal Hope demonstrated the ESC of Achievement Orientation when she possessed openness by "maintaining open communication" through "sharing important information" in her on-going emails about pertinent school business. She also was observed sharing important information at the technology team meeting. Next, Hope demonstrated the ESC of Coach and Mentor while maintaining openness when she shared important information from articles and social media according to the interview. Finally, Hope demonstrated the ESC of Teamwork while being open to share decision making with committees and the School Leadership Team.

Reliability involves being consistent and predictable along with caring and competence (Tschannen-Moran, 2014). Principal Hope demonstrated the ESC of Achievement Orientation through reliability by "being dependable", "showing commitment", and "expressing dedication." Hope explained how she is present at most events and always at the school building. One SLT member stated, "She follows through on commitments and meetings." Hope also demonstrated the ESC of Teamwork through reliability in another comment from a SLT member, "She also shows up to social events which support our morale outside of our work responsibilities." Reliability can also speak towards one's integrity and respect towards others when "being

dependable" based on what you say and your actions for your words. Therefore, reliability can align to integrity and respect, two of Bryk and Schneider's (2002) criteria of trust.

"Competence is the ability to perform a task as expected, according to appropriate standards" (Tschannen-Moran, 2014, p. 35). Principal Hope demonstrated the ESCs of Achievement Orientation, Adaptability, and Conflict Management when exhibiting competence in her role as principal. For Achievement Orientation, Hope exhibited competence by "working hard." During the observations, she expressed a desire to be prepared in advanced for testing and organizing summer school. In addition, Hope expressed about having an "unhealthy balance" because she worked hard to make things perfect. For Adaptability, Hope exhibited competence by "being flexible" and being a problem solver.   One SLT member stated, "[Hope] is flexible and goes with what is best for each given situation." Another SLT member said, "She is very reflective which is why she is a good problem-solver." For Conflict Management, Hope exhibited competence when "resolving conflict." Although there was limited evidence for this example, Hope resolved conflict at the problem-solving meeting and also expressed solving conflict between general educators and special education teachers in regards to special education student services.

Competence is also one of Bryk and Schneider's (2002) criterion when interactions between school community members produce desired outcomes. Judgements about a principal's incompetence can be made regarding a not orderly and safe building; absence of standard organizational routines; unaddressed student misconduct; and not providing basic supplies and materials for instruction (Bryk & Schneider, 2002, p. 24). Hope demonstrated providing supportive work conditions for her staff that demonstrates competence.

Overall, Bryk and Schneider's criterion of respect can be aligned throughout all Tschannen-Moran's five facets of trust. Principal Hope demonstrated respect by "listening to what each person has to say" and she took others' perspectives into account in future actions. This was shown when she used the ESC competency of Coach and Mentor while listening to her staff and how they might not realize they are suggesting something that could "spark a change." According to Bryk and Schneider (2002), this shows "each person's ideas have value and that the education of children requires working cooperatively" (p. 23).

The two facets of benevolence and openness are aligned to collegial leadership that suggests an interpersonal orientation (Tschannen-Moran and Gareis, 2015a).   Principal Hope demonstrated the ESCs of Inspirational Leadership, Coach and Mentor, and Empathy when developing benevolence and these ESCs are considered interpersonal according to Goleman's framework. Inspirational Leadership and Coach and Mentor are under the Relationship Management domain and Empathy is part of Social Awareness. Principal Hope demonstrated the ESCs of Achievement Orientation, Coach and Mentor and Teamwork when displaying openness. Once again, Coach and Mentor is an interpersonal competency and found under the domain of Relationship Management along with Teamwork. In contrast, Achievement Orientation is considered an intrapersonal competency but is represented in Tschannen-Moran's suggestion of interpersonal for the trust facet of openness according to Hope's demonstration of this ESC. In addition, it would seem pivotal that the trust facet of honesty is a necessity in both principal leadership behaviors of collegial and instructional leadership. Honesty was demonstrated by Hope's Emotional Self-Awareness of sharing her strengths and weaknesses with the staff.

The two facets of competence and reliability are aligned to instructional leadership that suggests a task-oriented behavior (Tschannen-Moran & Gareis, 2015a). Principal Hope demonstrated the ESCs of Achievement Orientation, Adaptability, and Conflict Management when exhibiting competence in her role as principal. Achievement Orientation and Adaptability are considered Goleman's intrapersonal competencies whereby Conflict Management is an interpersonal competency. Principal Hope demonstrated the ESCs of Achievement Orientation and Teamwork through reliability and Achievement Orientation is considered intrapersonal whereby Teamwork is under the domain of Relationship Management.

In summary, trust has been defined by many researchers, including Tschannen-Moran and Hoy (1998), Tschannen-Moran (2014), and Bryk and Schneider (2002). The ESCs of Achievement Orientation, Inspirational Leadership, Coach and Mentor, Teamwork, Emotional Self-Awareness, Adaptability, Empathy, and Conflict Management play a critical role in fostering teacher-principal trust according to Tschannen-Moran's five facets of trust and Bryk and Schneider's four criteria of trust. Table X shows a comparison of Principal Hope's aligned trust related ESCS to trust characteristics. Principal Hope demonstrates both principal leadership behaviors of collegial and instructional leadership.

Table X: Comparison of Principal Hope's Aligned Trust Related ESCs to Trust Characteristics

Tschannen-Moran's (2014) 5 Facets of Trust	Bryk and Schneider's (2002) 4 Criteria of Trust	Goleman et al.'s (2002) Emotional and Social Competencies
Benevolence	Personal Regard for Others	Inspirational Leadership Coach and Mentor Empathy
Honesty	Integrity	Emotional Self-Awareness
Openness		Achievement Orientation Coach and Mentor Teamwork
Reliability	Integrity Respect	Achievement Orientation
Competence	Competence	Achievement Orientation Adaptability Conflict Management

Respect can be aligned throughout all Tschannen-Moran's Five Facets of Trust.

Research Question 2 asks HOW does an elementary school principal demonstrate ESCs when developing strong trusting staff relationships? To begin with, the answer to this question has already been signaled in the answer to Research Question One: The principal does so by demonstrating a broad range of ESCs in multiple kinds of interactions, consistently over time. But with trust relationships in particular, the ESCs of Empathy, Adaptability, and Conflict Management become particularly salient, when combined with the six "standout" competencies that emerged in Research Question one—four of which competencies also were evident in Research Question Two. These are Achievement Orientation, Inspirational Leadership, Coach and Mentor, and Teamwork competencies. The addition of Empathy, Adaptability, and Conflict Management competencies creates a strong foundation for such trust indicators as Honesty, Reliability, Integrity, and Competence, among other factors researchers identify as definitional of trust relationships.

Overall Suggested School Relationships

The third research question for this study is *"How does the evidence suggest relationships among principal ESC, trust among staff, and building organizational capacity in the school?"* The main construct is organizational capacity, made operative in the 5 Essential Supports (Sebring et al., 2006). Evidence of the 5 Essential Supports at Main Elementary is outlined in Appendix H. This evidence reveals an implicit correspondence between Principal's Hope ESCs and the capacity to build organization at her school. I will provide one example from each essential in further details.

Under school leadership, the ESCs of Teamwork and Coach and Mentor correspond well with the principal's commitment to shared decision making. This principal exemplifies inclusive-facilitative leadership by providing opportunities for teachers to participate on various committees. One example of teachers having Influence on instruction is the formation of a curriculum committee where members assist in selecting textbooks and instructional materials. Each grade level has a representative on their content area committee and information is shared with the colleagues. Principal Hope uses Teamwork to create the committees to work together to achieve collective goals. Coach and mentoring allows Principal Hope to bolster the teachers' ability to make important decisions on the curriculum committee that affect the teaching and learning for the whole school. Therefore, the ESCs of Teamwork and Coach and Mentor assist Principal Hope in building organizational capacity in the area of school leadership.

Parent and community ties can influence students' motivation and school participation (Bryk, 2010). Principal Hope encourages parent involvement in the school through the ESC of Teamwork for parent community school ties. At Main Elementary, parents participate on the

PTA where they organize a variety of events and activities. In addition, parents are invited to have a representative on the School Leadership Team (SLT) and encouraged to volunteer in school sponsored events like the art show, etc. When parents are invited to volunteer at the school, this encourages parent participation in school decision making which is a strategy that contributes to enhanced student learning (Sebring et al., 2006).

Providing quality staff with quality professional development while promoting teacher collaboration is essential for professional capacity. Principal Hope developed professional capacity through the ESC of Coach and Mentor and Organizational Awareness. Principal Hope utilized the human resources within her building by organizing classroom observations from teachers and process coaches. Teachers were asked to allow another teacher to observe their instruction in certain areas. Process coaches observed classrooms to collect data for professional development on a program geared to develop relational capacity with students. The structures that were put into place by Principal Hope helped to create a culture of shared responsibility that improved student achievement thereby building organizational capacity within the school.

A principal leader needs to establish a student-centered learning climate and Empathy is an ESC that supports this. A student-centered learning climate encompasses a safe and orderly, supportive environment where students feel safe, which is a basic human need and considered "the most basic prerequisite for learning" (Bryk, 2010, p. 25). Principal Hope shows concern, namely Empathy, for safety at Main Elementary by helping to direct traffic in front of the school and supporting a bully prevention system that allows individuals to report bullying in an anonymous way. Safety is important to building organizational capacity within a school because it allows students to focus on their learning.

Instructional guidance utilizes curriculum that provides learning opportunities for students that are academically challenging which corresponds with the ESC of Achievement Orientation. According to research, principals strive to achieve goals and focus on improving learning for students (Leithwood, Begley & Cousins, 1990). Principal Hope guides instruction through curriculum alignment to Common Core as documented in the Parent/Student Handbook. Teachers are given the necessary tools to advance learning, for example, every classroom has a Smartboard to incorporate technology into instruction. In addition, Hope worked to extend the school day by 50 minutes since becoming the principal at Main Elementary that allows additional time for learning.

Building organizational school capacity through the 5 Essential Supports can be accomplished through a trusting environment with a principal who exhibits ESCs. Bryk (2010) says that relational trust "operates as both a lubricant for organizational change and a moral resource for sustaining the hard work of local school improvement" (p. 27). Therefore, it would be difficult to accomplish the essentials without trust. Hope fostered trust through a combination of the Tschannen-Moran's five facets of trust and Bryk and Schneider's four criteria of trust (See Table X).

Leithwood, Patten, and Jantzi (2010) used trust as one variable related to the Emotional Path of School Leadership. According to Leithwood et al. (2010), "Exercising influence on variables located on the Emotions Path depends fundamentally on leaders' social appraisal skills (Zaccaro, Kemp, & Bader, 2004) or emotional intelligence (Goleman, 1995)" (p. 676). Although Leithwood et al.'s (2010) Emotional Path research focused on trust in colleagues, students, and parents to support the schools' goals for student learning, it acknowledges the recent evidence

that principal leadership is also "a critical contributor to trust among teachers, parents, and students" (p. 678). Tschannen-Moran and Gareis (2015b) argued that principal trust plays a role in each of the four paths for student learning.

Research Question 3 asks HOW does the evidence suggest relationships among principal ESC, trust among staff, and building organizational capacity in the school? The evidence suggests it may be beneficial for school principals to exhibit ESCs when developing strong trusting relationships with the staff because this helps to build organizational capacity in the school. All of the five "standout" ESCs that emerged from the data for this question were also identified in the first two research questions for good reason: Bryk's research asserts that strong leadership is essential to building organizational capacity in the school, and that trust relationships are important to the exercise of strong leadership. In this study, a high correlation emerges between principal ESCs and the trusting relationships necessary to build school capacity. Also in this study, we see case of a school that has strong measures of organizational capacity according to the 5 Essential Supports survey data.

Qualitative analysis of the principal's interview, SLT's responses to an open-ended questionnaire, non-participant observations, and document review were used to identify themes related to all three research questions. For research question one, the ESCs of Emotional Self-Awareness, Achievement Orientation, Organizational Awareness, Inspirational Leadership, Coach and Mentor, and Teamwork relatively "stood out" as being exhibited by the principal in daily interactions with the school staff. For research question two, the ESCs of Achievement Orientation, Inspirational Leadership, Coach and Mentor, Teamwork, Emotional Self-Awareness, Adaptability, Empathy and Conflict Management play a critical role in developing

trusting staff relationships for school improvement. For research question three, the ESCs of

Achievement Orientation, Coach and Mentor, Teamwork, Organizational Awareness and

Empathy help to build organizational capacity at the school according to the examples I chose

from Appendix H. Please note that additional ESCs could have corresponded with the remaining

5 Essential Support examples.

Disconfirming Data: The Flawless Principal

Although this study appears to portray Principal Hope as a flawless principal whose

intrapersonal and interpersonal relationships are exemplary, some evidence suggests otherwise.

Hope's strong demonstration of the ESC, Achievement Orientation, may cause her not to receive

criticism from others and show signs of impatience when others do not achieve results quickly.

As previously stated under the ESC of Emotional Self-Awareness, Hope admitted to feeling

"personally attacked" when a parent complained about an incident at her previous school. Hope

strives to do her very best and accepting criticism is difficult for her especially when she feels

that she takes care of the children and "would never do anything to endanger them." In addition,

Hope expressed how she would address the SLT if there was a specific comment about her

performance or the way she operates. She wants to be sure to determine if it was something she

needed to work on or a "one person issue," acknowledging that she would still pay attention to

the comment but would file it away because she does not compromise herself to just make that

individual happy. Finally, Hope's Achievement Orientation may cause her to get "impatient of

wanting more from people or from situations." She admits to being reminded by others that

"Rome wasn't built in a day."

Also, as earlier noted, the 5 Essential Supports survey data indicate that Hope has been more successful at building interpersonal and trust relationships between teachers and the principal than she has among teachers themselves. The school's leadership ratings were considerably higher than the teacher collaboration ratings. Given that teacher collaboration is a major element of organizational capacity, it is likely that it represents a growth area for Principal Hope.

Finally, overall the data collection revealed limited disconfirming evidence. Possible reasons may be due to confirmation bias and the 27.5 percent of the staff who did not participate in the ESCI Survey. Perhaps some participants gave positive responses if the principal is well-liked and respected and they would rather say something positive instead of not saying anything at all. Another factor could be if the 27.5 percent of the staff who did not participate would have given disconfirming responses.

V. DISCUSSION

This case study examines the Emotional and Social Competencies (ESCs) of one elementary school principal who appears to contribute to trusting relationships with the staff and to strong school organizational capacity. This study uses four defining constructs: (a) ESCs from Goleman et al.'s (2002) EI Domains and Associated Competencies Framework; (b) effective principal leadership from Leithwood et al.'s (2004b) core leadership practices, (c) trust indicators from Tschannen-Moran and Hoy (1998), Tschannen-Moran (2014) and Bryk and Schneider's (2002) trust research; and (d) the 5 Essential Supports from the University of Chicago Consortium on School Research (CCSR) (Sebring et al., 2006). All four constructs are important for understanding the relationships between a principal's ESCs and effective school leadership. The study seeks to provide a descriptive account of what ESCs look like in educational leadership practice through data from an interview, open-ended questionnaire, observations, document review, and the ESCI survey that provided additional evidence within the case (Yin, 2009). Another goal is to add to the limited research regarding the affective dimensions of school leadership from a qualitative single case study design. The study involves one principal and therefore my findings are limited to this case. Additional research is necessary to make generalizable claims about principal leadership and ESCs. This chapter will review the theoretical framework, summarize, analyze, and discuss the findings of this case study concerning the following research questions, as well as provide limitations and implications for future work in this field:

1. How does an elementary school principal leader exhibit ESCs in daily interactions with school staff?

2. How does an elementary school principal demonstrate ESCs when developing strong trusting staff relationships?

3. How does the evidence suggest relationships among principal ESC, trust among staff, and building organizational capacity in the school?

Research Question One led to identification of a set of "standout" ESCs in this particular principal's practice. "Standout" was a term also used by Williams (2004) in her dissertation that identified 13 competencies that significantly differentiated outstanding and typical urban principals. The criteria for "Standout" in my study were determined by a ranking in the top six places of total calculated codes per competency in the qualitative data sources for research question one; an analysis of the principal's ESCs and trust indicators for research question two; and an analysis of principal's ESCs and the 5 Essential Supports for research question three. As previously stated, the ESCI survey was used to support the qualitative data by providing quantitative data as evidence in the case study (Yin, 2009). A comparison between the qualitative and quantitative data was also made in the results.

ESCs, Core Leadership Practices, and Capacity Building

Leithwood et al. (2004b) developed four core successful leadership practices that align with the ESCs highlighted in this case study. These leadership practices are (a) setting directions; (b) developing people; (c) redesigning the organization; and (d) managing the instructional program. Leithwood's leadership practice of *setting directions* is closely aligned to a principal's ESC of Achievement Orientation. Principal Hope strived to meet a standard of excellence through "building a shared vision" and "communicating the direction" of the school. *Redesigning the*

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organization requires the ESC of Teamwork in order to build a collaborative culture with productive relationships. Principal Hope supported various committees among the staff and solicited parent and community participation thereby "connecting the school to the wider community." The ESC of Organizational Awareness enabled Principal Hope to accomplish Leithwood's leadership practice of *managing the instructional program*. Hope was knowledgeable about the expertise of her teaching staff, enabling her to align human resources to the instructional program.

The demonstration of ESCs "through a leader's personal attention to an employee and through the utilization of the employee's capacities, increases the employee's enthusiasm and optimism, reduces frustration, transmits a sense of mission and indirectly increases performance" for the core leadership practice of *developing people* (Leithwood et al., 2004a, p. 24). Principal Hope demonstrated the ESCs of Coach and Mentor and Empathy when she showed a concern for her staff while developing their needs and abilities.

According to Leithwood and Louis (2012), "capacity building" is a central outcome of these core practices:

> "These practices aim to communicate the leader's respect for his or her colleagues, as well as concerns about their personal feelings and needs (Podsakoff, MacKenzie, Moorman, & Fetter, 1990). Encompassed by this set of practices are the "supporting" and "recognizing and rewarding" managerial behaviors associated with Yukl's (1994) Multiple Linkage model, as well as Hallinger's (2003) model of instructional leadership and the Waters, Marzano, and McNulty (2003) meta-analysis. **The primary aim of these practices is capacity building,** which is understood to include not only the knowledge and skills that staff members need to accomplish organizational goals, but also the disposition that staff members need to persist in applying such knowledge and skills" (pg. 60—emphasis added).

As I connect Leithwood et al.'s (2004b) four core leadership practices to ESCs, both are significantly performance oriented; they attempt to describe quality of performance in good leaders. There is a strong overlap between Leithwood's conception of strong leadership and the ESCs because both are performance indicators regarding relationships to self and others. Leithwood's concept is role-specific (school leaders) whereas ESCs are non-role-specific. More empirical evidence is needed to explore that relationship between strong leadership performance and strong ESC performance. That is what this dissertation set out to investigate.

Summary of Methods and Findings

In summary, the answer to research question one on HOW one elementary school principal exhibits ESCs in her daily interactions with school staff is partly implied in the question itself: **She does it in multiple kinds of interactions, across a wide range of emotional and social competencies, and consistently over time.** These interactions are one-on-one in person with staff, with groups of staff, and in written communication. While some competencies "stand out" more than others—e.g. Emotional Self-Awareness, Achievement Orientation, Organizational Awareness, Inspirational Leadership, Coach and Mentor, and Teamwork, it is also clear that this principal's range of ESCs is comprehensive, with evidence of strength in all ESC categories identified. Moreover, the evidence is that this principal is consistent in her exercise of ESC, not just some of the time and not just with some staff, but consistently enough over time to create an authentic foundation for trust relationships that would be harmed by inconsistency or unreliability.

For research question two, despite the low response on the trust subscale, other qualitative data sources (as well as Essential Supports survey data) provided ample evidence of trust

relationships between the principal and staff. The analysis of Principal Hope's ESCs with trust indicators showed evidence of Achievement Orientation, Inspirational Leadership, Coach and Mentor, Teamwork, Empathy, Adaptability, and Conflict Management.   For example, Principal Hope showed evidence of trust when she demonstrated benevolent actions and a personal regard for others through caring and appreciating the staff via email and on the affirmation board. She demonstrated evidence of trust through being open, honest and having integrity about sharing important school related information and her weaknesses with the staff. Hope's commitment and dedication showed evidence of trust through her presence at most school-wide events. Lastly, this principal was very competent in her leadership role and "when principals demonstrate the ability to get the job done, whatever that job may entail, teachers are more inclined to trust in the principal" (Tschannen-Moran & Gareis, 2015b, p. 262).

For research question three, I looked for evidence of organizational capacity through the CCSR's 5 Essential Supports from the school's routines and processes within the qualitative data sources. Then I looked for ESCs that corresponded to the 5 Essential Supports and found a total of five.   Teamwork and Coach and Mentor corresponded to "school leadership". This principal provided opportunities for teachers to participate on various committees and encouraged their ability to make important decisions while serving on the committees. Teamwork also corresponded to "parent community school ties" when the principal encouraged the parents and community to participate and volunteer in school activities/events. Coach and Mentor and Organizational Awareness corresponded to "professional capacity". The principal identified key human resources who provided assistance to teachers. Empathy corresponded to a "student centered learning climate" when the principal instituted safety processes for students.

Achievement Orientation corresponded to "instructional guidance". The principal strived to achieve goals by providing learning opportunities for students that were academically challenging.

Trusting relationships play a critical role in the development of the 5 Essential Supports (Bryk & Schneider, 2002). More specifically, fostering a high level of trust between the principal and teachers is necessary for school improvement through the essential supports. The correspondence between the framework of 5 Essential Supports to a principal's ESCs and trust helps to promote overall school success. As noted earlier, leading teachers to greater trust relationships among themselves remains a growth area for this principal.

Using Leithwood's Core Leadership Practices as an Analytic Frame

In general, the analytic challenge posed in this study is this: in investigating the relationship between emotional and social competencies on the one hand and leadership proficiency on the other, what counts as emotional and social competencies and what counts as leadership proficiency? Because there is no complete consensus in the field on either of these questions, this study uses an established instrument that defines ESCs in specific ways that are well grounded in the literature. While a great many definitions and standards for leadership and school leadership are available (as a search of the literature and even bookstore shelves demonstrate), I am using one of the most concise accounts of school leader proficiency, namely Leithwood's (2004b) description, for several reasons. Leithwood is a highly-respected researcher who has provided leadership to the field; his account is itself research-based, citing a broad array of other researchers; and it is consistent with prevailing standards in the field, such as ISLLC standards and the new 2015 Professional Standards for Educational Leaders that are intended to

replace ISLLC. Finally, Leithwood's four-part formulation is intended to provide broad categories that comprehensively cover the full range of a school leader's most important performance proficiencies. These four leadership practices therefore provide a portrayal of strong school leadership that can be used as a theoretical framework for analyzing the relationships between ESCs and school leader performance.

Table XI presents a comparison of ESCs from all three research questions in regards to Leithwood's theoretical framework. An analysis of both qualitative and quantitative data sources indicates that the principal in this case study benefits from the demonstration of five ESCs for effective leadership practice. First, the ESCs of Achievement Orientation, Coach and Mentor and Teamwork are essential to all three research questions.   Based on the ESCI Version 2, the principal scored a total of 4.8 out of 5.0 on these three ESCs. In addition, the ESCs of Organizational Awareness and Empathy are important to add based upon a few considerations. Organizational Awareness was identified for research questions one and three and although it was not identified on research question two regarding trust, it scored the highest total score of 4.9 on the ESCI.   Similarly, although Empathy was not a "standout" ESC on question one and it scored a 4.5 on the ESCI, relatively lower than others, it was identified on research questions two and three. Taken together, the five ESCs contributed to four major themes for the case study in regards to Leithwood's theoretical framework.

Table XI: Analysis of Research Questions using Leithwood's Theoretical Framework

Research Question #1 How does an elementary school principal leader exhibit ESCs in daily interactions with school staff?	Research Question #2 How does an elementary school principal demonstrate ESCs when developing strong trusting staff relationships for school improvement?	Research Question #3 How does the evidence suggest relationships among principal ESC, trust among staff, and building organizational capacity in the school?	Leithwood's Theoretical Framework: 4 Core Leadership Practices
Achievement Orientation	Achievement Orientation	Achievement Orientation	Setting Direction
Inspirational Leadership	Inspirational Leadership		
Coach and Mentor	Coach and Mentor	Coach and Mentor	Developing People
Teamwork	Teamwork	Teamwork	Redesigning the Organization
Organizational Awareness		Organizational Awareness	Managing the Instructional Program
Emotional Self-Awareness			
	Empathy	Empathy	Developing People (again)
	Adaptability		
	Conflict Management		

For the majority of this case study, the focus has been on the principal's individual ESCs.

However, it is important to examine the corresponding domains identified by Goleman et al.

(2002) as they relate to the five major ESCs from this analysis. Achievement Orientation is a

competency under the Self-Management domain and it focuses on the intrapersonal skills, the

personal competence on how we manage ourselves. Empathy and Organizational Awareness are

competencies within the Social Awareness domain. Coach and Mentor and Teamwork are

competencies within the Relationship Management domain. Both the Social Awareness and

Relationship Management domains focus on the interpersonal relationships, the social competence in how we manage relationships.

After analyzing how this principal's behaviors demonstrated ESCs in her leadership, how she developed trusting staff relationships, and how ESCs and trust contributed to building organizational capacity in the school, a number of relationships between ESCs and Leithwood's core leadership practices emerge as plausible. A few of these, for illustrative purposes, might be:

Theme 1: Principals may benefit from the ESC of Achievement Orientation through Self-
  Management when "setting directions" for their schools.

Theme 2: Principals may benefit from the ESC of Coach and Mentor through Relationship
  Management and the ESC of Empathy through Social Awareness when "developing
  people" in their schools.

Theme 3: Principals may benefit from the ESC of Teamwork through Relationship Management
  when "redesigning the organization" of their schools.

Theme 4: Principals may benefit from the ESC of Organizational Awareness through Social
  Awareness when "managing the instructional program" in their schools.

The findings in this case study are consistent with the affective dimension literature on leadership. First, as previously mentioned, McClelland's (1998) work showed that Self-Confidence (which was dropped from the ESCI), Achievement Drive (changed to Achievement Orientation in the ESCI), Developing Others (changed to Coach and Mentor in the ESCI), Adaptability, Influence and Leadership (comparable to Inspirational Leadership) were predictive

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of superior leadership performance. Compared to this study, the ESCs of Achievement Orientation, Coach and Mentor, and Inspirational Leadership are three of the competencies for research questions one and two. The ESCs of Achievement Orientation and Coach and Mentor are two competencies for research question three. The ESC of Adaptability is one competency included for research question two.

Also, based on the five ESCs from Research Question three, leaders who demonstrate Achievement Orientation tend to have high personal standards for themselves as well as for those they lead to constantly seek performance improvements. Leaders who demonstrate Organizational Awareness are "able to detect crucial social networks and read key power relationships" (Goleman et al., 2002, p. 255). Leaders who demonstrate Empathy are able to detect the emotions in a person or group while showing attentiveness to their needs. Leaders who are *coaches and mentors* show a genuine interest in cultivating people's abilities. Leaders who demonstrate Teamwork create an atmosphere of collegiality and serve as models of "respect, helpfulness, and cooperation" (Goleman et al., 2002, p. 256).

In short, not only are strong principal ESCs, trust, and organizational capacity highly correlated in this school, but there is reason to suspect causal relationships: if ESCs are conducive to building trust, and trust is conducive to building school capacity, then it is highly likely that principal emotional and social competencies are likely to be critical for effective school improvement leadership.

Rival Explanations

As previously mentioned in the Literature Review, this case study will provide rival explanations to ensure that it is robust and compelling (Yin, 2006). The first rival, or alternative

explanation is for Research Question 1. The answer to HOW one elementary school principal

exhibits ESCs in her daily interactions with school staff is partly implied in the question itself:

She does it in multiple kinds of interactions, across a wide range of emotional and social

competencies, and consistently over time. A rival explanation for the data collected in this

study would require that what appear to be strong interpersonal and intrapersonal relationships

are really not that at all, but instead are some kind of pretense or show of good relationships.

However, there is no evidence available that would put the authenticity of the data into question.

A different study design applied to this same principal, or the same study at a different time, may

well yield different findings—depending on the data gathered, the subject pool in a given year,

possibly even recent events in the school that may threaten trust or alter teacher perceptions of

the principal's ESCs. Further, a different design or a different period might yield different

"standout" ESC strengths. Because the principal has been in the school for five years and the

staff has observed her over time, however, a different study is not likely to alter greatly the

conclusion that this principal exhibits ESCs broadly and consistently over time.

The second rival explanation is for Research Question 2 that asks *"How does an*

elementary school principal demonstrate ESCs when developing strong trusting staff

relationships?" I concluded that the principal does so by demonstrating a broad range of ESCs

in multiple kinds of interactions, consistently over time, with particular strengths in such areas as

Empathy, Adaptability, and Conflict Management. These competencies create a strong

foundation for such trust indicators as Honesty, Reliability, Integrity, and Competence, among

other factors researchers identify as definitional of trust relationships. The relationship implied

here is a causal one: if a principal exercises the "right" ESCs, trusting relationships will result.

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An alternative explanation might be that the staff is fully trusting independent of, or even in spite of, the principal's ESCs; that these are teachers pre-disposed to trust, independent of the principal's ESCs. Because trust is notoriously fragile, however, and can be easily broken by inconsistency, lack of empathy, failure to manage conflict well, and incompetence in general, it is unlikely that in this school teacher trust is independent of ESC strengths. At the very least, this school demonstrates a strong correlation between principal ESCs and trust, if not a clear causality.

The last rival explanation pertains to Research Question 3 on *"How does the evidence suggest relationships among principal ESCs, trust among staff, and building organizational capacity in the school?"* This study suggests strong correlations among these three in the school studied. There are also theoretical reasons to suspect a causal relationship between principal ESCs and school organizational capacity. Alternative explanations might posit that the principal has little impact on relational trust or organizational capacity in this school, and that the teachers are the ones who are responsible for these conditions. Although teachers play an important role in trusting relationships and organizational capacity, however, principal leaders are ultimately responsible for school leadership and considered by many researchers to be critical for school culture, climate, and instructional improvement.

<u>Conclusion</u>

Revisiting the ESC of Achievement Orientation is important because it ranked first place among all of the 12 ESCs in the principal's behaviors and actions. This principal's desire "to strive to improve or meet a standard of excellence" by sharing and maintaining open communication with the entire school community; showing commitment and dedication through

her presence in the school building and at various events; and welcoming and being competent in challenges, helped to promote trust which allowed building of organizational capacity. This principal's understanding of her staff's needs while strengthening their abilities to work together in pursuit of collective goals, including instructional goals, also helped to promote trust, which allowed building of organizational capacity.

Building relationships and creating trust between principals and their staffs through ESCs can have positive implications for overall organizational capacity in the schools. It is important to note that "trustworthy leadership is cultivated over time, through repeated interactions in which behaviors associated with benevolence, honesty, openness, competence, and reliability are enacted" (Tschannen-Moran and Gareis, 2015b, p. 269).

Lastly, context matters for principal leadership in general, and for which ESCs are demonstrated specifically. Different frequencies of particular ESCs may be demonstrated by principals of schools where the student population is demographically different. The size and location of the school may account for differences in the kinds of ESCs exhibited by the principal leader. In addition, the type of school (elementary vs. high school) may require different ESCs to be demonstrated by the principal leader.

Limitations

There are some limitations to this study that need to be addressed. The study utilized a single case study design with one elementary school principal that limits generalizability. According to Stake (1995), "The real business of case study is particularization, not generalization" (p. 8). So my first emphasis was to understand the case itself, however, it would be useful to conduct additional similar single case studies.

In addition, the ESCI Version 2 is both a valid tool and a limitation. It frames a complex construct of emotional and social competencies in a specific way based upon a few researchers. The choice of the ESCI as a data source and guide to coding limits the results. Another researcher with the same data might have coded differently.

Implications

This study holds implications for greater attention to ESCs in preparing principals for effective leadership, for principals in practice, and for future research. The 2015 Professional Standards for Educational Leaders Standards have evidence of ESCs (NPBEA, 2015). Standard 2 addresses ethics and professional norms that are related to the intrapersonal ESCs. Explicit attention to the ESC dimension of ethics and professional behavior could contribute to better preparation and better performance. Most other standards imply interpersonal ESCs, such as Standard 5 that addresses caring and supporting the school community and Standard 7 that addresses trusting working relationships with teachers and staff. This study demonstrates what that looks like in practice but how principals can be prepared for such practice requires further study. Universities and professional administrative organizations could support research on this topic to develop preparation programs for aspiring principals. School districts can benefit from similar studies that could provide professional development and a guide for current principals.

Additional research is necessary to examine further the affective dimensions of school leadership in regards to trusting relationships with the staff and building organizational capacity. Three key questions that research could pursue are: (a) How are ESCs best developed in principals? (b) How and why are ESCs related to effective school leadership? and (c) What ESC training models are best suited for effective principal leadership?

In addition, a further study could include the parents' and students' perspectives about the principal's ESCs. This would allow for a comparative analysis of the principal's ESCs among additional groups. Research could utilize a comparative case study design or use a longitudinal design over a course of the year, from the beginning, middle, and end to see any changes over time in the ESCs that are demonstrated by the principal. This would allow for variations in the groups' perceptions of their principal's ESCs at different times of the year. Finally, similar case studies can be conducted in high schools, where school structures are different from elementary schools, to compare differences.

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APPENDICES

APPENDIX A
Principal Interview Protocol
Project: A Principal's Emotional and Social Competencies: A Case Study
Researcher: Angelina M. Williams

Time of Interview:
Date:
Place:
Interviewer:
Interviewee:
Position of the Interviewee:

Researcher: Hello, my name is Angelina Williams and I am a Ph.D. student at the University of Illinois at Chicago. I am conducting a single case study on how one elementary school principal demonstrates emotional and social competencies in his/her role that may provide insight about the affective dimensions of school leadership. This will be the first of two interviews with you as principal. Pseudonyms will be assigned to protect your confidentiality and the school. This interview should take no longer than 45 minutes to an hour. This interview will be recorded. (Have the interviewee read and sign the consent form.)
(Turn on the tape recorder and test it.)

Questions:

1. Can you tell me about yourself and this school? (Background)

    R: Let's discuss your personal competence which determines how well you manage yourself.

2. Do you believe that in general, people are doing their best and do you expect the best of them? Explain. (SELF-MANAGEMENT, Optimism)*

3. How do you create and seize opportunities rather than wait for them to materialize? (SELF-MANAGEMENT, Initiative)

4. Can you tell me how or if you ever welcomed and invited feedback about your performance? (SELF-AWARENESS, Accurate Self-Perception)

5. Do you welcome challenging assignments? How or why not? (SELF-AWARENESS, Self-Confidence)

6. Have you ever openly admitted your mistakes and shortcomings to yourself and others? Explain. (SELF-MANAGEMENT, Transparency)

7. How well do you stay calm under high stress and during a crisis? Explain. (SELF-MANAGEMENT, Self-Control)*

8. Do you remember an example of an instance in which you were able to identify, recognize, and name your emotions in the moment? Explain. (SELF-AWARENESS, Emotional Self-Awareness)*

9. Would you consider yourself as having high personal standards that motivate you to seek performance improvements for yourself and those you lead? Explain. (SELF-MANAGEMENT, Achievement)*

10. Describe how you adapt to new challenges, adjust to change, and modify your thinking when faced with new information and realities. (SELF-MANAGEMENT, Adaptability)*

R: Now we will discuss your social competence which determines how well you manage relationships with others.

11. Are you able to detect key power relationships in your school? Explain. (SOCIAL AWARENESS, Organizational Awareness)*

12. Describe a vision where you articulated it in ways that caused others in the school community to move forward with it. (RELATIONSHIP MANAGEMENT, Inspirational Leadership)*

13. How effective are you at building buy-in for important initiatives from key supporters? Explain. (RELATIONSHIP MANAGEMENT, Influence)*

14. Do you give timely and constructive feedback as a coach and mentor? How or why not? (RELATIONSHIP MANAGEMENT, Developing Others)*

15. How do you recognize the need for change, challenge the status quo, and encourage new thinking at your school? (RELATIONSHIP MANAGEMENT, Change Catalyst)

16. How intentional are you – vs. not particularly intentional – about fostering an emotionally nurturing and safe environment for your staff, students, families, and community members? (SOCIAL AWARENESS, Service)

17. Describe a time when you demonstrated conflict management skills with your staff. (RELATIONSHIP MANAGEMENT, Conflict Management)*

18. How do you cultivate and maintain relationships among all stakeholders? (RELATIONSHIP MANAGEMENT, Building Bonds)

19. Can you tell me about how you treat people with fairness and respect? (SOCIAL AWARENESS, Empathy)*

20. Describe how you generate a collegial atmosphere in your school through teamwork and collaboration. (RELATIONSHIP MANAGEMENT, Teamwork and Collaboration)*

This protocol was developed from CASEL's Personal Assessment and Reflection: SEL Competencies for School Leaders tool (Devaney et al. 2006). *These areas are accessed with Goleman's ESCI. The other competencies were integrated within these 12 as a result of ongoing statistical analysis (See ESCI user guide, 2011).

Open-Ended Questionnaire Protocol
Project: A Principal's Emotional and Social Competencies: A Case Study
Researcher: Angelina M. Williams

Below is a list of statements that may or may not describe your principal. Please circle T (True) or F (False) and explain your answer.

1. My principal believes that teachers are doing their best and expect the best of us. T or F
    _____
    _____
    _____

2. My principal gives timely and constructive feedback to me. T or F
    _____
    _____
    _____

3. My principal is able to detect key power relationships in the school. T or F
    _____
    _____
    _____

4. My principal has high standards for himself/herself and for those he/she leads. T or F
    _____
    _____
    _____

5. My principal is able to build buy-in for important initiatives from key supporters. T or F
    _____
    _____
    _____

6. My principal articulates vision in ways that cause others in the school community to move forward with it. T or F
    _____
    _____
    _____

7. My principal identifies, recognizes, and names his/her emotions in the moment. T or F

_____
_____
_____

8. My principal stays calm under high stress and during a crisis.   T or F

_____
_____
_____

9. My principal adapts to new challenges, adjusts to change, and modifies his/her thinking when faced with new information and realities.   T   or   F

_____
_____
_____

10. My principal shows empathy towards the faculty. T or   F

_____
_____
_____

11. My principal demonstrates conflict management skills with the staff. T or   F

_____
_____
_____

12. My principal generates a collegial atmosphere through teamwork and collaboration. T or F

_____
_____
_____

Trust Statements: Please circle from 1 Strongly Disagree to 6 Strongly Agree.

The teachers in this school have faith in the integrity of the principal.	1 2 3 4 5 6
The principal in this school typically acts in the best interests of the teachers.	1 2 3 4 5 6
Teachers in this school can rely on the principal.	1 2 3 4 5 6
Teachers in this school trust the principal.	1 2 3 4 5 6
The principal doesn't tell teachers what is really going on.	1 2 3 4 5 6
The principal of this school does not show concern for teachers.	1 2 3 4 5 6

The teachers in this school are suspicious of most of the principal's actions.   1 2 3 4 5 6
The principal in this school is competent in doing his or her job.   1 2 3 4 5 6

This protocol was developed from CASEL's Personal Assessment and Reflection: SEL Competencies for School Leaders tool (Devaney et al. 2006); Trust statements are taken from the Tschannen-Moran's Faculty Trust in the Principal Scale (Hoy, W.K. & Tschannen-Moran, M., 2003).

APPENDIX C
Observation Fieldnotes Protocol
Project: A Principal's Emotional and Social Competencies: A Case Study
Researcher: Angelina M. Williams

Observer: Role of Observer:
Location:
Date/Time:
Length of Observation:
How does the activity reflect (positively or negatively) on the four ESC domains (ESCI Survey)?

ESC Domains	Descriptive Fieldnotes	Reflective Fieldnotes
** Please note that these are 12 competencies that differentiate outstanding from average performers. The other six competencies of accurate self-assessment, self-confidence, transparency, initiative, service orientation, and change catalyst were integrated within these 12 as a result of ongoing statistical analysis (See ESCI user guide, 2011). **	WHO is present and participating? WHAT are individuals doing and how are they responding? WHEN do major events occur? WHERE in the setting does action take place? HOW do individuals behave and HOW is the setting arranged? WHY do individuals behave and respond as they appear to do?	
Self-Awareness · Emotional self-awareness		
Self-Management · Emotional self-control · Achievement orientation · Positive outlook · Adaptability		
Social Awareness · Empathy		

· Organizational awareness		
Relationship Management · Influence · Coach and mentor · Conflict management · Inspirational leadership · Teamwork		

Note anything surprising that happens. Note event or setting features that run counter to expectation.

Adapted from Whalen (2005) example.

APPENDIX D
Document Summary Form Protocol
Project: A Principal's Emotional and Social Competencies: A Case Study
Researcher: Angelina M. Williams

Site:
Date received or picked up:

1. Name or Description of Document

2. Event or Contact associated with Document
   Date:

3. Significance/Importance of Document

4. Brief Summary of Contents

5. How does the document reflect (positively or negatively) on the four ESC domains (ESCI Survey)?

Self-Awareness	Self-Management	Social Awareness	Relationship Management
· Emotional self-awareness	· Emotional self-control · Achievement orientation · Positive outlook · Adaptability	· Empathy · Organizational awareness	· Influence · Coach and mentor · Conflict management · Inspirational leadership · Teamwork

Adapted from Miles & Huberman (1994).

Data Collection Procedure
Project: A Principal's Emotional and Social Competencies: A Case Study
Researcher: Angelina M. Williams

Order	Data Collection Methods	Participants
1st	**ESCI Survey:** 68 items for appr. 45 min. in duration via email	Principal, Supervisors, Teaching Staff
2nd	**Principal's Interview:** 20 questions from Goleman's revised list of ESCs, tape recorded and 1 hour in duration	Principal, Researcher
3rd	**Open Ended Questionnaire:** 12 statements based on 12 ESCs on ESCI Version emailed	School Leadership Team (SLT)
4th	**Non-Participant Observations:** Staff Meeting @ 40 min.	Principal, 36 Staff Members
	Main Office and Summative Evaluation Teacher's Conference @ 1 hr./20 min.	Office Personnel, Principal, Primary Teacher
	Problem Solving Meeting @ 1 hr./30 min.	Principal, Special Education Staff, Specialists, Teachers
	Technology Team Meeting @ 2 hrs.	Principal, Middle School Principal, Engaged Learning Specialists, Superintendent, Assistant Superintendent, District Network Personnel
	Principal's Shadow @ 2 hrs./30 min.	Principal, Researcher, Various Classroom Teachers
	Principal's Shadow @ 2 hrs.	Principal, Researcher,

		Various Classroom Teachers
5th	**Document Review:** Principal's emails to various staff members pertaining to school business Weekly Principal's Eblasts to parents and staff regarding events, activities, reminders, etc. Weekly Staff Emails regarding affirmations, reminders, events, etc. Vision and Mission Statement School Improvement Plan (SIP) 2015 -2016 State School Report Cards 2012 - 2015 Parent – Student Handbook Various flyers, announcements, etc.	

APPENDIX F
Evolution of Goleman et al. (2002) Framework

The Emotional Competence Framework Goleman, D. (1998a). *Working with emotional intelligence.* New York: Bantam Books.	**A Framework of Emotional Competencies** Goleman, D. (2001). An EI-based theory of performance. In C. Cherniss & D. Goleman (Eds.), *The emotionally intelligent workplace* (pp. 27-44). San Francisco, CA: Jossey-Bass.	**Emotional Intelligence Domains and Associated Competencies** Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership: Learning to lead with emotional intelligence.* Boston, MA: Harvard Business School Press.
Self-Awareness • Emotional awareness • Accurate self-assessment • Self-confidence	**Self-Awareness** • Emotional self-awareness • Accurate self-assessment • Self-confidence	**Self-Awareness** SAME
Self-Regulation • Self-control • Trustworthiness • Conscientiousness • Adaptability • Innovation	**Self-Management** • Emotional self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative	**Self-Management** • Emotional self-control • Transparency • Adaptability • Achievement • Initiative • Optimism
Motivation • Achievement drive • Commitment • Initiative • Optimism		
Empathy • Understanding others • Developing others • Service orientation • Leveraging diversity • Political awareness	**Social Awareness** • Empathy • Service orientation • Organizational awareness	**Social Awareness** • Empathy • Organizational awareness • Service
Social Skills • Influence • Communication • Conflict management	**Relationship Management** • Developing others • Influence • Communication	**Relationship Management** • Inspirational leadership • Influence

• Leadership • Change catalyst • Building bonds • Collaboration and cooperation • Team capabilities	• Conflict management • Visionary leadership • Catalyzing change • Building bonds • Teamwork and collaboration	• Developing others • Change catalyst • Conflict management • Building bonds • Teamwork and collaboration

APPENDIX G
Coding List

1st Read: Lean Codes	2nd Read: Additional Codes	3rd Read: Combined
ESA – Emotional Self-Awareness ESC – Emotional Self-Control ADA- Adaptability ACH – Achievement Orientation POS – Positive Outlook EMP – Empathy ORG – Organizational Awareness INS – Inspirational Leadership INF - Influence CAM- Coach and Mentor CON – Conflict Management TMW - Teamwork	AFM – Affirmation ATT – Attachment AUT – Authentic BON – Building Bonds COM – Commitment CPT – Competence COP - Competitive ELS – Engaged Learning Specialist FAM – Family Bond FAR - Fairness INI - Initiative POL – Polite SER - Service SOC – Social Media TRP - Transparency **(In-vivo codes)** ACC – Accessible FLE – Flexible HON – Honest PBM – Problem Solver PRO – Professionalism REL – Relationships RES – Respect TRU – Trust	**ESA** (ACC, AUT, HON, TRP, TRU) **ESC** **ADA** (ATT, FLE) **ACH** (COM, CPT, COP, INI, PRO, REL, RES) **POS** **EMP** (TRU) **ORG** (ELS, REL) **INS** (AFM, FAM, POL, REL, TRU) **INF** (SOC) **CAM** (AFM, SOC) **CON** (FAR, PBM) **TMW** (BON, REL, SER)

APPENDIX H
Evidence of 5 Essential Supports at Main Elementary

SCHOOL LEADERSHIP	EVIDENCE OF ESSENTIAL SUPPORTS
Inclusive Facilitative	
1. Inclusive principal leadership	• Committed to shared decision making by providing several opportunities for teachers to serve on academic and special events committees. (Interview, Questionnaire, Documents) • Created a sense of community in the school by purchasing t-shirts to promote school spirit. (Interview, Observation, Documents)
2. Teacher influence	• Staff members participate in interviews for hiring school personnel. (Observation) • The School Leadership Team (SLT) helps to develop the school's schedule for the year. • Curriculum committee members assist in selecting textbook and instructional materials. Each grade level has a representative on the content area committee and they share information with their colleagues.
Instructional Leadership	
1. Principal instructional leadership	• Communicates a vision for the school. (Document – Mission and Vision Statement) • During a reading data session meeting, I observed the principle and teachers tracking student academic progress; and the principal making the staff aware of her expectations for meeting instructional goals while setting high standards for both teaching and student learning. (Also, Document regarding

	Title 1 Math)
2. Program Coherence SIP Implication	• Programs are aligned to SIP based upon performance targets. For example, one target is improved survey results in the area of school culture based on 5 Essentials Survey. The school adopted a program geared to develop relational capacity with students. (Document)
3. SIP Implication	• SLT helps to develop the SIP. (Document) • SIP is based upon school data analysis.
PARENT COMMUNITY SCHOOL TIES	
Teachers Ties to Community	
1. Use of community resources	• Partnerships with community organizations for various community events like a 5K, etc. (Document) • Classroom fieldtrips to school community locations, like senior homes, lunch with community leaders, etc. (Interview, Documents) • Invites guest speakers from the district office during American Education Week. (Document) • Rallies support for initiatives for teacher and student needs. (Questionnaire)
Parent Involvement	
1. Parent involvement in the school	• Principal promotes parent and community involvement in the school via PTO parent-sponsored celebratory events such as Fun Fair and various fundraising events. (Document, Interview) • Parents are invited to volunteer at schoolwide events and selected committee (SLT). (Observation, Interview)

	• This school regularly communicates with parents about how they can help their children learn. (Document)
PROFESSIONAL CAPACITY	
Frequency of Professional Development	
1. Frequency of PD	• Full year PD dedicated to differentiation based on SIP action item. (Document-SIP) • Staff meetings with specific focus on given content areas. (Observed reading data slices discussion at staff mtg.)
Quality of Professional Development	
2. Quality of PD	• PD is sustained and focused based upon SIP. (Document) • Leadership trainings offered for SLT. (Interview)
Work Orientation	
1. Innovation	• Teachers are encouraged to grow. (Observed 2nd grade teacher conference.)
Professional Community	
1. Public Classroom Practice	• Principal asked teachers to allow another teacher to observe their instruction. (Document) • Process coaches observe classrooms to collect data for PD for the program geared to develop relational capacity with students. (Interview)
2. Reflective Dialogue	• Teachers discuss student test scores, teaching and learning. (Observation) • Staff discusses students' progress and work samples at Problem Solving Meeting with Sp.Ed., General Ed., and principal. (Observation)

3. Peer collaboration	• Teachers collaborate on committees. (Interview, Questionnaire) • Data meetings three times per year • Staff meetings once per month • Team meetings weekly • Curriculum meetings weekly
4. Collective responsibility	• Teachers work together to support the principal. (Interview)
5. Student learning	• School develops students' social skills through Character Counts. (Observation, Document) • School sets high standards for academic performance for students. (Interview, Observations) • School focuses on student learning when making important decisions about technology upgrades. (Observation) • Extended school day by 50 min. to maximize instructional time. (Interview)
STUDENT CENTERED LEARNING CLIMATE	
Safety and Order	
1. Safety	• Bully prevention system to report in an anonymous way. (Document) • Principal helps direct traffic in front of school. (Interview)
INSTRUCTIONAL GUIDANCE	
Curriculum Alignment	
1. Curriculum Alignment	• Aligns curriculum to what's being tested. (Document – Parent/Student Handbook)

Relational Trust	
1. Teacher-principal trust	• 2014 5 Essentials Report indicates a score of "more implementation". (Document) • SLT member said the principal "is very giving and flexible in this way, which supports trust within the building". (Questionnaire) • Staff member said, "I trust you." (Observation)

<div align="center">

VITA

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EDUCATION:

Ph.D. 2017	University of Illinois at Chicago
	Educational Policy Studies
	Concentration: Education Organization and Leadership

M.Ed. 1996	University of Illinois at Urbana-Champaign
	Curriculum & Instruction
	Language Arts, Literacy/Reading

B.S. 1994	University of Illinois at Urbana-Champaign
	Elementary Education
	Minor: Spanish

RESEARCH INTERESTS:

Education Organization and Leadership; Affective Dimensions of Leadership; Trusting Relationships in Educational Organizations; Organizational School Capacity

PROFESSIONAL EXPERIENCE:

2010 - 2013	Literacy Coach / Reading Teacher
	Scott Joplin Elementary School
	Chicago Public School District #299

2007 – 2010	Literacy Coach
	Office of Reading and Language Arts
	(Burroughs, Nash, McDowell Schools)
	Chicago Public School District #299

2000 – 2007	Instructional Coordinator / Gifted Coordinator
	Pritzker Elementary & Regional Gifted Center
	Chicago Public School District #299

1996 – 2000	Teacher
	Pritzker Elementary & Regional Gifted Center
	Chicago Public School District #299
1995 – 1996	Substitute Teacher
	Champaign / Urbana School Districts
	Champaign / Urbana, Illinois
1994 – 1995	Teacher
	South Loop Elementary School
	Chicago Public School District #299

CERTIFICATIONS:

Illinois Type 75 Administrative Certificate
Illinois Master Elementary Teaching K-9
Illinois Standard Elementary Teaching K-9
Endorsements: General Administrative, Language Arts, Spanish, Reading

PROFESSIONAL SOCIETIES AND ORGANIZATIONS:

2008 - Present	Association of Supervision and Curriculum Development
1994 - Present	Chicago Area Alliance of Black School Educators
2002 - 2012	National Board Certified Teacher in Middle Childhood