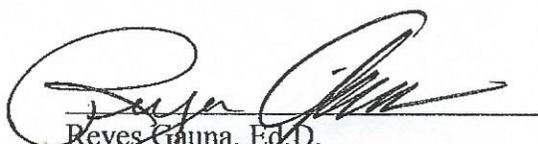


ACCEPTANCE

This dissertation, A STUDY OF SERVANT LEADERSHIP PRACTICES AND THE IMPACT ON ENGLISH LEARNERS IN CALIFORNIA PUBLIC SCHOOLS, was prepared under the direction of the candidate's Dissertation Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree of Doctor of Education in the School of Education, Concordia University Irvine.



Belinda Dunnick Karge, Ph.D.  
Committee Chair



Reyes Gauna, Ed.D.  
Committee Member

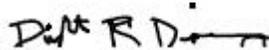


Greg Merwin, Ed.D.  
Committee Member

The Dissertation Committee, the Dean, and Executive Director of the Doctor of Education Program of the School of Education, as representatives of the faculty, certify that this dissertation has met all standards of excellence and scholarship as determined by the faculty.



Deborah Mercier, Ph.D.  
Dean



Dwight Doering, Ph.D.  
Executive Director of the Doctor of Education Program

*See the next page for the Copyright Permission Agreement. Your dissertation will be automatically copyrighted by ProQuest Publishing Company when it is published.*

COPYRIGHT PERMISSION AGREEMENT

Concordia University Library  
1530 Concordia West  
Irvine, CA 92612  
[www.cui.edu/library](http://www.cui.edu/library)  
[librarian@cui.edu](mailto:librarian@cui.edu)

I, Shanna Laney (*candidate's name as appears in academic records*), warrant that I have the authority to act on any copyright related matters for the work, A STUDY OF SERVANT LEADERSHIP PRACTICES AND THE IMPACT ON ENGLISH LANGUAGE LEARNERS IN CALIFORNIA PUBLIC SCHOOLS, in format dissertation paper dated December 15, 2018 to be included in the Concordia University Library repository, and as such have the right to grant permission to digitize, republish and use the said work in all media now known or hereafter devised.

I grant to the Concordia University Library the nonexclusive worldwide rights to digitize, publish, exhibit, preserve, and use the work in any way that furthers the educational, research and public service purposes of the Concordia University.

This Agreement shall be governed by and interpreted in accordance with the laws of the State of California. This Agreement expresses the complete understanding of the parties with respect to the subject matter and supersedes all prior representations and understandings.

**ACCESS RESTRICTIONS**

My electronic thesis or dissertation can be made accessible via the Concordia University Library repository with the following status (select one):

- Option 1: Provide open access to my electronic thesis or dissertation on the internet
- Option 2: Place an embargo on access to my electronic thesis or dissertation for a given period from date of submission (select one):
- 6 months     1 year     3 years

**Permission Granted By:**

**SHANNA LANEY**  
\_\_\_\_\_  
*Shanna Laney*  
**5938 Land View Drive**  
\_\_\_\_\_  
*Address*  
**209-647-9669**  
\_\_\_\_\_  
*Phone Number or E-mail address*

  
\_\_\_\_\_  
*Signature of Candidate*  
**December 15, 2018**  
\_\_\_\_\_  
*Date*  
**Stockton, CA 95219**  
\_\_\_\_\_  
*City/State/Zip*

## VITA

Shanna Laney

ADDRESS 1530 Concordia West  
Irvine, CA 9212  
shanna.laney@eagles.cui.edu

### EDUCATION

Ed.D. 2018 Concordia University Irvine  
Irvine, CA  
Educational Leadership

M.Ed 2012 Teacher's College of San Joaquin, Stockton  
Educational Leadership and Administration

B.A. 1998 University of the Pacific, Stockton  
Psychology and Spanish

### PROFESSIONAL EXPERIENCE

2017-present Principal  
George Washington Elementary  
Stockton Unified School District  
Stockton, CA

2012-2017 Assistant Principal  
Stockton Unified School District

2011-2012 English Language Specialist  
Language Development Office  
Stockton Unified School District

2009-2011 Small Learning Community Coordinator  
Edison High School  
Stockton Unified School District

2000-2009 Spanish Teacher  
Edison High School  
Stockton Unified School District

1998-2000 Case Manager  
Big Brothers, Big Sisters  
Stockton, CA

A STUDY OF SERVANT LEADERSHIP PRACTICES AND THE IMPACT ON ENGLISH  
LEARNERS IN CALIFORNIA PUBLIC SCHOOLS

by

Shanna Laney

A Dissertation

Presented in Partial Fulfillment of  
Requirements for the  
Degree of  
Doctor of Education  
in  
Educational Leadership  
December 15, 2018

School of Education  
Concordia University Irvine

## ABSTRACT

The primary objective of this study was to determine if a positive correlation between servant leadership practices and the success of English learners in California public schools exists. Robert Greenleaf's (1977) servant leadership theory and Dr. Lori Olsen's (2010) research on Long-term English Language Learners guide the research and theoretical framework of the study. Seminal research on leadership theories are reviewed in order to provide insight and understanding on the influence and role leaders have on followers. These theories were delimited to: transformational, transactional, participative, and servant leadership. Research and data for English learners in the United States and California was presented. In addition, this study reviewed the new California English Language Proficiency Exam (ELPAC) and the implications for English language learners, as well as the urgency for principals to ensure the needs of English learners, are a key priority.

The researcher hypothesized that schools with principals who were considered servant leaders would have higher rates of reclassified English Language Learners, versus principals who applied other leadership styles. A mixed method was used to analyze the research findings. Participants in this study completed the Servant Leadership Survey (SLS) developed by Dirk van Dierendonck and Inge Nuijten (2010), which was adapted and modified by the researcher, replacing the word "manager" with "principal." Participants who opted for an interview were randomly selected and interviewed.

The conclusion of the study presents the findings of the research, the impact leaders have on school priorities, and the lessons learned by the researcher in her first year as a principal.

Keywords: Leadership, Servant leadership, English language learners, Principal

## TABLE OF CONTENTS

	Page
TABLE OF CONTENTS	i
LIST OF TABLES	iv
LIST OF FIGURES	v
ACKNOWLEDGMENTS	vi
CHAPTER 1: INTRODUCTION	1
Statement of the Problem	3
Purpose of the Study	3
Research Questions (or Hypotheses)	4
Theoretical Framework	4
Significance of the Study	5
Definitions of Terms	6
Limitations	7
Delimitations	7
Assumptions	7
Organization of the Study	8
Summary	9
CHAPTER 2: REVIEW OF LITERATURE	11
Introduction	11
English Language Learners	11
English Language Learners in the United States	12
English Language Learners in the California	14
English Language Proficiency	15

Long-term English Learners	17
Reclassification of English Learners	18
Principals and School Priorities	19
Oversight of an Effective English Learner Program	20
Summary	21
Leadership	22
Leadership, Influence, and Power	23
Leadership Theories	26
Servant Leadership	27
Transformational Leadership	29
Transactional Leadership	31
Participative Leadership	32
Summary	33
CHAPTER 3: METHODOLOGY	34
Introduction	34
Setting and Participants	34
Sampling Procedures	38
Instrumentation and Measures	38
Validity	39
Research Design	40
Data Collection	41
Data Analysis	42
Ethical Issues	43

Summary	44
CHAPTER 4: RESULTS	45
Introduction	45
Results of Quantitative and Qualitative Research	46
Survey Data for English Learners Questions	46
Research Question One	48
Research Question Two	58
Results from Participant Interview Conversations	63
Summary	69
CHAPTER 5: SUMMARY, DISCUSSION, AND CONCLUSIONS	70
Summary of the Study	71
Implications for Practice	73
Recommendations for Further Research	74
Author's Leadership Journey	74
REFERENCES	80
APPENDICES	
A Leadership Practices Survey (Servant Leadership Survey)	88
B Semi-Structured Leadership Practices: Interview Questions	92
C Informed Consent Form	93
D Home Language Survey	95
E National Institute of Health, Completion Certificate	96

## LIST OF TABLES

Table 1. Participants' Responses to School Priority 1.	51
Table 2. Participants' Responses to School Priority 2	54
Table 3. Participants' Responses to School Priority 3	56
Table 4. Semi-Structure Leadership Practices: Interview Participants	63
Table 5. Participants' Perceptions of an Ideal School Leader	64
Table 6. Participants' Perceptions of School Top 3 Priorities	65
Table 7. Participants' Perceptions of Administrator's Priorities Aligned to School Priorities	66
Table 8. Participants' Perceptions of the Success of English Learners at their School Site	67

## LIST OF FIGURES

Figure 1. Top Ten Languages of Limited English Proficient Students in the United States	13
Figure 2. Eleven Most Commonly Reported Home Languages of English Learners in Public Schools: School year 2014-15	14
Figure 3. Top Ten Languages of English Learners in California Public Schools	15
Figure 4. The Impact of School Leadership	32
Figure 5. Gender of Participants	34
Figure 6. Age Group of the Participants	35
Figure 7. Participants' Number of Years Teaching	35
Figure 8. Participants' First Language is English?	36
Figure 9. Participants' Ethnicity	37
Figure 10. Mixed Methods Phenomenological Research Design	41
Figure 11. Awareness of English Learner Meetings at their School Site	47
Figure 12. Frequency of English Learner Meetings at School Site	47
Figure 13. Participants' Awareness of Rosetta Stone Program at their School Site	48
Figure 14. "Standing Back"	58
Figure 15. "Accountability"	58
Figure 16. "Forgiveness"	59
Figure 17. "Courage"	59
Figure 18. "Empowerment"	60
Figure 19. "Authenticity"	61
Figure 20. "Humility"	62
Figure 21. "Stewardship"	62

## ACKNOWLEDGMENTS

The completion of this dissertation is an ending to a journey and my greatest honor in my educational experience. It is with immense gratitude and appreciation, I share with all of you, my dissertation, my passion for servant leadership, and my own leadership journey, which concludes my dissertation, in the Author's Leadership Journey.

My sincerest appreciation to Concordia University, their staff, and professors, who have blessed my life through this journey. There are truly no words that can express my gratefulness to my committee chair, Dr. Belinda Karge, who has never given up on me and continually lifted me up, through her kindness, encouragement, and never-ending compassion. My dissertation would not have been finished, without Dr. Karge's constant encouragement, support, and her belief in me.

I am truly grateful to my committee members: Dr. Reyes Gauna and Dr. Greg Merwin. Dr. Gauna's leadership and support, inspired me and encouraged me throughout the program. Without his encouragement, I would have never taken the first step. My admiration and respect, to my committee member, Dr. Merwin, who taught my favorite class in the program, and also inspired me with his passion for English Learners.

My deepest gratitude to a dear and close friend, who mentored and empowered me for many years to see my own potential. Her friendship, love, encouragement, was a blessing in my life. Her profound lessons over the last decade guided me and gave me strength.

Lastly, my gratitude to my mother and my two children; my mom who taught me to be a hard-worker and is a very strong woman; my beautiful daughter, who dreamed of attending UC Berkeley when I was in college and made her dream come true; and my amazing son, who inspires me with his dedication and passion to excel in everything he does.

## CHAPTER 1: INTRODUCTION

A considerable amount of research has been dedicated to the study of schools and how to improve education, not only in the United States, but all over the world. One such international organization that is a recognized leader in assessment is the Program for International Student Assessment (PISA). Many countries across the globe participate in PISA, which is an international assessment that measures 15-year old students' literacy in reading, mathematics, and science every three years (OECD, 2016a). The PISA study assesses approximately 29 million students from more than 70 countries and educational systems (OECD, 2016a). How does the United States compare in this international study? The U.S. falls in the middle average and 20% of the 15-year old students' tested score in the low average (OECD, 2016a). While PISA is only one measure of international comparisons, it is clear that the United States has many areas of opportunity to increase student learning. How does student assessment affect student learning and thereby how does it connect to school leadership?

When one reviews and takes note of student assessment, we find there is a plethora of research that has focused on how to improve learning, prepare students for an ever-changing world in the 21<sup>st</sup> Century, and the impact of globalization in education (Darling-Hammond, 2010). Similarly, volumes of books have been written about schools as learning organizations and how to improve education in the United States (Senge et al., 2012). Prominent authors and leaders in educational reform have written countless books on student achievement and leadership practices (Dufour et al, 2016; Fullan, 2014; Kouzes & Posner, 2006; Northouse, 2016; Reeves, 2002; Senge et al, 2012; Sergiovanni, 2007). For example, Reeves (2002) asserts more than 26,000 books have been written about leadership and how to be a successful leader.

However, students in the United States continue to struggle, especially the sub-group of English Learners (EL) and it is this demographic that shall serve as the focus of this study. According to Olsen (2010), 59% of English Learners in the United States are considered to be Long-term English Learners. In California, approximately 34% of students are English Learners (Aguila, 2010). Research suggests that some of the reasons include: inappropriate placement of EL students; weak instructional programs; and programs which are not designed to meet the needs of EL students (Olsen, 2010).

In California, indicators of success for EL students include: moving up one proficiency level on the state exam: California English Language Development Test (CELDT) and meeting the criteria to be reclassified from EL status to Re-designated or Reclassified Fluent-English Proficient” (RFEP). According to California Education Code 313 (2013, September 16, CDE) the criteria for reclassification are as follows: state language proficiency exam (currently CELDT); teacher assessment; parent input; and performance of basic skills as compared to other English proficient students in the same age group. Locally, in an urban district in the Central Valley (District) although the indicators are consistent with the state indicators, an additional requirement of using Measures of Academic Progress® (MAP) Reading scores is utilized to meet the final component of CA ED 313 (Figure 1).

School leaders can make an impact on reducing the number of ELs who become long-term English learners through consistent leadership practices and priorities, which focus on the needs of their EL students. In order for leaders to have an effect on this reduction, priorities must include clear expectations and goals on how to ensure EL students are making adequate progress and successfully meeting their goals. However, with increasing demands on leaders, the priorities of the school may vary and may not include the EL program as high priority. How do

school leaders decide on their school priorities? What factors influence their decision making process?

### **Statement of Problem**

The number of English Learners (EL) in California is growing at alarmingly rapid rates in the United States. According to Alford and Niño (2011) this growth is seven times higher than the national rate. In addition to the increase of the overall number of English Learners, many ELs are falling through the cracks, spending six or more years classified as an English Learners, during their primary and secondary education. These ELLs experience large gaps in language proficiency and become labeled as “Long-term English Learners” (Olsen, 2010, p. 1).

One of the problems facing school administrators is how they decide on school priorities and where to focus their efforts. Leadership practices may vary from leader to leader, however in this study, leadership practices were reviewed with the focus on Servant Leadership in order to understand if said practices impact the EL program. Primarily, the research will explore the relationship between servant leadership practices and the percentage of reclassified English learners in California public schools. Given the growing number of English Learners coupled with the potential effects of servant leadership, there is a need to ascertain if servant leaders can have an impact on the success of English Learners.

### **Purpose of the Study**

The purpose of the study is to identify leadership practices, which are consistent with servant leadership that may contribute to a higher percentage of reclassified English Learners. In addition, it is hypothesized that this research will reveal specific leadership practices, which will improve the success of English Learners in the future. The purpose of this phenomenological study was to understand the central phenomenon of servant leadership for administrators and

school leaders throughout California. For the purposes of this study servant leadership will be generally defined as a leader who is a servant first (Greenleaf, 1977).

### **Research Questions**

1. To what extent do school priorities influence the success of English Learners?
2. To what extent do survey respondents perceive their administrator(s) to possess the characteristics of servant leadership?
3. To what extent is there a relationship between servant leadership practices and the success of English learners in California public schools?

The researcher hypothesized that the quantitative and qualitative data would show a correlation between Servant Leadership and the success of English Learners.

### **Theoretical Framework**

The theoretical framework of this research is based on the work of Robert Greenleaf and Laurie Olsen. Greenleaf wrote a series of essays based on the premise of servant leadership. According to Greenleaf (1977) “servant leaders are servants-first” and typically “begins with the natural feeling that one wants to serve, to serve first” (p. 27). Servant leaders are stewards, who serve the ones they lead, through inspiration, active listening, seeking first to understand, practicing empathy and acceptance, have the ability to predict future needs, and are able to persuade others to work towards a common goal.

Laurie Olsen is a prominent author, researcher, and expert in the field of Long-term English Learners. Olsen advocates for California schools and leaders to make systematic changes in structures and policies to prevent English Learners from becoming Long-term English Learners. In her publication, *Reparable Harm* (2010), Olsen recommends California state policy makers address six critical areas of need.

These six critical areas of need include: a standard definition for the term English learner in California, rigorous materials for English language development, revision of compliance tools and clear guidelines for best practices, build capacity for teachers and administrators in how to successfully teach EL students, ensure all EL students have access to the core curriculum and ensure active parent involvement.

Olsen's work has significantly impacted the policies in California. One example is Assembly Bill 2193 (September, 2012). This bill standardized the definition for the Long-term English Learners (LTELs) as follows:

“Long-term English learner” means an English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.” (Assembly Bill 2193, 2012, Section 1, 313.1, a)

### **Significance of the Study**

Most of the research to date has reviewed leadership practices and the success of EL students through two separate lenses. In this study, research on leadership practices and English learners will be coalesced in order to impart valuable research, which will benefit school administrators and school leaders in the future. Therefore, the desired outcome of this study will be to provide guidelines for effective leadership practices, which include four leadership

theories: servant, transformational, transactional, and participative, which can influence the success of English Learners.

### **Definition of Terms**

*Designated ELD*: Protected time scheduled during the school day for English Language Development for English learners, which utilizes the CA ELD 2012 standards as a guide for teaching (CA ELA/ELD Framework, 2015, p. 31).

*English Learner (EL)*: An EL student is a student in kindergarten through grade twelve who has not developed English proficiency, based on objective assessment, in listening, reading, writing and speaking (CELDT Glossary, 2010).

*English Language Development (ELD)*: Specialized instruction for EL students based on language proficiency to promote English language proficiency in the domains of reading, writing, listening and speaking. (CELDT Glossary, 2010).

*Home Language Survey (HLS)*: School enrollment must include a home language survey to determine a child's home language (CELDT Glossary, 2010).

*Initial Fluent English Proficient (IFEP)*: Students who meet standards to be classified as English proficient on their initial English language assessment (CELDT Glossary, 2010).

*Integrated ELD*: English learners are provided support throughout the school day, in all subject areas to develop and strengthen academic language, utilizing both the CA ELD 2012 standards, the CCSS for ELA/Literacy, and other California content standards (CA ELA/ELD Framework, 2015, p. 31)

*Local Education Agency (LEA)*: Government agencies that supervise educational services of local public schools, including primary and secondary schools (CELDT Glossary, 2010).

*Long-term English learner (LTEL)*: English learners who have been classified as English learners for six or more years and have remained at the same proficiency level for two consecutive years (AB 2193, 2012).

*Proficiency Level Descriptors (PLDs)*: Three stages of English language development, which EL students' progress while learning English; these stages include three proficiency levels (emerging, expanding, and bridging) based on English language development and the progression of language acquisition for EL students. (CA ELD Standards, 2012, p.18)

### **Limitations**

The research in this study is focused on public schools in California. The participants in the study are all educators in the state of California. The results are limited to a small cross section of educators in California. The participants who completed the survey were asked if they would be willing to participate and in order to provide greater generalization the researcher selected to interview participants randomly.

### **Delimitations**

Literature on leadership is expansive, broad, and unlimited; therefore, the researcher delimited the focus of the study to four leadership theories: servant, transformational, transactional and participative, which directly align to the purpose of the study. Research on English Learners was also delimited to characteristics, current data for the United States and California, and how leadership practices can impact the success of English Learners.

### **Assumptions**

This study is based on the following assumptions: (a) the selected respondents understood the survey questions and answered candidly; (b) data collected measured the respondents' perceptions, beliefs, and attitudes as it pertains to servant leadership and English learners

accurately; (c) data were analyzed and interpreted with precision and accuracy to reflect the selected respondents' viewpoints.

### **Organization of the Study**

This research study is comprised of five chapters: Chapter 1 introduces the study; Chapter 2 reviews the current research on leadership and English Learners; Chapter 3 describes the methodology used to investigate and explore the research questions; Chapter 4 presents the data analysis and results; and concludes with Chapter 5 which summarizes the results of the study. A detailed description of the organization for each chapter is outlined below:

Chapter 1 begins with an introduction to the study followed by a statement of the problem, purpose of the study, significance of the study, definition of terms, theoretical framework, research questions, delimitations and limitations, and closes with the assumptions of the study.

Chapter 2 reviews the current literature on leadership, including the following four leadership theories: transformational leadership, transactional leadership, distributive leadership and servant leadership. In addition, Chapter 2 reviews current literature on English Learners in California.

Chapter 3 presents the population studied, the instrumentation utilized to survey participants, the strategies to validate the findings, how data were collected and analyzed, as well as the research design selected for this study and the research questions. This chapter concludes with a summary of the expected outcomes for this study.

Chapter 4 includes the presentation and analysis of data, the demographics of the participants, and the statistical significance of the study. Chapter 5 concludes with a summary of

the study, a discussion of the findings, the implications for practice, the recommendations for future research and the conclusions.

### **Summary**

This chapter briefly introduced the global attention paid to student assessment and how the United States compares in reading, mathematics, and science. The general information from the 2015 PISA results were offered to provide context and perspective for the reader in order to invite the reader to consider that the United States has tremendous opportunity to prepare its students for the competitive international marketplace that may be a consideration of future employment challenges.

The context of global awareness and the PISA results were included to invite the reader to consider a narrower demographic of English learners interconnected with the selected types of leadership that could influence the academic success of this subgroup of students. To provide a rational and basis for this consideration, the researcher provided a parallel to the growing numbers of English learners in the United States and California. The researcher endeavors to make the case for how servant leaderships can influence the trajectory of English learner success by focusing on the priorities associated with this goal.

By providing a funnel lens from broad to narrow, of the global context, followed by the similarities associated with the growing numbers of English learners in the United States and California, the researcher has guided the reader understanding for the need for this type of study.

The next chapter explores current research and data for English Learners, specifically in California public schools. The following sections will review the research associated with this student population demographic, outline federal and national guidelines for measuring English proficiency levels, preview the new 2012 ELD standards, and conclude with how leaders can

best adjust their leadership focus, efforts and actions to meet the needs of English Learners.

Albeit, the immense diversity of this demographic, the focus and intention of the researcher was to be inclusive and broad in the characteristics of English learners, current data for the United States and California, and how leadership practices can impact the success of English learners.

## CHAPTER 2: REVIEW OF THE LITERATURE

### Introduction

*“Language is the air that we breathe and the water in which we swim.”* (Hill & Flynn, 2006, p. 1)

The advent of English Learners in educational systems globally and in the United States has caused leaders to rethink how to ensure all students can learn at high levels of academic achievement. Many educators are familiar with the global emphasis of the Program for International Student Assessment (PISA) reports, which is an assessment in reading, mathematics, and science, and takes place every three years in countries from five continents (OECD, 2016a). The fact that so many countries, including the United States, participate regularly suggests that student learning is a focus of a vast number of educators world-wide. There are approximately 4.6 million English learners in the United States (National Center for Education Statistics, 2017) and 1.4 million English Learners in California (California Census, 2015). A dramatic rise of children who spoke languages other than English soared to astronomical rates, increasing by 161% from 1979 to 2003 (Hill & Flynn, 2006).

The U.S. Department of Education defines English Learners as minority students who are limited English proficient (LEP) from countries other than the United States (U.S. Department of Education, Office of Civil Rights, 2017). According to the Glossary of Education Reform (2017) English Learners are: students who lack the ability to communicate fluently in English and “require specialized instruction” in English and academic content areas.

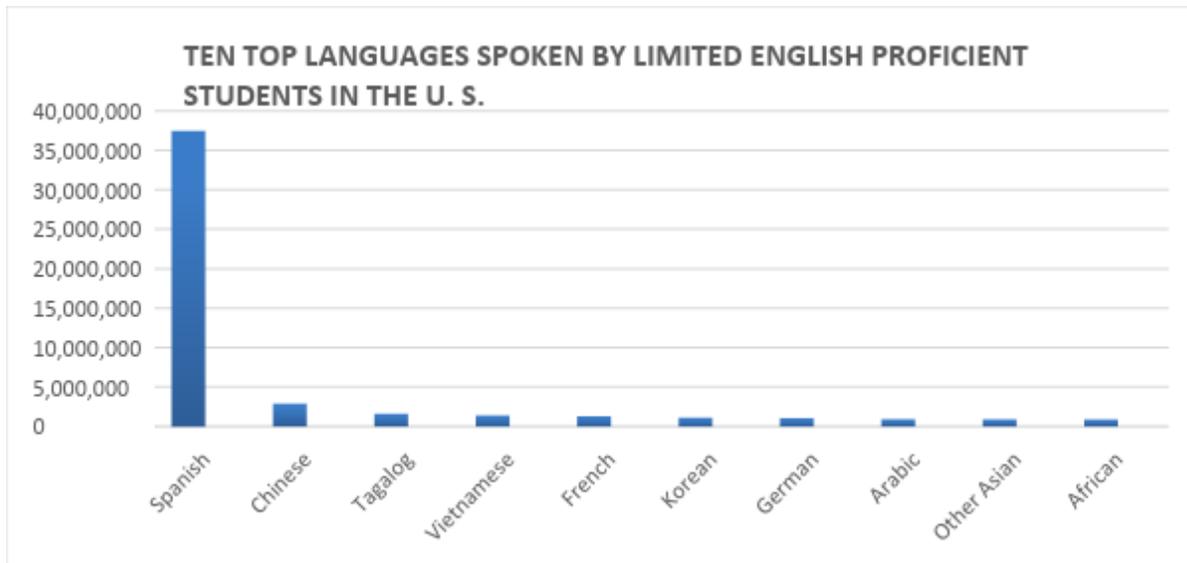
Similarly, the California Department of Education (CDE) defines an English Learner as: a student whose primary language is reported as a language other than English and who lacks sufficient English language skills in reading, writing, listening, and speaking (CDE, 2012).

Students who meet both of those criteria are classified as: English learners (ELs), which is often used synonymously with the term English Learner (ELLs). The CDE further clarifies that the purpose of English learner programs is to assist students who struggle in reading, writing, speaking and understanding English, by virtue of having a home language, other than English (English learners, CDE, 2017).

### **English Learners in the United States**

In the United States, English Learners are one of the fastest growing minority groups and the EL population continues to increase across the country (Alfred & Niño, 2011). English Learners represent a diverse group of students with a variety of cultural backgrounds, linguistic abilities, and academic experiences, whose proficiency level in English greatly varies from student to student (Calderón & Minaya-Rowe, 2011; California English Language Development Standards, 2012; National Council of Teachers of English, 2008). The majority of these EL students (80 to 90%) are not new to the U.S., they are U.S. citizens, who were born in U.S., and have parents or grandparents who were immigrants (Calderón & Minaya-Rowe, 2011).

In the United States, the top ten languages spoken by limited English proficient residents include the following ranking order from largest to smallest: Spanish, Chinese, Tagalog, Vietnamese, French, Korean, German, Arabic, Other Asian; and African and are included in Figure 1 (Migrant Policy Institute, 2017).

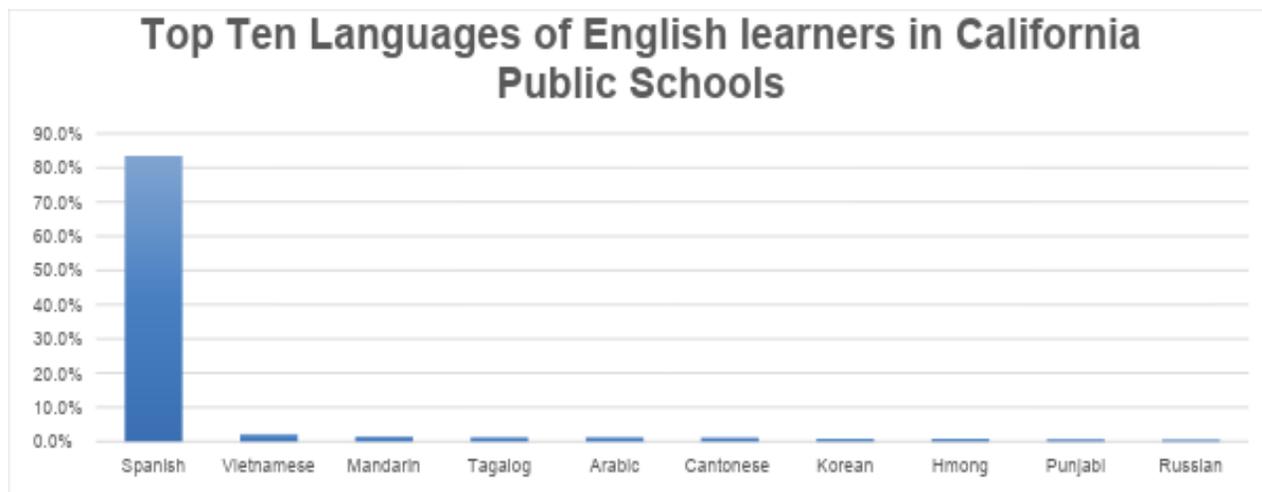


*Figure 1.* Top Ten Languages of Limited English Proficient Students in the United States.

Adapted from Migrant Policy Institute, 2017.

In a similar study, the 11 most commonly reported home language for students in public schools in the United States include the following ranking order from largest to smallest: Spanish, Arabic, Chinese, Vietnamese, English (where multi-languages are spoken), Hmong, Somali, Russian, Haitian and Haitian Creole, Tagalog, and Korean (National Center for Education Statistics, 2017).

For the purposes of this study, the researcher is denoting the difference between the United States residency data pertaining to the top ten languages spoken versus the home language in public schools. The reason this is an important distinction, resident language versus public home language is because it is the public schools which is the focus of the study. That said, it important to note the distinction and emphasis it holds to this particular study.



*Figure 2.* Eleven Most Commonly Reported Home Languages of English Learners in Public Schools: School year 2014-15. Adapted from the National Center for Education Statistics, 2017.

### **English Learners in California**

According to the California Language Census (2015), English Learners speak a variety of languages, over 65 languages in total. The top ten languages, other than English, include the following ranking order from largest to smallest: Spanish (83.5%), Vietnamese (2.2%), Mandarin (1.5%), Tagalog (1.3%), Arabic (1.3%), Cantonese (1.2%), Korean (0.8%), Hmong (0.8%), Punjabi (0.7%), and Russian (0.6%). The vast majority (83.5%) of English learners in California speak Spanish (Table 2). Approximately 43% of the state's public school population are children who speak a language, other than English at home.

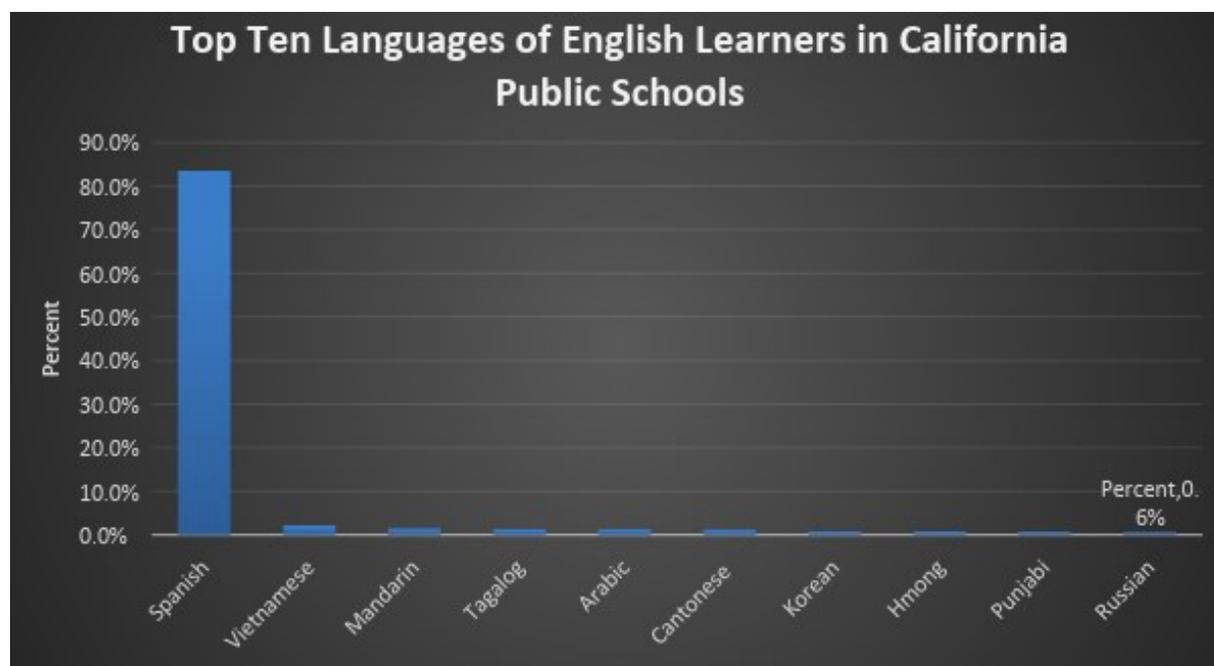


Figure 3. Top Ten Languages of English Learner in California Public Schools. Adapted from California Language Census, 2015.

“Local Educational Agencies” (LEAs) are required to determine what language the child speaks (California Education Code, section 52164) upon initial enrollment in school, which is designated on a “Home Language Survey” (HLS). The California Department of Education provides a sample HLS and includes the following recommended questions to determine language usage, see appendix B: (1) Which language did your child learn when he/she first began to talk? (2) Which language does your child most frequently speak at home? (3) Which language do you (the parents or guardians) most frequently use when speaking with your child? (4) Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults).

### **English Language Proficiency**

The “Every Student Succeeds Act” (2015) reauthorizes the United States national education law, Elementary and Secondary Education Act (ESEA) of 1965. ESEA mandates that

all states provide a single state-wide English Language Proficiency (ELP) assessment for students classified as “English learners” (U.S. Department of Education, ESSA 2015; Education Code 313 and 60810; Title 1 & Title 3 of the Elementary Secondary Education Act).

The California Department Education (CDE) supports local schools and school districts to ensure that English learners obtain English language proficiency and meet grade level standards (CalEdFacts, 2017). In California, the California English Language Development Exam (CELDT) was previously used to assess initial proficiency, measure annual progress and annual proficiency for English learners from June 2005 to 2017 (California Code of Regulation, June 2005). CELDT was replaced with the English Language Proficiency Assessment (ELPAC) in the spring of 2018, which was aligned to the California 2012 ELD standards (CDE, 2017). ELPAC was approved by the California State Board of Education in September, 2017. However, California schools were permitted to have EL students complete a “re-test” using the CELDT exam in the fall of 2017.

ELPAC includes two assessments: (a) Initial Assessment (IA), which identifies whether or not a student is classified as an English learner; and (b) Summative Assessment (SA), which assesses annual English proficiency and English Language Proficiency Level (CDE, ELPAC, 2017). Although, the ELPAC continues to assess the four domains previously assessed in the CELDT: reading, writing, listening, and speaking, it no longer utilizes the five performance levels: beginning, early intermediate, intermediate, early advanced, and advanced. Instead, the ELPAC assesses the English Proficiency Level (ELPs) derived from the 2012 California ELD standards, Proficiency level descriptors (PLDs): (a) emerging; (b) bridging; and (c) expanding (CDE, CA ELD Standards, 2014).

Students who meet proficiency standards, when taking an English proficiency assessment, are classified as “*Initial Fluent English Proficient*” (IFEP). Conversely, students who do not meet the standards are classified as English learners (EL students). Students who are classified as English learners are required by law to receive designated English language development. Designated ELD is protected time, within the regular school day, in which English learners receive instruction to support language development. Instruction during designated ELD is guided by the 2012 California ELD standards and promotes literacy in four domains: reading, writing, listening, and speaking.

### **Long-term English Learners**

“Long-term English Learners” (LTELs) are students who have been classified as English learners for six or more years and have stayed at the same proficiency level for at least two years (Assembly Bill 2193, 2012). Most of these students were born in the United States and have been in U.S. public schools since kindergarten (Calderón & Minaya-Rowe, 2011). This phenomenon of the “Long-term English Learners” came to the forefront in Laurie Olsen’s publication: *Reparable Harm* (Olsen, 2010), which provided part of the rationale for Olsen’s urgency to policy makers. Olsen (2010) coined the term “Long-term English Learners” and urged California policy makers and school leaders to address the needs of the growing number of students who are failing to make adequate progress.

How do English learners become Long-term English learners? English learners often fail to make adequate progress due to many factors and often fall between the cracks, going unnoticed. Some of these factors include: (a) weak ELD programs; (b) inappropriate materials and/or curriculum that fail to meet the needs of English learners; (c) inconsistent and poor implementation of English learner programs; (d) limited access to the core curriculum; (e) social

factors and isolation from limited English proficiency; and (f) the transient nature of the families of English learners, especially migrant students (Olsen, 2010).

### **Reclassification of English Learners**

As provided by law, there are certain criteria to meet in order for English learners to advance along a continuum toward fewer and fewer supports. English learners are reclassified, or “exited,” from the additional academic language supports such as Designated English Language Development, when the student meets a specific threshold as determined by the individual state criteria. State Education Agency (SEA) data on reclassification criteria were compiled and compared in 2015. According to Linqunti and Cook (2015) data gathered from SEA listed one or more of the following criteria to reclassify English learners: (a) ELP assessment: overall score; (b) ELP assessment: overall score and domain scores; (c) academic content test; (d) teacher input and/or evaluation; (e) other: parent notification. Based on the SEA data comparison: a total of eleven states utilized only the single criterion, the overall English Language Proficiency (ELP) scores, nineteen states utilized both the state ELP overall and the domain scores, thirty states utilized some combination of the criteria, and four states, including California, Florida, Minnesota, and Wisconsin, utilized all five criteria (Linqunti & Cook, 2015).

Discussions on a national level were held on September 23-24<sup>th</sup>, 2014 to review statewide criteria and come to common agreements. The subsequent three criteria were vetted and “operationalized” as big ideas of reclassification: (1) ability to meet state level proficiency on ELP; (2) ability to succeed in English academic content instruction; (3) opportunity to participate fully in an English society (Linqunti & Cook, 2015).

In the state of California, pursuant to Education Code 313, the following are required for reclassification: (1) English language proficiency assessment; (2) teacher evaluation; (3) parent consultation; and (4) comparative data of basic skills of English proficient student in the same age group (CDE, Reclassification Criteria, 2017). It is important to note, although only four criteria are listed, California utilizes the domain scores, as well as the overall score on the ELP assessment.

### **Principals and School Priorities**

According to Every Student Succeeds Act (2015), principals are “responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building” (ESEA section 8101(44)). In this role of instructional and managerial leadership, principals and school leaders are charged with many goals, however unless the site’s EL program is a priority, it is unlikely that consistent success will be made. One way to ensure a school’s EL program is a priority is to align it to the school’s mission, vision, and key initiatives. Most administrators review data on a regular basis; however, these data may or may not translate into specific goals and action steps.

Research suggests that the achievement gap between English Learners and native English speakers is beyond a singular issue for just one teacher or any one school, on the contrary it is a systemic issue that the nation must arduously address (Soto-Hinman & Hetzel, 2009). From the macro level perspective, it is important to keep in mind these systemic issues that undergird what happens at the school level and realize the tremendous influence that the principal has on his or her school’s priorities. Alfred and Niño (2011) emphasize this influence and the role, the principal has in promoting a positive school culture, communicating a shared vision of values

and beliefs, encouraging high expectations for all learners, and celebrating student success and cultural diversity (pp. 5-15).

The purpose of this next section of the literature review is to offer the sites' instructional leader tools and resources that will assist teachers in delivering high quality instructional programs to ELL from a system wide perspective. Specifically, the researcher will present tools and resources to advance the learning needed from a school wide perspective.

### **Oversight of EL program and Core Components of an Effective EL Program**

An effective program for English Learners ensures English learners: have access to core curriculum; are placed in an appropriate level of instruction, which meets their linguistic needs; and receive high quality instruction aligned to both the 2012 California ELD standards and the Common Core State Standards. Principals can support and promote high quality instruction by ensuring teachers are provided with professional development and have the needed resources to meet the needs of their English learners (Alford & Niño, 2011).

There are a variety of instructional strategies, which teachers can utilize to strengthen the skills English Learners need. Some successful practices include: explicitly teaching academic vocabulary, building on prior knowledge, preview/review, scaffolding, use of visuals, think-pair-share, graphic organizers, discourse strategies, and using sentence frames, to name a few.

Administrators that have come from the teaching ranks may be familiar with many of these, depending on the length of tenure as an administrator. It can be argued that the administrator is the instructional leader of the school and therefore must advocate and ensure all students learn at high levels and that teachers promote high expectations for all students.

Another key component to ensure the academic success of English learners, is to incorporate language objectives into daily instruction. It is important to distinguish the difference

between a content objective and a language objective. A content objective is based on what students need to learn about the content, and does not necessarily focus on language, or the language skills needed to successfully complete the objective. Whereas, the language objective focuses on how the student will demonstrate their understanding of content and is aligned to the four literacy skills: reading, writing, listening, and speaking (Alford & Niño, 2011).

### **Summary**

The next section will outline and review current research on leadership theories and the impact of leadership practices for English Learners in public schools in California. In addition, seminal research is offered because of the relative importance to the current research. This section begins with an introduction to leadership and a brief overview of four leadership theories to provide context and seminal research. The remainder of the section will focus on the following leadership theories in detail: servant, transformational, transactional, and participative leadership. The aforementioned leadership theories directly align with the purpose of this study and the researcher's areas of interest. The researcher purposefully narrowed the focus and selected only leadership theories, which directly connect to the study.

### **Leadership**

*“Leadership is facilitation of tapping into unlimited human potential and turning into desired results.” Richard Rierson, 2014*

Researchers in the field of leadership claim there is not one single definition for the term leader (Northouse, 2016; Posner & Kouzes, 1987; Stogdill 1974; & Yukl, 1994). For example, Stodgill (1974) asserts “there are almost as many definitions of leadership as there are persons who have attempted to define the concept” (p. 259). Seminal research postulates confusion between the common definition of leadership and researchers' individual perspectives and interests (Yukl, 1994). Similarly, Posner and Kouzes (1987) suggest that researchers have been

unable to agree on what leadership is and how it can be measured. Divergent views of leadership exist and categorize leadership as a trait or a process. Early researchers viewed leadership as individuals with specialized talents, whereas later research viewed leadership as a series of behaviors or actions (Tosi, Rizzo & Carroll, 1994). The Merriam Webster dictionary defines a leader as “a person who has a commanding influence or authority.” Seminal researchers in organizational management, Hersey, Blanchard and Johnson (2013) define leadership as “any attempt to influence the behavior of an individual or group” (p. 4). Northouse (2016) defines leadership as “a process whereby an individual influences a group of individuals to achieve a common goal” (p. 6).

Current researchers have further clarified the definition of what it means to be an effective leader. For instance, Reeves (2002) states there is a difference between a leader and an outstanding leader and defines leader “as the architect of sustained improvement of individual and organizational improvement” (p. 4). Whereas, Fullan (2014) advocates for leaders to be the “lead learner” and defines this type of leadership as “one who models learning, but also shapes the conditions for all to learn on a continuous basis” (p. 9). However, in later research, Reeves (2006) postulates due to the complexity of leadership, the traditional definition of leader as a “hero” is impossible to sustain over a long period of time, and even detrimental, both personally and professionally in organizations.

Albeit, the definition of what it means to be a leader has adapted and changed over the years; researchers in the field of leadership will continue to develop, construct and investigate different aspects of what it means to be a leader. Leadership is expansive, multifaceted and intricately complex. For the purpose of this study, the researcher will define leadership as: the

ability to inspire, motivate, and influence others to work towards a shared vision and common goals.

### **Leadership, Influence, and Power**

*“Leadership involves influence. It is concerned with how the leaders affects followers...Without influence, leadership does not exist.”*  
*Peter Northouse, 2016*

How do leaders influence others? Leaders influence followers through their ability to impact and influence the way others think, feel, and act (Northouse, 2016). Leaders can have formal power based on a specific title, which gives them authority over others, or informal power, which based on how others view the individual. According to Maxwell (1998) “Leadership is influence-nothing more, nothing less” (p. 17).

Seminal research on the influence of leaders defines five types of power: reward power, coercive power, legitimate power, expert power and referent power (French & Raven, 1959). Related ideas were presented by Maxwell (2008) and identified five levels of leadership: position, permission, production, people development, and pinnacle. Current research presents similar ideas and suggests an innovative leader-leader model has the ability to turn an organization around and influence followers to become problem solvers and leaders (Marquet, 2012).

French and Raven (1959) in their theory of social influence, postulate five bases of social power and influence over others. The first type is reward power and is based on giving the follower something in return, for example, money, recognition, and/or benefits. In contrast, coercive power is characterized by leading with force with the goal of compliance, regardless of the cost. Coercive power is based on threats and punishment. Coercive leaders are often labeled as dictators and/or bullies. A third type of power is legitimate power and is based on a title, role

and a person's job description. Some examples of legitimate power in the United States include: the president and political officials, CEOs, managers, supervisors, administrators, principals, etc. Expert power refers to a leader who is an expert or leader in the specific knowledge related to his/her field. Finally, referent power is characterized by leaders who are well-liked, respected, admired, and charismatic. Followers of referent leaders want to emulate the behaviors of their leaders. Referent leaders are often famous, for example actors, musicians, social or political leaders, and/or religious leaders.

Maxwell (2008) suggests leaders can move through five levels of leadership and notes that leaders can be on a different level with different individuals. The five levels of leadership include: (1) formal position, (2) relationship, (3) results, (4) development of followers, and (5) mastery. Once a leader has attained mastery of a level, that level is usually maintained, however, a leader can go to a lower level if something happens which damages trust.

*Leadership Levels.* Level One is based on the leader's formal position or title, whereas Level Two is based on the relationships the leader has with subordinates. Level Three involves results and is based on production. Many positive gains are experienced at Level Three, including: improved morale, goals are accomplished, turn over decreases, and leaders become agents of change. Level Four leaders develop followers through position, relationship and productivity. As a result of Level Four, followers are empowered and teamwork and performance increases. Level Five is the highest level and most difficult to attain. It is the pinnacle and at this level, leaders have mastered all other levels and have the ability to develop followers to become level four leaders. These leaders create a legacy through meeting the needs of their followers and earning their respect and trust (Gardner, 1990; Kouzes & Posner, 2006; Maxwell, 2008).

A more recent type of leadership power is coined as leader-leader. Marquet (2012) suggests the traditional leader-follower model is not effective in our current society and is outdated. He claims the leader-follower model was based on the industrial revolution, in that followers were to take orders and complete tasks. Whereas, the leader-leader model is based on the assertion, humans thrive on problem solving and will work harder if they are able to take part in the decision-making process.

The aforementioned section reviewed the importance of seminal research as it pertained to definitions and concepts of leadership juxtaposed with current research to provide the reader foundational information and context for leadership theories. Exploring leadership theories will assist the reader in gaining a better understanding of why servant leadership was the focus of this study.

### **Leadership Theories**

This section will provide a brief overview and distinguish between the following leadership theories: great man, trait, skills, leadership style, servant, transformational, transactional, and participative leadership.

Early research on leadership proposed a “great man theory” inasmuch, great leaders possessed natural abilities or talents that made them great leaders (Northouse, 2016). This theory was based solely birthright, and these leaders were said to be born with these abilities and talents. Francis Galton (1869) proposed abilities like intelligence, were inherited and coined the term “nature versus nurture.” Galton (1869) hypothesized “genius is hereditary” and declared his research on lineages from English families and his personal viewpoints validated his research. Similarly, Carlyle (1840) wrote about “great men” in a series of lectures, in which, he characterizes the leader as a hero, who has the gift of providing inspiration and light to the world.

Researchers in the mid-nineteen-hundreds refuted this idea and claimed that leadership was not hereditary and, therefore could be learned (Hersey, Blanchard & Johnson, 2013). The “great man theory” was transformed to trait theory, which focused on character traits and personality (Stodgill, 1974, p.17).

The trait theory focuses primarily on the characteristics of the leader and that effective leadership is based on those traits versus leadership as a process (Northouse, 2016). Common traits include: enthusiasm, integrity, resiliency, fairness, impartiality, caring-humility, willingness to listen, and confidence.

Similar to the trait theory is skills theory, which focuses less on the characteristics of the leader and places emphasis on the skills of the leader. Some examples include: people skills, or the ability to persuade employees, diplomacy, being personable, and the ability to see the big picture and plan strategically.

Leadership style is another theory, which views leadership from the perspective of personality style. This includes autocratic, democratic, participatory, and laissez faire. Autocratic leaders are typically domineering and expect follows to do what they say without questioning them. Most autocratic leaders are more controlling and the opinions of followers, are not considered. In contrast, democratic leaders treat all employees equally and base their decision-making on what is fair and just. Participatory leaders are more collaborative in nature and involve their employees in the decision making process. Lastly, laissez faire leaders, leave employees to make their own decisions and exert less control.

Servant leadership is based on serving others and taking care of the needs of the followers. According to Chung (2011) servant leadership is grounded in love for all human beings. Jesus is a true example a servant leader, his expression of his love, compassion and his

ultimate sacrifice of dying on the cross to save all of his people. Maxwell (1998) suggests that in order to be a great leader, one must sacrifice their own personal needs, putting themselves last.

### **Servant Leadership**

*“Leaders who see their role as serving others leave the most lasting legacies.”* (Kouzes & Posner, 2006, p. 11)

Servant leadership originated from the seminal work by Robert Greenleaf (1977) who credits the creation of his theory to the book *“Journey to the East”* by Hermann Hesse (1932, English translation, 1956). Greenleaf (1977) retells the story of the main character, Leo, who is a servant on a journey with a group of men. Leo serves the group by doing chores, singing, and uplifting the spirits of the men. The narrator comes upon Leo later in the story and finds that Leo is not a servant at all, but the “titular head of the Order, its guiding spirit, a great and noble leader” (Greenleaf, 1977, p. 21).

Greenleaf (1977) defines a servant leader as “a servant first.” What does it mean to be a servant first? A leader strives to help others succeed and inspires others through their own actions. “When leaders accept that they are servants first, then they clearly know where they stand. And it’s not at the head of the line” (Kouzes & Posner, 2006, p. 16).

Servant leadership is based on four key principles: service to others; holistic approach to work; promoting a sense of community; and shared decision making.

According to Greenleaf (1977) servant leaders possess the following characteristics and abilities: listening and understanding, showing empathy, healing and serving, being aware and having: perception, persuasion, conceptualization, foresight, stewardship, commitment to the growth of others, and building community.

*Listening.* Servant leaders listen intently and pay attention to what is being said and what is not being said. They understand that in order to be understood they must first seek to understand. They are cognizant that they must focus on behavioral change and the issues of the organization versus trying to change someone's personality traits.

*Empathy.* One of the characteristics which stands out is the leader's empathetic and caring nature. Servant leaders are concerned about the betterment of all individuals in the organization. Servant leaders assume positive intent. They have the ability to heal others through positivity and encouragement. They are able to lift up the individuals in their organization and motivate them to higher levels. A servant leader empowers people in the organization through a growth mind-set versus a deficit model. Similarly, Kouzes and Posner (2006) assert "The purpose of leaders is to mobilize others to serve a purpose" (p. 17).

*Awareness and perception.* According to Greenleaf (1977) awareness as a servant leader is an acute cognizance, in which a leader is intuitive, insightful, and has a strong sense of alertness. Servant leaders have the ability to persuade their followers by persuading others, rather than using positional power. For servant leaders are able to influence followers, gently and often by talking to people individually, one at a time (Greenleaf, 1977).

### **Transformational Leadership**

Transformational leadership has similarities to servant leadership, however the primary difference is that the connection between the leader and follower is transformed by raising the level of motivation and morality in both the leader and the follower (Northouse, 2016). According to Bass, Avolio and Atwater (1996) transformational leaders, transforms its followers by focusing on the greater good and allows them to rise to a higher level by elevating their expectations and skills. They understand what drives their followers and help them to achieve

their highest potential (Northouse, 2016). Transformational leaders inspire through charisma and influence, by leading by example. They are typically visionaries who can impact the masses to follow their ideological ideas.

One example of a transformational leader is Mohandas Gandhi, an anti-war activist and political leader in the early 1900's who led a nonviolent resistance to gain India's independence from Great Britain. Gandhi was a deeply religious man who inspired his followers through prayer, fasting, and passive resistance. His followers called him "the great-souled one" and even after his death he continues to inspire others. Gandhi was a deeply spiritual man and a seeker of truth, and non-violence.

In the research provided by Northouse (2016) he clearly distinguishes between transformational leaders and *pseudotransformational* leaders who use their influence to harm others, for example, Adolf Hitler.

According to Northouse (2016) the salient characteristics of a transformational leader include: dominance, self-confidence, strong moral ethics, and a compelling desire to influence and motivate others. They are able to motivate their followers through emotions, such as empathy and guilt, and by upholding the values and morality of what is right or wrong for humanity as a whole. Transformational leaders use influence to achieve results that surpass what is ordinarily attained.

Transformational leaders are competent, strong role models, and are able to articulate their goals and have high expectations. They express confidence in their actions and inspire and motivate others. These characteristics impact the way the followers interact with their leader. Followers of transformational leaders show a high degree of trust in their leader, a belief in that the leader and follower has similar ideals, and an unquestioning obedience. They often feel great

affection toward their leader and are emotionally involved. This increasing the confidence of the follower and motivates them to achieve at higher levels.

Northouse (2016) asserts the following four factors for transformational leadership: (1) idealized influence, (2) inspirational influence, (3) intellectual stimulation, and (4) individualized consideration. Bass, Avolio and Atwater (1996) posit similar factors including charisma, inspirational, intellectually stimulating and individually considerate.

The first factor, idealized influenced, also referred to as charisma, is characterized by leaders who are strong role models with high standards and moral ethics. Charismatic leaders are held in high esteem and are able to bring followers together around a common purpose.

The second factor, inspirational motivation, is a quality often demonstrated through positive encouragement and a sense of commitment to a shared vision and team spirit. Inspirational leaders are positive, encouraging and optimistic, however their followers may not always imitate their behaviors (Bass, Avolio & Atwater, 1996).

The third factor, intellectual stimulation, describes a leader who stimulates followers to be creative and find new ways to solve problems. Transformational leaders analyze problems in the organization from different angles and engage followers to challenge their own assumptions and beliefs to find creative solutions to existing issues.

The final factor, individually consideration, depicts leaders who are good listeners and are caring and supportive of the individual needs of their followers. Coaching techniques are utilized to move followers to a higher level.

According to Bass, Avolio and Atwater (1996) traditional gender roles may influence leadership styles. For example, women leaders tend to be more nurturing and demonstrate

idealized consideration and a more relational orientation, whereas their male counterparts often demonstrate a more assertive and task oriented approach.

### **Transactional Leadership**

According to Sergovanni (2007) one of the basic differences between transactional leadership and transformational leadership is transactional leadership focuses on the extrinsic motivation versus intrinsic motivation. Burns (1978) coined the term transactional leadership and defines it as an exchange between the leader and the follower, which is initiated by the leader. Northouse (2016) posits two main factors in transactional leadership: contingent reward and management-by-exception. Contingent reward is based on a system in which the leader and the follower participate in negotiations and come to an agreement on the expected rewards for completing specific tasks. Whereas, management-by-exception is based on closely monitoring followers to ensure they are following the rules.

### **Participative Leadership**

Yukl (1994) asserts that participative leadership allows followers to participate in making shared decisions that influence their work. Participative leadership fosters a collaborative work environment and involves participants in planning and problem solving (Kouzes & Posner, 2006). A participative leader uses a shared decision-making process, incorporating ideas and suggestions from followers to find solutions to existing issues (Northouse, 2016).

Four types of decision-making include: (1) autocratic decisions, (2) consultation, (3) joint decisions, and (4) delegation (Yukl, 1994). *Autocratic decisions* are made without any input or suggestions from followers and is not considered as participative leadership; *Consultation* is when a leader asks for input or suggestions and after considering the suggestions, makes the decision on their own; *Joint decision* is when the leader brings a decision to the followers and

has an equal voice in the decision; *Delegation* refers to assigning tasks and/or the decision making to an individual or group and may or may need final approval by the leader (Yukl, 1994).

Participative leadership is an effective leadership practice and is recommended, for followers which have a strong need for control and gives these followers a voice and opportunity to have input on the decision (Northouse, 2016). Furthermore, followers who are granted some influence over the decision are more committed to the decision (Yukl, 1994).

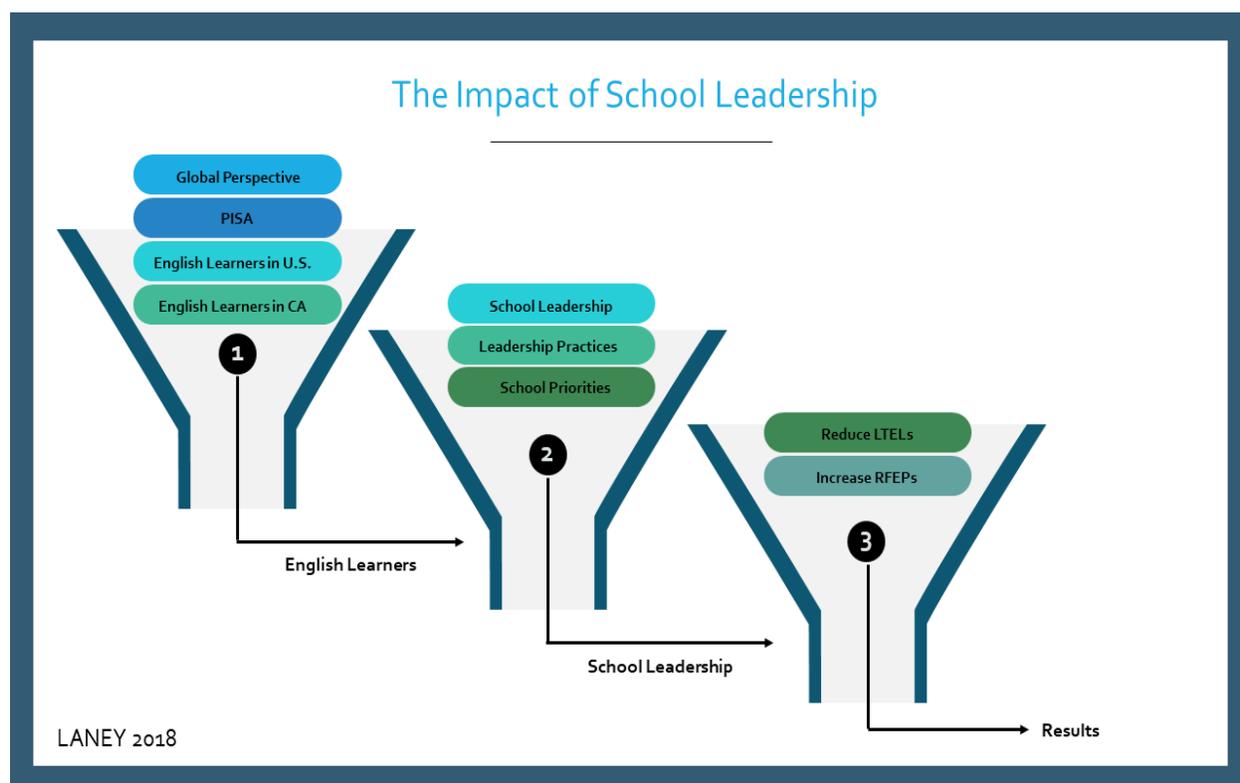


Figure 4. The Impact of School Leadership. Laney, 2018

### Summary

This chapter began with a review of the data for English Learners in the United States, English Language Proficiency, and Long term English Learners. The literature related to reclassification of English Learners was highlighted. A section on principals and school priorities lead into seminal research on leadership theories and the impact of leadership practices for English

Learners in public schools in California. There are many diverse perspectives on what it is to be a leader and how to use this influence to impact followers; thus the section on leadership, influence and power. The various leadership theories including Servant Leadership, Transformational Leadership, Transactional Leadership and Participation Leadership were detailed. Finally, figure 4 displayed for the reader the author's perception of the importance of support for English Learners and how it relates to school leadership.

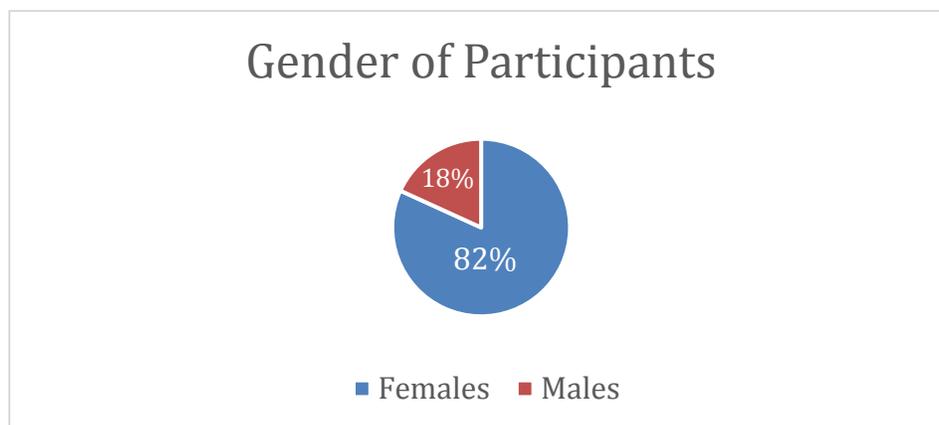
## CHAPTER 3: METHODOLOGY

This chapter outlines the methodology used in this study and begins with a brief introduction. Additionally, this chapter details the population studied, the instrumentation utilized to survey participants, the strategies to validate the findings, how data were collected and analyzed, as well as the research design selected for this study and the research questions. This chapter concludes with a summary of the expected outcomes for this study.

### Introduction

#### Setting and Participants

A total of 44 participants completed the Servant Leadership Survey (SLS) and 13 participants indicated on their consent form that they would be willing to participate in a follow up interview with the researcher at a later time. The participant demographics for the Servant Leadership Survey were 82% female and 18% male.



*Figure 5.* Gender of Participants

The participants came from the following age groups: one participant was under 25 years of age; eighteen participants were between the ages of 25-34; fifteen participants were between

the ages of 35-44; eight participants were between the ages of 45-54; and two participants were between the ages of 55-64. There were no participants over the age of 65.

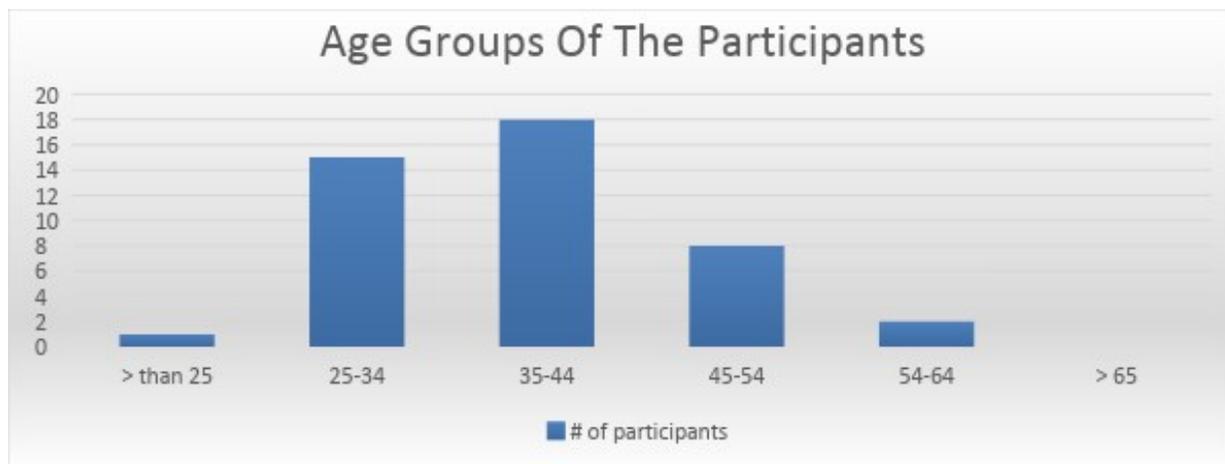


Figure 6. Age Group of the Participants

Participants were asked the numbers of years they had been in the teaching profession. The total combined number of years teaching for the participants was over 350 years. The mean number of years teaching was almost eight years. The median years teaching was four years.

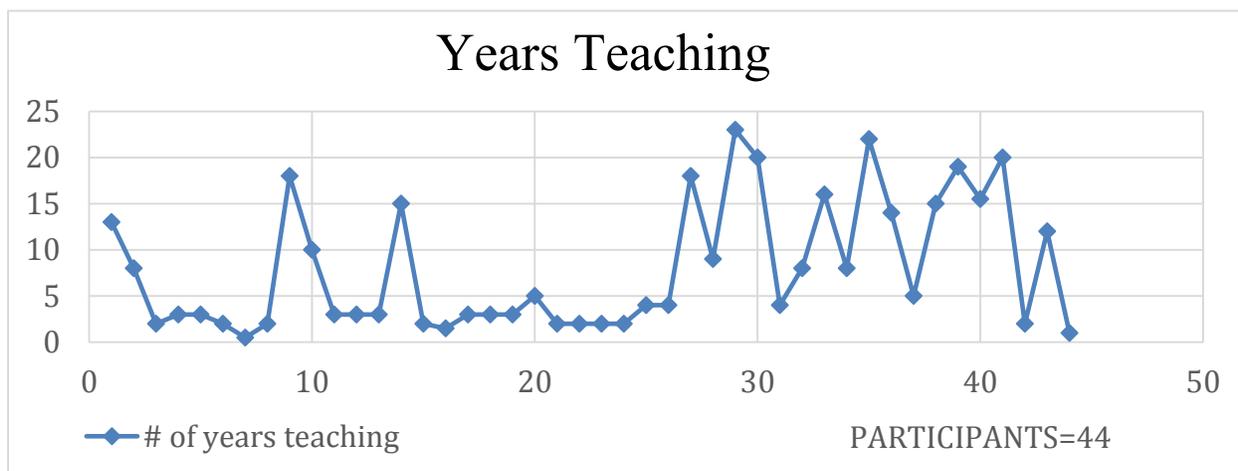


Figure 7. Participants' Number of Years Teaching.

The participants were asked if English was their first language and 80% responded “Yes” while 20% responded “No”.

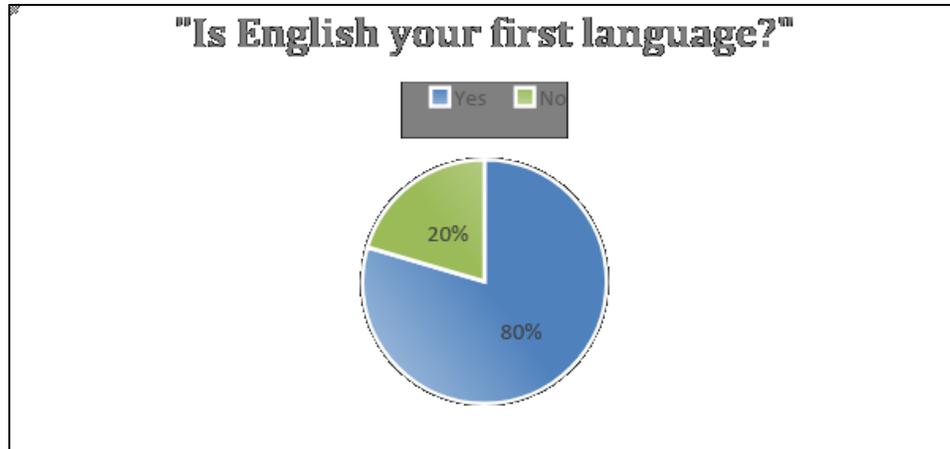


Figure 8. Participants' First Language.

In order to get an understanding of the ethnicities of the participants the researcher asked participants to self-select their ethnicity and to check all of the categories which applied. A total of 23 participants identified themselves as white; 12 participants identified themselves as Hispanic or Latino and one person wrote in "Mexican." For the purposes of this study, the researcher categorized this individual as Hispanic or Latino. Two participants identified themselves as Asian or Pacific Islander; one participant identified as Hispanic and Asian; one participant identified as Hispanic and Native American; one participant identified as White and Black or African American; one participant identified as White and Hispanic; one participant identified as White and Native American; and one participant identified as Other.

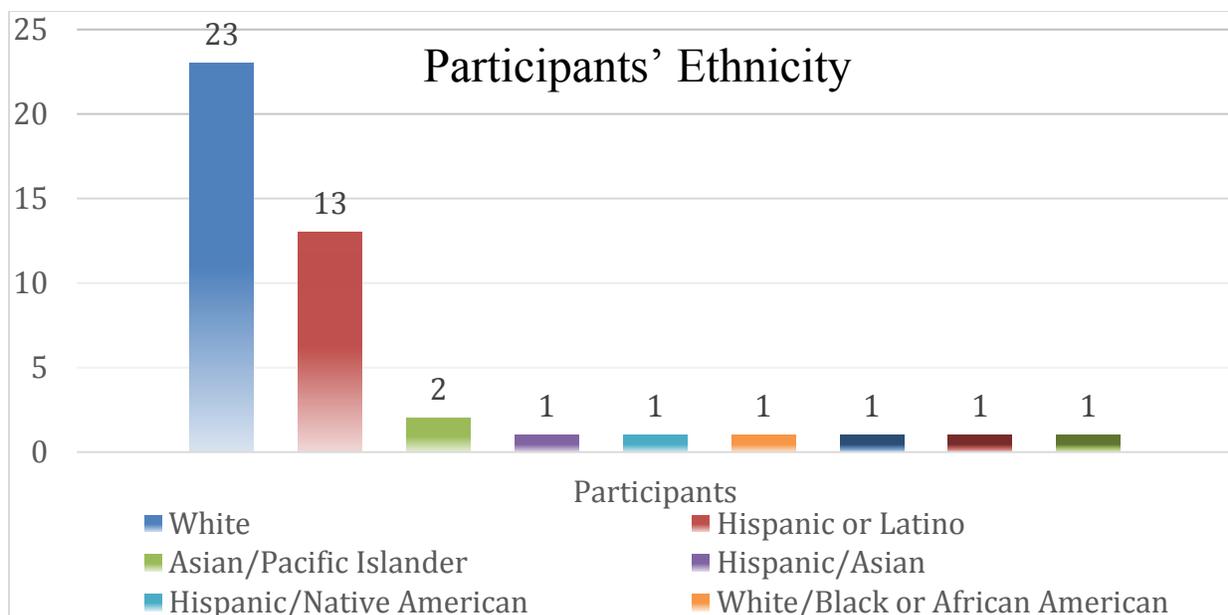


Figure 9. Ethnicity of Participants in Study

The next section provides a brief overview of the participants who were interviewed. A total of 13 participants indicated on their consent form that they would be willing to respond to a follow up phone interview to discuss leadership practices. A total of six interview participants responded to the researcher's email request for an interview and agreed to be interviewed. Each of the participants' that were interviewed received an alpha-numeric coding to the interview notes to distinguish between participants (A, B, C, D & E). The participants were informed that their consent form, with their personal information, would be kept separate and confidential, and if they voluntarily shared their school district, the name of the district would be assigned an alternate name to protect confidentiality.

All of the interview participants were asked four questions in order for the researcher to gain insight into their perceptions. The questions asked included: (1) When you think of an ideal site administrator, what qualities/characteristics come to mind? (2) What are your site's three top priorities? (3) To what extent do you perceive your administrator to have the same priorities? (4)

What do you believe attributes to the success of English Learners at your school? Interviewee's responses varied in the type of information that was shared, as well as the depth of their answers.

### **Sampling Procedures**

The sample population of this study consisted of educators who participated in district level professional learning trainings in California. At the end of each training session, the presenter, a Concordia University Professor, discussed the researcher's study and asked the participants to voluntarily complete a survey that was located in the back of the room in a box. The survey included the purpose of the study, a questionnaire on servant leadership practices, and an informed consent. The larger population of the study includes all educators in California, however only a small cross section of educators was sampled. This type of sampling procedure, known as convenience sampling, provides the researcher with access to participants who are readily available. In this convenience sampling the participants were not randomly assigned and came from non-equivalent groups. This sampling procedure uses non-probability sampling techniques because all of the participants in the study did not have equal opportunities to participate.

### **Instrumentation and Measures**

The primary instrument was a survey on servant leadership based on the work of Dirk van Dierendonck and Inge Nuijten (2010). The purpose of their research was to construct a multi-dimensional instrument to measure servant leadership. The instrument contained 30 questions based on eight categories: (1) standing back, (2) forgiveness, (3) courage, (4) empowerment, (5) accountability, (6) authenticity, (7) humility, and (8) stewardship (Van Dierendonck & Nuijten, 2010). The instrument is located in Appendix A. Van Dierendonck and Nuijten (2010) grant permission to use the Servant Leadership Survey (SLS) for "scientific

purposes” (p. 256). Where needed, a few adaptations were constructed to suit the needs of the participants in this study. The primary modification was the word “manager” which was replaced with the word “principal.” In addition, the wording in question one was changed from the word “well” to “at a proficient level.” No other changes or modifications were made to the SLS.

The secondary instrument is the researcher herself, who interacted directly with the participants in an active dialogue for the open-ended interview. The researcher asked open-ended questions and the interviewees had the opportunity to make their own meaning and interpretations from the questions.

### **Validity**

The researcher of this study selected the Servant Leadership Survey (SLS) developed and created by Van Dierendonck and Nuijten (2010) due to its content validity, which directly relates to the purpose and interests of this study. According to Lundberg and Irby (2008) “Validity is the degree in which an instrument measures what it purports to measure” (p. 181). Based on the series of studies on the Servant Leadership Survey, Van Dierendonck and Nuijten (2010) provide evidence to suggest the SLS meets all three types of validity: (a) content validity, (b) criterion-related validity, and (c) construct validity.

The research on the Servant Leadership Survey (SLS) was conducted in three phases: (1) Development of the Servant Leadership Survey, (2) Content Validity of SLS, and (3) Criterion-related Validity of SLS.

*Development of the Servant Leadership Survey:* The first phase of the development of the survey reviewed seminal research on servant leadership from Greenleaf (1977) and research on servant leadership surveys from other studies. Van Dierendonck and Nuijten (2010) concluded

previous research had failed to develop a multi-dimensional survey and had omitted the “leader” aspects. Therefore, the SLS included facets from “people” and “leaders.” Four studies with multiple samples were conducted in two countries, the Netherlands and the United Kingdom. The studies utilized an exploratory factor analysis to reduce the variables to a smaller set, which resulted in the final 30 questions in the survey (Van Dierendonck & Nuijten, 2010).

*Content Validity.* The second phase of the research compared other leadership theories to servant leadership, reviewed a one-dimensional and a multi-dimensional measure to study content validity. Phase Two combined all of the samples, totaling 1571 participants, from the four studies and measured different concepts using a six-point Likert scale. Results from the surveys produced evidence, which demonstrated correlations between the measures and provided rationale for content validity (Van Dierendonck & Nuijten, 2010).

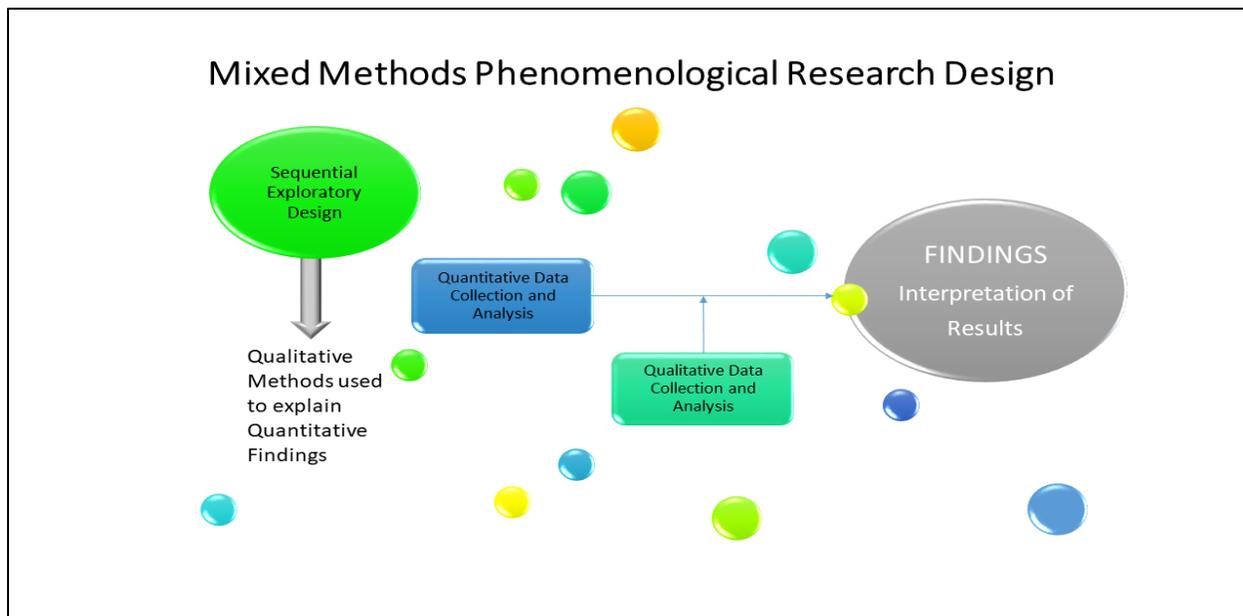
*Criterion-related Validity of the SLS.* Similar to the second phase, the third phase of the research combined the four studies, the total participants  $n=1571$ , and measured different concepts. Findings suggested a positive correlation to seven of the eight dimensions in the SLS due and the results presented a strong correlation between servant leadership and job satisfaction (Van Dierendonck & Nuijten, 2010).

The interview questions were reviewed by the dissertation chair and committee and the results debriefed with the chair for external audit. The researcher used triangulation of the survey and interviews to enhance validity.

### **Research Design**

The research design for this study consisted of a mixed methods approach combining both quantitative and qualitative research designs. According to Creswell (2015) the integration of both quantitative and qualitative data is beneficial and allows the researcher to make

interpretations based on the strengths of the two designs. The participants in the study were not randomly assigned, therefore a quasi-experimental design with a post-test only with non-equivalent groups (NR XO and NR O) was used to examine the SLS Survey. The researcher selected this design in order to gain insight on both the survey data and the perceptions of educators who believed their administrators possessed the attributes of a servant leader. Additionally, a two-phase sequential explanatory design was used as, after the results of the survey were analyzed, the researcher developed the questions for the interviews and began the qualitative phase of the study to explain the quantitative results and draw inferences. The context for this study is based on educators in schools and is limited to the perceptions of the educators who participated in this study.



*Figure 10.* Mixed Methods Phenomenological Research Design. Laney 2018.

### **Data Collection**

In order to answer the research questions, the researcher visualized the collection process as a series of interrelated events. First, the surveys were distributed, the results were tallied and

then the interview questions designed, vetted and interview data collection implemented. The surveys were distributed at a series of district level professional learning trainings in California in the spring of 2018. At the end of the training sessions, Concordia University Irvine professor, discussed the researcher's study and asked participants in the audience to voluntarily complete the survey. Participation was confidential and participants were given an informed consent to review when they received the survey. Participants were informed that they could discontinue participation at any time. Participants who perceived their administrator to be a servant leader were given the option to provide their contact information for a follow-up interview via telephone. An additional informed consent for telephone interviews was included in the materials provided. All participants who filled in the contact information were requested to complete the additional consent form.

The interviews were collected by telephone. The conversations were limited to four questions. The researcher was the scribe. All of the participants experienced the phenomenon of leadership and were eager to discuss their perceptions.

### **Data Analysis**

The data from the SLS surveys were coded and compiled in the summer of 2018. Participant data, the percentage of English Learners, and Servant leadership characteristics were analyzed using descriptive statistics. The data were entered into an excel spreadsheet and spot checked by the researcher. The researcher created histograms as the graphic representation of the Likert scale data.

The individual interviews were held with participants who completed the Servant Leadership Survey and agreed to participate in a phone interview. The qualitative data in this study was based on the narratives compiled from the individual interviews. The purpose of

reviewing the narrative data was to explain the survey from the in greater detail through in depth interviews with educators who perceived their administrators as servant leaders.

The researcher obtained permission from the interviewees to tape and transcribe the interviews. The transcriptions were then coded using the Critical Incident Technique (CIT). This descriptive data was coded using the Critical Incident Technique to find patterns and emergent themes. Flanagan (1954) defined CIT as a technique to collect and analyze observable human behaviors and make predictions based on inferences. This technique provides participants with open-ended questions which allows the participants to derive their own meaning and value as it pertains to the topic (Gremier, 2004). The open-ended coding allowed the researcher to generate categories, as themes emerged.

### **Ethical Issues**

For the purposes of this study, the researcher suggests that the ethical issues that presented themselves in this study were construed along the lines of the attention paid to the participants and the process that was applied to conduct the study. All participants were provided an informed consent form, which explained the study, the purposes of the research, and explicitly stated that participation in the study was voluntary and confidential. Participants were not required to include their name, school district, or any personal information. Participants who were willing to consent to an interview were requested to include their name, email address, and phone number.

Prior to the study, the researcher received training and certification through the National Institutes of Health (NIH) Office of Extramural Research. The certificate is located in Appendix E. Universities which study social sciences and the study of human participants utilize the Institutional Review Board (IRB) process in order to ensure all participants are treated ethically

and that no harm was done. The IRB process in research methodology provides researchers with training in ethics and the protection of human participants (Joyner, Rouse & Glatthorn, 2013). In this study, the researcher upheld confidentiality for all participants and was uncompromised in her moral resolve to ensure that all participants were treated fairly and ethically.

Furthermore, the researcher has a propensity towards servant leadership, as her own personal preference. In the researcher's experience, many principals devote resources, time, and action items, other than English learners. Despite, these viewpoints, the researcher remains unbiased in conducting the study.

### **Summary**

The methodology section provided participant information and procedural sampling details. The chapter also highlighted the two instruments, their validity, as well as the data collection and analysis procedures. Lastly, ethical considerations were explored.

In conclusion, the primary expected outcome of this study was to find a positive correlation between servant leadership practices and the success of English learners. Another expected outcome was to discover whether or not school priorities do indeed impact the success of English Learners. The final expected outcome was to investigate educator perspectives of whether or not their administrators possess the traits of a servant leadership and if they believed their leadership style impacted the success of English learners.

## CHAPTER 4: RESULTS

This chapter outlines the results from the researcher's survey and includes a brief introduction, which represents the focal point of the dissertation. The organization and content of Chapter 4 will present the findings based on the research design and the statistical methodology used. Chapters 1, 2, and 3 have laid the foundation for this dissertation and provided the purpose of this research, the research questions, and a description of the study. The description of this study explains how this dissertation fits within the overall body of knowledge and how the research is related to servant leadership. Chapter 4 moves to a presentation of the findings of the quantitative data analysis, the findings of the qualitative research, and a summary.

### **Introduction**

The overall research design, as discussed in Chapter 3, included mixed methods approach, including quantitative and qualitative research designs. The selection of this design allowed the researcher to interpret the data based on the strengths of both designs. The primary research questions for this study included:

1. To what extent do school priorities influence the success of English Learners?
2. To what extent do survey respondents perceive their administrator(s) to possess the characteristics of servant leadership?
3. To what extent is there a relationship between servant leadership practices and the success of English Learners in California public schools?

The main purpose of this study was to identify specific leadership practices that support greater success for English Learners and higher rates of reclassified English Learners in California. The researcher hypothesized that the quantitative and qualitative data would show a correlation between Servant Leadership and the success of English Learners.

## **Results of the Quantitative and Qualitative Data Analysis**

The quantitative data for this study included the following data: participant demographic (presented in Chapter 3), the results from the Servant Leadership Survey (SLS), resources and support for English Learners, and the respondents' identification of the top three school priorities including the number of hours' educators dedicated to each school priority they listed.

The qualitative data primarily focused on the participants' responses to four questions from a follow up phone conversation about leadership practices. Additional qualitative data were gleaned from the participants' open-ended responses on the survey and are discussed in detail in this chapter.

### **Survey Data for English Learners**

Data for English Learners were broken down into three questions to gain greater insight on the emphasis of English Learner support on campus: (1) Does your school have English Learner Parent Meetings? "Yes" or "No"; (2) If so, what is the frequency of the meetings? Monthly/Quarterly; and (3) Does your school use the Rosetta Stone Program? "Yes" or "No."

The responses to the question, "Does your school have English Learner Parent Meetings?" are illustrated in Figure 10. There were a total of 44 participants and 26 participants responded "Yes"; 12 participants responded "No"; 1 participant left the answer blank; and 1 participant wrote in "Not Sure". The majority of the participants, 59% responded "Yes", whereas only 27% responded "No".

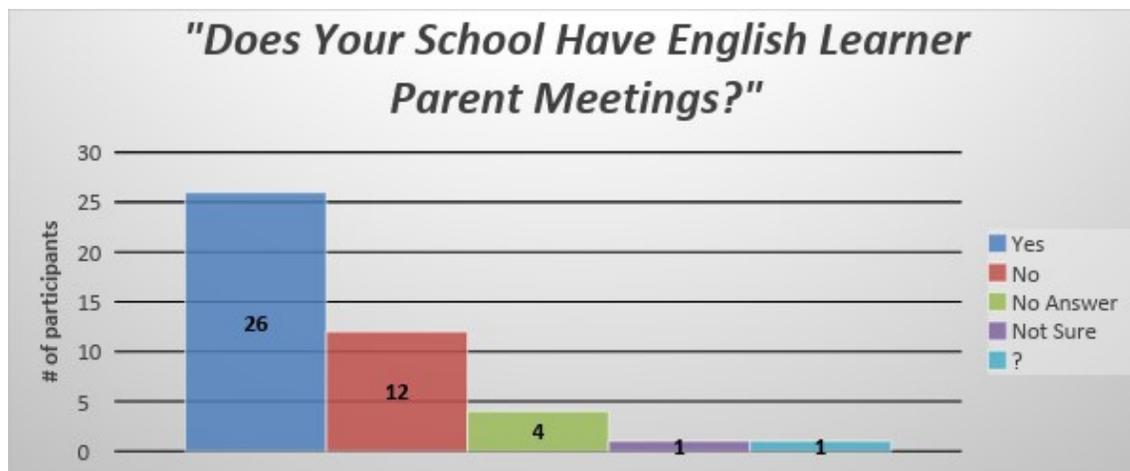


Figure 11. Participants' Awareness of English Learner Meetings at their School Site

Participants who responded "Yes" were asked the frequency of the English Learner meetings at their school site. The majority of the participants' responded "Monthly" for a total of 13 participants. Two of the participants' responded "Quarterly" and two of the participants' responded "Weekly." One participant inserted the following, as an additional comment: "There are lots of opportunities for EL parent workshops."

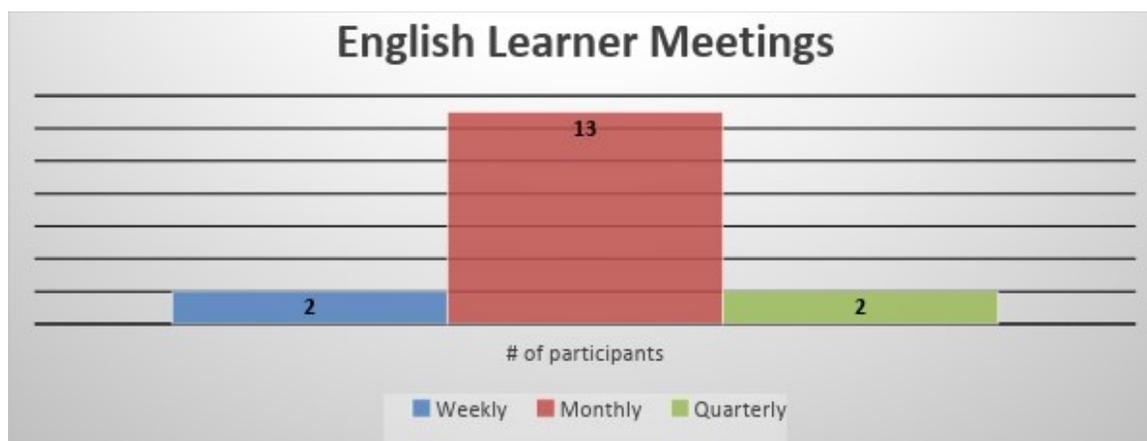


Figure 12. Frequency of English Learner Meetings at School Site

Participants were asked if their school site used the Rosetta Stone Program to assist English Learners. Figure 12 shows that the majority of participants, a total of 35 participants' responded "No" equating to 79.5%. Four participants' responses were "Yes" and four

participants left their answer blank. One participant stated “Application Available” and is listed as other in Figure 12. In addition, one participant included the following statement: “An administrator has been pushing to use the Rosetta Stone Program, but most teachers do not agree to use it.”

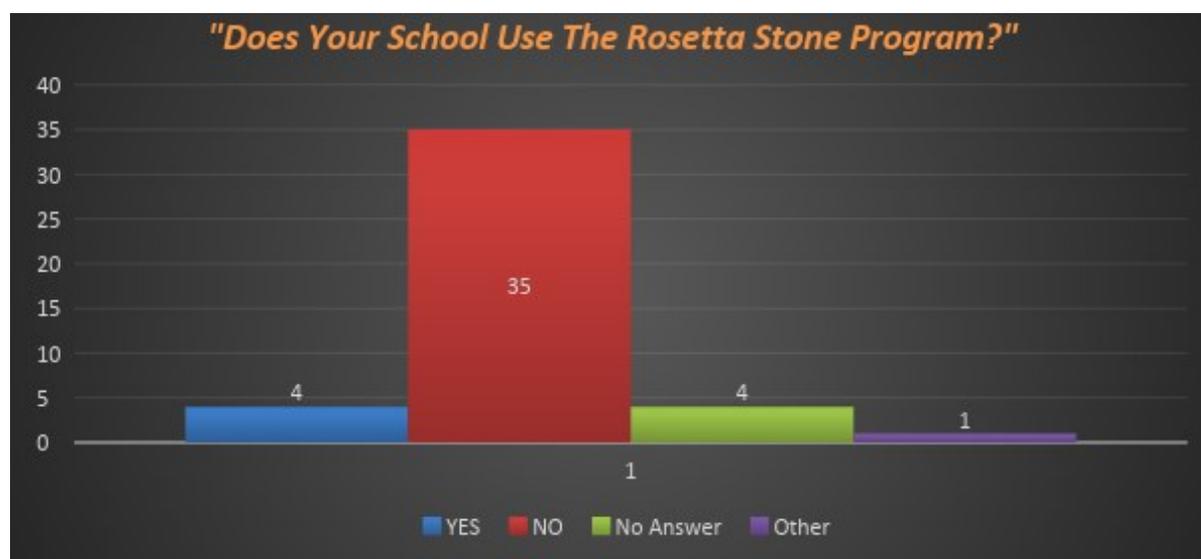


Figure 13. Participants' Awareness of the Rosetta Stone Program at their School Site

### Research Question One

*Question 1: To what extent do school priorities influence the success of English Learners?* The first research question employed both quantitative and qualitative data analysis and examined the participants' perceptions of school priorities. Participants were asked to list their top three school priorities and estimate the time their school spends on professional development for each of these priorities per month. A total of 36 participants responded to priority one, 34 participants responded to priority two, and 26 participants responded to priority three.

The researcher grouped the 36 responses for priority one into the following broad categories: Achievement, Assessment, College and Careers, Community, English Learners, Instruction, Miscellaneous, Positive Behavioral Interventions & Supports (PBIS), Resources,

Teacher Collaboration, and Technology. The researcher's rationale for the categorization was due to the "topic" of the respondent's answers and a logical common connection. For example, one response included the "Test Scores", another "SBAC Testing", which guided the researcher's decision toward the category of Assessment.

The following section provides the participants' responses to their top three school priorities. Some of the participants responded with a range of hours versus a fixed number of hours. The researcher chose to use the highest number of hours to calculate the average number of hours due the fact the highest number of hours was a possibility. Conversely, if the least number of hours were chosen, the average would be one hour and therefore, the researcher determined it best to use the highest number. For the purposes of this study, the researcher replaced blank responses with asterisks to denote the participant left the answer blank.

Five participants' responses were included in the grouping of Achievement: ELA Achievement (\*); student learning was selected by two of the participants (1 hour & 4 hours, respectively); student achievement (30 hours); and Achievement Gap (10 hours). The average number of hours dedicated to priority one categorized in the Achievement category was 11.25 hours.

Five participants' responses were included in the grouping for Assessments: test scores were listed by two participants (\* & 10 hours); failing students (4 hours); STAR Testing (\*); and SBAC test scores (\*). The average number of hours dedicated to priorities categorized in the Assessment category for priority one was 7 hours.

One participant's response was grouped in College & Careers: college acceptance (1-10 hours). The average number of hours dedicated to College & Careers for priority one was 10 hours.

Another participant's response was grouped into Community: community involvement. This participant left the number of hours spent per month blank, therefore the average number of hours could not be calculated.

Yet another participant's response was grouped into the category of English Learners: ELD Standards (4 hours). Therefore, the average number of hours dedicated to English Learners for priority one was 4 hours.

Two participants' responses were grouped into the category of Instruction: K-2 Literacy (4 hours) and Great First Instruction (1 hour). The average number of hours per month dedicated to Instruction for priority one was 2.5 hours.

Six participants' responses identified a variety of miscellaneous priorities including: Preparing for WASC (8 hours); Charter Review (6 hours); Leader in Me was listed by 3 participants (20 hours, 4 hours, & third participant left the number of hours blank). The average number of hours dedicated to miscellaneous priorities for priority one was 9.5 hours.

Nine participants' responses selected priorities that were grouped into the category of Positive Behavioral Interventions & Supports (PBIS): Behavior (16 hours); Restorative Justice (2 hours); Socio/Emotional (5 hours); School Safety (15 hours); and PBIS was listed by five of the nine participants (5 hours, 20 hours, 8 hours, 8 hours and 3 hours). The average number of hours dedicated to activities related to PBIS was 9.11 per month.

Two participants' responses were grouped into the category of Teacher Collaboration: collaboration (20 hours) and Professional Learning Communities (PLCs for 4 hours). The average number of hours dedicated to Teacher Collaboration for priority one was 12 hours per month.

Three participants' responses were grouped into the category of Technology: 21st Century Skills (6 hours), Science, Technology, Engineering and Arts (STEAM) for a total of 5 hours, and technology (for a total of 6 hours per year, calculated to .60 hours per month). The average number of hours dedicated to Technology was 3.87 per month.

Table 1

*Participants' Response to School Priority 1*

Category	Participants	Average # Hours per Month
Achievement	5	11.25
Assessment	5	10
College and Careers	1	10
Community	1	*
English Learners	1	4
Instruction	2	2.5
Positive Behavioral Interventions & Supports (PBIS)	9	9/11
Miscellaneous	6	9.5
Resources	1	20
Teacher Collaboration	2	12
Technology	3	3.87

*Note.* N=36. \* denotes no response. For participants who selected a range of hours (i.e. 1-10 hours) the highest number of possible hours ("10") was calculated.

A total of 34 participants listed a topic for priority two. Similar to priority one, the researcher grouped priority two into general categories: Achievement, Assessments, Community, English Learners, Instruction, Miscellaneous, Positive Behavioral Interventions & Supports (PBIS), Teacher Collaboration, and Technology.

Five participants were grouped in the category of Achievement: D/F Rate (5 hours); data was listed by two of the five participants (3 hours and 16 hours); math achievement (number of hours was left blank); and results (number of hours was left blank). The average number of hours dedicated to priority two categorized in the Achievement category was eight hours.

Two participants' responses were grouped into the category of Assessments: Interim Benchmarks (10 hours); and Test Scores (20 hours). The average number of hours dedicated to priority two categorized in the assessment category was 15 hours per month.

Two participants' responses were grouped into the Community category: family engagement (10 hours); and parent education (number of hours was left blank). The average number of hours dedicated to priority two categorized in the Community category was 10 hours per month.

Three participants' responses were grouped into the category of English Learners: English Language Development (number of hours was left blank); English Learners (ELL) for 4 hours; and English Learners (numbers of hours were left blank). The average number of hours dedicated to priority two categorized in the category for English Learners was 4 hours per month.

Eight participants' responses were grouped into the category of Instruction: Blended Learning (6 hours); Common Core State Standards (2 hours); Critical Thinking Skills (0 hours listed); Guided Reading (8 hours); Instructional Focus (6 hours); Project Based Learning (PBL) for 2 hours; Small Group Reading (15 hours); and Teaching Strategies/PD (3 hours). The average number of hours dedicated to priority two categorized in the Instruction category was 5.25 hours per month.

Four participants' responses indicated a variety of priorities, which the researcher categorized as Miscellaneous: Bulletin Boards (number of hours were left blank); Charter

Renewal (5 hours); Classroom Appearance (number of hours were left blank); and Implementation of Reform (1 hour). The average number of hours dedicated to priority two categorized in the Miscellaneous category was 3 hours.

Five participants' responses were grouped into the category of Positive Behavioral Interventions & Supports (PBIS): Behavior Management (60 hours); PBIS was listed by two participants (1 hour & 20 hours); and two participants listed safety (2 hours each). The average number of hours dedicated to priority two categorized as PBIS was 17 hours per month.

Two participants' responses were categorized as Teacher Collaboration: Collaboration (205 hours); and Special Education (SPED) Collaboration (1 hour). The average number of hours dedicated to priority two categorized as Teacher Collaboration was 103 hours per month.

Two participants' responses were grouped in the category of Technology: applying technology (4 hours); and technology (3 hours). The average number of hours dedicated to priority two categorized as Technology was 3.5 hours per month.

Table 2

*Participants' Response to Priority 2*

Category	Participants	Average # Hours Per Month
Achievement	5	8
Assessment	2	15
Community	2	10
English Learners	3	4
Instruction	8	5.25
Miscellaneous	4	3
Positive Behavioral Interventions & Supports (PBIS)	5	17
Teacher Collaboration	2	103
Technology	2	3.5

*Note.* N=34.

A total of 26 participants listed a topic for priority three. The researcher grouped priority three into general categories: Assessment, Attendance, Community, English Learners, Instruction, Positive Behavioral Interventions & Supports (PBIS), Professional Development, and Teacher Collaboration.

Two participants' responses were grouped into the category of Assessment: SBAC (two hours); and Testing (number of hours was not listed). The average number of hours dedicated to priority three for this category was two hours.

One participant's response was grouped into the category of Attendance: Chronic Absenteeism (three hours). The average number of hours for this category was three hours per month.

Two participants' responses were grouped into the category of English Learners: English Language Development was listed by both participants with 20 hours per month and the other

participant leaving the hours per month blank. The average number of hours dedicated to priority three for English Learners was 20 hours per month.

Eleven participants' responses to priority three were categorized into Instruction: Common Core (six hours); Curriculum Development (10 hours); Early Literacy (hours left blank); instructional strategies (one hour); knowledge (120 hours); math was listed by two participants for 10 hours and the other participant left the hours per month blank; math fluency (five hours); personalized learning (three hours); reading across the content area (four hours); and Wonders Curriculum (10 hours). The average number of hours dedicated to priority three for the category of Instruction was 18.78 per month.

Three participants' responses were grouped into the category of Positive Behavioral Interventions & Supports (PBIS): Discipline (20 hours); Discipline and School systems (one hour); and PBIS (two hours). The average number of hours dedicated to the category of PBIS for priority three was 7.67 hours per month.

One participant's response was categorized into the category of Professional Development: standards training (one hour). The average number of hours dedicated to the category of Professional Development for priority three was one hour.

Two participants' responses were categorized into Teacher Collaboration: Collaboration (one hour); and Professional Learning Communities (PLCs) for two hours. The average number of hours per month for priority three in Teacher Collaboration was 1.5 hours.

Table 3

*Participants' Response to Priority 3*

Category	Participants	Average # Hours Per Month
Assessment	2	2
Attendance	1	3
Community	4	10.67
English Learners	2	20
Instruction	11	18.78
Positive Behavioral Interventions & Supports (PBIS)	3	7.67
Professional Development	1	1
Teacher Collaboration	2	1.5

*Note.* N=26

In addition to the quantitative data analysis participants were provided with an opportunity to include additional priorities for their school. This information was attached to the quantitative data on school priorities, and therefore, it was included in this section. Four participants identified the following as additional priorities: (1) “Instructional Rounds”; (2) “LCAP Meetings”; (3) “Pathways-Linked Learning”; and (4) “Reading, writing, listening skills, as well as pushing students to get into college.”

Other participants provided commentary about their school priorities in this section. There were a total of five participants responses with commentary: (1) “New to school”; (2) “Not sure what direction we are taking.”; (3) “Too many priorities to list”; (4) “This is the problem, we have a laundry list of principal directed goals but nothing is prioritized.”; and (5) “There are a lot of priorities, not sure which ones are the top three.”

## Research Question Two

*Question 2: To what extent do survey respondents perceive their administrator(s) to possess the characteristics of servant leadership?* Research question two examined participants' perceptions of whether or not their administrator possessed characteristics of a servant leader. The researcher adapted the Servant Leadership Survey (SLS) developed by Van Dierendonck and Nuijten (2010) addressed eight main characteristics of a servant leader: (1) standing back, (2) accountability, (3) forgiveness, (4) courage, (5) empowerment, (6) authenticity, (7) humility, and (8) stewardship. The SLS utilized the term "manager" throughout the survey and for the purpose of surveying educators, the researcher replaced "manager" with the term "administrator."

*Standing Back.* This leadership practice is characterized by a manager who has the ability to put others before his/herself and does not take the credit for the success of others. Three questions in the survey (#5, #13, & #21) assessed the category of standing back: "My administrator keeps himself/herself in the background and gives credit to others."; "My manager is not chasing recognition or rewards for the things he/she does for others."; and "My manager appears to enjoy his/her colleagues' success more than his/her own." (Van Dierendonck & Nuijten, 2010, p. 256)

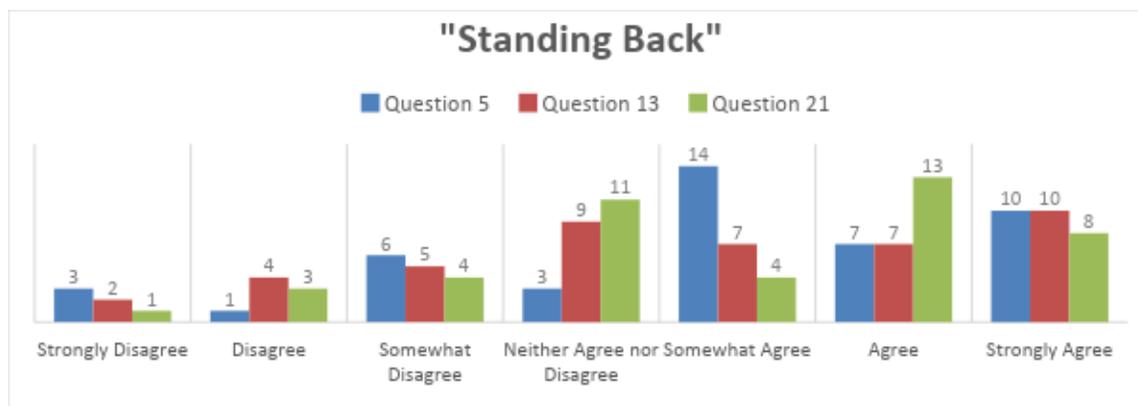


Figure 14. "Standing Back"

*Accountability.* This type of leadership practice holds employees responsible for their assigned tasks and performance. The following three questions (#6, #14, & #22) pertained to accountability in the survey: “My administrator holds me responsible for the work I carry out.”; “I am held accountable for my performance by my administrator;” and “My administrator holds me and my colleagues responsible for the way we handle a job.” (Van Dierendonck & Nuijten, 2010, p. 256)



Figure 15. “Accountability”

*Forgiveness.* This leadership practice describes an administrator who is able to let go of past mistakes made by others and does not hold a grudge against people who he/she feels offended them. Only 43 out of 44 participants responded to question #23, with one participant leaving the answer blank. Three questions analyzed this practice (#7, #15, & #23): “My administrator keeps criticizing people for the mistakes they have made at work.”; “My administrator maintains a hard attitude towards people who have offended him/her at work.”; and “My administrator finds it difficult to forget things that went wrong in the past” (Van Dierendonck & Nuijten, 2010, p. 256).

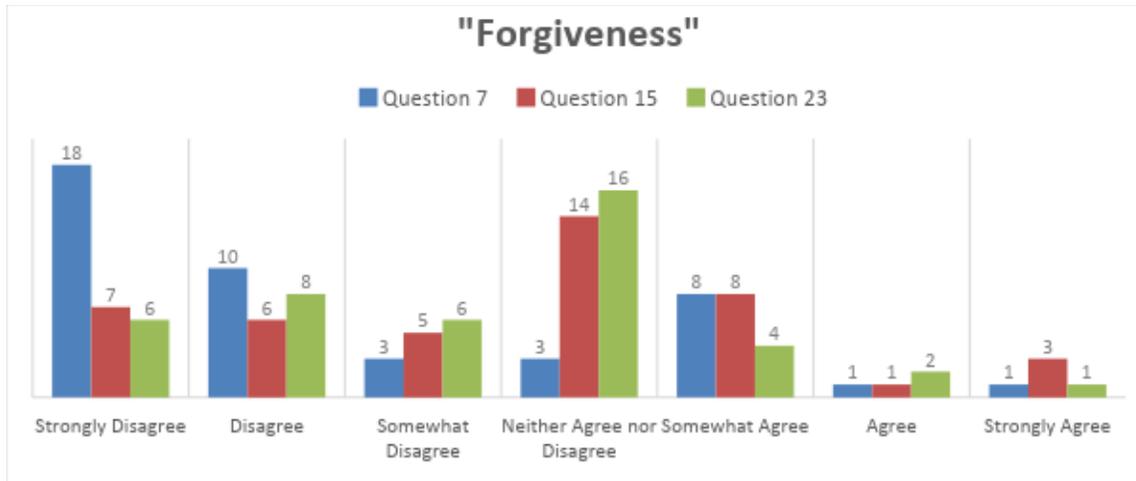


Figure 16. "Forgiveness"

*Courage.* This leadership practice relates to whether or not an administrator is willing to take risks with or without the support of his/her supervisor and is perceived as doing his/her job by the participant. Two questions addressed this attribute in the survey (#8 and #16): "My administrator takes risks even when he/she is not certain of the support of his/her own supervisor."; and "My administrator takes risks and does what needs to be done in his/her view" (Van Dierendonck & Nuijten, 2010, p. 256).

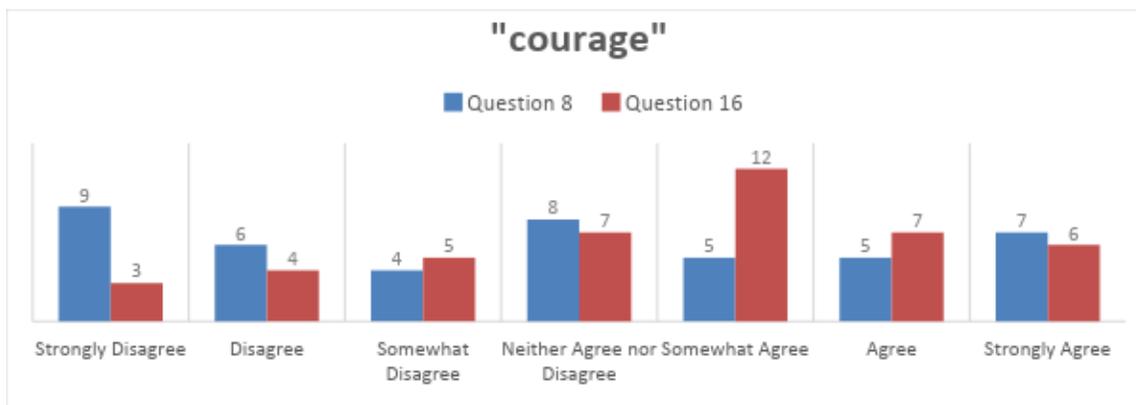


Figure 17. "Courage"

*Empowerment.* This leadership practice is the broadest category in the Servant Leadership Survey (SLS) and characterizes a leader who encourages subordinates to make decisions, use and develop their talents, and provides opportunities to learn. The *Empowerment* category has eight questions in the survey, which is higher than any other category in the survey. The questions include: “My administrator gives me the information I need to do my work well.”; “My administrator encourages me to use my talents.”; “My administrator helps me to further develop myself.”; “My administrator encourages his/her staff to come up with new ideas.”; “My administrator gives me the authority to take decisions which make work easier for me.”; “My administrator enables me to solve problems myself instead of just telling me what to do.”; and “My administrator offers me abundant opportunities to learn new skills” (Van Dierendonck & Nuijten, 2010, p. 256).

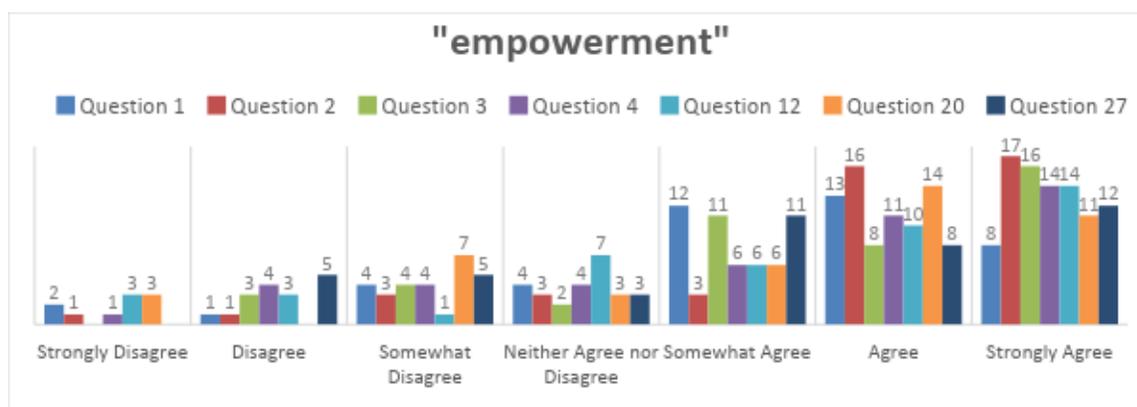


Figure 18. “Empowerment”

*Authenticity.* This leadership practice is based on the openness and transparency of the leader and whether or not the participants viewed their administrator as being genuine, as it pertains to his/her feelings. Four questions addressed authenticity (#9, #17, #24 & #28): “My administrator is open about his/her limitations.”; “My administrator is often touched by the things he/she sees happening around him/her.”; “My administrator is prepared to express his/her

feelings even if this might have undesirable consequences.”; and “My administrator shows his/her true feelings to his/her staff” (Van Dierendonck & Nuijten, 2010, p. 256). For question #28, one participant left the answer blank, for a total of 43 out of 44 responses.

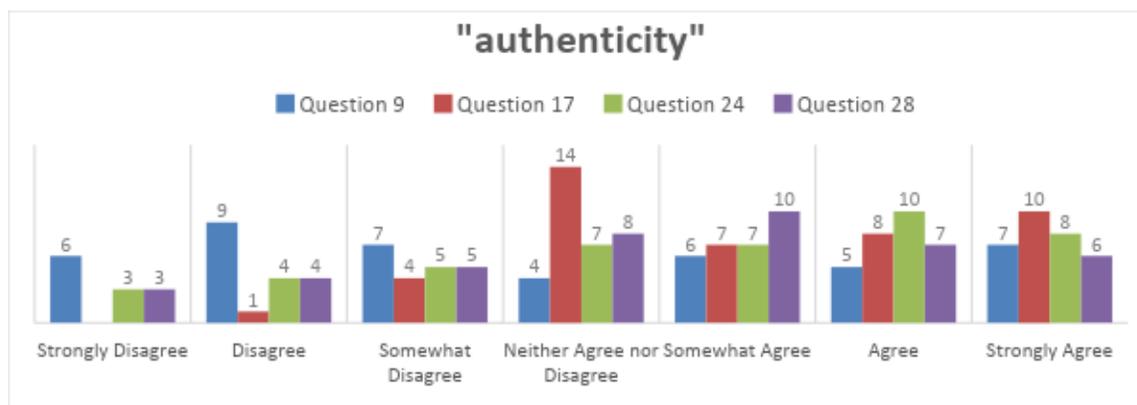


Figure 19. “Authenticity”

*Humility.* This leadership practice portrays a leader who is able to accept criticism, learn from his/her mistakes, as well as the opinions of his/her subordinates. There are five questions which assessed this practice (#10, #18, #25, #29, #30): “My administrator learns from criticism.”; “My administrator tries to learn from the criticism he/she get from his/her superior.”; “my administrator admits his/her mistakes to his/her superior.”; “My administrator learns from the different views and opinions of others.”; and “If people express criticism, my administrator tries to learn from it” (Van Dierendonck & Nuijten, 2010, p. 256). For this section, a total of 4 responses were left blank; two responses were blank for question #25 for a total of 42 out of 44 participants; and one participant left both question #29 and #30 blank, for a total of 43 out of 44 responses for both questions.

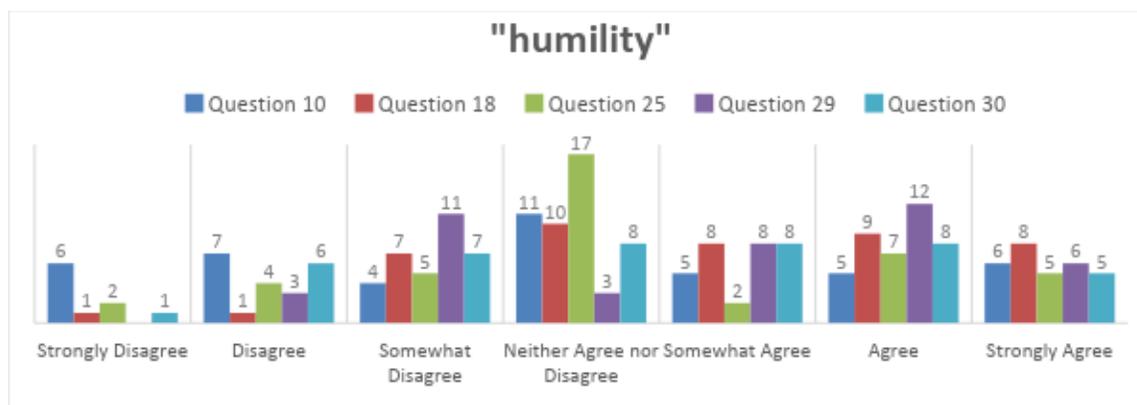


Figure 20. "Humility"

*Stewardship.* The focal point of this leadership practice centered on what is good for the group and society as a whole versus the individual. Three questions assessed this practice (#11, #19, & #26): "My administrator emphasizes the importance of focusing on the good of the whole."; "My administrator has a long term vision;" and "My administrator emphasizes the societal responsibility of our work" (Van Dierendonck & Nuijten, 2010, p. 256).

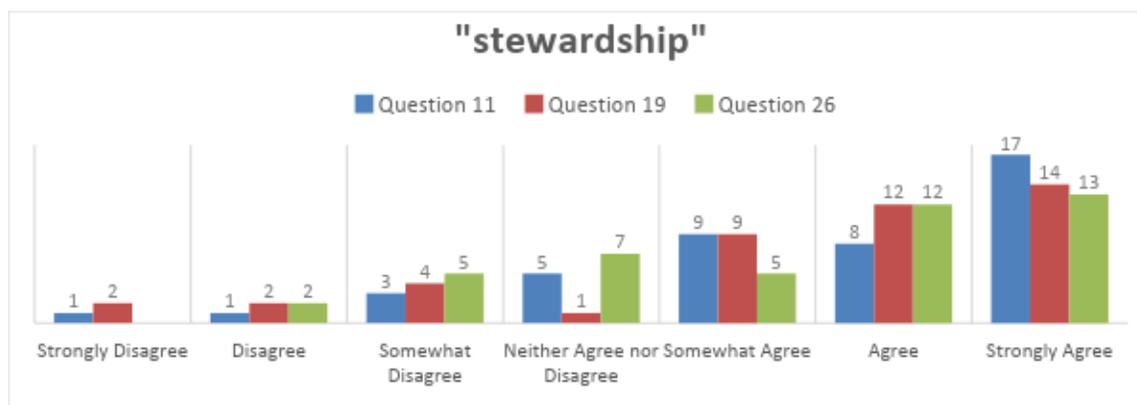


Figure 21. "Stewardship"

### Results from Participant Interview Conversations

The interview participants consisted of six educators who responded to the Leadership Practices Survey (see Appendix A) and indicated on the consent form they would be willing to participate in an interview. The researcher interviewed six participants, which included four female participants and two male participants. All interviews were conducted over the phone

and each participant was assigned an alpha letter coding to their interview notes. The researcher reviewed the purpose of the study and assured each participant that all personal information would be kept confidential, including the participants' name and school district (if shared).

The interviewed participants were educators in school districts in California and represented 10 school districts. Each district was randomly assigned a number from 1-10.

Table 4

*Semi-Structured Leadership Practices: Interview Participants*

Participant A	District 5
Participant B	District 10
Participant C	District 6
Participant D	District 7
Participant E	District 8

The Semi-Structured Leadership Practices interview included four open-ended questions to gather quantitative data on whether or not there was a correlation between leadership practices and the success of English Learners (see Appendix B). In order to gain insight on whether or not the participants perceived their administrator to be a servant leader, each participant was asked the following questions: (1) When you think of an ideal site administrator, what qualities/characteristics come to mind? (2) What are your site's three top priorities? (3) To what extent do you perceive your administrator to have the same priorities? (4) What do you believe attributes to the success of English Learners at your school?

Table 5

*Participants' Perceptions of Ideal School Leaders*

Participant A	“Flexibility, experience, patience and understanding.”
Participant B	“Very open with communication and organized.”
Participant C	“Transparency, humbleness, and knowledgeable.”
Participant D	“Has an inclusive mindset.”
Participant E	“Human, visionary, competent, and thorough.”

Table 6

*Participants' Perception of School Top 3 Priorities*

Participant A	<ol style="list-style-type: none"> <li>1. D/F rate and interventions;</li> <li>2. Absenteeism;</li> <li>3. Providing activities for positive parent relationships.</li> </ol>
Participant B	<ol style="list-style-type: none"> <li>1. College readiness;</li> <li>2. Literacy in English and Math;</li> <li>3. Prepare students to be contributing citizens and leaders.</li> </ol>
Participant C	<ol style="list-style-type: none"> <li>1. Graduation; improve graduation rate.</li> <li>2. Technology; provide students and parents opportunities to become more proficient with technology.</li> <li>3. Community Involvement; provide more opportunities to build relationships with parents and community members.</li> </ol>
Participant D	<ol style="list-style-type: none"> <li>1. Positive Behavioral Intervention and Supports;</li> <li>2. Student Discipline;</li> <li>3. Academic Achievement.</li> </ol>
Participant E	<ol style="list-style-type: none"> <li>1. Responsible;</li> <li>2. Ready;</li> <li>3. Safe.</li> </ol>

Table 7

*Participants' Perceptions of Administrators Priorities Aligned To School Priorities*

Participant A	"40%."
Participant B	"I believe the ideal is held up, however the day to day business gets in the way."
Participant C	"Yes, our administration has the same priorities and does a good job in communicating them. It is a team effort and when it is pushed from the top down, there is no buy in."
Participant D	"Yes, initiates discussion and is actively engaged in all factors."
Participant E	"Yes, our administrator is extremely capable."

Table 8

*Participants' Perceptions of the Success of English Learners At Their School Site*


---

Participant A	“I believe it is because we meet them where they are at.”
Participant B	“We have a high English Learner population, with approximately 92% Hispanic and 8% African American. This is an area we need to work on, our English Learners don't get enough support. In order for EL students to access the content teachers need to scaffold instruction in a way that is accessible.”
Participant C	“I am an English Learner, myself and it was tough. Teachers at my school come together and are very welcoming to newcomers. Our staff embraces English Learners and believe that just because a student doesn't write or speak English that doesn't mean they are not smart.”
Participant D	“We have a lot of newcomers at our site and our teachers are very flexible. There are 38 languages spoken at our school and our teachers have a willingness to help. We believe that our students all belong and have an inclusive mindset.
Participant E	“Our district is very competent overall. At a site level, we mainstream and integrate our English Learners to help them be successful.”

---

## Summary

Chapter 4 summarized the results of the data from the participant surveys and the interviews. The participant surveys included data on resources for English Learners, the Servant Leadership Survey, and the participants' perceptions of their school's top three school priorities. More than half of the participants responded that their school holds regular meetings for the parents of English Learners, however the majority of the participants responded that they did not have the Rosetta Stone program as a resource for English Learners.

## CHAPTER 5: SUMMARY, DISCUSSION, AND CONCLUSIONS

The preceding chapters laid the groundwork for this study and presented seminal and current research on leadership practices that can support English Learners. In Chapter 1, the author shared the purpose of the study, the problem statement, the theoretical framework, and the research questions to be investigated. Chapter 2 reviewed four leadership theories, with an emphasis on servant leadership and the impact on English Learners. Chapter 3 discussed the methodology and the research design for this study. Chapter 4 summarized the findings based on the results from the participants' surveys. The closing chapter in this study presents a summary of the study, a discussion of the findings, implications for practice, recommendations for future research, the personal reflections of the researcher based on her leadership experience, and a conclusion.

### **Summary of the Study**

According to the key findings in the 2015 PISA results, U.S. students are performing in the low average in literacy for both English and Math (OECD, 2016b). Whereas, students from Canada, Estonia, Germany and Hong Kong (China) are outperforming U.S. students (OECD, 2016b). PISA 2015 findings asserts the key factor in each of the aforementioned countries is based on educational reform.

A great deal of research on how to improve and reform the educational system in the U.S. has focused on leadership practices, and if said practices can reduce the achievement gap across the country. Throughout the country, there are a growing number of students who are considered English Learners and according to the National Center for Education Statistics (2017) there are 4.6 million English Learners in the U.S. and 1.4 million English Learners in California (California Census, 2015). English Learners in the U.S. represent a large sub-group of students

and in order to improve literacy in the United States, we must address the needs of the English Learners. One way to address the needs of English Learners is to ensure school leaders not only understand the urgency for these English Learners to become proficient in English, but also, they must communicate to their staff that supporting the needs of English Learners is a top priority.

The purpose of this study was to gain a deeper understanding to leadership practices and the impact on the success of English Learners. The researcher aspired to identify connections between leadership practices and the success of English Learners from the data collection and analysis. Additionally, the researcher hypothesized the findings would uncover specific leadership practices which would support an increased number of Reclassified English Learners and a reduced number of Long Term English Learners (LTELs).

### **Discussion of the Results**

Research Question One: *To what extent do school priorities influence the success of English Learners?* The researcher hypothesized that the majority of the respondents would perceive that English Learners would be in the top three priorities for their school site and that the number of hours spent on that priority would be high as well. Contrary to the researcher's hypothesis, the data revealed that the majority of the respondents did not perceive English Learners to be in the top three priorities for their school site.

The data from Priority One uncovered that only one of the 36 participants responded that English Learners were the top priority for their school site with a total of four hours spent per month. The category of Positive Behavioral Intervention and Supports (PBIS) had the highest number of respondents who selected it as the top priority of their school site, for a total of 9 participants (25%) with an average of 9.11 hours spent per month. The highest number of hours per month were dedicated to resources, for an average of 20 hours per month.

The data from Priority Two revealed only three participants out of 34 participants' perceived English Learners to be the second priority for their school site with an average of four hours per month. The category of Instruction had the highest number of participants who selected this category, for a total of 8 participants (23.5%), with an average of 5.25 hours spent dedicated to this priority. Achievement and Positive Behavioral Intervention and Support (PBIS) were the second highest, with a total of 5 participants selecting each of these categories. However, the average hours spent on PBIS (17 hours) was more than double the hours spent on Achievement (8 hours per month).

The data from Priority Three uncovered only two participants out 26 perceived that English Learners were the third priority for their school site. However, the number of hours spent on this priority averaged to 20 hours per month. The category of Instruction was selected by almost half of the participants, a total of 11 participants (42.3%) with a total of 18.78 hours spent per month dedicated to Instruction.

It is evident, based on the survey data, respondents who participated in this study did not perceive English Learners to be a high priority at their school sites. Instead, the data revealed that student discipline and behavior was the first priority and Instruction selected as second and third priorities. This makes one wonder, how can we expect to improve student achievement, if our top priority is focused on students' behavior, versus their learning. Additionally, the participants in this study represent ten school districts in California, which have high numbers English Learners and high percentages of English Learners, who are considered "At-Risk".

Research Question Two: *To what extent do survey respondents perceive their administrator(s) to possess the characteristics of servant leadership?* The data for the Servant Leadership Survey (SLS) reflected that most of the participants responded favorably in regards

to their administrator. This was true even when the questions were phrased negatively. For example, question #7 in the category of Forgiveness: “My administrator keeps criticizing people for the mistakes they have made at work.” (see Appendix A, SLS Survey). For question #7 a total of 31 participants responded either: “Strongly Disagree”, “Disagree”, or “Somewhat Disagree”. Whereas, only 10 participants responded negatively with the following: “Somewhat Agree”, “Agree”, or “Strongly Agree”. Three participants remained neutral and responded “Neither Agree or Disagree.” (see Appendix A, SLS Survey).

Research Question Three: *To what extent is there a relationship between servant leadership practices and the success of English learners in California public schools?* Although, the researcher hypothesized that the quantitative and qualitative data would show a correlation between Servant Leadership and the success of English Learners due to the limitations of this study, the data did not show a correlation to Servant Leadership Practices and the success of English Learners.

### **Implications for Practice**

The findings in this study suggest that the majority of the participants in this study do not perceive English Learners to be one of their school’s top priorities. Although the participants were limited to a small group of educators in California, all of the participants came from districts with a high number of English Learners.

California has over 1.4 million English Learners and the findings of this study, causes one to wonder why English Learners are not a priority. Administrators and school leaders can make a difference by ensuring that needs of English Learners are a priority.

### **Recommendation for Further Research**

This study attempted to reveal leadership practices that could benefit English Learners. Future research is needed to gain more insights on leadership practices and whether or not there is a correlation between said practices and the success of English Learners.

Future research could entail questions on the survey which addressed the number of English Learners at their specific site, their school district, and open ended questions on whether or not the participants perceived their administrator to be a servant leader.

Additionally, future studies in this topic could benefit from a larger sample size, as well as, including states which have similar demographics to California could provide a stronger connection between the success of English Learners and leadership practices.

Lastly, the Servant Leadership Survey which was included in this study did not have a tool to assess the results, and therefore, future researchers could either contact the original authors to find out if there was such a tool, and/or develop their own way to decipher the results from the Servant Leadership Survey.

### **Author's Leadership Journey**

My pathway to Leadership has been a long journey and has not been an easy road. At times it has been steep and slippery; at other times it was long, tiring, and more than anything in these moments, I have wanted to give up and not continue on. One might wonder, what keeps you going, and why are you still on the pathway? My only answer is the love of God and how he has put many people in my life at these moments to carry me when I feel I couldn't even walk.

In my first class in the doctorate program, I was asked to select a photo that represented how I felt about my journey at that moment of time. Although, I had never been to the Great Wall in China, nor ever imagined I would stand on its steps, I chose an image of the Great Wall,

which showed a long section winding up the mountain side in China. The Great Wall of China expands from East to West and is over 13, 000 miles long. A few years later, I was blessed with the opportunity to travel to China, and see the Great Wall with my own eyes.

The China experiential learning project impacted my life and me as a person. I realized that learning language and traveling abroad is one of my greatest strengths and comes naturally to me. I found myself to be very open to the culture, the people, and learning the language. I was so excited every day to just get up and explore; I would get up early and go out alone before I would meet our group and would go out after we returned. One of my colleagues even named me “Dora, the explorer.”

My love of language began in high school at a small high school in the Santa Cruz mountains. I took three years of Spanish and in my second and third year, I had a very special teacher who inspired me with her passion and enthusiasm. Her passion was contagious and I found myself dreaming of traveling to Spain and speaking Spanish fluently. I had no idea at that time, that years later I would be a Spanish Teacher, myself, and teach at a large comprehensive high school in the Central Valley of California, and take three trips to Spain.

I dropped out of high school at the age of 17 years old. We had moved to many cities in the Bay Area while growing up and we never stayed more than a year, and sometimes there were several moves in a year. Everything changed when we moved to the Santa Cruz mountains, I loved the mountains and being so close to the ocean, gave me peace. We lived there for more than three years, and when my mom wanted to move back to the Bay Area at the end of my junior year, I could not bear it and dropped out of high school.

The years that followed were difficult, at best. It took me years to find my way, I moved from city to city, went to eight different community colleges, and during that time had my

daughter, who watched my struggles to go to college and as an adult found her own pathway and is a teacher, as well. After only a few years of marriage, her father left and I was on my own with my daughter. In 1992, I began studying computers and found it was something I really enjoyed and in 1994 I transferred to a local university.

My journey to leadership began in my first semester of college, working in the College and Career Center. It was there that I found a pathway that led to opportunities of leadership and my love for language was strengthened. As the first student in my family to attend a university, I was not sure of my pathway and was unsure what to major in. During my first semester, I realized that I wanted to study Psychology and would take language classes for fun. My studies in Psychology included two practicums, which were experiential learning opportunities, and researched based; the first one was working in a preschool, where a group of students from our class, gave stickers for on-task behavior for the students; the second practicum, was at a school for homeless children, where our group taught cooperative and competitive games to the students.

As I continued taking language classes, I realized how much I loved learning language and eventually took, almost every class the university offered in Spanish, including literature classes. In my final semester, I was selected to work at a small elementary school to teach Spanish to 4th and 6th graders. When I saw how the students' eyes lit up and how excited they got when learning, I saw myself through their eyes. That moment forever changed me and I realized I wanted to be a teacher.

My first year of teaching was in a second grade bilingual classroom and although, I enjoyed working with younger children, I felt something was missing. My second year of teaching, I moved to a different district in the same county and was hired as a Spanish Teacher,

at a large comprehensive high school, this was the beginning of my professional journey, and the most important moment in my career. I loved teaching Spanish and even though the first two years were challenging, I became a very strong teacher and I had a great rapport with students and staff. I could have never imagined that years later, I would be a principal.

In my fourth year of teaching, my principal at the time encouraged me to become the department chairperson for World Languages. I felt unsure, however his confidence in me gave me the strength to take on this new challenge. He saw me as a leader, and his confidence and encouragement inspired me. He saw that I was a hard-worker and very passionate about my work. My new role provided new opportunities to learn and support my colleagues. As department chair, I attended school wide department meetings, and I learned about student achievement at a deeper level. It shifted my thinking about myself, and my role as an educator at our school. Through this experience, I was blessed with many other opportunities; I took classes on how to teach language, and became a presenter for two California Language Teacher Association conferences; my principal selected me to be the site Coordinator for WASC (Western Association of Schools and Colleges) to complete our progress report; I became a team leader the following year of my own team at the school; I was certified in Explicit Direct Instruction; I won a scholarship to study in Spain for a summer; I learned about our school data and the steps we needed to take to support student achievement. Most significantly during that time period, I met a woman, who became my mentor, my colleague, my teacher, and now is someone who I consider to be my dearest friend. Her passion for leadership and life inspired me; she taught me about what it meant to be a leader, how leadership can impact the lives of others, and how to see things from an elevated viewpoint; most importantly, she believed in me.

Caring about others, is woven through many of the ten characteristics of servant leadership; they show empathy, they care about the well-being of their followers, and are committed to helping others succeed, both personally and professionally. In high school, I was recognized with an award that acknowledged a core characteristic about myself and on the plaque it said “The one who cared.” I had supported our pep-squad to become a stronger community and I was the first pep-squad leader to attend cheer camp with the cheerleaders.

Another core characteristic of servant leadership is persuasion and the ability to convince others to change or participate in change. In my last semester of college, in 1998, I was the last active member of Alpha-Phi-Omega, a co-educational intercollegiate service organization. I was approached by the regional leader and asked to rebuild Alpha-Phi-Omega, whose core principles are: “Leadership, Friendship, and Service.” I recruited nine students to be members that term and they recruited 17 and the following term, they recruited 31. I was selected as the pledge namesake, and I am proud that helped Alpha-Phi-Omega keep its charter active at my university and feel thankful for all of the service activities which continue to positively impacted the university, my community, the fraternity, and our nation. This experience taught me, that I was able to persuade others to work towards a common good and build community, which is another characteristic of a servant leader.

For me, this is how I became a servant leader, through many experiences throughout my life, where I was either selected to be a leader or volunteered, because I enjoyed helping others, and naturally put others before myself. Most importantly, my love for God and my belief that Jesus died on the cross for me, has influenced me from a young age. Although, I did not grow up a Christian, I went to church with friends and anyone who would take me and was baptized years later, as an adult.

For me, Jesus, is a true servant leader, and I know through him, all things have been made possible in my life and others. “Everything is possible for the one who believes.” (Mark 9:23, New International Version). “For even the Son of Man did not come to be served, but to serve, and to give his life as ransom for many.” (Mark, 10:45, New International Version)

## References

- Aguila, V. (2010). Improving education for English learners. Research-Based Approaches. Chapter 1: *Schooling English Learners: Contexts and Challenges*. California Department of Education, Sacramento, CA.
- Alford, B. J., & Niño, M.C. (2011). *Leading academic achievement for English language learners; A guide for Principals*. Thousand Oaks, CA: Corwin: A SAGE Company.
- Bass, B.M., Avolio, B.J. & Atwater, L. (1996). The transformational and transactional leadership of men and women. *Applied Psychology: An International Review*. 45(1), 5-34.
- Burns, J. M. (1978). *Leadership*. New York, NY: Harper & Row.
- Calderón, M. E., & Minaya-Rowe, L. (2011). *Preventing long-term ELs: Transforming schools to meet core standards*. Thousand Oaks, CA: Corwin: A SAGE Company.
- California Department of Education (CDE). *California-basic facts-California Language census: Fall 2015*. Accessed on June 22, 2017. Retrieved from:  
<http://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp>
- California Department of Education (CDE). California Code of Regulation, Title 5, Education Division 1, California Department of Education, Chapter 11. Special Programs, Subchapter 7.5. California English Language Development Test, Article 1, General. (June 2015).
- California Department of Education (CDE). CalEdFacts. Accessed on August, 17, 2017. Retrieved from: <http://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp>
- California Department of Education (CDE, 2014). *California English language development standards (electronic edition), kindergarten through grades 12*. Retrieved from:  
<http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication12.pdf>

California Department of Education (CDE). *CELDT frequently asked questions*. Retrieved from:

<http://www.cde.ca.gov/ta/tg/el/celdfaqs.asp>

California Department of Education (CDE, 2010). *CELDT glossary and acronyms*. Retrieved

from: <https://www.cde.ca.gov/ta/tg/el/documents/celdtglossary.pdf>

California Department of Education (CDE, 2015). *English language arts, English language development framework for California public schools, kindergarten through grade 12*.

Retrieved from: <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldwintro.pdf> (pp. 1-24)

and <https://www.scoe.org/files/framework-fig1.7.pdf> (p. 31)

California Department of Education (CDE, 2017). *English Language Proficiency Assessments for California (ELPAC)*. Retrieved from: <https://www.elpac.org/about>

California Department of Education (CDE). *English language learner forms*. Retrieved from:

<http://www.cde.ca.gov/ta/cr/el/forms.asp>

California Department of Education (CDE, Data Quest). *English Learner (EL) Data 2017-2018*.

Retrieved from:

<https://dq.cde.ca.gov/dataquest/SearchName.asp?rbTimeFrame=oneyear&rYear=2017-18>

Topic=LC&Level=State&submit1=Submit

California Department of Education (CDE, 2017). *Reclassification guidance 2017-2018*.

Retrieved from: <https://www.cde.ca.gov/sp/el/rd/reclass1718.asp>

California Department of Education (CDE). *Third letter to Local Education Agencies regarding*

*reclassification* (2013, September 16). Retrieved from: <http://www.cde.ca.gov/sp/el/rd/>

California Legislative Information. Assembly Bill 2193, *Long-term English learners*. (2012, September). Retrieved from:

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=20112012AB2193](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=20112012AB2193)

- Carlyle, T. (1840). *Heroes and hero worship*. [eBook #1091]. Retrieved from:  
<http://www.gutenberg.org/files/1091/1091-h/0191-h.htm>
- Cherry, K. (2017). A great man theory: A brief overview. *VeryWell*. Retrieved from:  
<https://www.verywell.com/the-great-man-theory-of-leadership-2795311>
- Chung, Y.S. (2011). Why servant leadership? Its uniqueness and principles in the life of Jesus. *Journal of Asia Adventist Seminary*, 14(2), 159-170.
- Creswell, J.W. (2015). *A concise introduction to mixed methods research*. Thousand Oaks, CA: Corwin: A SAGE Company.
- Creswell, J. W. (2013). *Qualitative inquiry and research design* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Corwin: A SAGE Company.
- Creswell, J. W. & Poth, C.N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. (4<sup>th</sup> ed.). Los Angeles, CA: SAGE
- Gardner, J.W. (1990). *On leadership*. New York, NY: Free Press.
- Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teacher's College Press.
- Flanagan, J. C. (1954). The critical incident technique. *Psychological Bulletin*, 51, 327-358.
- French, J.R.P. & Raven, B. H. (1959). The bases of social power. In Cartwright (Ed.), *Studies in social power*. Ann Arbor, MI: Institute for Social Research. Retrieved from:  
[http://web.mit.edu/curhan/www/docs/Articles/15341\\_Readings/Power/French\\_&Raven\\_Studies\\_Social\\_Power\\_ch9\\_pp150-167.pdf](http://web.mit.edu/curhan/www/docs/Articles/15341_Readings/Power/French_&Raven_Studies_Social_Power_ch9_pp150-167.pdf)
- Fullan, M. (2014). *The principal: Three keys to maximizing impact*. San Francisco, CA: Jossey-Bass: A Wiley Brand.

- Galton, F. (1869). *Hereditary genius: An inquiry into its laws and consequences*. London: MacMillian & Company. Retrieved from: <http://galton.org/books/hereditary-genius/text/pdf/galton-1869-genius-v3.pdf>
- Gandhi, M. (1926). Non-violence and individual transformation. In Brown, J. (Ed.), *The essential writings of Gandhi* (p.56). Oxford: Oxford University Press.
- Glossary of Education Reform, for Journalists, Parents and Community Members. Accessed on June 22, 2017. Retrieved from: <http://edglossary.org/english-language-learner/>
- Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. Mahwah, NJ: Paulist press.
- Gremler, D.D. (2004). The critical incident in service research. *Journal of Service Research*. (7) 1, 65-89. Sage Publications. doi: 10.1177/1094670504266138
- Hersey, P.H., Blanchard, K.H., & Johnson, D.E. (2013). *Management of organizational behavior: Leading human resources*. (10<sup>th</sup> ed.) Upper Saddle River: NJ: Pearson Education.
- Hesse, Herman (1932). English translation (1956). *Journey to the east*. Retrieved from: <https://pdfs.semanticscholar.org/8817/3d36cbfc484a820597b4349099426c02ffcb.pdf>
- History.com. *Mohandas Gandhi*. Retrieved from: <http://www.history.com/topics/mahatma-gandhi>
- Iarocci, Joe. (October 26, 2015) *Why are there so many books on leadership?* Online blog.
- Kim, S. & Plotka, R. (2016). Myths and facts regarding second language acquisition in early childhood: Recommendations for policymakers, administrators, and teachers.
- Kouzes, J. & Posner, B. (2006). *A leader's legacy*. San Francisco, CA: Jossey-Bass.

- Linquanti, R. & Cook, G. (2015). *Re-examining reclassification: Guidance from a national working session on policies and practices for exiting students from English learner status*. Washington, D.C.: The Council of Chief State School Officers (CCSSO).
- Lundenberg, F.C., & Irby, B.J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavior sciences*. Thousand Oaks, CA: Corwin: A SAGE Company.
- MacGregor Burns, J. (1978). *Leadership*. New York, NY: Harper & Row.
- Marquet, D.L. (2012). *Turn the ship around: A true story of turning followers into leaders*. New York, NY: Penguin Group.
- Maxwell, J. C. (2008). *The five levels of leadership: Proven steps to maximize your potential*. New York, NY: Center Street, Hachette Book Group.
- Merriam Webster's online dictionary. Retrieved from: <https://www.merriam-webster.com/dictionary/leader>
- Migrant Policy Institute. *Top 10 languages spoken by limited English Proficient U.S. residents and LEP share*. Retrieved from: <https://www.migrationpolicy.org/programs/data-hub/charts/top-10-languages-spoken-limited-english-proficient-us-residents-and-lep>
- National Center for Education Statistics. *English learners in public schools*. Retrieved from: [https://nces.ed.gov/programs/coe/indicator\\_cgf.asp](https://nces.ed.gov/programs/coe/indicator_cgf.asp)
- National Council of Teachers of English (NCTE). A policy research brief: English language learners (2008). Retrieved from: <http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/ELLResearchBrief.pdf>
- f

- Northouse, P.G. (2016). *Leadership: Theory and practice (7<sup>th</sup> ed.)*. Los Angeles, CA: Sage Publications, Inc.
- OECD (2016a). *PISA 2015 results in focus*. Retrieved from: <https://www.oecd.org/pisa/pisa-2015-results-in-focus.pdf>
- OECD (2016b). *Key findings from PISA 2015 for the United States*. Retrieved from: <https://www.oecd.org/pisa/PISA-2015-United-States.pdf#page50>
- Olsen, L. (2010). *Reparable harm: Fulfilling the unkept promise of educational opportunity for California's long term English learners*. Long Beach, CA: Californians Together Research & Policy Publication.
- Palea, L.L. & Bostina-Bratu, S. (2015). Age and its influence on second language acquisition. *Revista Academiei Fortelor Terestre, Nicolae Balcesu Land Forces Academy*, 4(80), 428-432.
- Pavlik, A. (2012). Teaching English language learners from China. *University of New Hampshire Scholars' Repository, Honors Theses*. Paper 69. Retrieved from: <http://scholars.unh.edu/cgi/viewcontent.cgi?article=1068&context=honors>
- Reeves, D. B. (2002). *The daily disciplines of leadership: How to improve student achievement, staff motivation, and personal organization*. San Francisco, CA: Jossey-Bass.
- Reeves, D. B. (2006). *The learning leader: How to focus school improvement for better results*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
- Senge, P., Calderon-McCabe, N. Lucas, T., Smith, B., Dutton, J. & Kleiner, A. (2012). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York, NY: Crown Publishing Group.

- Sergiovanni, T.J. (2007). *Rethinking leadership: A collection of articles*. (2nd ed.). Thousand Oaks, CA: Corwin Press, A Sage Publications Company.
- Soto-Hinman, I. & Hetzel, J. (2009). *The literacy gaps: Bridge-building strategies for English language learners and standard English learners*. Thousand Oaks, CA: Corwin: A SAGE Company
- Spears, L.C. (2010). Character and servant leadership: Ten characteristics of effective, caring leaders. *The Journal of Virtues & Leadership*, 1(1), 25-30.
- Stogdill, R. M. (1974). *Handbook of leadership: A survey of the literature*. New York, NY: Free Press.
- U.S. Department of Education, Office for Civil Rights (OCR). Developing programs for English language learners: Glossary. Accessed on June 22, 2017. Retrieved from:  
<https://www2.ed.gov/about/offices/ist/ocr/ell/glossary.html>
- U.S. Department of Education (2017). Every Student Succeeds Act (ESSA). *Assessments under Title 1, part A & Title 1, part B: Summary of final regulations*. Retrieved from:  
<https://www.2ed.gov/policy/elsec/leg/essa/essaassessmentfactsheet1207.pdf>
- U.S. Department of Education (2016). *Building systems of support for excellent teaching and leading: An overview of the 2016 non-regulatory guidance for Title 11, part A*. [PPT]. Retrieved from:  
<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiinonregguidance10132016.pdf>
- Van Dierendonck, D. & Nuijten, I. (2011). The servant leadership survey: Development and validation of a multidimensional measure. *Journal of Business & Psychology*, 26(3), 249-267.
- Yukl, G. (1994). *Leadership in organizations*. (3<sup>rd</sup> ed). Englewood Cliffs, NJ: Prentice Hall.

APPENDIX A:  
Leadership Practices Survey

The purpose of this survey is to assess current leadership practices in California, Public Schools. The format for questions on this survey include: short answer, multiple choice, and a Likert scale and should take approximately five minutes to complete.

The questions included below on leadership practices are based on the Servant Leadership Survey (SLS) created and developed by Dirk van Dierendonck and Inge Nuijten (2010). Van Dierendonck and Nuijten authorize the use of their survey for scientific purposes, freely.

Your participation in completing this survey is voluntary and your responses will be confidential. Responses will not be identified by individual and will be compiled together and analyzed as a group.

If you have any questions or concerns, please contact the researcher, Shanna Laney at [shanna.laney@eagles.cui.edu](mailto:shanna.laney@eagles.cui.edu)

**Demographic Information:**

Gender: M  F

Age group:

25-34       35-44       45-54       55-64       over 65

Number of years teaching: \_\_\_\_\_

Is English your first language? YES/NO

Please check all of the boxes below which apply to you:

- White
- Hispanic or Latino
- Black or African American
- Native American or American Indian
- Asian/Pacific Islander
- Other

## Leadership Practices:

Answer the following questions by using the Likert scale below:

	A= Strongly disagree	B = Disagree	C=Somewhat disagree	D=Neither agree nor disagree	E=Somewhat agree	F= Agree	G= Strongly agree
1.	My administrator(s) gives me the information I need to do my work at a proficient level.						
	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G
2.	My administrator(s) encourages me to use my talents.						
	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G
3.	My administrator(s) helps me to further develop myself.						
	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G
4.	My administrator(s) encourages his/her staff to come up with new ideas.						
	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G
5.	My administrator(s) keeps himself/herself in the background and gives credits to others.						
	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G
6.	My administrator(s) holds me responsible for the work I carry out.						
	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G
7.	My administrator(s) keeps criticizing people for the mistakes they have made at work.						
	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G
8.	My administrator(s) takes risks even when he/she is not certain of the support from his/her own supervisor(s).						
	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G
9.	My administrator(s) is open about his/her limitations.						
	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G
10.	My administrator(s) learns from criticism.						
	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G
11.	My administrator(s) emphasizes the importance of focusing on the good.						
	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G
12.	My administrator(s) gives me authority to take decisions which make work easier for me.						
	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G
13.	My administrator(s) is not chasing recognition or rewards for the things he/she does for others.						
	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G
14.	I am held accountable for my performance by my administrator(s).						
	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E	<input type="checkbox"/> F	<input type="checkbox"/> G

A= Strongly disagree	B = Disagree	C=Somewhat disagree	D=Neither agree nor disagree	E=Somewhat agree	F= Agree	G= Strongly agree	
15.	My administrator(s) maintains a hard attitude towards people who have offended him/her at work.						<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
16.	My administrator(s) takes risks and does what needs to be done in his/her view.						<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
17.	My administrator(s) is often touched by the things that he/she see happening around him/her.						<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
18.	My administrator(s) tries to learn from the criticism he/she gets from his/her superior.						<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
19.	My administrator(s) has long-term vision.						<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
20.	My administrator(s) enables me to solve problems myself instead of just telling me what to do.						<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
21.	My administrator(s) appears to enjoy his/her colleagues' success more than his/her own.						<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
22.	My administrator (s) holds me and my colleagues responsible for the way we handle a job.						<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
23.	My administrator(s) finds it difficult to forget things that went wrong in the past.						<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
24.	My administrator(s) is prepared to express his/her feelings even if this might have undesirable consequences.						<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
25.	My administrator(s) admits his/her mistakes to his/her superior.						<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
26.	My administrator(s) emphasizes the societal responsibility of our work.						<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
27.	My administrator(s) offers me abundant opportunities to learn new skills.						<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
28.	My administrator(s) shows his/her true feelings to his/her staff.						<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
29.	My administrator(s) learns from the different views and opinions of others.						<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G
30.	If people express criticism, my administrator(s) tries to learn from it.						<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F <input type="checkbox"/> G

## Student Population

- 1) Estimate the total student population at your school site:

€ 100-499 € 500-749 € 750-1000 € 1000-1499 € >1500

**School Priorities:** Please list the top three priorities at your school and estimate the amount of time your school spends on professional development for each of these priorities:

Priorities: (Please list)	Amount of time per month devoted to this priority, calculated in hours:
y 1:	
y 2:	
y 3:	

list any additional priorities, as appropriate:

Does your school hold English Learner Parent Meetings?  YES  NO

If so, what is the frequency of the meetings?

Weekly  Monthly

Quarterly  Yearly

Other, please explain:

Does your school site use the Rosetta Stone Program?  YES  NO

Please comment, in the text box below, if you would like to provide additional information pertaining to any of the aforementioned questions.

## APPENDIX B

### Semi-Structured Leadership Practices: Interview Questions

Disclaimer: This interview is being conducted for the sole purpose of completing the doctoral research and dissertation component set by Concordia University, Irvine. This interview will not be used in any way other than to provide qualitative data regarding leadership styles and its relationship to English Language Learners. The participant's name will not be revealed in connection with any answers or answers to these questions. The interview transcript will not be shared with anyone other than Shanna Laney and will in no way be shared with any employee, employer or staff member.

---

- 1) When you think of an ideal site administrator, what qualities/characteristics come to mind?
- 2) What are your site's top three priorities?
- 3) To what extent do you perceive your administrator to have the same priorities?
- 4) What do you believe attributes to the success of English learners at your school?

## APPENDIX C

Survey/Interview: Informed Consent Form for Participation in  
Shanna Laney's Research  
Study on  
Leadership Practices and the Success of English Learners

Dear Participant,

Thank you for your kind consideration of this invitation to participate in a research study that is collecting data on three factors. The first collection of data consists of ascertaining the extent to which there is a relationship between servant leadership and the percentage of long-term English Language Learners in California public schools.

Secondly, this research will analyze survey data to determine the extent to which school priorities influence the success of English Language Learners. Finally, survey respondents, that are willing to be interviewed by phone, will be asked about their perceptions of their site administrators as it pertains to servant leadership.

Your willingness to complete the survey and/or interview will contribute to the body of knowledge to advance leaders' thinking and actions relative to the leadership characteristics that influence the support English Language Learners may receive.

Please be advised that your answers will be kept strictly confidential and the researcher will be unable to designate any participant to a specific answer or set of answers. If you have any questions, you are welcome to ask the researcher, Shanna Laney, using the following email: [shanna.laney@eagles.cui.edu](mailto:shanna.laney@eagles.cui.edu). Additionally, you may email the Dr. Belinda Karge, Dissertation Chairperson, serving as supervising faculty member for this research. She can be reached at: [belinda.karge@cui.edu](mailto:belinda.karge@cui.edu).

Your participation is completely voluntary and you may stop participating in the study at any time. The survey consists of 30 questions and will take approximately 10 minutes to complete. The survey is not intended to cause distress or discomfort. If at any time you feel uncomfortable or for any reason you wish to discontinue, please feel welcome to stop responding to the survey and return the portion you did complete in the envelope provided.

Your responses will help provide important data and expand our understanding of leadership styles and the effects, if any, on the reclassification efforts of English Learners. It is anticipated that this research will contribute the existing body of knowledge on leadership and its relationship to English Language Learners.

At a later time, interviews will be conducted with voluntary respondents. If you are willing to participate in a confidential interview, please so indicate by signing below, on the signature line and kindly indicate your willingness for a follow up interview by placing an "x" as appropriate.

A copy of this Consent Form is available from Dr. Karge. Additionally, if you would like to receive the results of the data on this research, please indicate your preference for receiving the data and include your email address.

With appreciation for your consideration to participate,

Shanna Laney,

Doctoral Candidate

-----  
 My signature affirms my consent to participate in the research study regarding “Leadership Practices and the Success of English Learners.”

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I agree to be interviewed and am available on the days of the week and times noted below. Kindly notate all that apply.

	7am	8am	9am	10am	11am	12	1pm	2pm	3pm	4pm	5pm	6pm	7pm
MON													
TUE													
WED													
THU													
FRI													
SAT													

Please provide an email and a phone number where you can be contacted (all information will be confidential).

Name: \_\_\_\_\_

Email address: \_\_\_\_\_

Phone number: \_\_\_\_\_

APPENDIX D:  
HOME LANGUAGE SURVEY

Name of Student: \_\_\_\_\_

(Surname / Family Name)      (First Given Name)      (Second Given Name)

Age of Student: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use  
when speaking with your child?
4. Which language is most often spoken by adults in the home?  
(parents, guardians, grandparents, or any other adults)

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

\_\_\_\_\_  
**Signature of Parent or Guardian**

\_\_\_\_\_  
Date

Form HLS, Revised December 2016

California Department of Education