

2019

School Personnel Perspectives on Supporting Teachers of Students with Social-Emotional and Academic Needs

Ana Elisa Lee
Walden University

Follow this and additional works at: <https://scholarworks.waldenu.edu/dissertations>

 Part of the [Education Commons](#)

This Dissertation is brought to you for free and open access by the Walden Dissertations and Doctoral Studies Collection at ScholarWorks. It has been accepted for inclusion in Walden Dissertations and Doctoral Studies by an authorized administrator of ScholarWorks. For more information, please contact ScholarWorks@waldenu.edu.

Walden University

College of Education

This is to certify that the doctoral dissertation by

Ana Elisa Lee

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee

Dr. Felicia Blacher-Wilson, Committee Chairperson, Education Faculty

Dr. Donald Yarosz, Committee Member, Education Faculty

Dr. Narjis Hyder, University Reviewer, Education Faculty

The Office of the Provost

Walden University
2019

Abstract

School Personnel Perspectives on Supporting Teachers of Students with Social-

Emotional and Academic Needs

by

Ana Elisa Lee

MA, University of Texas at El Paso, 2008

BS, University of Phoenix, 2004

Proposal Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education: Policy, Leadership, and Management

Walden University

August 2019

Abstract

Thirty percent of elementary schools that serve underprivileged students in a Texas school district are considered low-performing according to state standards in the 2016-2017 school year. Little is known about the perspectives on the support teachers need while teaching students with high social-emotional and academic needs. The purpose of this general qualitative study was to examine perspectives on principal support for teachers who teach these populations. Data were collected through interviewing 9 teachers, 3 principals, 3 counselors, 3 instructional coaches, and 1 district academic leader. Social cognitive theory, role theory, and cognitive evaluation theory constituted the conceptual framework. Individual interviews were conducted, transcribed, and coded. Teachers' top 5 supports were "follow through with school systems," "trust in teachers by the principal," "teacher collaboration with the principal," "principal stands up for teachers," and "principal has a lending ear." Principals identified "budget for human resources," "follow through with school systems," "teacher collaboration with the principal," "professional development opportunities," and "planning time," "trust in teachers from principal," and "leading by example" were tied in the fifth ranking. School and district personnel identified "professional development opportunities," "follow through with school systems," "budget for human resources," "principal has a lending ear" and "lead by example" were tied in 4th, and "principal is visible" was fifth on their list. These findings contribute to positive social change by informing the education field about positive support systems that ultimately enhance learning of students with high social-emotional and academic needs.

School Personnel Perspectives on Supporting Teachers of Students with Social-
Emotional and Academic Needs

by

Ana Elisa Lee

MA, University of Texas at El Paso, 2008

BS, University of Phoenix, 2004

Proposal Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education: Policy, Leadership, and Management

Walden University

August 2019

Dedication

This dissertation is dedicated to people who have been instrumental in my life, and without their lessons, I could not have gotten this far. My mother, who has been an example of grace and strength all my life. You taught me to be strong and courageous not by words, but through your actions every day. You have endured some tough seasons throughout life, but regardless of how life has knocked you down, you have remained positive, kind, and giving to your children and to anyone around you. Your example has been my greatest teacher and for that, I am forever grateful. My dad, who came into my life as a young girl. You have taught me the most valuable lessons in life. Some of which are the reason I now take joy in this chapter in life. To my three siblings, who are my first friends and teachers, your love and support have meant the world to me. Life has taught all of us some tough lessons, sometimes we knelt and fell, but we have found a way, always coming together. To my best friends Africa and Donita, who have picked me up and cheered me on so many times in the last 30 years. I am grateful for your sisterhood, my chosen family. To my children who have brought me some of the greatest joys of my life, know that I live my life intentionally and purposefully because of you. To my husband, who Our Father blessed me with at the right moment in both our lives. You are my greatest cheerleader and steadfast partner. You believed in me at times it was hard to believe in myself. Your support has meant everything in this journey, which can sometimes be a lonely one.

I carry all of you and share my successes with you for without your lessons, I would not have come this far. I love you all.

Acknowledgments

It has been a pleasure to work with Dr. Felicia Blacher-Wilson as my Committee Chair, and Dr. Don Yarosz, my methodologist. They have been instrumental in getting me this far in my Doctoral journey. Their knowledge, expertise, and support have made this journey less grueling, and their wisdom has helped propel me to this point. I also thank Dr. Narjis Hyder, my University Research Reviewer, for her guidance and support.

Thank you, my classmate, sounding board, encourager, and friend, soon to be Dr. Suzanne Koty, who has been a constant supporter since the beginning of this Doctoral journey. Thank you for the emails, texts, reminders, and venting sessions. Your support has meant the world.

Table of Contents

List of Tables	v
List of Figures	vi
Chapter 1: Introduction to the Study.....	1
Background.....	3
Problem Statement	7
Purpose of the Study	9
Research Questions	10
Conceptual Framework.....	10
Nature of the Study	12
Definitions.....	14
Assumptions.....	15
Scope and Delimitations	16
Limitations	16
Significance.....	17
Summary	18
Chapter 2: Literature Review	20
Introduction.....	20
Literature Search Strategy.....	21
Conceptual Framework.....	22
Role Theory	23
Social Cognitive Theory	23

Cognitive Evaluation Theory	24
Literature Review Related to Key Variables and/or Concepts	25
Social-Emotional Needs.....	28
English Learner Needs	31
Teacher Need	35
Effective School Leadership	37
Summary and Conclusions	40
Chapter 3: Research Method.....	42
Introduction.....	42
Research Design and Rationale	42
Role of the Researcher	45
Methodology	46
Participant Selection Logic	46
Instrumentation	48
Procedure for Recruitment, Participation, and Data Collection	52
Issues of Trustworthiness.....	54
Ethical Procedures	55
Summary	57
Chapter 4: Results.....	59
Introduction.....	59
Setting	60
Demographics	60

Data Collection	61
Data Analysis	62
Evidence of Trustworthiness.....	67
Results.....	69
Research Question 1	69
Research Question 2	93
Ranking.....	103
Follow Through	104
Trust	105
Principal Expertise	105
Professional Development	106
Academic Support.....	106
Social-Emotional Support.....	106
Summary.....	107
Chapter 5: Discussion, Conclusions, and Recommendations.....	109
Introduction.....	109
Interpretation of Findings	110
Research Question 1	110
Research Question 2	111
Conceptual Framework.....	118
Limitations of the Study.....	120
Recommendations.....	121

Implications.....	122
Conclusion	125
References.....	127
Appendix A: Invitation to Participants	143
Appendix B: Informed Consent for Teachers.....	144
Appendix C: Informed Consent for Principals	146
Appendix D: Informed Consent for Counselors, Instructional Coaches and District Academic Leader	148

List of Tables

Table 1 *Research Question and Interview Question Alignment* 49

Table 2 *Percent of Response Frequencies* 103

List of Figures

Figure 1. Themes and subthemes of the study. 67

Chapter 1: Introduction to the Study

Thirty percent of elementary schools in a school district in the United States Mexico border region have received no academic distinctions from the State in the 2016-2017 school year (Texas Education Agency, 2018). According to the school report cards these schools have over 90% economically disadvantaged students, over 90% Hispanic students, and at least over 40% English learners. Cakmakci, Cava-Tadik, Demir-Nagdas, Intepe-Tingir, and Isik-Ercan (2017) stated that living in poverty can impact negatively on many areas, such as family relations, physical activity, diet, education, and emotional, behavioral, and developmental health which can, in turn, lead to children living in poverty and having high social-emotional needs. If any of these external factors are not considered while planning for instruction, they will have negative effects on school practices and educational outcomes (Miller, Scanlan, & Wills, 2014). The talk about accountability in schools are common today, and they are usually centered on teacher performance measured by the results of standardized tests. Frequently, schools that are underperforming in state assessments are schools that serve a high-poverty population (Huguet, 2017).

Gaziel (2014) explained that there is a correlation between principal leadership and teacher influence on students. Principals who empower teachers with knowledge and support, who promote teacher leadership and cooperative relationships are likely to retain teachers as these teachers attain more job satisfaction, feel empowered, and have a sense of being an effective teacher (Gaziel, 2014; Sebastian, Allensworth & Huang, 2016). However, it is unclear whether student academic growth is affected with the promotion of

teacher leadership and encouragement of a collaborative environment, or whether it is better for principals to delegate some responsibility while working on school processes (Sebastian, Allensworth, & Haigen, 2016). Little is known about the type of support teachers, principals, counselors, instructional coaches, and a district academic leader perceive is necessary from the principal for teachers serving students with high academic and social-emotional needs. This general qualitative interview study focused on examining the perspectives of these participants on the support that principals are expected to provide classroom teachers.

This study focused on the support principals provide and the perspective of other stakeholders identified for this study in relation to principal support because of the nature of the working relationship between principals and teachers, and the fact that principals are the curriculum leaders of the school who are expected to work collaboratively in different curriculum areas to address the needs of every child (Ediger, 2014) and engage teachers in conversations about academic goals with a strong knowledge base (Kitchen, Gray, & Jeurissen, 2016). The current study could help eliminate misconceptions and identify the type of support teachers perceive is necessary while teaching children with high academic and social-emotional needs. It can also inform principals on changes they could make to develop a culture of collaboration and support in their school while teachers receive adequate tools for the classroom through meaningful support provided by instructional leadership teams such as counselors and instructional coaches, and consequently addressing the need of every student.

The purpose of this study was to expand understanding of perspectives of different stakeholders in a school setting on the support teachers require to tend to the academic and social-emotional needs of students. The research questions were generated to gain an understanding of these perspectives and determine if any discrepancies exist among participants. The study was grounded in three theories: role theory, cognitive evaluation theory, and social cognitive theory. The methodology is described in the nature of the study, followed by definitions of terms, assumptions, and the scope and delimitations, and limitations. Finally, the potential contributions of this research to the field are explained. The following briefly summarizes the scope of this research, which supports the concept of positive and collaborative relationships between teachers and principals.

Background

Several studies have been conducted related to some of the components of productive instructional leadership necessary for effective working relationships between teachers and principals. Alston (2017) examined teachers' and principals' perspective of school climate among the academic, social, affective, and physical domains of school climate, as measured by the revised School Level Environment Questionnaire. According to the results, there was no statistically significant difference between the perspective of teachers and principals on the overall school climate or physical school climate, but there were statistically significant differences on academic school climate, social school climate, and affective school climate. This is relevant to my study because it affirms the

fact that some domains of school climate contribute to a productive relationship between teachers and principals.

Bickmore and Sulentic Dowell (2014) explored two charter school principals' engagement in instructional leadership through interviews, observations, and documents. Principals with limited knowledge of pedagogy and instruction were focused more on state accountability, structural changes, and delegating instructional issues, and had difficulties guiding and leading the instructional program and sustaining a positive school climate (Bickmore & Sulentic Dowell, 2014). Principals not only have the responsibility to manage a school building but are liable for leading a team with pedagogical knowledge for the improvement of the school and increased academic achievement (Bodnarchuk, 2016). This is pertinent to my study because it relates to principals' knowledge of pedagogy and the quality of their contribution to teacher success in the area of instruction.

Castro Silva, Amante, and Morgado (2017) found that principal support, through the influence of emotional and informational support as well as support for professional development can predict teachers' involvement in collaboration. This highlights the importance of principal support as a catalyst for productive and collaborative relationships between principals and teachers. DeMatthews (2015) interviewed three principals in urban schools who made significant growth on state assessments with the purpose of analyzing the quality of teacher evaluations. He concluded that there are five steps that principals can take to make teacher evaluations more meaningful: setting the course, creating safe places and community of practice, providing high-quality

professional development, evaluating teachers, and anticipating change. This article is relevant to this study because it analyzes teacher evaluation, which is one of the components identified as essential for collaborative relationships between teachers and principals.

Teacher trust in principals is influenced by principals' practices and there is evidence to support that leaders have an essential role in the engagement of employees (Eliophotou-Menon & Ioannou, 2016). Leis and Rimm-Kaufmann (2016) examined principals' actions related to changes in teacher trust in three schools over a period of 1 year. The results showed that principals who acknowledged existing conflict, prioritized relationships, and empowered teachers through shared decision-making increased teacher trust. Browning (2014) conducted a study in Australia with four transformational leaders and examined their trust-building practices. As a result, they determined that there is a link between trust and transformational leadership. This research is relevant to this study because it identifies specific actions from leaders that transform relationships. These studies are significant to the current study because they connect teacher and principal relationships to student success and confirm that principal actions contribute to a trusting relationship, respectively.

Distributed Leadership, Professional Learning Communities, and Social Justice Leadership were used by a principal in an urban school to make significant changes and improvement according to a study conducted by Reed and Swaminathan (2016). This urban school was described as having high poverty, a high number of students from diverse racial and language backgrounds, and higher discipline problems as well as low

academic achievement, low parental support, and low staff morale. This study relates to the current study because it provides evidence that leadership can be the catalyst for school improvement, specifically in schools with such highs and lows in academics and social-emotional issues.

The relationship between school leaders' behavior and the teachers' feelings of self-efficacy was investigated by Mehdinezhad and Mansouri (2016). They used the teachers' Sense of Efficacy Scale of Tschannen-Moran and Woolfolk Hoy, and Leadership Multifactor Questionnaire of Bass and Avolio, and concluded that there is a relationship between principals' leadership behaviors and teachers' sense of self-efficacy. That idealized influence and intellectual stimulation can predict changes in teachers' sense of self-efficacy. Sehgal, Nambudiri, and Mishra (2017) explored the relationship between teacher self-efficacy and teacher effectiveness. They looked at the areas of teacher self-efficacy, collaboration, and principal leadership. They revealed the impact of collaboration among teachers and principals based on the theory of teacher self-efficacy and found that collaboration and principal leadership are positively related to teacher self-efficacy. Eliophotou-Menon and Ioannou (2016) stated that proper leadership, such as transformational leadership, contributes to building teacher capacity, which results in more dedication and greater effort in the school setting. These studies are relevant to the current research because they address the issue of principals' behaviors that contribute to teachers' sense of value in their classrooms.

This study addresses the gap in knowledge as little is known about the perspective of both the teachers and the principals, along with counselors, instructional coaches, and

a district academic leader on the support teachers receive and require, and the possible discrepancies in perspectives. The study is needed to address misconceptions and identify what teachers need of their principal as well as the possible differences in perspective that could avoid miscommunication and lack of collaboration between the two parties.

Problem Statement

The research problem is that students with high academic and social-emotional needs are not achieving academic growth in public schools, according to the Texas state standards, and as measured by the Texas Education Agency in their school report cards (Texas Education Agency, 2018). Teachers expect to receive support to address the needs of these students effectively. When relationships between teachers and principals are trustful and collaborative, teachers have the will, tools, and knowledge of pedagogy that address the needs of students with high academic and social-emotional needs (Leis & Rimm-Kaufmann, 2016). Other characteristics that an effective principal possesses include pedagogical knowledge (Bickmore & Sulentic Dowell, 2014), the development of quality professional development (Castro Silva, Amante, & Morgado, 2017), constructive feedback through evaluation systems (DeMatthews, 2015), and teacher and principal collaboration during planning sessions (Umphrey, 2014). While it is known that principal contributions through meaningful support are needed for optimal teacher performance, more research is needed on the perspective of principals and teachers about principal support necessary to address the needs of students with high academic and social-emotional needs. Welch (2014) conducted a study on principal leadership and behaviors and suggests doing further research that includes multiple cases across several school

buildings or districts in an urban or rural setting where poverty rates are higher than the suburban setting used for her study. Salem (2016) studied principal behaviors and interactions with teachers and their influence on academic success and recommended a study that reveals more specific principal practices and teachers' perspectives of the helpfulness of core principal practices and recommends conducting the study with a more even distribution of grade level assignments. Discovering discrepancies in the perspectives about administrative support between teachers and principals could be a powerful way to identify teacher needs and principal efficacy and to note that discrepancies in perceptions of effective leadership can negatively influence collaboration and engagement of teachers (Park & Ham, 2016). Park and Ham (2016) observed that teachers are more likely to establish collaboration among other teachers when there is little disagreement regarding principal leadership performance. The gap in research is the knowledge of teachers', principals', instructional coaches', counselors', and a district academic leader on the support teachers of students with high social-emotional and academic needs require to successfully address the needs of these two populations and consequently achieve student growth. Therefore, this study examined the perspective of teachers on the support they require from their principals as well as the perspective of principals on the support they consider important to provide teachers. Also included is the perspective of counselors, instructional coaches, and a district academic leader on the teacher-principal relationship and the type of support necessary for teacher success in the classroom. The study also determines if there are differences in those perspectives.

Purpose of the Study

The purpose of this general qualitative interview study was to examine the perspective of elementary school teachers, principals, counselors, instructional coaches, and a district academic leader on the support principals provide to teachers serving students with high academic and social-emotional needs. The participants in this study were three teachers in third, three in fourth, and three in fifth grade along with three principals at schools that meet the criteria of low-performing schools, according to state standards. Only nine teachers and three principals interviewed, along with three school counselors, and three instructional coaches and one district academic leader. The study focused on third, fourth, and fifth grades because those grade levels take a standardized state assessment at the end of the school year and the results make up the school report cards. The elementary schools were selected from the 30% of schools in the subject district not achieving any academic distinctions in a school district located in the American side of the United States Mexico border, based on school report cards provided by the state of Texas that reflect low academic performance in the last 3 years. The criteria for the selection of schools was zero academic state distinction and serving over 90% economically disadvantaged students, over 90% Hispanic students, and over 40% English learners. The report cards combine accountability ratings, data from the Texas Academic Performance Reports (T-APR), and financial information to provide a comprehensive view of campus performance (Texas Education Agency, 2018).

Research Questions

RQ1: What are the perspectives of elementary school teachers and principals on principal support for teachers who teach children with high academic and social-emotional needs?

RQ2: What are the perspectives of a district academic leader, counselors, and instructional coaches on the support teachers expect to receive from their principals and the support principals provide teachers who teach students with high academic and social-emotional needs?

Conceptual Framework

The theoretical anchors that informed the conceptual framework for this general qualitative interview study included role theory, cognitive evaluation theory, and social cognitive theory. Role theory informed the framework as it assumes that people have schemas about the role of their leaders based on expectations or social paradigms (Changing Minds, 2018). Conflicts can occur when expectations from teachers of the leader role differ with the actual experience or when leaders have different ideas of what their role is expected to be. Cognitive evaluation theory supports the idea that positive feedback can positively influence a teacher's intrinsic motivation and the perspective of their level of competence as it is a motivation theory that suggests that both intrinsic and extrinsic values are present in a school setting (Zhu, Defazio, Huang, & Hook, 2015). Bandura's (1989) social cognitive theory stated that environmental influences, internal personal factors (such as cognitive, affective, biological, and behavioral) influence a person's intentional pursuit of action. Using these three theories to inform the conceptual

framework grounded the current study to describe the support and contributions principals make to teachers that affect change in schools.

Expectations from a school leader, their positive feedback, and environmental influences, according to role theory, cognitive evaluation theory, and social cognitive theory, are elements that have the potential to affect student growth academically and social-emotionally through teachers' perception of self-efficacy and motivation. Moreover, the conceptual framework contextualizes the experiences in the school setting as it pertains to school personnel, and what has the potential to catalyze positive changes in the classroom where students with high social-emotional and academic needs are served. Chapter 2 details these theories and their connection to this study and its research questions; it also provides a more thorough explanation of the logical connection of key elements of this study.

The conceptual framework helped in the development of the research questions for this study and the interview questions that answered each research question. The first question is relevant to role theory as it relates to the expectations of teachers from their principal, as well as the principal's self-expectations based on the role they hold in the school setting. Cognitive evaluation theory addresses the feedback that teachers receive from their principal, which may be part of the expectations from that role and the motivation that emerges from that interaction. Social cognitive theory is related to the second research question as it is formulated to answer what others see as necessary support from principal to teacher to address the needs of the student populations

described in this study. The interview questions aimed to answer these two research questions through a qualitative analysis of the participants' responses.

Nature of the Study

This is a general qualitative interview study that sought to understand the perspectives of three teachers in third grade, three teachers in fourth grade, and three teachers in fifth grade, along with three campus principals, three counselors, three instructional coaches, and a district academic leader on the support needed by teachers who teach students with high social-emotional and academic needs. This methodology was selected because qualitative research aims at understanding the human condition and the specific contexts of a perceived situation (Bengtsson, 2016). This aligns with the current study as the participants' perspectives were necessary to construct knowledge of what teachers need as they attempt to address the needs of the aforementioned populations. The participants were selected from low-performing schools in one district, according to state standards. Third, fourth, and fifth grades are the grade levels that take the standardized state test at the end of the year and those results are used to construct the school report cards. The perspectives were gathered with face-to-face, individual interviews that focused on the experiences of support provided to teachers through the lens of teachers, principals, counselors, instructional coaches, and a district academic leader.

The perspectives of teachers and principals were essential for this general qualitative interview study because of the nature of their working relationship in a school setting. However, other parties are usually involved in this dynamic, such as counselors

who generally are responsible for addressing the social-emotional needs of students, and instructional coaches who are involved in the academic needs of students and provide support to teachers. School counselors have the ability to collect and analyze student information to determine what causes students to fail academically and address those concerns accordingly and thereby eliminate inequities (Hines, et al., 2017). Hines et al. suggested that certain institutional obstructions, such as time constraints and scheduling, could hinder a counselor from implementing the systems necessary to improve the social-emotional conditions of students (Hines, et al., 2017). The same applies to instructional coaches as they indirectly serve students and collaborate with teachers to achieve academic improvement of students. The counselors' and the instructional coaches' efforts or input to teachers relies on the principals' facilitation of this collaboration.

After all the participants were interviewed individually, their responses were transcribed with NVivo and sent to each participant for their review and approval. If any of the participants had anything to add, they were allowed to do so either with a second face-to-face interview or by providing that information in writing. The responses were transcribed, analyzed, and coded for each group of participants.

Brinkmann (2014) stated that interviewing in qualitative research has become one of the practices that produces the most knowledge across the social sciences. He also highlighted that in a semi-structured interview, the interviewer provides some structure with questions based on the research interest, allowing the interviewees to provide spontaneous descriptions and narratives of their experience (Brinkmann, 2014). The methodology aligns with the purpose and research questions as it aimed to gather

teachers', principals', counselors', instructional coaches', and a district academic leader's perspective on support provided to teachers. This helped identify the supports required by teachers from their principal as well as what principals perceived as important. Individual interviews were appropriate because they allowed me to have risk-free structured conversations with the teachers and the principals. Although I am an assistant principal at the school district where the current study took place, research did not take place at the school where I work, but rather in surrounding schools that met the criteria of low-performing schools.

Definitions

The following terms were used in this study.

District academic leader: An educational leader who works closely with school principals and supports the deputy superintendent of academic and school leadership in the design and development of programs as well as the establishment of systems and protocols to facilitate student success. This leader empowers and supports principals to focus on student academic growth and incorporates other central office departments to collaborate with principals to achieve student success (Marzano Center, 2018).

English learners: Students whose home language is not English and who lack the English language skills to participate in and access a curriculum taught in a language they do not comprehend (Olsen, 2014).

Economically disadvantaged: A student eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program (Texas Education Agency, 2018).

Instructional coach: An educational specialist in a specific academic field bringing evidence-based practices to classrooms, modeling for teachers, and supporting administration with campus-wide initiatives (Wolpert-Gawron, 2016).

Social-emotional needs: Needs a child of low socioeconomic status develops, such as poor health, behavior problems, depression, and the need for human attachment. A child's ability to learn new information is dependent on the ability to interact appropriately with others and the ability to control impulses (The Urban Child Institute, 2018).

Assumptions

This general qualitative interview study was conducted to gather real-life experiences of teachers as it relates to the support they receive and want from their principal in the school setting. It also identified the principals' perspective and their personal experiences in the same setting. The first assumption was that the participants would be willing to participate and answer the interview questions honestly and without hesitation, especially because they discussed their opinions about their principal's level of support. The second assumption was that teachers who served the population of this study had more difficulties than teachers of students who do not have the same social-emotional or academic problems. This general qualitative interview study aimed to gather knowledge, beliefs or perspective, and the justification and interpretation of those beliefs. de Kock (2015) suggested providing evidence of the epistemology and research procedures for the audience that would affect decisions toward innovation and transformation. In order to avoid assumptions and the proper interpretation of data,

participants that witness the teacher/principal relationship were included in the study to gain their perspectives about the dynamics of this relationship. It was assumed that participants provided honest answers and that they were not intimidated by the questions about their principal. It is necessary to define these assumptions because of the subordinate/boss relationship of teachers and principals and the fact that the interview questions might have caused the participants to reflect on their role in the school setting.

Scope and Delimitations

The scope of this general qualitative interview study was determined by the research need and questions. It is important to acknowledge that this study is specific to what the state of Texas' standards categorizes as low-performing schools. Only third, fourth, and fifth grade teachers, principals, counselors, instructional coaches, and a district academic leader who worked in these schools and district were selected for the study. However, even though this study was conducted in the southwest region of the United States, and the participants revealed their experiences and perspectives, it is transferable to other areas as long as the schools fulfill the characteristics of low-performing schools and teachers teaching English learners with high academic and social-emotional needs.

Limitations

The participant schools and teachers were selected randomly from the list of the 30% of schools that had no academic distinctions from the state. However, one of the limitations was that this study only included nine teachers, three principals, three counselors, three instructional coaches, and one district academic leader. The number of

participants might not be enough to be representative of a population's perspective. It is important to remain cautious about generalizing the findings. Although I did not conduct the interviews at the school in which I work, another limitation was that participants might not have felt at ease when answering the interview questions if they knew that I was an assistant principal. The participants might have also thought that I was biased and would use their answers against them. To avoid this misconception, I assured them that their answers and identity would not be exposed to the principals or in the study findings. I provided the interview transcript to them before I included anything in the study, and I notified them that, due to Walden University's requirements, I would keep the transcripts for only 5 years and then destroy them.

Significance

This study can contribute to filling the gap identified in the problem statement by describing the perspectives of teachers, principals, school counselors, instructional coaches, and a district academic leader about the support principals currently provide to teachers as they teach students with high academic and social-emotional needs. It can lead to positive social change by identifying the support teachers want from their principals to enhance their teaching, along with what principals consider sufficient and significant support, which can lead to better support for students. The identification of what teachers require from their principals and their perspective of what they consider essential support can inform the field and possibly avoid miscommunication and consequently improper education of children with high social-emotional and academic needs. The findings of this study could help support professional practice by informing

educators on the ways in which a school principal can support teachers of students with high academic and social-emotional needs, including poverty, to avoid frustration levels among teachers. It could also inform principals about what teachers consider proper principal support to avoid a disconnect between these two roles in the school setting. The study could be presented and discussed during school principal education programs and professional development with possible suggestions or implications that could provide insight to meaningful support that helps teachers implement proper pedagogy to students who need it most.

Summary

Students with high academic and social-emotional needs deserve teachers who feel capable and supported to take on the challenge of helping them achieve growth in every way. This support is partly provided by the principal so that teachers have the tools necessary to address the needs of underprivileged populations. In this study, the perspective of teachers and principals, along with those of counselors, instructional coaches, and a district academic leader were analyzed to determine if there were discrepancies in these perspectives that inform these roles in schools.

This chapter has provided the background that supports the study as well as the problem and the purpose statement which are aligned to the research questions presented. The conceptual framework that included role theory, cognitive evaluation theory, and social cognitive theory was presented, along with the ways these theories support this study. The nature of the study included the methodology selected for this study, along with the description of the participants selected. The definitions of key terms was

provided to clarify meaning of terms used in this study and the context in which they were used. Assumptions of this study were identified and discussed to inform the reader of the possible preconceptions or participant views about different aspects of this study and their participation. The scope and delimitations of the study explained information about the participants, the sites from which the participants were selected, and the possibility of the transferability of the study. Limitations were defined to detail the processes considered for this study and some of the possible disadvantages that might have hindered it. The significance states how this study informs the profession and the way it can lead to positive social change. In Chapter 2, the conceptual framework is developed, and the literature review is presented.

Chapter 2: Literature Review

Introduction

This chapter presents the problem and purpose, which is supported by a review of the literature associated with the topic of principal support and teachers' need for certain support from their school leader. More importantly, it relates to the needs of students who have high academic needs and are disenfranchised in ways that affect their social-emotional being and the ways in which teachers can address these needs.

Thirty percent of schools in a Texas school district are low-performing, according to state standards. These schools serve almost 100% economically disadvantaged students, nearly 100% Hispanic students, and over 40% English learners (Texas Education Agency, 2018). It is valuable for teachers serving this population to receive adequate support from their principal to address the needs of these students. This general qualitative interview study emerged from a gap in the research on teachers' and principals' perspectives, along with those of instructional coaches', counselors', and a district academic leader's, about the type of support principals provide and are expected to provide teachers who serve students with high academic and social-emotional needs. Therefore, the purpose of this research was to gather these perspectives and identify any possible discrepancies on what teachers and principals perceive is proper support compared to the perspectives of the counselors, the instructional coaches, and the district academic leader.

The review of literature includes the expectations of a principal role based on role theory; collaboration with teachers and professional development provided based on

social cognitive theory; and, the support given to teachers based on cognitive evaluation theory. The next section of Chapter 2 provides a literature search strategy that includes keywords and databases used. Following, is a conceptual framework that includes role theory, social cognitive theory, and cognitive evaluation theory.

Literature Search Strategy

To find relevant literature, I used the following databases: Education Source, ERIC, Academic Search Complete, National Academic Press, ProQuest Central, and SAGE Journal., I also consulted NCES Publications, UNESCO Documents Database, along with various websites with statistical information or data specific to the region in which the school district in this study is located. The search process was extensive. I set research parameters to obtain scholarly work published within the last 5 years. The key terms and phrases used for the search were as follows: *principal support, teacher need, teacher support, principal support of teachers, teaching low SES students, social-emotional needs/elementary education; teaching ELLs, teaching ELLs/poverty, social cognitive theory, role theory, cognitive evaluation theory, principal role, effective school leadership, effective leadership/characteristics, school leadership teams, school leadership, interventions/low SES students, and student learning/poverty*. The search for resources that were relevant to this study was an iterative process that was systematic and comprehensive as terms and term/combinations with synonyms and contextual terms had to be modified.

Conceptual Framework

The conceptual framework for this general qualitative interview study includes role theory (Hindin, 2007), Bandura's social cognitive theory (1989), and Deci and Ryan's cognitive evaluation theory (Riley, 2016). These three theories framed the study as they pertain to the expectations that certain roles have of others and how different roles affect the effectiveness and functionality of others. Social cognitive theory and cognitive evaluation theory supported this study as they both have to do with motivation and external factors that affect motivation and a sense of self-efficacy.

The research questions for this study were drafted with role theory, social cognitive theory, and cognitive evaluation theory in mind. The purpose of the study was to examine the perspective of teachers and principals—along with counselors, instructional coaches, and a district academic leader—on the support principals provide teachers who serve students with high social-emotional and academic needs. Using role theory was appropriate because the questions address the support the principal provides and the role the principal plays in the success of the teachers in the classroom and consequently the success of their students. Social cognitive theory addressed the second research question as it pertains to the external factors that can affect an individual's personal and professional initiative and how this can affect their success. Cognitive evaluation theory was also relevant in the research questions because it deals with intrinsic motivation and the factors that can help increase it. Increases in intrinsic motivation, an individual's initiative and success, and understanding and fulfilling the roles of the principal and teacher are all concepts of the study.

Role Theory

Role theory was first articulated in the 1920s and the 1930s (Hindin, 2007). A societal role is defined through interaction among personal factors including one's perspective and characteristics, communication with others within a social system, and situational constraints such as assigned responsibilities, schedules, and resources (Bettini, Park, Benedict, & Leite, 2016). It is designed to explain how people who take on a specific position are expected to behave and expect others to behave. This theory implies that people's behavior is predictable based on that individual's context and depends on their social position and situation. In a study by Matta, Scott, Conlon, and Koopman, (2014) they acknowledged that current research on the leader-member exchange only examines either the perspective of the leader or the subordinate, but not both. They use the role theory to argue that agreement between the leader and the subordinate perspective of leader-member exchange has substantial effects on employee motivation and collaborative efforts (Matta, Scott, Conlon, & Koopman, 2014). In their analysis of 280 pairs of leaders and their employees, Matta, Scott, Conlon & Koopman (2014) discovered that employee engagement and organizational citizenship behavior was at its highest when both parties agreed on their leader-member exchange relationship, even when they both agreed it was negative. However, motivation and behavior were low when the pair's perspectives were not the same.

Social Cognitive Theory

Bandura's social cognitive theory outlines how personal factors, behaviors, and the environment interact and how contextual factors impact an individual's personal

initiative as they pursue professional success (1989). Within this theory, beliefs of self-efficacy are held by individuals as they refer to their abilities in their context (Blake, 2018). Goddard, Goddard, Kim, and Miller (2015) suggested that in SCT behavior is directed on the reciprocal relationship between cognition, behavior, and the environment and that people learn by observation of others, making sense of those observations, and reacting to their environmental conditions. They also suggest that self-regulation, self-motivation, and self-efficacy are constructs developed individually and are connected to SCT. According to SCT, if an individual has positive experiences surrounding their environment and behaviors, and feels successful and efficient, their self-efficacy is strengthened (Goddard, Goddard, Kim, & Miller, 2015).

Cognitive Evaluation Theory

Deci and Ryan's (2000) cognitive evaluation theory involves social and environmental factors that facilitate intrinsic motivation and address social and environmental factors. It explains that when something is expected from an individual, they will most likely be motivated when they are addressed at their level of competency. It also points to three significant psychological needs that are usually present in the individual in order to foster self-motivation. These needs are competence, autonomy, and relatedness (Riley, 2016). This theory supports how principals may affect and impact teachers' motivation, as it connects the importance of considering aspects of the social context in predicting teachers' perspective of competence and autonomy as they relate to intrinsic motivation. Riley (2016) stated that the main focus of Deci and Ryan's research

is on intrinsic motivation and the overall circumstances that have the potential to increase performance, encourage persistence and make growth possible.

Literature Review Related to Key Variables and/or Concepts

Education is one of the ways through which a society can transform as it can change the mindsets of students born into scarcity leading them in the discovery of options other than the norm they know. Children of poverty and with high-academic needs deserve teachers who are excited and willing to be catalysts of change in their future with the support and contribution they need from their principals. Access to meaningful learning and education focused on connectedness and relationships is essential to improvements in productivity, the mitigation of intergenerational poverty cycles, the empowerment of people, and the reduction of poverty (McLaughlin, 2017). Without support, teachers are likely to have low morale and schools may experience a high-attrition rate, which not only affects students, but it also affects school districts economically, spending thousands of dollars replacing teachers (Djonko-Moore, 2016). Bruch, Gamoran, Grigg, and Hanselman (2014) suggested that teachers' distrust of their leader and a loss of sense of community among teachers and principals contributes to teacher attrition. Trust is catalytic as it activates and encourages respectful relationships, purposeful planning, intentional interventions, and an increase in student engagement (Salazar, 2016). Children with high academic and social-emotional needs deserve a high-quality education that addresses their academic and social needs. Culturally sensitive pedagogy is essential when teaching culturally diverse populations and there is a need for knowledge, expertise, and support for teachers to ensure students' academic success as

teachers need to be culturally responsive and address cultural and linguistic student needs (Santoro & Kennedy, 2016). It is beneficial to include pedagogy that is cognizant of students' home life, life experiences, and background and heritage when educating diverse students, unless educators want to contribute to the achievement gap between learning and perpetuating failure of disenfranchised students (Mette, Nieuwenhuizen, & Hvidston, 2016). It is also important for teachers to promote social justice in and out of the classrooms, making students aware of the inequality narrative (Santoro & Kennedy, 2016).

For teachers to be receptive to their administrator's directives and suggestions, they have to have trust. Leis and Rimm-Kaufmann (2016) explained that a trusting relationship between principals and teachers make up the basis for effective and sustained school reform. This trust is achieved when each of the parties has a clear understanding of their role and responsibilities in the school and their understanding matches the perspective of what each other's responsibilities are (Leis & Rimm-Kaufmann, 2016). It is important for administrators to keep up with new pedagogical practices as they lead teachers to implement best practices that are relevant to the times. Bickmore and Sulentic Dowell (2014) conducted a study in which they found that principals with limited knowledge of pedagogy and instruction were focused more on state accountability, structural changes, and delegating instructional issues, and had difficulty guiding and leading the instructional program and sustaining a positive school climate.

Administrator contribution during planning sessions sends a message that student success is a team effort and the responsibility of all. The school principal's informational,

professional development, and emotional support to teachers can predict teacher involvement and collaboration within the school (Castro Silva, Amante, & Morgado, 2017). Teachers, however, have to feel safe and cared for by the principal to accept input about instructional strategies and professional development needs.

It is advantageous when administrators identify the skills of every teacher and build from there, but pedagogical needs are necessary to know to create a professional development plan. Sheila Harrity was named the National High School principal of the Year in 2014 and in her efforts to improve academic conditions at her school she formed a leadership team that focused on progress monitoring, student work samples, administrative walk-throughs and observations, teacher evaluations, assessment, and data analysis (Umphrey, 2014). Umphrey (2014) stated that best practices and professional development to support instructional focus were also included in the leadership team's plans, and she highlights that the professional plan implemented built teacher capacity on instructional areas and special populations and promoted high expectations for students and teachers. Teachers at her school are trained in recent technology, and the use of this technology is supported by an instructional specialist (Umphrey, 2014).

The teacher evaluation system for the region used in this study is used to build teacher capacity and not as a punitive measure. As part of this system, administrators hold conferences at the beginning of the year, observe teachers informally and formally throughout the year, and hold a post-conference to do a summative evaluation. DeMatthews (2015) determined that there are five steps that principals can take to make teacher evaluations more meaningful: setting the course, create safe places and

community of practice, providing high-quality professional development, evaluating teachers, and anticipating change.

Social-Emotional Needs

Social-emotional needs and the factors that it encompasses such as poor health, behavior problems, depression, and need for human attachment, interferes with a child's ability to learn academic content as this is dependent on the ability to interact appropriately with others and control impulses (The Urban Child Institute, 2018). Barr and Gibson (2015) expressed that the level of hope and optimism students feel is commensurate to their academic achievement. They also state that students who are members of low socio-economic families develop helplessness and have low motivation to succeed, lag academically, and eventually drop out of school (Barr & Gibson, 2015). It would benefit schools to employ ways to teach these students to have hope by developing systems that address socio-emotional needs and not just academic programs.

Shin, Sinha, Tan, and Wang (2018) stated that students with higher social-emotional needs display poor academic performance and more behavioral problems than students with lower social-emotional needs, according to the results of their study. They also suggest that students with higher social-emotional needs have lower perceived importance of social skills, and schools should develop systems that enhance students' understanding of the importance of social skills (2018). Saeki and Quirk (2015) suggested that merely engaging students is not enough to improve social-emotional outcomes, as students must also feel autonomous, and competent, as well as a social connection with the school if intrinsic motivation is to increase. School-based programs

designed to engage students have a small impact on students with high social-emotional needs as there are basic psychological needs that come with a student-teacher connection that need to be addressed. Krachman, LaRocca, and Gabrieli (2018) suggested that the Every Student Succeeds Act provides different ways through which school districts and schools can establish innovative school improvement plans that fund social-emotional programs. School administrators and teachers have to be well versed on such programs and systems to adequately address the needs of these students and to implement data-based approaches to teaching and measuring social-emotional learning (Krachman, LaRocca, & Gabrieli, 2018).

In the school setting, students benefit from teachers who have the capacity and desire to fulfill basic social and emotional needs of a student. The internal capacity to be respectful to self and others, as well as the sense of belonging, must be cultivated by school systems (Inlay, 2016). Inlay called this the hidden curriculum of a school as it is implicit that educators carry out activities and systems that support building the internal capacity of students through the fulfillment of social and emotional needs (2016).

Teachers need support through this process and expectations and spaces during the school day facilitate everyone in the school setting's contribution to this goal. Kern (2015) highlighted three approaches to addressing the needs of students with social-emotional needs. These include positive supports, mentoring and relationship building, and consistency of interventions. Kern (2015) also suggested that many educators believe their job is to teach academics and not handle behavior problems which creates more academic deficits in children with social-emotional needs due to the detachment of

teacher and student and consequently leads to ridding schools of these children and placing them in restrictive environments that usually do not have the tools or knowledge of how to address their needs.

It would be beneficial to equip educators with classroom management that includes areas such as student's mental health disorders, behavior management, and positive support as well as student quality of life and its improvement. Administrators can ensure teachers have teacher training that includes mentoring and ongoing coaching and feedback as well as instructional models and intervention strategies (Kern, 2015). Better-Boubon, Brunner, and Kansteiner (2016) reported that leadership support is important for the proper implementation of preventive behavior systems. Such support can be as simple as embedding morning meetings with students who need extra support into the master schedule or including training of teachers on how to properly and adequately carry out interventions. Preventive behavior systems include several strategies teachers need to learn to optimize the students' time at school to gain growth in every area. Direct and indirect strategies such as educational adjustments, parental contact, requesting support, improving the teacher-student relationship, and encouraging desirable behavior are necessary to reach students with social-emotional and behavioral difficulties, according to a study conducted by de Leeuw, de Boer, Bijstra, and Minnaert (2017).

The successful education of children is connected to the relationships built between teachers and students and the type of interaction between them can directly inspire or discourage students to construct new experiences. Swan and Riley (2015)

explained that this is precisely why it is important for teachers to understand the connection between student/teacher relationship and academic growth. Actively engaging in teacher training activities that focus on empathy and its implications for classroom practices can be a way to build the capacity in teachers to build relationships and become empathetic to the needs of students with social-emotional issues (Swan & Riley, 2015). Besides relationship building, the proper supports facilitate teachers addressing the needs of individual students. Poverty has consequences that cross over to student's academic success which is why there is a need for support that improves conditions caused by hunger and poor health (Bojuwoye, Moletsane, Stofile, Moolla, & Sylvester, 2014).

English Learner Needs

In the fall of 2015, the number of English learners in the United States was nearly five million which was higher than the fall of 2000 (National Center for Educational Statistics, 2018). Peker suggested that every state in the United States is experiencing rapid growths of culturally and linguistically diverse students (2015). School leaders and teachers have the task of implementing systems that give English learners access to the same academic curriculum native English speakers have. Watson (2017) highlighted several school leader education programs in New York that have refined standards, school leader education programs, certification requirements, professional development, and evaluation as many other states have. However, these should be refined and rethought to fit the needs of immigrants, migrants, and English learners as brown and black children of these populations have historically been the lowest to graduate high school (Watson, 2017). Educational leaders or principals would benefit from education

programs that not only address standards, but also the high academic and social-emotional needs of English learners.

As of 2018-2019 school year, the school district in this general qualitative interview study implements the early-exit transition model for fifth-grade students at the elementary level as well as a dual language program for children in Prekindergarten to fourth grade and will include fifth grade in the 2019-2020 school year. Enrolled in these programs are children from immigrant and migrant families and English learners. These students face the acclimation into a new country and they find themselves as part of a subgroup or minority compared to other residents who have been in the United States for a longer period of time (Lowenhaupt, 2016). Lowenhaupt (2016) pointed out that even English learners who are comparable to English native speakers need proper supports as academic content areas demand linguistic knowledge, which requires linguistic support and language development. Dabach (2015) suggested that teachers new to the profession are more likely to be placed in classrooms of English learners if more experienced teachers do not volunteer for those jobs, or if there is no school administrator intervention. Loeb, Soland, and Fox (2014) asserted that research shows different subgroups such as English learners require specialized instructional strategies and systems as several states require for them to become English proficient. They also suggested that particular teaching skills can improve English learners' academic achievement and that schools can adopt systems that can help their teachers learn these skills.

There is a need for school and district educators to build systems that include resources to support the achievement and language development of English learners through high-quality instruction, according to Hopkins, Lowenhaupt, and Sweet (2015). English learners need English as a Second Language (ESL) instruction that requires specialization of teachers in this discipline, which is usually treated as separate from general education. Due to the differentiation of these in the schools, planning for ESL and academic subject areas can be practiced in a divisive manner that could lead to low collaboration among ESL teachers and general education teachers. Hopkins, Lowenhaupt, and Sweet highlighted that teachers can learn from collaborating with other teachers, and from sharing advice and information, and this collaboration has historically benefited student achievement (2015). In their study, they found that building the capacity of teachers through research-based models of instructions, such as Sheltered Instruction Observation Protocol (Hopkins, Lowenhaupt, & Sweet, 2015) can increase the academic achievement of students.

Special educators in the United States are ill-equipped to serve English learners as they are predominantly monolingual and often have limited education on bilingual education strategies, language acquisition, and other techniques that could improve success rates of English learners (Robertson, Garcia, & Rodriguez, 2016). It is also suggested that bilingual educators can provide expertise to school systems that contribute to cultural awareness, bilingualism/biculturalism, and a resource for integrating academic subjects into a bilingual program from which English learners can benefit.

One key element of English learner academic success is the explicit and systematic instruction of core subjects such as math. This strategy requires teachers to model and explain a concept while demonstrating what is expected during different activities, and it also calls for the immediate and personalized feedback for students to inform them of their performance (Doabler, Nelson, & Clarke, 2016). Teachers' capacity needs building for this type of instruction so that they can optimize their classroom time with the students. English learners who have competency in social language also need to develop academic language to access the curriculum the same as native speakers. It is important that English learners receive instruction that is additive and not subtractive and that they receive research-based interventions that are not broadly applied to linguistically diverse populations (Moore & Klingner, 2014). This type of instruction requires interventions for students to acquire academic skills to also acquire a second language. Moore and Klinger (2014) also suggested that reading instruction and interventions are not the same for English learners and native speakers as the latter benefit from phonological awareness, fluency, comprehension strategies, vocabulary, and word study whereas English learners benefit more from vocabulary and oral language instruction. Teachers can address the needs of this special population with proper professional development to advance their knowledge and capacity.

The growing population of English learners in the United States is unmatched by the number of teachers who speak the foreign language or are equipped with the knowledge of what English learners go through while learning a second language and academic curriculum (Zhang & Pelttari, 2014). Immigrant children or children of

immigrants who are learning a second language deserve the same access to academic curriculum and as Devine and McGillicuddy's research shows, there are contradictions between teacher's ideals and their pedagogical practice which is significantly influenced by their school's socio-cultural context and very rarely are they concerned with social justice or children's rights (2016). Benedict, Brown, Park, and Schell (2017) highlighted that when teachers are not knowledgeable about what skills English learners possess to contribute to their learning of a second language and academic skills acquisition, they might consider their learning too slow which can then lead to the misunderstanding about student progress due to inappropriate assessment of this population.

Teacher Need

When schools receive a state rating, the rating should not be solely the responsibility of the teachers, but of the whole school system (Huguet, 2017). Berebitsky, Goddard, and Carlisle (2014) stated that little research has been done to examine whether principal leadership can increase teacher collaboration around content. Their research concluded that supportive principal leadership and support for change was a predictor of teachers' positive perspectives of collaboration and communication (2014). Teachers who feel comfortable approaching their principal with academic matters tend to be more excited about their practices that may, in turn, affect student academic achievement (Huguet, 2017). According to Hansen-Thomas, Kakkar, Okeyo, and Richins (2016), teachers perceive that professional development on addressing the needs of English learners is beneficial to their practice. They also referenced a survey that examined teachers' perspective of English learners' inclusion in regular classrooms and it revealed

that lack of time and professional insufficiency affected teachers in their work (2016). In their study, they found that teachers of English learners identified deficiency areas that included inadequate teaching strategies for different levels of language acquisition, limited training, inadequacy in the ability to identify students' level of language acquisition or native language, and limited resources for different levels of English learners in the same classroom, limited academic vocabulary, communication with students on personal and academic subjects, and communication with parents (2016). It would benefit school leaders to acknowledge these inadequacies and limitations as their improvement is essential for the success of this student population.

There are other school personnel who could help teachers who teach students with high social-emotional and academic needs. These can include instructional coaches, counselors, and even those at the district level. However, the principal must facilitate this collaboration and interventions with the students. Sebastian, Allensworth, and Huang (2016) confirmed this idea by stating that collaborative systems in a school that involve more than just teacher and principal, and the involvement of other staff with the principal acting as a bridge, the collaborative approach could yield more positive academic effects and produce a change in instruction. Moreover, teachers benefit from collaborating with other teachers, and this collaboration can predict the school's capacity and sustainability of innovation for academic improvement (Park & Ham, 2014).

Bellibas and Liu (2017) argued that there is a relationship between a school principal's perception of their leadership practice and teachers' perceptions of self-efficacy and that mandating instructional leadership in schools can yield positive results

in classroom management, instruction, and student engagement. Principals who support collaboration and foster an environment of reflection and shared ideas tend to advance skills and knowledge that can positively affect student outcomes (Bouchamma, Tian, April, & Basque, 2017). Their study revealed that teachers prefer that their observations and supervision is adapted to their professional profile so that they might obtain feedback that enhances their practices with their students (2017). It is also important to understand that teachers want and need to know the supporting positions' exact roles in the school setting so that they know what to expect from each person who has the potential to help enhance their practice (Prezyna, Garrison, Lockte, & Gold, 2017). They also stated that it is important for teachers to know their own role and responsibilities within a school and that roles ought to be well defined when they pertain to student achievement (2017).

Effective School Leadership

Effective school leadership is represented by interactions and behaviors that focus on teaching and learning (Bellibas & Liu, 2017). Prezyna et al. suggested that beneficial interactions and behaviors of school leadership include the definition of support personnel such as instructional coaches and their roles in the school, especially when testing and accountability have become such an important part of the school setting (2017). Also, conflict can arise if specific roles are not defined to teachers and ambiguity can lead to misconceptions and stress, along with tension in the workplace (2017).

Louis, Murphy, and Smylie (2016) found that there are significant positive relationships among principal leadership, student academic support, and teachers' perspectives about collaboration and responsibility. They defined caring as the promotion

of general development, the welfare of others to include addressing individual needs, and capacity building of self and others, all of which have an indirect relationship to student achievement (2016). Huguet (2017) highlighted that school principals should develop trust and foster collaborative environments and teacher leadership. She also stated that educators and other stakeholders question whether this focus on state assessment is doing what is best for the whole child as these students experience deficits in multiple areas (2017).

Whereas school principals used to oversee the physical aspect of a school, nowadays, they are expected to be curriculum leaders as well as manage the school. Principals are also responsible to make the necessary changes to meet the needs of every child, and other parties, including teachers, are expected to be understanding of this and be willing to engage in actions and undertake positions and roles that are in the students' best interest (Huguet, 2017; Hutton, 2017). The goal is to have one common focus and vision to bring a school forward. However, the principal's perception of change and developing systems to address the needs of the school, as well as the strategies to implement change have an impactful effect on the school and the effectiveness of the changes (Soini, Pietarinen, & Pyhältö, 2016).

Huguet (2017) stated that principals must recruit teachers who believe that children can grow academically and social-emotionally, and that value the profession and their role in reaching students that some may classify as unreachable. It is difficult to offset influences students trust and from where they seek guidance without gaining students' trust (Huguet, 2017). These practices, coupled with systems that facilitate

building teacher capacity and student growth, are advantageous and meaningful when there is coherence in the school setting. Some of these practices can include working on a curriculum that addresses the needs of every child, building the capacity of faculty and staff on understanding the professional community, and including all levels of the school system in planning and implementation (Soini, Pietarinen, & Pyhältö, 2016).

Principal support in capacity building of all faculty can aid in teachers' feeling of success and validation in their profession as they build capacity in other teachers and work toward a common goal (Huguet, 2017). School principals have a lot of control over a school as their reactions to educational change and needs can support or hinder facilitation of that change (Lai, 2015). Building school capacity is one way through which a school principal can be proactive and foster an environment for effective teaching and learning, especially in contexts of high needs (Lai, 2015). Hutton (2017) suggested that a principal's personality and personal beliefs, coupled with leadership skills determine the influence that the principal has on the faculty. One of the leadership skills and ways to build capacity, according to Shen, Ma, Cooley, and Burt (2015), is data-informed decision-making, especially in current times when accountability in schools is so dominant in school improvement. Lai highlighted that another way to build capacity is by mobilizing school resources, including human resources, to respond to the demands that arise from change and specific needs (2015).

To keep up with educational changes and external factors affecting students, principals benefit from keeping abreast of global situations that might affect their students such as poverty and immigration. Teachers' abilities to implement pedagogical

practices that are inclusive of real-world, relatable situations, and with which students can identify demand principal initiative and support to categorize them as school priorities and part of the vision, and requires the principal to plan, implement, and monitor the effectiveness of the pedagogical practices (Simovska & Kremer Prøsch, 2016). To be comprehensive in administering a school where changes occur due to diverse settings, the school principal must consider how their role and responsibilities might also change with these changes (Miller, Scanlan, & Wills, 2014).

Summary and Conclusions

This chapter began with the problem and purpose of this general qualitative interview study on the exploration of perspectives regarding the support teachers of students with high social-emotional and academic needs require for success in their classroom. The literature research strategy was defined by search terms and different databases consulted to explore literature related to this topic. The theories in this conceptual framework are the role theory, the social cognitive theory, and the cognitive evaluation theory. The literature review emphasizes the significance to meet the needs of students with social-emotional needs, academic needs, and language acquisition needs. Specifically, it addresses teacher needs when teaching these populations, and principal support that addresses these needs with proper leadership. The research focused on these populations of students to gain a better understanding on some of the barriers and needs of these groups, the need in low performing schools, and how effective school leadership can support teachers.

Each of the topics of the literature review was selected to improve understanding of the need of these populations of students to receive instruction that meets them at their level, and that academics are not always the only thing these students require. Teachers of students who have high academic needs face the dilemma of addressing other requirements that could hinder the child in their learning. In addition, teachers of students who have high social-emotional needs are expected to teach and advance these students academically, and they are expected to teach them while dealing with any external factors that might cause these students to display behaviors that could hinder their learning.

Research shows that students with high social-emotional needs and academic needs have limitations in the school setting, and they need specialized instruction to access the curriculum in their own way and at their own level. The literature identifies effective school leadership and some of the practices a school principal can exercise to engage systems that will improve academic performance. Little is known about the type of support teachers of these populations need as perceived by teachers and principals, along with other stakeholders such as counselors, instructional coaches, and a district academic leader. Chapter 3 explains the methodology that will be put in place to gather information on the perspectives of all the stakeholders to gain further understanding of what teachers who teach these populations could benefit from, and how their efforts in the classroom can be supported.

Chapter 3: Research Method

Introduction

This general qualitative interview study addressed two research questions that sought to identify the perspectives of teachers on principal support as they teach students with high academic and social-emotional needs, as well as the perspectives of the principals, counselors, instructional coaches, and a district academic leader. Chapter 3 details the research design and rationale for the study as well as my role as a researcher and the methodology. Due to my familiarity with this school district, this chapter exposes issues of trustworthiness that include ethical procedures.

Research Design and Rationale

This general qualitative interview study used the following two questions that attempted to gain the perspective of specific school stakeholders on the support received from principals to inform the profession on the type of support needed by teachers so that they could better serve populations with high academic and social-emotional needs:

1. What are the perspectives of elementary school teachers and principals on principal support for teachers who teach children with high academic and social-emotional needs?
2. What are the perspectives of a district academic leader, counselors, and instructional coaches on support teachers expect to receive from their principals and the support principals provide teachers who teach students with high academic and social-emotional needs?

The general qualitative interview study identified possible discrepancies in perspective among the stakeholders by conducting semistructured interviews of teachers and principals, and others familiar with the needs of these students and teachers, such as counselors, instructional coaches, and a district academic leader. Merriam and Grenier (2019) stated that qualitative research is a good tool to learn about the lives and the sociohistorical context in which people live. Accessing perspectives about interaction with the world of participants through interviews allows researchers to put different phenomena in context (Merriam & Grenier, 2019).

According to Alshenqeeti (2014) research methods, especially in the social sciences, are essential as they determine success, validity, and reliability. The individual interview process allowed the participants to express their perspective and elaborate on their experiences as they pertain to the support from the principal. Alshenqeeti (2014) also stated that since interviews are interactive, participants could provide more complete and clear answers and they could broaden the scope of comprehension of the phenomena in the research through a natural and unstructured data collection medium. Although it was expected that some patterns would be found in the participant's responses, the interview questions aimed only at discovering perspectives and not a phenomenon. Merriam and Grenier (2019) described qualitative research as an inductive process where themes and categories are determined, and not a process where the researcher deducts and derives a hypothesis or theory based on data gathered. The sample size was determined based on the principle that more data does not necessarily mean more information. In this study, participants' experiences were coded, analyzed, and reported.

Clandinin (2016) described narrative research as a methodology and as a way of understanding human experience as it is told by the participants. The results of qualitative methods are highly descriptive due to the need to understand life experiences and perspectives (Merriam & Grenier, 2019). This design was applicable for the current study because the goal is to report the experiences of each of the participants. Flick (2018) highlighted that qualitative research uses text and people's perspectives, people's reality, and life experiences as empirical data, and through this data, it makes different contexts visible. I analyzed and coded the interviews so that I may inform the profession on the perspectives of teacher, principals, and other school and district personnel on the support teachers need from their principal while teaching students with high social-emotional and academic needs.

The case study approach was not selected because I was interested in collecting data from personal experiences and real-world perspectives of the study participants at different schools and this study was not bound to one school. The study's research questions are "what" questions that are directed at responding to a "to what extent," or "how much," in regards to principal support, which Yin (2018) described as relevant when exploring processes or actions over time as opposed to a one-time experience or incidence.

Grounded theory was not considered for this study because the aim of the research was not to develop a theory or to analyze a specific phenomenon, but to explore and describe personal experiences and perspectives. Glaser and Strauss (2017) described grounded theory as the discovery of theory from data, and it provides the researcher with

predictions, explanations, interpretations, and applications, from which the current study would not benefit. This study did not have any predictions or a hypothesis before data collection and analysis, and all data gathered by one-on-one interviews informed the results.

Phenomenology was not selected for the research design of the current study because it is normally used to identify phenomena and its common characteristics. Although Alase (2017) claimed that the phenomenological approach is the most participant-oriented qualitative research approach, it is also a way for participants to make sense of their experiences and reflect on their accounts, which is not the purpose of this study. Alase also stated that the role of the researcher in a phenomenological study is to interpret the effects of the research subject on the experiences of the participants (2017) whereas, in the current study, the perspectives of the participants were analyzed and coded to report commonalities and discrepancies in perspectives.

Role of the Researcher

As a Latin woman whose family immigrated to the United States when I was 11 years old, I was an English learner who also had barriers to learning a new language in a new system. I have held teaching positions, instructional coach positions, and I am currently an assistant principal at the district where the research took place, all of which have provided me with the knowledge and context of each of those roles. I do not currently have a role in the schools or sites from where the participants were selected. Two components of researcher identity are positionality and social location, which are essential to understanding the researcher's role in every stage of the research process

(Ravitch, 2016). According to Ravitch (2016), positionality is the researcher's role intersecting with identity and what they are in relation to the context and setting of the research. Although I identify with the teachers, and the principals, my role in this research was to plan the research, identify the participants, interview them, collect and analyze the data, and report the results. In the data analysis process, as a researcher, the personal experiences of my participants are communicated to my reader in an objective manner.

Methodology

This section presents the instrumentation and collection instruments, the procedure for recruitment, participation, data collection, and the data analysis plan. The overall approach was to interview the participants to gain an understanding of their perspectives. The reasoning for the selection of methodology and participant selection follows.

Participant Selection Logic

The participants selected for the study were three teachers in third grade, three teachers in fourth grade, and three teachers in fifth grade, along with three principals, three counselors, and three instructional coaches at schools that have a low rating from the state and who serve students with high social-emotional and academic needs. It was ideal to have one teacher in third, one in fourth, and one in fifth grade, along with their principal, their counselor, and their academic coach participate from the same school. The goal was to have three participating schools with the faculty and staff. A District academic leader was also interviewed for this study. This totaled nine teachers, three

principals, three counselors, three instructional coaches, and one district academic leader. Students in these grade levels take a state test at the end of the year, and their teachers are under the pressure to ascertain their success despite any external factors that might affect their learning. Only participants working at the schools with no distinctions from the state and in those grade levels were selected. Originally, the study included 15 teachers, five principals, five counselors, five instructional coaches, and one academic leader. However, since the interviews included open-ended questions and they were geared toward obtaining personal experiences, the current sample was enough to reach saturation.

Upon Institutional Review Board approval, I contacted the Accountability, Strategy, Assessment, and PEIMS department at the subject school district to receive approval from the Research Review Board for the study and start the recruitment process at schools that met the criteria for the study, per state report cards and standards. After permission was granted, I contacted the potential participants, starting with the principals. I informed the participants of the objective of the study and reassured them that their privacy is protected as all responses are anonymous and collected to confirm the study results. The participants' names and places of employment are not identified in the study, and their interviews are labeled with letters such as teacher A, counselor B, instructional coach A, principal B if it is necessary to label them. Confidentiality is a way to disguise individuals' identity, and anonymity is making sure the reader cannot identify a participant because data is aggregated and not individually presented (Ravitch, 2016). After I received agreement from at least nine teachers to participate in the study, along

with three principals, three counselors, three instructional coaches, and one district academic leader, I provided them with consent that reiterates that responses are kept confidential and anonymous, along with possible dates for interviews and the estimated duration.

I do not currently have a role in the sites from where I recruited the participants. However, if I had not been granted permission to conduct the study at this school district, I would have contacted other districts in the area. If the study would not have been possible in the school districts, I would have turned to the managers of Facebook or LinkedIn focus groups to look for the participants I wanted to include that serve the populations addressed in this study.

Once I was granted permission to recruit, I invited the participants using the invitation in Appendix A. I then scheduled individual meetings with the participants that were recorded and transcribed with NVivo. After these were transcribed, they were submitted to the participants for their review and approval. Once they were approved, I analyzed themes using NVivo. After, I planned to set up a survey so that the findings and trends can be ranked by the different groups, however this was unnecessary as participant references to different themes and subthemes on NVivo helped with this ranking.

Instrumentation

The instrument for data collection is a semistructured and open-ended question interview about participants' perspective on the support teachers currently receive, the support they perceive is necessary, and the support they wish teachers would receive for their success in the classroom while serving students with high academic and social-

emotional needs. For the purpose of obtaining perspectives from teachers, principals, and counselors, instructional coaches, and the academic leader, I constructed three sets of interview questions. The teachers answered questions about the support they need from their principal, the support they would like to receive, and the supports already received to be successful in addressing student needs. The principals were asked questions to gain their perspective on the support they provide teachers, what they perceive teachers need, and the support they wish they could provide for teachers to achieve success in the classroom. The counselors, instructional coaches, and the district academic leader were asked open-ended questions about their perspective on the supports teachers receive, the supports they need, and how principals are expected to support teachers for their success in the classroom. The questions included follow-up questions to clarify any participant misconception or to elaborate on answers.

Table 1

Research Question and Interview Question Alignment

<p>RQ1: What are the perspectives of elementary school teachers and principals on principal support for teachers who teach children with high academic and social-emotional needs?</p>	<p>Teachers</p> <ul style="list-style-type: none"> • What are some characteristics of an effective teacher? • What are some characteristics of an effective principal? • What type of support do you require when teaching students with high academic needs? • What type of support do you require when teaching students with high social-emotional needs? • What are your thoughts on collaboration between teachers and principals?
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

table continues

-
- Do you think you receive the support necessary from your principal to teach students with high academic needs? Why or why not?
 - Do you think you receive the support necessary from your principal to teach students with high social-emotional needs? Why or why not?
 - What type of support would you like to get to be more successful in the classroom with these two populations?

Principals

- What are some characteristics of an effective teacher?
- What are some characteristics of an effective principal?
- What supports do you think are necessary to provide teachers so that they are effective when teaching students with high academic needs?
- What supports do you think are necessary to provide teachers so that they are effective when teaching students with high social-emotional needs?
- What are your thoughts on collaboration between teachers and principals?
- What types of support do you provide teachers with students who have high academic needs? Why or why not?
- What types of support do you provide teachers who teach students with high social-emotional needs? Why or why not?

RQ2: What are the perspectives of a district academic leader, counselors, and instructional coaches on the support teachers expect to receive from their principals and the support principals provide teachers who teach students with high academic and social-emotional needs?

- What supports do you wish you could provide teachers to increase their success in the classroom?
 - What are some characteristics of an effective teacher?
 - What are some characteristics of an effective principal?
 - What supports do you think are necessary to provide teachers so that they are effective when teaching students with high academic needs?
 - What supports do you think are necessary to provide teachers so that they are effective when teaching students with high social-emotional needs?
 - What are your thoughts on collaboration between teachers and principals?
 - What types of support do you perceive teachers are provided when teaching students who have high academic needs?
 - What types of support do you perceive teachers are provided when teaching students who have high social-emotional needs?
 - What supports is a principal expected to provide teachers who serve students with high academic needs?
 - What supports is a principal expected to provide teachers who serve students with high social-emotional needs?
 - What are the supports you wish were accessible for teachers who teach students with high social-emotional and academic needs that would facilitate student success?
-

Interviews

The questions for the interviews were drafted specifically for this study and the reason for their open-ended nature was so that the interview could be conducted as a conversation and follow-up questions could be asked to clarify meaning or elaborate on experiences. There was a set of questions for teachers, a second set of questions for principals, and a third set for counselors, instructional coaches, and the district academic leader for a total of three sets of questions. The interviews were conducted with each participant individually and each participant was assigned a letter code to differentiate among the participants. Each participant was sent their transcribed interview for review, approval, and possible revisions to their responses. After all the data was received, it was analyzed and coded using NVivo. The Interview Protocol Refinement includes the alignment of interview questions to research questions, creation of a conversation based on inquiry, and having the protocol reviewed by others (Castillo-Montoya, 2016). The purpose of this instrument is to have in-depth, structured conversations that aid in the identification of the participants' experiences, thoughts, and needs. Participant answers strictly reflect their experiences. In an effort to increase validity, the participants had an opportunity to review their interview responses and add or change as they saw necessary. After results were coded, each group's responses were ranked according to the number of references to each theme and subtheme.

Procedure for Recruitment, Participation, and Data Collection

Ravitch (2016) stated that the systematic recording of the conversations through interview has proven to be an important aspect of ongoing reflection that later becomes a

part of the research process. Each participant had an individual, face-to-face interview that was audio recorded. I allotted 30 to 60 minutes for each interview, depending on any follow-up questions or additional details from the participant. I transcribed the interviews immediately after with NVivo and provided a copy of the transcription along with the audio recording to the participants for their review and possible additional comments. If any of the participants would have liked to meet again after the face-to-face interview, I would have accommodated accordingly and scheduled another time and date where we could meet in person. There was no need for follow-up interviews. After the participants approved their transcriptions and the responses were coded, the findings were ranked according to the references to each theme and subtheme for each of the groups.

Preferably, the research would have been conducted with teachers from the same school, along with their principal, their instructional coach, and their counselor if they all agree to participate. However, that was not possible, and other participants from other schools that meet the criteria were selected. After all the interviews were held, recorded, and transcribed, and there were no other follow-up interviews necessary, each participant was contacted via email to thank them for their participation. The participants were not compensated for their participation.

Data Analysis Plan

Open-ended question interviews were used for this general qualitative interview study to gather the perspectives of teachers, principals, counselors, instructional coaches, and a district academic leader on the support principals provide teachers who teach students with high academic and social-emotional needs. All common perspectives and

discrepant perspectives were analyzed and coded as both are relevant and inform this study on the perspectives about principal support. After I read, transcribed and revised all the interviews with NVivo Transcription, I identified all the similarities, common thoughts and perspectives, general ideas, and themes that I could categorize from the words of the interviewees. I looked for common terms and themes on my own and used NVivo to analyze text and looked for emergent themes and subthemes. This helped with categorization and coding and the data was organized accordingly on a table. Vogt, Vogt, Gardner, and Haeffele (2014) stated that a code is a translation of the data and gives meaning to information gathered for the purpose of identifying patterns, developing theories, or categorization, and they identify primary content in a set of data. Saldana (2016) pointed out seven attributes of a qualitative researcher which include organizational skills, perseverance, good at dealing with ambiguity, flexibility, creativity, rigorous ethics, and an extensive vocabulary. Any emergent themes were connected to the theories identified for this study, and an analysis was made on how these themes answer the research questions.

Issues of Trustworthiness

It is important for the research to be trustworthy which can be verified with checkpoints in credibility, transferability, dependability, and confirmability. Saldana (2016) highlighted that to assess the researcher's trustworthiness of a study, they can initially code as they transcribe interview data, maintain detailed notes about the research project, and check the researcher's interpretation of data with the participants. To achieve credibility, Saldana suggests conducting in-depth interviewing that explores why

participants believe something is happening and even if some do not know, others might theorize or philosophize, while others might provide answers (2016). I triangulated or captured different dimensions of perspectives about the same issue by not only interviewing teachers and principals but also other school personnel that witness the teacher/principal dynamics. Saldana (2016) also mentioned the importance of integrating other studies and theories and comparing it with the current study to assess how this predicts and explains human action, which addresses transferability. I achieved dependability by providing the participants with their transcribed interviews for their review and further comments as well as conducting the same process and procedures throughout the research. Ravitch (2016) stated that qualitative researchers want to have data that can be confirmed. The way that I achieved confirmability is by keeping detailed records of processes and interviews so that the data can be confirmed through recordings. Participants also had opportunities to review their transcribed interviews and provide any feedback, editions, or omissions.

Ethical Procedures

Ethical procedures were put in practice for this study following Ravitch's Consideration for Writing and Representing Qualitative Data table, which includes the following qualitative data characteristics: relational, contextual, nonevaluative, person-centered, temporal, partial, subjective, and non-neutral (2016). For each of these characteristics, Ravitch presented several questions that the researcher can ask about the study to maintain checks and balances and scrutinizing throughout the research process.

Institutional Review Board documents were prepared and utilized accordingly. To gain access to participants, I first contacted the school district and submitted a Letter of Permission to Institution (see Appendix E). After I gained permission from the school district to access the participants, I sent a formal invitation via email to every individual who met the criteria for this study (see Appendix A). After I made contact with the participants required for the study and they accepted to either receive more information on the study or agreed to participate, I sent an Informed Consent for Teachers, Informed Consent for Principals, and Informed Consent for Counselors, Instructional Coaches, and District Academic Leader as applicable.

During this process, I also made sure the participants knew I was a neutral party to gain their trust. I did not want the participants to think I was interviewing on behalf of their superior or the school district. I wanted the participants to feel comfortable answering questions honestly and without fear that their identity would be revealed. Glesne (2016) affirmed that although ethical codes guide qualitative research, communication with the study's participants is what makes research ethical. Since I have been a teacher, an instructional coach, and I currently hold a position as a school administrator in the same school district where I conducted the study, I had to be cautious about not creating bias or an imbalance of power for the participants, despite the fact that I did not select my own school for the study. I protected the privacy of each participant, so that they felt comfortable communicating their true perspective and opinions, therefore I had to be sure to create a relaxed and safe environment for everyone. The setting for the

interviews was a private room in a public library or a location of their choice, which prevented any chances of any witnesses from the participants' workplace.

The research process was transparent and participants had the opportunity to ask any questions. They were also informed of their choice to opt out of the study at any point. If participants would have chosen to opt out of the study or if they would not have wanted their input to be included in the results, their decision would have been respected and none of their data would have been used. Other participants would be recruited to take their place in the same way original participants were recruited.

Participants were assured that their transcribed interviews would be saved in a password-protected laptop. They were also assured that their personal information would not be shared with anyone, especially other participants. I am the only person who has access to their information and the passwords to the laptop that was used to transcribe and to access any transcription or coding software. They received detailed information about the study and its objective and were told that any information they provide would remain secure and not visible by anyone else but me. The data gathered and transcriptions will be destroyed after five years.

Summary

Chapter 3 stated the design and rationale for this research. It restated the research questions and defined the central concepts, and it detailed the interview process which is the research tradition chosen for this study. Once I received Institutional Review Board approval, I actively sought to interview no more than nine teachers, three school principals, three counselors, three instructional coaches, and one district academic leader

in low-performing schools at one district, according to state standards and the 2016-2017 school report card. This chapter also included my role as a researcher, along with the methodology, issues of trustworthiness, and the ethical procedures I followed. The results of the data collection and analysis are presented in Chapter 4.

Chapter 4: Results

Introduction

The purpose of this general qualitative interview study was to examine the perspectives of teachers, principals, counselors, instructional coaches, and a district academic leader on the support principals provided to teachers serving students with high social-emotional and academic needs. The research questions were as follows:

RQ1: What are the perspectives of elementary school teachers and principals on principal support for teachers who teach children with high academic and social-emotional needs?

RQ2: What are the perspectives of a district academic leader, counselors, and instructional coaches on the support teachers expect to receive from their principals and the support principals provide teachers who teach students with high academic and social-emotional needs?

Included in this chapter are the results of the qualitative study based on findings gathered through individual, face-to-face interviews of elementary school personnel and a district academic leader on their perspectives relating to support for teachers who teach students with high social-emotional and academic needs. First, I present any conditions that influenced candidates to participate or not. Then, I present the demographics of the participants and the characteristics relevant to the study. The data collection process and data analysis are also presented in this chapter as well as the trustworthiness and results gathered from the interviews.

Setting

The participants in this study worked in a school district located in the Southwest region of the United States. This area is rich in culture and international characteristics which bring about demographics in schools that include English learners, Hispanics, and economically disadvantaged students. According to The Texas Tribune (2019), the participants work in a district that educates 48,610 Hispanic students which make up 83% of total students, 70% of which are economically disadvantaged, 28% are limited English proficient, and 32% are enrolled in a bilingual or English as a Second Language program.

The schools selected for this study were all schools in the same school district and they all met the criteria of low performing schools, according to state standards for the end-of-year state exam. I did not encounter any personal or organizational conditions that influenced participants or their experience at the time of the data collection or analysis that would influence the interpretation of the study results. As I sent out invitations to teachers, principals, counselors, instructional coaches, and a district academic leader, I realized that I would probably encounter disgruntled participants because the participating district was closing some schools and some teachers would become displaced and thus they would be placed in other schools. However, I did not encounter any teachers that were resentful of this fact.

Demographics

All participants worked in American elementary schools in a school district in the United States Mexico border region and received no academic distinctions from the State (Texas Education Agency, 2018) based on their state assessment results in the 2016-2017

school year. Third, fourth, and fifth grade teachers were invited because their students take the state assessment at the end of every year, and they serve students with high social-emotional and academic needs, according to school demographics in that same school year. Principals were invited because this study is about principal support for teachers. Counselors and instructional coaches were invited because they work under the directive of the principal and their support to teachers is facilitated by the principals. The district academic leader was invited to participate as this position works with school leaders, specifically principals, and guides them on different district initiatives.

Data Collection

When IRB approval was granted (03-11-19-0663471), I sent invitations to third, fourth, and fifth-grade teachers, principals, counselors, instructional coaches at the 15 campuses identified as sites without any state distinctions due to low scores on state exams. Nine teachers, three counselors, three instructional coaches, and three principals responded and agreed to participate in this study. I invited two district academic leaders and one responded and agreed to participate. A total of 19 participants interviewed and contributed to the data pool. The first set of questions was used for teachers, a second set was drafted for principals and a third set was used for the counselors, instructional coaches, and the district academic leader for a total of three sets of interview questions. I met with each participant on an individual basis and face-to-face interviews ranged from approximately 12 to 50 minutes. All interviews were recorded with audio only as participants felt more at ease with this method, as opposed to a video recording. After each interview, the audio was transcribed using NVivo Transcription and immediately

emailed to each participant for their review and approval. There were no participants who wanted a second interview, but there were some participants who wanted to add more of their perspective to the interview which they did via email as they responded to approve their interview.

Overall, the participants appeared to understand all the interview questions, however, there were times when I had to clarify what the question meant, and I had to ask follow up questions. At times, it was difficult to schedule the times and dates for interviews, as I sent out invitation toward the end of the school year. Most of the participants were busy with end of the year school activities and state testing. Nevertheless, I was able to coordinate through email, phone calls, and texts and all 19 interviews took place within a 6-week period.

There were some variations to data collection. First, I used NVivo as I found the program to be user-friendly and it was fast enough in the turnaround time. I also found that NVivo was effective in finding trends and common themes from the interviews, therefore there was no need for participants to rank the findings. Another variation was that the interviews were audio recorded only and not video recorded as originally planned. The reason for the change was that participants felt more comfortable with an audio recording. I did not encounter unusual circumstances in data collection.

Data Analysis

Data analysis included transcribing the interviews on NVivo Transcription and correcting any errors on Word comparing the transcription to the interview audio. Neither the audios or the transcriptions include the participants' names or any other identifiers. If

the participants mentioned the name of a school or the name of a person, it was not transcribed as such. Each participant was given a code such as T1 for teachers, P1 for principals, C1 for counselors, IC1 for instructional coaches and DL1 for district academic leader in case a label was needed for the results portion of the study.

After all the transcriptions were completed, a new project was created on NVivo that included categories for the participants. Based on responses to interview questions, I developed thematic nodes by reading a line by line and response by response until every interview was analyzed, and through NVivo, categorized with common themes and subthemes. With every interview, I noted more thematic nodes and contributed to them with all participant group interviews. Using NVivo allowed me to see the common perspectives of the participants, and it enabled me to see how their responses will answer the research questions for this study.

The teacher interviews yielded several thematic nodes which were gathered and used to code all interviews. The themes throughout all the teacher participant interviews included several ways that the principal could provide support. According to teachers, they need principals to “follow through with resources” and provide technology, materials, and tools to be effective in the classroom. They also need for principals to “follow through with systems” which, based on their responses should include systems to establish parental participation and involvement, establish and allot time for collaboration, behavioral and academic systems, requirement of other professionals besides the teacher to tend to student needs, establish tutoring schedules, and set guidelines and expectations. Teachers also want “constructive feedback” from their

principal and not feel as if what they are doing is the wrong thing. They want the principal “leading by example” which includes doing what they require others to do and understanding curriculum to lead teachers during planning. Teachers want a principal that is good at “relationship building,” “communication,” and establishing “trust among faculty and staff.” Teachers consider that relationship building among faculty and staff facilitated by the principal would enhance trust on campus. Teachers would like to talk to the principal freely and without fear of judgement, therefore they want the principal to offer “a lending ear.” When problems or concerns arise with parents, students, the community, or even within the school, teachers want the principal to “back up/stand up for teachers.” Based on the teacher responses, they feel as if the principal voice carries more weight than the teachers with parents, colleagues, students, and the community. Some teachers explained that they want to be treated like professionals and they want the principal to “trust teachers” to make the right choices for their students as part of the “trust” theme. Also mentioned was the need for “professional development” in different areas and “collaboration.” Some teachers suggested that “co-teaching opportunities” would help in the classroom as they could have another person helping with small group instruction or splitting the class for more explicit and direct instruction. Also mentioned was “principal expertise” as necessary to be able to lead a group of educators.

The principal interviews yielded another set of thematic nodes which included “budgeting for tools and materials” which include technology, instructional materials such as books, and manipulatives. Principals think it is necessary to “budget for human resources” that can include social workers, therapists, paraprofessionals, tutors, and

instructional coaches. This would allow for “co-teaching opportunities” if tutors or paraprofessionals were included in the budget. Principals also mentioned “principal intervention,” in the form of advocacy for the teachers which coincides with the teachers’ mention of “back up/stand up for teachers.” Principals consider that “teacher involvement in decision making” and “trust in teachers from the principal” are important as well to foster more “collaboration.” They also mentioned “relationship building” and “lending ear” are important for collaboration as well. This group sees the importance in “leading by example,” “constructive feedback,” providing “planning time,” and “professional development” for teachers. According to the principal group, they must also have “high expectations” of teachers and others, “communication” with all stakeholders, a “vision” for the school, they must be knowledgeable or have “principal expertise,” and they must have “systems implementation” to support the functionality of the school and student growth.

The counselors’, instructional coaches’, and district academic leader’s interviews revealed other thematic nodes that include “professional learning committee opportunities” for teachers to collaborate and have “planning time.” They also consider that “constructive feedback” for teachers, “trust in teachers from the principal,” “principal is trusted by teachers,” “relationship building,” “principal is compassionate,” and the principal having a “lending ear” are important to foster an effective educational environment. This group also mentioned it is essential that the “principal has a vision and mission” for the school and its faculty and staff so that everyone is in agreement of what the team needs to work toward. They also suggested that the “principal provides

materials” and “principal provides human resources,” to teachers so that they have what they need to be effective in the classroom. Also mentioned by this group was that the “principal is visible” around the school with the students and in the classrooms while students are participating in learning. They need to display “principal expertise,” especially with curriculum and this is one of the ways through which they can “lead by example.” Coinciding with the teacher and the principal group, this group also mentioned that the “principal implements systems” with teachers, students, and the community to facilitate school processes and initiatives. Also on this group’s list was “professional development” for teachers so they learn about social-emotional learning and restorative behavior for social-emotional needs, along with strategies to apply with students with high academic needs. There were no discrepant cases in this analysis as data was only collected through interviews and they consisted of participant perspectives and experiences.

Teachers	Principals	Counselors, Instructional Coaches, District Academic Leader
<ul style="list-style-type: none"> • Principal follow through • Follow through with resources (materials, tools) • Follow through with school systems • Follow through with human resources • Trust • Constructive feedback • Relationship building • Communication • Build trust among faculty and staff • Lending ear • Stand up for teachers • Trust in teachers from principal • Principal Expertise • Leading by example • Collaboration • Professional Development • Provide opportunities for professional development 	<ul style="list-style-type: none"> • Principal Follow Through • Budget for resources (materials, tools) • Budget for human resources • Co-teaching opportunities • School system implementation • Trust • Principal intervention • Teacher involvement in decision making • Relationship building • Lending ear • Constructive feedback • Communication • Trust in teachers from principal • Principal Expertise • Leading by example • Collaboration • High expectations • Professional Development • Planning time • Provide opportunities for Professional Development 	<ul style="list-style-type: none"> • Principal Follow Through • Provides materials and tools • Provides human resources • Implements school systems • Trust • Constructive feedback • Trust in teachers from principal • Principal is trusted by teachers • Lending ear • Compassionate • Relationship building • Principal Expertise • Principal has vision and mission • Leads by example • Principal is visible • Professional Development • Planning time • Provides opportunities for Professional Learning Communities

Figure 1. Themes and subthemes of the study.

Evidence of Trustworthiness

The validity and reliability of this study were addressed by coding the transcribed interview data and providing the participants with the opportunity to review their interview transcriptions. I established credibility by using triangulation by applying multiple sources of data or interviewing not only teachers and principals on the support teachers need but also interviewed other school and district personnel on their perspectives on the issue. I further established credibility by forwarding each participant their transcribed interview, along with their recorded interview for their review and comments. Overall, all participants approved their interview transcription and only two

added to their interview after they read it, providing clarification on different aspects of the interview.

A researcher has a responsibility to provide readers with enough information on the research conducted so as to establish a degree of similarity between the current research and other studies to which the research can be transferred (Patton, 2015). I established transferability by providing the roles participants play in this research, the methodology used to obtain responses to the research questions, and every aspect of the research has been detailed. At the beginning of every interview, I provided participants with definitions for social-emotional needs and high academic needs so that they would respond in that context.

I addressed dependability in this research by transcribing recorded interviews. The interviews were transcribed with NVivo and after the program transcribed, I read the transcription while listening to the recorded interview to ensure that the transcription stayed true to the audio. I have detailed the process of gathering data, transcribing interviews, coding, and compiling thematic nodes to provide a transparent process that can be replicated in another study.

I achieved confirmability by keeping detailed records, including informed consents of all participants. I also have recorded interviews stored in a password secured laptop to which I only have access. All records are confidential and only accessible to me. Thematic nodes were created for the data analysis and participant responses that corresponded to the nodes were attached so that each node had supporting statements from participants. NVivo labels each participant response and statement with the code

given to the participant so that the complete transcription can be accessed and confirmed as support to the node. Developing these nodes helped me to identify themes and subthemes that helped to answer the research questions.

Results

The results are displayed based on the research questions for this study. Although the common themes in all of the participant groups were principal follow through, trust, principal expertise, and professional development, each group of participant responses generated their own subthemes. Through Research Question 1, I aim to discover the perspectives of teachers and principals. Teacher responses yielded four themes and 13 subthemes. Principal responses yielded four themes and 17 subthemes. Through Research Question 2, I aim to discover perspectives of counselors, instructional coaches, and a district academic leader. Their results yielded four themes and 14 subthemes. Figure 1 displays the themes and subthemes found for Research Questions 1 and 2. Table 1 displays the number of frequencies as they pertain to the number of references for that theme. The percent of frequencies pertains to the total contributions to the subtheme from all interviews divided by the total contributions to all subthemes in the group of interviews.

Research Question 1

Research Question 1: What are the perspectives of elementary school teachers and principals on principal support for teachers who teach children with high academic and social-emotional needs? Since this question elicited the perspectives of teachers and principals, this section is organized by teacher perspectives and principal perspectives.

Both teachers' and principals' responses yielded the same themes. These include principal follow through, trust, principal expertise, and professional development. However, the frequency of the responses differed in each group.

Teacher perspectives.

Teachers answered questions about their perspective of support necessary when teaching students with high social-emotional and academic needs. Specifically, they were asked about the support they need, the support they currently receive, and the support they wish they could receive from their principal. A total of nine teachers contributed to these responses.

Resources. When it comes to the principal following through with resources, two teachers noted the need for resources in the classroom. When asked about what type of resources they need, two teachers responded “sometimes technology,” and “I would say more technology.” T9 mentioned that “these iPads that are old versions and I would like more updated versions where they can access other programs because we’re very limited to just the desktop.” Teachers also mentioned materials that would be useful in addressing the needs of English learners. T8 mentioned “materials and tools. Just to make sure that everything is... that we have the same resources for both,” in reference to the materials they are provided in English and in Spanish. T9 stated “there’s a lot of support with this district, with them, they do give us (resources), but there’s a lot of mistakes on some of the things that we do get. So it’s just to have and make sure that it’s equal for both.” T9 said they wish they “could have more money to buy more resources for my students,” referencing the principal budgeting for more resources.

School systems. Following through with school systems had 41 references from all nine of the teachers, making this number one on the teacher list. Teachers feel that there need to be systems in place in the school setting to enhance student engagement and academic growth. Teachers not always referenced systems for the classroom, but systems that the school implements to ultimately support students in the classroom. For example, parental involvement was one of the systems mentioned as they feel that parents need encouragement from the school or the principal to get involved. When asked about this need, T1 said “I need, I think I need parent involvement. I need a lot of parent involvement.” This teacher also mentioned that “there is not a lot of parent involvement in our campus, and I think that makes a big difference.” T2 stated that “getting the parents involved is very necessary, and if they’re not involved, the guardian, because it takes a village to support that child who’s lacking that inner confidence or that inner strength to keep going on because he doesn’t know his emotional role.” Also, T4 suggested that “if more outside events were established to welcome our families, this would be a great tool to get more involvement, therefore, have a better relationship with students to address needs.” From the perspective of teachers, there is a need to also support parents on how to help students and as T9 mentioned, “education of parents to me is very important.”

The social cognitive theory references personal, behavioral, and environmental factors that interact and impact a person’s personal and professional initiative. If these factors are not present within the school setting, it might hinder success of teachers in the classroom and ultimately student academic growth. Professional learning committee

meetings (PLCs) where teachers get to plan and collaborate with each other is one of the systems that teachers would like to see consistently implemented. For example, T1 indicated that regular PLCs have historically helped and stated that

we used to have PLCs weekly. Like, we would collaborate once a week. We would go over data and they would ask us “what do you need?” “how can we help?” Now it hasn’t happened in the previous maybe...four years...and I can see the difference.

Other teachers seem to have the same perception about the need for PLCs. T3 expressed that there need to be “weekly or bi-weekly meetings with our principal to make sure we’re meeting the expectations, to look at how the students are progressing.” Teachers want time to meet with other teachers and the principal to discuss student need.

Also important for teachers is that the principal require others, such as counselors, to intervene with students. The role theory explains that people have expectations of others based on the role they play in their context. It is evident, from teacher responses, that some of the roles in school that should be active participants in students’ lives and education, are not fulfilling that role as expected. T2 noted that

the counselor with her degree and her certification needs to jump in as well as you know, a guardian or something. The principal has the power to say to the counselor: Can I see your schedule? And, can I see what you’re doing? And, can I see the kids that you service? And to me, the principal can easily say, “give me a list of all the kids we have on this campus with an ED coding, and then I want to see your schedule. Include them in there 15 minutes a week.

Teachers believe that the counselor or a social worker should take a more active role in dealing with the social-emotional needs of students. They feel they lack the training and have to rely on the people who do have the expertise. T8 indicated that for students that need counseling and to be taught the skills necessary for a child with social emotional needs

this would include the counselor, of course. Some sort of class whether held by the counselor...given an education not just in academics but also in everything from hygiene to managing their emotions to just talk out their issues or problems.

Teachers would like principals to require counselors to “get more involved when students go see them,” and “get them [students] more involved in managing their emotions and managing hardships.” They need counselors to have a more proactive role with students because teachers sometimes are unclear on how to proceed. T9 explains that they

need a counselor that is proactive because, although you are the closest to your kids, you’re not a counselor. So they need a counselor. You need a social worker that is a proactive social worker to the students. We need to find the best way because at the end, it is in the best interest of them, the students not the teachers.

Overall, teachers want the role of the counselor to be more active and responsive to the needs of students.

Programs in the school, although present, might need attention from the principal to be implemented by faculty and staff in an effective and consistent manner. All of teachers participating in this study are familiar with Positive Behavioral Interventions and Supports (PBIS) program as well as the Social-Emotional Learning (SEL) program

because they are implemented at their campuses, as directed by the school district.

Teachers do “morning circle” where students are prompted to talk about their experiences. T2 stated that “PBIS is not going to fix it. No, PBIS is not going to fix a child that has an emotional disturbance.” Other teachers’ experiences seem to be similar when it comes to these programs. They do not feel as if the programs are implemented with fidelity, therefore they are not functioning properly. T5 mentioned that

if you have district imposing on your administrator imposing programs that say work, but in fact don’t work for this child and we have to keep doing them, I think that’s where we run into problems.

Teachers want the principal to be understanding of what they are up against since they’re “in the trenches”, and perhaps the programs they are asked to implement might not work for every child. The teachers want to be asked about the programs brought into the school and “not other people around them and above them.” Teachers want principals to implement “some sort of system” that is “consistently implemented.” Perhaps mentoring programs would help, as T9 suggested mentoring programs which would require principal support in reaching out to the community. Students could benefit from having “someone to talk to because they see us, teachers, all the time, all day, but they need someone new, and someone different,” according to T9.

Along with the aforementioned programs, teachers would like the support of the principal in implementing systems that can help improve the academic standing of students. One of this is tutoring for students and principal advocating for scheduled tutoring with the parents. According to T2, “these children need more. There’s got to be

something that shows the child your priority is math and reading.” Students “cannot continue to fail” so “the support needs to be there.” There also has to be an “understanding of what the needs are and how we’re going to work together to work on those things.” T8 mentioned that

in past years, I felt that when we do conduct tutoring it has helped because it is my small, low group and I am able to take them up. So I would like to see more either after school tutoring, before school tutoring, that would really help.

Schools have to do what it takes and sometimes that means reaching out to the families to get their support so teachers can help their children in targeted academic areas, and sometimes that means outside of school hours.

Another support teachers want to see from the principal is to not implement systems that do not work for that particular group of students or for the school. T2 stated that “where there’s a little bit of negotiation, you get a lot accomplished,” especially when students are “working on other issues.” Sometimes the school district gives the principals different mandates and they are expected to implement them with the teachers and students, however, according to some teachers, some do not apply to everyone. In the case of interactive notebooks compiled by kinder students, the teachers struggle with finding the time to do this as

these kiddos don’t even have skills that are more important than compiling a notebook that has a checklist and agenda for the district or the school because they are lacking in their phonics skills and their basic addition and subtraction skills.

Attendance and discipline also have to be consistent and the principal needs to lead this as sometimes it is difficult for teachers to remain credible with their students, if the principal is not supporting their efforts for trying to keep behavior problems at bay. T6 indicated that the principal “needs to set guidelines... because of this child’s upbringing, their situation is so bad, we’re excusing other children being hurt or being exposed to negative vocabulary.”

Co-teaching opportunities. Teachers juggle a lot of things during the day, dealing with different strategies for different students of diverse abilities. This is the reason why some teachers would like opportunities to co-teach with other professionals to address the needs of all students. T1 suggested a resource teacher could go in the classroom to assist with some students. Paraprofessionals are also professionals that are trained to work with groups of students as the teacher has to implement workstations that are differentiated for different abilities and language acquisition levels. Perhaps the principal could require instructional coaches to “teach a lesson while I pull these kids [in small group], as T1 explained. T8 mentioned that “paraprofessionals are very effective and that’s a great support that we’ve had in the past and has worked.” The support “from the principal to allow paraprofessionals” to come in the classroom and “support personnel for the teachers so that we can have more small group instruction and interventions” is beneficial for the students who need the most help.

Constructive feedback. Teachers want to be treated like professionals, therefore they want the principal to treat them with respect. One of the ways a principal can do this is by providing constructive feedback. T1, T2, and T7 all agreed that constructive

feedback contributes to trust in the principal. T2 suggests that a principal that “observes and corrects, and doesn’t correct at the end of the year, corrects right away because we’re losing too much time,” is valued. When a principal is not tactful with their feedback, teachers do not “feel that they are supported” and will not value feedback.

Relationship building. Respect from the principal or mutual respect between teachers and the principal is another way that the principal can support that relationship. T2 and T7 both mentioned collaboration with respect as “once you’ve established that no one’s bigger than anybody else and no one’s more powerful, and we’re on equal ground, I think you can get more accomplished. Because if I feel threatened, I’m going to close off.” If there is an established relationship, even if this is only a professional relationship, communication takes place and it is the “groundwork for a great, successful year,” as T2 suggests. Teachers think it is beneficial for the principal to “get to know their staff on an individual basis,” and learn “what makes them tick,” “what their assets are,” after all, “if a teacher feels like their boss cares, they’ll care even more,” according to T7.

Communication. According to teachers, communication is important to have with the principal. This communication does not always have to be structured and it helps if there is “an open door policy.” As T7 said, sometimes they don’t need the principal to “take a situation over, unless it’s something extreme.” They want the principal to set up channels of communication to facilitate conversations about “where concerns and, you know, where we need more assistance needs to be brought up to the principal so they’re aware of what we need,” as T4 explained. Teachers, according to T6, also want established communication so they can learn about “what they’re [principals] seeing in

your teaching and the results and work with you on... to better effectively do something versus trying to dictate how you're going to do it." Teachers want a partnership with the principal and they want to know that they can communicate with the principal about any concerns they might have.

Trust among faculty and staff. Teacher responses show that they want to work collaboratively with other professionals that have other roles on campus, and the principal can facilitate that. For example T1 expressed that she requires "a counselor, social worker...their assistance. Their assistance all the time." With students who have social-emotional need, teachers want the counselor to be involved, and with students who have academic needs, they want the instructional coaches to be involved. T3 stated that they "communicate, if it's necessary, with the counselor, with the principal so we're all working together to make sure that, the same thing, that we're working to make sure that each student receives what they need." This collaboration and constant communication about students would not be possible without teacher trust of other professionals. Teachers want to feel comfortable going to other people before the principal regarding student needs. T6 expressed that it is beneficial when the principal sets up relationships and the teachers are free to access other professionals:

Before I get to the principal, there's other sources I can reach...I mean, it's set up that you have all these sources. That you have your peers, you have your teacher leaders...and even the assistant principal before you even get to that principal level.

T7 and T9 both agree that there needs to be “trust between support staff and the teachers,” and there needs to be established “very close communication with my counselor and my social worker.” Without trust, this communication and approachability is not possible.

Lending ear. A common theme among teachers was the fact that they want to be able to talk to the principal and they want the principal to listen to their concerns, successes, and problems in the classroom or in the school in general. They want their principals “to be understanding,” and overall, they believe that “an effective principal listens.” T3 mentioned that teachers want

someone who is...that can actually listen to you because sometimes, sometimes some principals you can...you want to talk to them but they’re not open to feedback or they’re just...they just tell you what to do, but they don’t really want to listen to you.

According to teacher perspective, teachers “need emotional support as well,” and principals need to allow “teachers to be open and honest,” to “share their thoughts and concerns with someone,” so the “principal is more like a sounding board.” T7 explained that “if it gets to the point where I’m not sure what to do, I know that I can go there and bounce some ideas off of them,” and know that they’re “willing to listen.” T8 believes that “an effective principal will look...will listen to the teachers when they have alternatives or ideas to help the children better themselves and their social-emotional needs,” and they will listen to things other than “just for the test scores or what not, but also hear us out on what the children need for, again, for their social-emotional learning.

Hear us out and support us.” T9 corroborated this notion by stating that “support means not only just to say yes, yes, yes to everything but to really get interested and listen to teachers on what you expect from your students and your ideas about how to bring up your students into a grade level.” These testimonies made it clear that teachers not only want direction from the principal, but they also want to feel free to call on the principal to just listen to their concerns and thoughts.

Stand up for teachers. Teachers want to know that they have an advocate in the principal and that they will support and stand up for them with the parents, community, and students, if necessary. Seven out of eight teachers contributed to this subtheme. T1 explained that the principal standing up for teachers with the families “can help us push those parents to get more involved,” and to let parents “know the reasons why it’s important,” to follow through with certain initiatives at school such as tutoring. Teachers feel as if the principal voice carries more weight than the teachers and T6 provided an example: “we can conduct a home visit or let me contact them and maybe leave a message. The fact that a principal’s calling versus the teacher might pull a little more weight.” If parents hear from the principal about certain issues, they might be more inclined to positively respond. Sometimes teachers feel as if the principal is on the parents’ side as T6 mentioned that “the principal is more about the support for the parent.” With all the troubles and challenges teachers endure throughout the year, they must feel as if there is someone there, like the principal, that is willing to stand up for them. A perfect example of this is state assessment scores at the end of the year. Teacher responses show that they feel blamed for the scores and that the principal is one of the

people that blames them. T5 explained that in “the end is that teachers get blamed for, like I said, that there’s no growth from Tier 3 to Tier 1,” and suggested that principals “don’t just see that they’re not hitting the numbers that they want to see, or that they’re not testing at grades that they are used to seeing when it’s what we call a successful tier one,” and see that “these kiddos might need more time for reading support, extra time for the math support.” T8 wants the principal to “support us [teachers], even with the parents, support us with the district. Just be a team with us.”

Sometimes teachers do not feel supported by the principal when they have behavioral issues in the classroom. Teachers understand that there are systems in place such as PBIS and SEL, however, they want the principal to follow through and be consistent with consequences. Some teachers feel that the principal is not consistent with consequences for students that are disruptive in the classroom, and they feel as if going to see the principal becomes a reward for these students. T6 said “I’ve seen examples where a student uses [social-emotional issues] just to get out of the classroom setting,” or they say “they need a timeout.” The principal suggests “let them come to my office so they can sit. And to me, the moment that child leaves the classroom, they’re not learning.” T6 also mentioned “I think the principal, if it gets to the principal level, and at that point the principal listens to the child but “at the end of the day says ‘you need to go back to the classroom and you need to learn’.” T6 also shared that in the past “my peers have had issues, and they take them to the principal’s office. Then, there’s no call to mom, there’s no conference,” which makes the teacher feel unsupported.

Trust in teachers from principal. All nine of the teachers expressed that they want to be treated as professionals and that they want the principal to trust them as they make pedagogical and behavioral decisions for their classroom. T2 has concerns that the principal does not trust pedagogical and academic decisions in the classroom as she states

If the child has...is behind two grade levels or so, I want understanding because I'm going to take the curriculum, and I'm going to have to packpedal. So, when I'm teaching phonics in third grade, it might not seem like the thing to be doing, but it's necessary. I just need the trust that I'm using my time effectively because a lot of times it might seem like it's not necessary...my particular small group instruction, but to me, in order to get that child where it needs to be, it's the correct instruction. So, it might not look like it but I think you have to packpedal.

Based on some of the teacher responses, it is evident that sometimes they feel as if they're not trusted as professionals. T5 explained that

the support that I need is for you to understand that I do have a master's degree. I did specialize in that area, and I do see that my children are growing at their pace, not at the pace that the district or administrator would like to see it, but that there is growth, and you cannot compare them to children from other schools.

This teacher would like the principal to "let us do our job and come and see what they're learning." This comment alludes to the fact that teachers want the principal to be present in the classrooms and not only know the students on paper and see them as data points.

T6 explains that

my opinion, an effective principal is one that actually treats you like a professional and knows that you're actually educated, and you know your job. Someone that actually lets you do what you are trying to do if they recognize that what you're doing is good and not try to micromanage.

T6 explains that when principals tell teachers how to do, when to do it, and with what to do it, "then you're taking away the teacher's creativity and the ability to, I mean, differentiate." T7 mentioned that teachers "like to do things on our own and hold ourselves responsible." Perhaps listening to teachers and their opinions on how they should teach since they know the students best, with the collaboration of the principal and other professionals, students would receive instruction that benefits their growth.

Leading by example. Teachers want principals to lead by example. That means "that they support what they say," "they care for the students," and "if they say they want to incorporate social-emotional learning, that they back it up." The principal is "guiding the ship to get to where it needs to get," and "if the principal's actually backing up what they say, then it makes it easier on the teacher." Teachers want a principal that is not just going to tell them what to do, but that is willing to be "in the trenches" with the teachers.

Collaboration. All of the teacher participants consider collaboration important in the principal/teacher working dynamic. T2 states "I'm not a one-man show here. I have a counselor, and assistant principal, and a principal, and they need to be on this whole thing because it takes a lot of people to fix a child who's been broken down." Working collaboratively with the different school professionals is essential to reach the needs of students with high social-emotional and academic needs. As T3 suggests, "sometimes

counselors have to get involved very often, So, basically, we do work as a team because a lot of these students require that.” The instructional coaches, the counselors, and the principal are essential roles that can help address the needs of students and teachers call on them for support.

According to T4, “it’s really important and crucial that we are all on the same step. That we all are on the same mindset of what the school needs.” T6 agrees with that idea and reported that “it’s important to collaborate with the principals to talk about what they would like to see, as far as academics, social-emotional... or any other programs that are going on.” Teachers also want to collaborate with other teachers, observing “other classes and look at how they manage their behavior issues,” and “share ideas with their colleagues.” Several teachers suggested that collaboration should happen during common planning. T8 said “collaboration could take place at faculty meetings, meetings one-on-one with the principal, grade level meetings, PLCs and such.” T9 highlighted vertical alignment on campus and the fact that there needs to be “collaboration with other teachers and coaches.” Working as a team in the same grade level was mentioned by T9, and the fact that teachers “can learn from other teachers.”

Professional development opportunities. Five out of the nine teachers mentioned professional development needs in academic areas as well as for social-emotional learning. T1 thinks

we should get more training. More professional development, not just for the teachers, but for whoever is around the students. For all the faculty. For

paraprofessionals, because sometimes they do send paraprofessionals to help us but they're not, they're not trained.

The professional development that came up the most was social-emotional training. T2 wants to stop going to training to

look at curriculum. Which I've memorized by now. 15 years right? I memorized my curriculum. I know what I'm supposed to do, but I don't know how to deal with a child with ED [emotional disturbance], so maybe we need training in that.

As a teacher, according to T4, "a lot of training is needed of different approaches, how to get to each student." Teachers want professional development that is relevant to their situation. For example, T9 talked about having

more professional development, you know, to say okay I can take these ones and it's really going to be effective. Because sometimes you go to professional development and you're like "Oh my God. This is a waste of time" You know?"

Just like students should receive differentiated instruction based on their needs and deficits, teachers should attend professional development that is relevant to their situation and classroom needs.

Principal perspective.

Principals provided responses in their interviews that yielded the same four themes. They were asked questions about their perspective about the support teachers who teach students with high social-emotional and academic needs require, along with supports they provide teachers of these two populations, and the supports they wish they could provide teachers. Three principals contributed to these responses.

Budget for tools and materials. The proper classroom resources are important to have when addressing needs of students with high social-emotional and academic needs. This principal support was mentioned by one out of three principals as important to provide teachers. The principal suggested that teachers need “all the tools that they need in order to be successful.” He mentioned that “that’s why you budget, depending if you need to buy materials for the teachers to do a better job in instruction, being technology, being manipulatives.” This principal highlighted that due to the number of low socioeconomic level students, “a lot of our students don’t have money to pay, even for uniforms, materials, and things like that, we provide that for them.” This is the case for all of the schools selected for this study as they all have a similar amount of students from low socioeconomic levels.

School systems. All three principals mentioned the implementation of school systems as support for teachers. They mentioned committees such as the Campus Improvement Team (CIT), Response to Intervention committee (RtI), Positive Behavior Intervention Systems (PBIS) and Social-Emotional Learning (SEL). P1 mentioned using the appropriate program after the problem is assessed and involving everyone “from custodians, paraprofessionals, even the cafeteria ladies, they know what the plan is for the month.” All three principals also mentioned parental involvement efforts in their perspective campuses. P1 highlighted that “you need to involve the parents too,” and when there is an issue of academic deficit or behavioral problems, “we need to identify the problem first, we need to make sure we communicate with the parent more than anything.” P2 emphasized that

you have to have a strong parental involvement, you know, at least within every campus and the reason for this is because when you look at social-emotional learning needs of students you have to look at the background of students.

P3 also stressed the importance of parental involvement by stating that “being able to have a strong parental engagement plan, you know, provides the opportunity to engage with community stakeholders.”

As part of systems implementation, principals mentioned that they “provide interventions,” they get others involved, such as a social worker in the case of P2, as he states that the

social worker...has a lot of experience and she does provide classes and also provides the services, depending on the needs for the whole family...providing those services extra from what the teachers can do in the classroom.

Departmentalization of grade levels and intervention programs throughout the school were mentioned by all three principals as systems they have in place for student growth.

Co-teaching opportunities. One of the principals, P1, mentioned opportunities for co-teaching as he said that a “couple of tutors come in and then we...we...they’re experts at what they do,” and they help the teacher with small group. Paraprofessionals, tutors, or any other personnel that the school can provide to assist teachers with small group or individualized instruction were not mentioned further.

Budget for human resources. One of the ways through which a principal can support teachers is to secure other professionals to assist teachers with students who have social-emotional needs or academic needs in and out of the classroom. Principals have

control over the budget and they have the ability, if the campus necessitates, to purchase human resources that can aid in those efforts. For example, P1 stated that at his school, they “have a full-time social worker, a full-time parental engagement [person] because we include everybody and, I believe that the best thing is to make sure that we have the right services.” P1 added that “if we need to do testing for special ed, if it’s a social worker, if it’s the counselor, we just need to make sure that we budget to have the right people working with all of the students.” P1 also states that there is “a therapist that also comes” to campus and assists, so whether it is “a counselor, paying for your social worker, having the parent liaison,” hiring “tutors that come and work with small group,” or “two DRD teachers, one that is for the students that qualify for DRD and the other one is to help the students that struggle with reading,” those are all resources through which teachers can get assistance. P2 mentioned that the counselor is utilized to train teachers and have sessions with students who need it because

many times our teachers are not able to go in deeper because they have students, because they’re working with their students, they have to do the lesson plan, they have to do small groups, they have to do...you know, all the teacher requirements.

Constructive feedback. Feedback to teachers regarding their classroom practices is essential for building capacity and one of the principals agreed by saying that

follow through and also the feedback that teachers are receiving on a weekly basis to make sure that whatever it is that they are being trained on to support student achievement, you know, comes with feedback where they...you know, so that you are growing your teachers on a week to week basis, and on a monthly basis I’m

meeting with my teachers and we're asking, let's see...bring me your data. Tell me about Johnny here. Tell me about them. What have you done? How did that work for you? How can I support you?

It is not only feedback that must be present for the capacity building of teachers, but constructive feedback which will enhance trust and comfort in teachers to go to their leader about issues that might arise.

Relationship building. Building relationships among principal and faculty can develop trust, and as P2 mentioned

I want to have 100% buy-in, and so, in order to do that, you have to kind of be a person that builds and the person that has...establishes relationships, professional relationships with other colleagues...relationships are critical.

Building relationships does not mean making friends out of faculty, but fostering an environment where teachers know the principal is there to support and not hinder.

Communication. Open lines of communication benefit the professionals at school, and ultimately it trickles down to the students. P2 stated that "sometimes teachers will not tell you" about their concerns with student performance "so we need to have communication and sit down with them." P3 believes that communication should be part of "the culture that we have established as campus leaders," where teachers have the "ability to express yourself freely when it comes to, you know, the things that need to be addressed."

Teacher involvement in decision making. One principal mentioned the importance to get teachers involved in the decision making process of the school. P3

mentioned that “we need to involve teachers in every decision,” and “teachers run the school, pretty much,” and letting teachers be part of a decision creates buy-in and engagement in the school.

Lending ear. Principals listening to teachers seemed to be one of the most important supports identified by teachers. Two principals agreed in that principals “need to make time to be a good listener,” and that teachers should feel free to talk to their principal about “the things that need to be addressed without any repercussions, without any judgment cast on teachers.” This support is not meant as a way for principals to solve teacher problems, but to merely listen to teachers’ concerns and provide comfort.

Stand up for teachers. In the teacher responses, having an advocate in the principal was an essential support. P1 mentioned that if there is a problem in the classroom with a student, the assistant principal or himself “will go and see what the problem is” which is a way to support teachers so that instruction is not disrupted if there is a behavior concern in the classroom. There was no other mention from any of the principals about teacher advocacy or standing up for teachers.

Trust in teachers from principal. Two principals mentioned that teachers are experts in what their students need therefore should be trusted with their practices. P1 said that

teachers are the ones that work with the kiddos every single day, so they know the students. They know their needs, they know their strengths, they know what bothers them, what’s wrong with the students, so they know, I think, even more than the parents since they’re with them most of the day.

P2 stated that even with the best programs known throughout the nation, you have to “believe in people” meaning the teachers and their implementation of classroom practices that benefit students.

Leading by example. Principals can have an effect on what teachers do simply because of what they do. What the principal values will typically be valued by others. One principal evidenced this by stating that a principal “who is very visible within the classroom as an instructional leader” can have effects on what teachers do. P3 mentioned that it is important to be visible “so that the teachers say, you know, it is important enough for the administration that I teach well and effectively,” therefore visibility sends a message of engagement and expectation in the school.

Collaboration. This support was referenced by the teachers as it was by the principals. All three principals suggested that collaborating with teachers is the foundation of student success. P1 stated that “if you don’t collaborate with teachers, then you’re not doing a good job.” P2 agreed and stated that “working with the teachers to establish the culture and climate” has positive effects because during collaboration time everyone can “provide ideas... for support and then for us to come back and say ‘did that support help you?’” Collaboration is a way to get input from other professionals as student needs are brought to the table. P3 stated that collaboration should not just be about talking, but about finding out how this collaboration impacts “student achievement and also how is that impacting, you know, professional growth and building capacity within our staff members?”

High expectations. Principals suggest that having high expectations brings about high performance. P2 believes that having high expectations sets the tone for the school, and P3 agrees and mentioned that if it's "important enough for the administration" it becomes important to teachers to "teach well and affectively." Having high expectations for a school and its faculty and staff can potentially impact student growth.

Vision. Principals agree that they have to have vision for a school. A principal "needs to be a visionary," according to P2. A principal must have the "capacity to articulate that vision with all stakeholders" so that it is "lived on a day to day basis," according to P3. Without a vision, people do not know what to follow or how to proceed and for what purpose.

Professional development opportunities. All three principals agreed that professional development for teachers is essential for student growth. P1 highlighted that "we need to make sure that we provide training for the teachers," and "contact the right people, depending on the area" of need in the classroom. P2 thinks it is important to provide "PD and providing ideas on how to differentiate instruction." According to P3, "the principal must have a staff development plan that aligns to the needs of that, you know, socio-economic status of the students as well as the needs of his or her teachers." P3 also states that the professional development provided to teachers needs to be understood by teachers and by principals alike so that there can be continuous support and feedback.

Planning time. Interestingly enough, teachers did not mention the need for planning time but principals did. Opportunities for vertical and horizontal alignment,

meaning alignment with other grade levels and within the grade level, respectively, are needed so “they know what they’re teaching and they know the different levels where they [students] need to be.” P1 mentioned doing common planning once a week where they “involve everybody,” and the fact that at this school “it is very important to make sure that the teachers are doing the planning and working together.” Planning time allows for opportunities to share ideas and updates on previously decided upon strategies, struggling students, or student achievement, according to P2.

Research Question 2

Question 2 elicited the perspectives of school counselors, instructional coaches, and a district academic leader in regard to the principal support received by teachers who teach students with high social-emotional and academic needs. Their responses yielded the same themes and some of the same subthemes as teachers and principals.

School and district personnel perspective.

Three school counselors, three instructional coaches, and one district academic leader were asked questions about their perspectives in relation to principal support needed for teachers, the principal support they perceive these teachers receive as expected from the principal, and the support that should be provided to teachers so they can be successful in teaching the aforementioned populations. A total of seven people contributed to these responses.

Resources. Three out of the seven people in this group suggested that principal support needs to include the proper materials and tools for classrooms. One of this

group's participants mentioned that the expectation is that the principal provide proper materials for teachers

whether it be books for reading or manipulatives, because kids like you're talking about, that are two and three grade levels behind, so if we're talking about third, fourth, and fifth grade... if they are two grade levels behind, they're in third grade, that means they're like at a first grade level. Well, they can't conceptualize it. They need hands on experiences.

Funds are allocated based on the percentage of economically disadvantaged students, and principals are capable to supplement with Title 1 money and state compensatory education funds and use these to buy materials and tools necessary for the classroom, according to one of the participants in this group. Two of the three instructional coaches agreed that teachers need vertically aligned materials for the campus and resources for teachers, according to current student needs.

School systems. This group mentioned the establishment of instructional teams that are made up of key school leadership such as the principal, the assistant principal, instructional coaches, the counselor and librarian. This leadership team is useful in the identification of campus needs and required systems according to student need. This team meets periodically throughout the year.

Intervention systems were also mentioned by this group. This system would require the identification of student need and the division of grade levels into different expert teachers to provide small group intervention. Response to intervention (RtI) is a necessity in any school, especially in schools where students are failing and there are

external factors that could be contributing to that failure. Unfortunately, one of the participants in this group does not believe RtI is implemented properly. This is facilitated by the principal as well as systems that follow students through grade levels. One of the participants believed that

A lot of times, I don't know why we don't have portfolios in place and things like that. These kids come in and they just... they don't know anything about them and it takes so long for them to open up. And yes, we have a high mobility demographic, but even then there should be something kind of consistent where you could be like "oh, this is where this baby left off," and "let's get them going." We need more systematic supports. We don't have that going on and every campus is extremely different. So, if you have a high mobile population which is very common with low socioeconomic students, like those kids are going into night and day every time they move and it's very unfair in terms of what they're experiencing in their personal life.

Teachers should know, according to an instructional coach, who is sitting in their classroom and what those children need when they meet them. It was mentioned by this group that to familiarize teachers with students and be consistent with monitoring student growth, there must be regular PLCs rich with conversations and implemented in a systematic way.

Parental involvement is something this group thinks is important enough to put in place. One of the participants mentioned that "as a principal you should be trying to really build students, teachers, but also you need to be an important part of that

community.” Also, systems to address social-emotional needs such as PBIS and SEL are also suggested as necessary by this group. One of the participants, however, thinks they should be implemented with more fidelity. IC2 highlights that both programs are in place, but they are not implemented with fidelity and consistency, and perhaps the principal is not completely familiar with them and that’s why there is no thorough implementation.

Human resources. This group of school and district personnel believes “having the staff that can come in and provide support in the classroom” helps teachers. One of the counselors mentioned that helping kids emotionally and academically “this includes not just the teacher.” The assistance to teachers can come from directives from the principal to instructional coaches or counselors, and they should be available for teachers. The instructional coaches can also help the teachers modeling lessons in case they have different strengths and needs. One of the instructional coaches said that teachers should be able to call on another professional and say “hey, I need you. Can you provide me with what I’m struggling with?” IC2 explained that “programs are important but people are more important. We need good resources, human resources to offer support to our campuses.” Joining efforts from the counselor, the social worker, administration, instructional coaches, and teachers, “we can get a lot of insight, putting all the pieces together from everybody’s perspective,” according to one of the instructional coaches.

Constructive feedback. This group of participants only had two references to constructive feedback for teachers. IC1 highlights that “sometimes that feedback piece might be missing, just because of time, and so I think that’s the way to go ahead and definitely move forward, is feedback.” IC2 suggests that schools “need that principal who

wants to grow you, but also who is not afraid to bring you into the office and say ‘hey, you know what? I don’t understand why this is happening. What can we do? Cause we’re a team and we need to work together for kids’.” Without feedback and communication in general, there is no growth for teachers or for students.

Relationship building. Building relationships is important to teachers and principals. This participant group also had a few references to this support for teachers. C1 thinks that it is beneficial for principals to “get to know who their teachers are, not only as their employees but as people, and it goes back to the basics of human compassion and then extending that into their families as well.” The district leader believes that “the principal has to have that relationship with the teachers so that they feel comfortable coming and talking and sharing,” and “part of building that relationship and collaborating with them is being there in the trenches with them.” When teachers feel that their principal is invested in a relationship with them, they feel more comfortable telling the principal about any struggles in the classroom, and because the principal knows, they don’t have to take reactive measures with students, as they can help at the moment it is mentioned, according to a district leader. An instructional coach mentioned that “teachers need to feel invested in their campus and they’re not gonna have that if principals don’t build those relationships.”

Lending an ear. According to this group of participants, teachers need their principal to listen to them as “they need emotional support as well.” Because the district “asks for more and more each year from teachers, I think they need to be well supported by their administration.” Teachers “sometimes need direction. Sometimes they need

advise as well” according to C3. Principals need to “be a good listener so that they can hear what their teachers need,” and teachers need to know the “principal is available to listen to them,” as mentioned a district leader.

Trust in teachers from principal. This group believes, just as teachers and principals, that teachers need to be trusted and treated as the professionals they are. The district leader mentioned that principals “need to allow teachers to also have some autonomy so that within the school day they can pull small groups and they can meet the students where they are.” IC1 agreed and said that the principal needs to

allow them [teachers] to be risk takers because...a lot of the times, if teachers feel like they are going to be reprimanded for trying something new, or if the class is a little unruly because they’re really maybe trying to implement project-based learning and, if you don’t have that support system in place, they’re going to feel very timid and they’re not gonna wanna go ahead and take those risks that could be so beneficial to the students.

IC2 mentioned that teachers are educated and they do not need to “be demeaned and disrespected for trying to do something good for kids.”

Principal is compassionate. This group mentioned that sometimes the principal needs to be “willing to put their own personal opinions sometimes and their own needs aside and the needs of others above everybody else.” Principals work with children and adults and they have to feel compassion to act upon things that happen at schools which are sometimes unexpected. Teachers need “emotional support” at times and they “need to know someone is there to support them.” IC2 thinks teachers “need their own emotional

support,” and IC3 believes that a servant leader is “there for the children first and foremost, but they’re there for the teachers.”

Principal is trusted by teachers. It is beneficial for teachers to trust the principal and not be afraid of interaction. C1 mentioned that “teachers look to their principal for guidance, for support, and for leadership.” C2 shared that “a lot of teachers fear the principal,” and mentioned that “teachers should feel comfortable enough to come and talk to the principal without feeling that you’re putting your job in jeopardy.” Teachers also need to trust that the principal works to do their best for the school and for the students, according to C3. The district leader talked about some of the struggles teachers go through and the need for them to trust their principal to talk to them, even about pedagogical struggles. In the classroom, teachers like to try new things, however, when they do not feel comfortable or trust their principal, they most likely will not take risks that could benefit students, nor will the teacher feel as if they can be honest or share anything with the principal, according to IC1.

Leading by example. This subtheme was referenced by this group as a characteristic of an effective principal just as it was mentioned by teachers and principals. The principal gets “to know the needs of their students and their communities,” and “is a role model” not only “walking the walk, but it’s talking the talk,” shared C1. The DL shared that a way the principal can lead by example is by being an active participant during PLCs and teacher planning to see what the needs are. Leading by example is also getting to know the students and not just know them on paper, but “be right there with them [teachers] and listening to the conversation and interjecting,” according to the DL.

If the principal wants faculty to work collaboratively and get along, they have to then facilitate collaboration and foster an environment of teamwork, as IC1 suggested. IC2 shared that the principal should be the lead learner and is willing to “model behavior.” According to IC3, the principal is one of the people that can have the most effect on school culture and their example of “how they treat the students...just watching them...helps with that...to mold school culture,” and it also helps when they are invested in school curriculum as “it’s so important to really understand what needs to be taught and dive in there as well.”

Principal is visible. Principal visibility was mentioned by this group several times. C1 indicated that “a principal is visible and in their school, they attend events and they sit in on meetings with their teachers.” C2 mentioned that a visible principal is one who

gets out of the office often, goes into classrooms and actually sees firsthand what teachers are doing. Meeting with teachers, seeing the kids interact with the teachers instead of just, you know, once in a while walking out to the classrooms and seeing teachers. I think the more one-on-one that they see happening, they have more perspective on what the teacher needs to kind of have backup or what they need.

A DL stated that a principal should be visible in the classrooms, following up with teachers during PLCs and through planning, and walkthroughs should not be a “gotcha” for the teachers, but as a way to see how to support teachers.

Vision. A counselor and an instructional coach mentioned that the principal has to have a vision for the campus. C1 noted that “the staff needs to know what the principal’s vision and mission is of the school because if we’re aware or an employee is aware of what the ultimate goal is, and we can know where our place is in that and how we can follow suit.” IC2 explained that principals should “have the end in mind,” and “know what the campus needs.” A vision from the principal guides the campus and the faculty and determines what steps are taken to achieve the goals that coincide with the vision.

Professional development opportunities. This group had the most references to professional development than any other subtheme. All seven participants in this group agree that professional development is “the biggest support we can provide teachers.” They each talked about the professional development they see is needed by teachers and this included training on how to deal with students with social-emotional needs and students with high academic needs. C1 shared that principals should “not take for granted that teachers know” what to do in situations when a child displays struggles associated with social-emotional needs. This counselor also suggested that principals provide teachers with exact roles of those individuals that work in the school, such as counselors, so that they know who to ask for help if the need arises, and stated that

learning about counselors and their roles in the schools because sometimes teachers are not fully aware of who they can ask if they have a student that needs help and maybe even extending it outside of your school and knowing in your district where you can get support from other people in the district.

It is important for teachers and other faculty and staff to know how social-emotional needs affect the development of a child. A lot of teachers “really haven’t been trained and actually work with kids with social-emotional needs,” according to C2. C3 mentioned that

Teachers need to be trained in social-emotional needs because there’s so much that comes with it. It depends...I mean some students come from abuse, some students come from neglect, some students come from sexual harassment and there’s just different...A lot of different social-emotional needs. I mean, they have anxiety, depression, and a lot of the teachers, and I’ll speak for myself when I was a teacher, I was not educated on all those things of what can affect a student and what I can do to help that student. It wasn’t until I became a counselor where I saw more than just the academics of the student. I saw what that student really needed. So, I think lots of training on social-emotional needs.

This counselor also stated that “the whole school and staff needs to be trained in the social-emotional needs because...they’re not just with the teacher all day,” and that the principal must facilitate this training so that it is not only up to the counselor to deal with these issues. The IC1 agreed with this sentiment and shared that training on SEL

it’s really the focus on the whole child so that the students...it’s not all about the academics. It’s really chiming in on those needs, really understanding where they’re coming from, understanding how the brain works, even.

Keeping up to date on best practices on how to address the needs of students is essential for building teacher capacity and, ultimately, student growth.

Planning time. Planning time was not mentioned by the teacher group. Four out of the seven participants in this group made reference to the need for teachers to have planning time so that they can analyze data, intervention groups, and basic planning. The allowance of planning time could be during PLCs or during uninterrupted preparation periods. One of the participants mentioned that the principal could put in place extended preparation periods for the teacher periodically during the school year, depending on the needs of the school. IC3 suggested that

giving them [teachers] the time to effectively plan lessons and collaborate with their team members, I think that that's one of the most essential things that they need so that they feel that they are ready to go and then deliver those effective lessons.

Planning time could also be a time when teachers can discuss students' behavior, performance, and grades so that they can work together as a team to address those needs.

Ranking

Table 1 depicts the data and frequencies per subtheme and by participant group. The purpose of this table is to rank the top five subthemes by group to determine which are prioritized by each group and determine if there are any discrepancies or coincidences in responses.

Table 2

Percent of Response Frequencies

Teachers	Principals	School and District Personnel
Frequency and Percentage	Frequency and Percentage	Frequency and Percentage

Follow through with resources	6	3%	4	4%	5	4%
Follow through with school systems	41	22%	16	17%	15	11%
Follow through with human resources for Co-Teaching opportunities	6	3%	18	20%	12	9%
Constructive feedback	3	2%	2	2%	2	2%
Relationship building	8	4%	2	2%	7	5%
Communication	10	5%	3	3%	0	--
Trust among faculty and staff	10	5%	0	--	0	--
Lending ear	17	9%	2	2%	10	8%
Advocate/stand up for teachers	18	10%	1	1%	0	--
Trust in teachers from Principal	26	14%	5	5%	3	2%
Leading by example	7	4%	5	5%	10	8%
Collaboration	21	11%	11	12%	0	--
Professional development opportunities	10	5%	9	10%	30	23%
Teacher involvement in decision making	0	--	2	2%	0	--
High expectations	0	--	3	3%	0	--
Vision	0	--	4	4%	4	3%
Planning time	0	--	5	5%	7	5%
Principal is compassionate	0	--	0	--	9	7%
Principal is trusted by teachers	0	--	0	--	8	6%
Principal is visible	0	--	0	--	9	7%

Follow Through

The teacher group results ranked “follow through with school systems” at the top of the list of supports they need from their principal. These include establishing parental support systems to facilitate parental involvement, response to intervention initiatives, establishing tutoring and intervention schedules, planned and recurring Professional Learning Community meetings, thorough implementation of behavior intervention system, consistent counselor intervention, establishing school committees, and mentorship programs. The principal group ranked “budgeting for human resources” at the top of their list. Human resources can include paraprofessionals in the classroom to help

co-teach, counselors, therapists, tutors, and social workers. Second on the principal list is “follow through with school systems” which the teacher group had at the top of their list. The other school and district personnel group ranked “follow through with school systems” second on the list, with “budgeting for human resources” third on their list.

Trust

Teachers ranked “trust in teachers from principal” second on their list, “stand up for teachers,” or advocate for teachers fourth on their list, and “lending ear” fifth on their list. According to teacher responses, they want to be treated like professionals and they want their opinions and input to be valued. They also want the principal to advocate for them and support them if the need arises with parents or students. They want to feel free to go to the principal with any concern they have without fear of being judged or reprimanded. They want to be listened to. Principals ranked “trust in teachers from principal” fifth on their list whereas the school and district personnel group ranked “lending ear” fourth on their list, which was tied with a subtheme in the principal expertise theme. The school and district personnel group ranked “principal is compassionate” fifth on their list, along with “principal is visible” in the principal expertise theme.

Principal Expertise

Teachers ranked “collaboration” with the principal third on their list which is exactly the same rank for this subtheme for the principal group. In the theme of principal expertise, the principal group ranked “leading by example” fifth on their list, which was tied with “trust in teachers from principal” in the trust theme, and “planning time” in the

professional development theme. The school and district personnel group ranked “leading by example” fourth on their list and “principal is visible” fifth on their list of this theme.

Professional Development

The teacher group did not rank “professional development opportunities” as one of their top five supports needed by their principal. However, the principal group ranked this subtheme fourth on their list and “planning time” fifth on their list. The school and district personnel group ranked “professional development opportunities” as first on their list.

Academic Support

Teachers were asked about the support they receive for students who have high academic needs. Their responses were coded as positive or negative feelings on the support they receive. There were a total of 6 positive feeling references and 13 negative feeling references for this group. There was one reference from a principal participant about wanting to support the teachers with students with high academic needs by having fewer students in each classroom. The school and district personnel group had no references to positive feeling and five references to negative feelings pertaining to academic support.

Social-Emotional Support

Teachers answered questions about the support they receive when teaching students with high social-emotional needs. Their responses were recorded as positive or negative feelings. There were 12 references to positive feelings of support received and 17 references of negative feelings of support received. In the principal group, there was

one response stating more professional development is needed. The school and district personnel group had one positive feeling reference to support for students with social-emotional needs, and six references to negative feelings.

Summary

The purpose of this qualitative study was to examine perspectives in relation to the support needed by teachers who teach students with high social-emotional and academic needs through interviews of third, fourth, and fifth-grade teachers, principals, instructional coaches, and counselors at low-performing campuses, according to state standards. A district academic leader was also interviewed for this study. I collected data through one-on-one interviews of nine teachers, three principals, three instructional coaches, three counselors, and one district academic leader. Two research questions guided my interviews, and I used three sets of interviews, one for each group of participants. Research Question 1 asked for the perspectives of teachers and principals. Research Question 2 asked for the perspectives of the rest of the participants, or as referenced in this study, school and district personnel.

Findings indicated that although the interviews yielded the same themes and mostly the same subthemes, the ranking for each group of participants was different. The top five rankings were selected for each group and compared in a final analysis of percentages. The top five subthemes ranked by teachers were “follow through with school systems,” “trust in teachers by the principal,” “teacher collaboration with the principal,” “principal stands up for teachers,” or advocacy for teachers, and “principal has a lending ear.” The top five subthemes ranked by principals were “budget for human

resources,” “follow through with school systems,” “teacher collaboration with the principal,” “provide professional development opportunities,” and “planning time,” “trust in teachers from principal,” and “leading by example” were tied in the fifth ranking. The school and district personnel ranked “professional development opportunities” at the top of their list. In second came “follow through with school systems.” Third in this group’s ranking was “budget for human resources.” In fourth place were “lending ear” and “lead by example,” and in fifth place was “principal is visible.”

In Chapter 5, I include the interpretation of the findings, an analysis of the findings in the context of the conceptual framework, discussion, conclusion, and recommendations.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

In this general qualitative interview study, my goal was to understand the perspectives of elementary school teachers on the support they need from their principal to be effective at teaching third, fourth, and fifth grade students who have high social-emotional and academic needs. Along with the perspective of teachers, the study also identified the perspectives of principals, counselors, instructional coaches, and a district academic leader. This study was carried out to construct knowledge about what teachers need to address the needs of these two populations of students enrolled in schools that are not meeting state standards.

The perspectives of 19 participants were gathered through individual interviews conducted face-to-face that took no longer than 50 minutes each. Each of the interviews was recorded and later transcribed with NVivo. There was a set of interview questions for teachers, a second set for principals, and a third set for counselors, instructional coaches, and a district academic leader. The questions focused on the experiences and perspectives of each set of participants on the support provided, support needed, and support desired for and by teachers who teach students with high social-emotional and academic needs.

The perspectives of each group of participants were essential for identifying support needs for teachers working with these populations of students, and principals usually facilitate that support for teachers. Counselors and instructional coaches work with both teachers and principals; their perspective is important as they are witness to the teacher/principal working relationship. The district academic leader collaborates and

contributes to schools by leading the principal toward best practices and district-wide initiatives.

I used two Research Questions to guide my study. Research Question 1 elicited the perspectives of teachers and principals on support needed for teachers who teach students with high social-emotional and academic needs. Research Question 2 elicited the perspectives of counselors, instructional coaches, and a district academic leader on the same issue. After the interviews were conducted, they were analyzed using NVivo. After an analysis of reference frequency for a subtheme divided by the total number of responses for that specific group, the top five supports for teachers were found for each of the participant groups.

Interpretation of Findings

To gain the perspective of teachers, principals, counselors, instructional coaches, and a district academic leader on the support teachers need while teaching students with high social-emotional and academic needs, I designed this general qualitative study with two research questions and a set of interview questions for teachers, a second one for principals, and a third one for the rest of the participants. I interpreted the study's results in the context of cognitive evaluation theory (Riley, 2016), social cognitive theory (Bandura, 1989), and role theory (Hindin, 2007). This section is organized by research question, the responses of the participants, and connection to the conceptual framework.

Research Question 1

What are the perspectives of elementary school teachers and principals on principal support for teachers who teach children with high academic and social-

emotional needs? To answer this question, I asked teachers about the support they need, the support they receive, and the support they wish they received from principals. The teachers' responses that ranked top five were "principal follows through with school systems," "principal trusts teachers," "principal fosters an environment of collaboration," "the principal stands up for teachers," and "the principal has a lending ear."

I asked the principals about the support necessary for teachers, the support they provide, and the support they wish they could provide. The principal responses that ranked top five were "principal budgets for human resources," "principal follows through with school systems," "principal fosters an environment of collaboration," "principal provides professional development opportunities," and tied at number five were "principal trusts teachers," and "principal leads by example."

Research Question 2

What are the perspectives of a district academic leader, counselors, and instructional coaches on the support teachers expect to receive from their principals and the support principals provide teachers who teach students with high academic and social-emotional needs? To answer this question, I asked counselors, instructional coaches, and a district academic leader about the support teachers need, the support teachers receive, and the support they wish teachers would receive. The responses that ranked top five were "principal provides professional development opportunities," "principal follows through with school systems," "principal budgets for human resources," tied in fourth were "principal has a lending ear," and "principal leads by

example,” and tied in fifth place were “principal is compassionate,” and “principal is visible.”

School systems.

Teachers, principals, and counselors, instructional coaches, and the district academic leader all agreed that it is important for principals to follow through with school systems, although they all ranked it differently. The results indicated that teachers ranked number one the support from their principals in the form of “follow through of established school systems” to enhance parental involvement, response to intervention initiatives, tutoring and intervention schedules, planned and recurring Professional Learning Committee meetings, implementation of behavior intervention systems, consistent counselor intervention, establishing school committees, and mentorship programs. However, the principal group and the counselors, instructional coaches, and the district academic leader group ranked “follow through with school systems” second on their list according to interview responses and it was first on the list for teachers. This finding is consistent with the literature previously reviewed. The Every Student Succeeds Act (ESSA) provides schools with different ways to implement programs (Krachman, LaRocca, & Gabrieli, 2018). However, they state that school administrators and teachers have to be educated on these programs and systems for them to adequately work and address the needs of students (2018). Inlay (2016) suggested that schools have a hidden curriculum through which activities and systems in a school are carried out to support building capacity in students. De Leeuw, de Boer, Bijstra, and Minnaert (2017) agreed that it benefits students when principals implement positive and preventive behavior

systems. Other populations also benefit from school systems such as English learners and Loeb, Soland and Fox (2014) suggest that these systems can help teachers learn skills to improve students' academic achievement. According to Kern (2015), there are three approaches to addressing the needs of students with social-emotional needs and they include positive supports, mentoring and relationship building, and consistency of interventions. These are supports that were mentioned by teachers and principals in this study as systems required for the success of students. A principal's perception of change and the need to create systems to address the needs of the school has an effect on the effectiveness of those changes (Soini, Pietarinen, & Pyhältö, 2016).

Trust.

Teachers and Principals identified that trusting teachers to do what it takes to address the needs of students is important, although they gave it a different rank. Teachers want their principal to trust them in making the right decisions for their students, as well as allowing them to have input in decisions for the school and their students as their responses ranked this second on their list. They want to be treated like professionals and they want to feel valued in the school community. Principals ranked "trust in teachers from their principal" as fifth on their list of ways they could support teachers. This finding is in line with previously identified literature. Trust stimulates and inspires respectful and collaborative relationships that foster environments of purposeful planning, intentional interventions, and an increase in student engagement (Salazar, 2016). Trusting relationships between teachers and principals are the foundation of effective and sustained school reform (Leis & Rimm-Kaufmann, 2016), as opposed to

distrust which encourages a loss in sense of community among the two roles (Hanselman, Grigg, Bruch, & Gamoran, 2014). Huguet (2017) stated that teachers who feel comfortable approaching their principal with student issues are usually more excited about their practices and they will consequently affect student academic growth.

Collaboration.

Teachers and principals both ranked collaboration third on their list. The findings align with the literature as Park and Ham (2016) conveyed that teachers benefit from collaborating with other teachers and this collaboration could predict a school's capacity and sustainability of innovation for academic improvement which supports that teachers can learn from collaborating with other teachers and from having advice and information from colleagues and consequently benefit student achievement (Hopkins, Lowenhaupt, & Sweet, 2015). Principals who support collaboration and facilitate environments of reflection and shared ideas can in turn support positive student outcomes (Bouchamma, Tian, April, & Basque, 2017). Collaboration is also a system that principals can put in place to involve more than the teachers and the principal, but other people who also affect student growth, such as instructional coaches and counselors, as the principal acts as a bridge to produce positive academic effects to produce instructional change (Sebastian, Allensworth, & Haigen, 2016). Tied in fifth place for the principal group was planning time which also pertains to time used to collaborate and plan with other teachers.

Teacher Advocacy.

Teachers were the only group of participants that had advocacy for teachers or "standing up for teachers" as number four in the top five rankings. Teachers want the

principal to support them by standing up for them in front of parents, students, and the community. They also want the principal to support them as they implement certain things such as classroom discipline, tutoring after school, communication with parents, and other things that would require the principal to be a bridge between the principal and another party. They also understand that a principal's voice can carry a different weight than teachers' and that perhaps parents and students will be more likely to comply with teachers' requests if the principal advocates for them. In regards to state testing, teachers want to know that they are not alone and that the blame will not be put on them if scores are low. This coincides with the literature as Hughet (2017) suggested that when schools receive a rating from the state, it should be a reflection of the school and its systems and not solely on the teacher. Supportive principal leadership and support for change is a predictor of teacher's positive perspectives of collaboration and communication (Berebitsky, Goddard, & Carlisle, 2014). Therefore, it is important for the principal to make teachers feel as if they have an advocate.

Lending Ear.

Teachers and counselors, instructional coaches, and the district academic leader consider a lending ear from the principal important enough to have it ranked as one of the top five. Teachers ranked it fifth on their list and counselors, instructional coaches and the district academic leader had it ranked as fourth on their list. Teachers want to be heard by the principal and they would like to feel comfortable enough to take any concerns or problems to the principal without being judged or feel as if there will be repercussions to their admitting to struggles or issues in the classroom. As Hughet (2017)

highlighted, when teachers feel comfortable talking to their principal about school and student issues, they are more likely to feel confident about their practices and consequently can have a positive effect on students. Teachers have to feel safe and cared for by their principal to be open to their directives and suggestions on instructional strategies and professional development needs, especially if these mean change. The principal's informational, professional development, and emotional support to teachers can be a predictor of teacher involvement and collaboration (Castro Silva, Amante, & Morgado, 2017). Fifth on the ranking for counselors, instructional coaches, and the district academic leader was "principal is compassionate." Part of being compassionate is being able to listen to teachers and the promotion of general development, addressing individual needs, and building capacity in faculty, staff, and students to have a positive and indirect impact on student achievement (Louis, Murphy, & Smylie, 2016).

Budget for human resources.

Budgeting for human resources was first on the top five rankings for principals and third on the counselors, instructional coaches, and the district academic leader's list. Results showed that principals "budget for human resources" as their way to support teachers and this ranked first on their list. These human resources, according to the principal interviews, include paraprofessionals for the classroom to assist teachers with groups of students, tutors, counselors, therapists, and social workers. This finding is consistent with the literature as Hopkins, Lowenhaupt, and Sweet (2015) stated that there is a need for school and district educators to build systems that include resources that support student achievement. The principal can build capacity in teachers, not just with

professional development, but also by mobilizing resources, including human resources, to respond to school demands (Lai, 2015). Principals have the ability to budget for human resources that could benefit the school, especially if there is a high population of students with social-emotional problems. These human resources can include social workers, counselors, therapists, and even mentors.

Professional development.

Professional development opportunities did not appear as one of the top five ranked principal supports for teachers. However, this ranked first on the counselors, instructional coaches, and district academic leader's list, and fourth on the principals' list. Kern (2015) related that educators need professional development that addresses mental health disorders, behavior management, positive support, student quality of life and improvement, and mentoring and ongoing coaching. This list pertains to teachers who teach students with high social-emotional needs. Swan and Riley (2015) agreed and note that teachers also need training that focuses on empathy to build student/teacher relationships. Professional development in simple systems that the principal can facilitate can have a substantial impact on student success. In a previous study, teachers identified deficiency areas that prevented them from addressing student needs and one of them was communication with parents (Hansen-Thomas, Richins, Kakkar, & Okeyo, 2016). Building capacity in a school is one way a principal can foster an environment of teaching and learning, especially in a context of high needs (Lai, 2015).

Lead by example.

Counselors, instructional coaches, and the district academic leader ranked “principal leads by example” as number four on their top five list. The principals tied it as number five with “principal trusts teachers,” and “planning time.” Faculty and staff at a school look for the principal to provide behavior clues in the context of the school. They also look for their principal to be a curriculum leader and to work collaboratively in different areas that could potentially have positive effects on teacher success in the classroom as well as student academic and social-emotional growth by way of a strong curricular, population, and intervention knowledge base (Kitchen, Gray, & Jeurissen, 2016).

Conceptual Framework

There were three theories that framed this study. The role theory (Hindin, 2007) addressed Research Question 1 and 2 as it pertains to the societal roles that every person holds in their context. There are personal perspectives and characteristics of a role, communication with others within a social system, and situational constraints, assigned responsibilities, schedules, and resources. Societal roles are relative to the context and it pertains to how a certain person is expected to behave and how that person expects others to behave. This study revealed that teachers expect the principal to behave and act in certain ways because of the leadership role they hold within the school setting. The principal role and the expectations of others have to do with that individual’s social position. The teachers consider trust as one of the most important supports from their principal. Trust is achieved when teachers and principals have a clear understanding of

each other's role as well as their own role within the school setting, and this understanding facilitates the perspective of each other's responsibilities (Leis & Rimm-Kaufmann, 2016). Just as there is a need to know what the principal's and the teachers' roles are that pertain to student achievement, teachers also want to know the exact roles of support personnel so that they know what to expect from each person who has the potential to enhance their practice (Prezyna, Garrison, Lockte, & Gold, 2017).

The cognitive evaluation theory (Riley, 2016) deals with social and environmental factors that facilitate intrinsic motivation. When something is expected from an individual, in this case, teachers' expectations from the principal, they will most likely be motivated. According to Riley (2016) competence, autonomy, and relatedness have to be present for teachers to feel self-motivated. This pertains to this study because teachers mentioned different expectations from their principal that could help with their motivation and initiative in the school context. One of them is trusting the teachers which is relevant to the autonomy and competence that Riley explains.

The social cognitive theory (Bandura, 1989) pertains to this study because it has to do with how personal factors, behaviors, and the environment interact and how contextual factors impact an individual's personal and professional initiative and how this affects their success. Based on the results of this study, specifically, the teachers' results, systems outside of the classroom are important for the principal to implement as it involves the environment in which the teachers work. If systems are in place, if trust is present, if collaboration takes place, and if principals advocate for teachers while

listening to their concerns, teachers might feel more inclined to take initiative to improve their practice.

Limitations of the Study

Teachers, principals, counselors and instructional coaches from a total of 15 campuses were invited to participate as well as two academic leaders at the district level. One of the limitations of this study is that only nine teachers, three principals, three instructional coaches, three counselors, and one district academic leader, which was the number of participants needed for this study, accepted to participate in the study and were interviewed therefore the results of the study cannot be easily generalized. The findings from this research could be generalized to similar contexts as they pertain to teachers of students with high social-emotional and academic needs in schools that serve high populations of English learners, Hispanics, and students of low socio-economic status. In future studies, researchers might expand the number of participants as well as the number of schools and districts.

The second limitation concern is that although participants understood that their identity would not be revealed and that the study would not include any participant identifiers, some felt nervous revealing anything that could be referred back to their principal. They were assured that the purpose of the study is not to reveal any bad practices at their current school, or to tell about their principal specifically. They were also assured that, as the informed consent states, they could opt out of the interview at any time. The participants felt comfortable enough to tell about their experiences and

perspectives. I assumed that all 19 participants answered truthfully and openly, sharing their true perspectives.

A third limitation in this study was researcher bias since I was the only person sending out interview invitations, making phone calls, scheduling and carrying out interviews, analyzing transcribed data, and categorizing the results. Even though I have no preconceived notions about what the results would be, I made sure that the data was categorized the same way for every interview transcript, and that key words and themes were treated the same for every one of the participants.

Recommendations

There are two recommendations to future researchers based on the results of the current study. First, it is recommended that the sample size of participants is expanded and that other teachers who teach students with high social-emotional and academic needs be invited to participate, along with principals, counselors, and instructional coaches despite the schools' academic standing with the state. This would broaden the perspectives and it would provide the researcher with other narratives from teachers who teach the same populations but have had successful experiences in the classroom and with their leader.

The second recommendation is that future research is done in more than one school district on the American side of the United States-Mexico region. It is not recommended to add any other variables as the purpose of the study is to understand the support teachers need from their principal to be successful as they teach students with

high social-emotional and academic needs. This would allow results to be generalized to a larger population.

In each of the interview sets, there was one interview question for the teacher group, the principal group, and the school and district personnel group about their perspective on what makes an effective teacher and another interview question was about what makes an effective principal. The third recommendation is that future research study the correlation of the perspectives of these groups about what makes an effective teacher, and the support they receive from the principal to identify if teachers receive the support necessary to be effective. It is also recommended to find the correlation on what is perceived to be an effective principal and the supports principals provide teachers to ascertain whether principals are doing what it takes to be perceived as an effective principal.

Implications

There is research about teachers' perspectives of need. There are also separate studies on the perspective of principals on what teachers need. This general interview qualitative study contributes to the literature as it addresses the gap in knowledge by eliciting the perspective of teachers and principals, along with counselors, instructional coaches, and a district academic leader on principal support for teachers who teach students with high social-emotional and academic needs. This study can lead to positive social change by identifying the support teachers want from their principals to enhance their classroom practices, along with what principals consider essential support to address

the needs of students with high social-emotional and academic needs, which can consequently improve support for students.

Students with high social-emotional needs often struggle academically as they carry around an invisible backpack full of issues perhaps unknown to the teacher. Some of these might include poverty, hunger, poor health, abusive or neglectful homes, and scarcity. Some elementary school students deal with adult problems that their minds might not be equipped for, therefore learning takes a back seat and academic achievement suffers. Teachers are not limited to addressing academics in classrooms nowadays, therefore school principals are required to provide the proper supports so that teachers are effective at educating students in a holistic way.

At the individual level, to increase the types of support required by teachers based on the results of this study, teachers recommend that principals implement systems that include parental involvement, response to intervention initiatives, tutoring and intervention schedules, planned and recurring Professional Learning Committee meetings, implementation of behavior intervention systems, consistent counselor intervention, establishing school committees, and mentorship programs. Principal participants suggested that these systems are also important to them, therefore this support can yield individual level implications as long as the systems ultimately affect student growth.

At the individual level, to foster an environment of trust and support, teachers mentioned that they want to be trusted by the principal. They want to be invited to help make decisions, and they want the principal to trust that they are doing right by the

students. They also want to talk to the principal without fear of retaliation or judgment. Some of the teachers suggested that they want to be trusted as professionals and they want the principal to value their opinions.

At the organizational level, behavior intervention systems and social-emotional learning initiatives could be addressed, and professional development could be provided to all school personnel, creating curriculum designs that are not only academic and that encourage discussion about specific student needs. Several participants, including counselors and teachers, suggested that teachers receive professional development that could help them identify specific student needs and create an action plan on proper ways to intervene. Some teachers mentioned that they do not know how to deal with certain behavior problems that could stem from social-emotional needs.

At the societal level, if school personnel, including teachers and principals know how to address social-emotional problems and the academic deficits this may cause, students benefit, therefore the community benefits. It is important that just as teachers can identify academic gaps in students, that they can also identify consequences of social-emotional needs with the support of the proper staff, including counselors and principals. Just as teachers intervene with tutoring, schools should have interventions for students whose learning is hindered by social-emotional issues. If these social-emotional issues are not addressed, students are at risk of social isolation, truancy and eventual dropout, and involvement in criminal activity (National Center for Learning Disabilities, 2019). The community and society at large could benefit from the intervention that students need, whether these are social-emotional or academic.

Conclusion

All children deserve a quality education, no matter what their background is. It was important to obtain the perspectives of not only teachers and principals but also from counselors, instructional coaches, and a district academic leader about the support teachers need from principals to address the needs of students with high social-emotional and academic needs. Students belonging to these two populations need a holistic education that helps them realize they can be active participants in constructing their future and they have the same choices and opportunities that every other student has. They need to know that they can overcome any obstacle, regardless of how grave it is, or how unmanageable it may seem.

Teachers and school personnel have the potential to help students come to the decisions and take the proper steps to be successful, no matter their circumstances outside of school. Knowing how to support teachers so that they can, in turn, support these populations of students could potentially avoid frustration levels among teachers and it could also inform principals about what teachers consider proper principal support to avoid a disconnect between these two roles in the school setting. It is recommended that educators use the results of this study to guide their planning and school structures at the beginning and throughout the school year to address the needs of teachers, and ultimately, the needs of students by creating positive learning environments.

The findings of this study are directed at educators at the different levels, starting with principals who can support teachers through systems involving the community and school policies that support a holistic approach to educating children, including building

capacity that facilitates adequate interventions. The knowledge about the different perspectives can guide school and district initiatives and guide students toward dreaming new and better ways for their life. Positive and safe environments foster collaborative and prosperous relationships among all stakeholders in a school setting.

References

- Alase, A. (2017, April 30). The interpretative phenomenological analysis (IPA): A guide to a good qualitative research approach. *International Journal of Education & Literacy Studies*, 5(2). doi:10.7575/aiac.ijels.v.5n.2p.9
- Alshenqeeti, H. (2014, March 21). Interviewing as a data collection method: A critical review. *Sciedu*, 3(1), 39-45. doi:10.5430/elr.v3n1p39
- Alston, C. R. (2017, March). A causal comparative study of teacher and administrator perceptions of school climate within elementary schools in a school district. Liberty University. Retrieved October 17, 2017, from <http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=2413&context=doctoral>
- Bandura, A. (1989). Human agency in social cognitive theory. *The American Psychologist*, 44(9), 1175-1184. doi:10.1037/0003-066X.44.9.1175
- Barr, R. D., & Gibson, E. L. (2015). Sowing seeds of hope. *Educational Leadership*, 72(9), 22-27.
- Bellibas, M. S., & Liu, Y. (2017). Multilevel analysis of the relationship between principals' perceived practices of instructional leadership and teachers' self-efficacy perceptions. *Journal of Educational Administration*, 55(1), 49-69. doi:10.1108/JEA-12-2015-0116
- Bengtsson, M. (2016, January 29). How to plan and perform a qualitative study using content analysis. *NursingPlus Open*, 2, 8-14. Retrieved from <http://dx.doi.org/10.1016/j.npls.2016.01.001>

- Berebitsky, D., Goddard, R. D., & Carlisle, J. F. (2014). An examination of teachers' perceptions of principal support for change and teachers' collaboration and communication around literacy instruction in reading first schools. *Teachers College Record, 116*(4). Retrieved from <http://www.tcrecord.org/Content.asp?ContentId=17401>
- Bettini, E., Park, Y., Benedict, A., & Leite, W. (2016, March 30). Situating special educators' instructional quality and their students' outcomes within the conditions shaping their work. *Exceptionality: A Special Education Journal, 24*(3), 176-193. doi:10.1080/09362835.2015.1107831
- Bickmore, D. L., & Sulentic Dowell, M.-M. (2014, September). Two charter school principals' engagement in instructional leadership. *Journal of School Leadership, 24*, 842-881.
- Blake, D. (2018, March 1). Motivations and paths to becoming faculty at minority serving institutions. *Education Sciences, 8*(30). doi:10.3390/educsci8010030
- Bodnarchuk, M. (2016). The role of principal as instructional leader. *SELU Research Review Journal, 1*(1), 5-15. Retrieved from <https://selu.usask.ca/documents/research-and-publications/srrj/SRRJ-1-1-Bodnarchuk.pdf>
- Bojuwoye, O., Moletsane, M., Stofile, S., Moolla, N., & Sylvester, F. (2014). Learners' experiences of learning support in selected Western Cape schools. *South African Journal of Education, 34*(1), 1-15. Retrieved from <http://www.sajournalofeducation.co.za>

- Bouchamma, Y., Tian, J., April, D., & Basque, M. (2017). Pedagogical supervision: Teachers' characteristics, beliefs, and needs. *International Studies in Educational Administration, 45*(2), 91-115.
- Brinkmann, S. (2014). *Encyclopedia of Critical Psychology*. (T. Teo, Ed.) New York, NY: Springer New York. doi:10.1007/978-1-4614-5583-7
- Brown, C. L., Park, Y., Schell, R., & Benedict, A. E. (2017). Portfolio assessment for English learners: A magnifier into students' learning needs in literacy. *The New England Reading Association Journal, 52*(1), 81-93. Retrieved September 2018
- Browning, P. (2014). Why trust the head? Key practices for transformational school leaders to build a purposeful relationship of trust. *International Journal of Leadership in Education: Theory and Practice, 17*(4), 388-409.
doi:10.1080/13603124.2013.844275
- Butters-Bubon, J., Brunner, T., & Kansteiner, A. (2016). Success for all? The role of the school counselor in creating and sustaining culturally responsive positive behavior interventions and supports programs. *Professional Counselor, 6*(3), 263-277. doi:10.15241/jbb.6.3.26
- Castillo-Montoya, M. (2016, May 1). Preparing for interview research: The interview protocol refinement framework. *The Qualitative Report, 21*(5), 811-831.
Retrieved from <https://nsuworks.nova.edu/tqr/vol21/iss5/2>
- Castro Silva, J., Amante, L., & Morgado, J. (2017, March 13). School climate, principal support and collaboration among Portuguese teachers. *European Journal of Teacher Education, 40*(4), 505-520. doi:10.1080/02619768.2017.1295445

- Changing Minds. (2018). *Role theory*. Retrieved from Changing Minds:
http://changingminds.org/disciplines/leadership/theories/role_theory.htm
- Clandinin, D. J. (2016). *Engaging in narrative inquiry*. (J. M. Morse, Ed.) Routledge.
- Dabach, D. B. (2015). Teacher placement into immigrant English learner classrooms: Limiting access in comprehensive classrooms. *American Educational Research Journal*, 52(2), 243-274. doi:10.3102/0002831215574725
- de Leeuw, R. R., de Boer, A. A., Bijstra, J., & Minnaert, A. (2017). Teacher strategies to support the social participation of students with SEBD in the regular classroom. *European Journal of Special Needs Education*, 33(3), 412-426.
 doi:10.1080/08856257.2017.1334433
- deKock, M. (2015). Ontology and a mixed methods epistemology in applied research. *European Conference on E-Learning* (pp. 170-176). The DaVinci Institute.
 Retrieved from <https://web-b-ebshost-com.ezp.waldenulibrary.org/ehost/pdfviewer/pdfviewer?vid=17&sid=35082295-de0c-470c-a490-8e140962d08e%40sessionmgr120>
- DeMatthews, D. (2015, January 8). Getting teacher evaluation right: What principals need to know. *Educational Forum*, 79(1), 81-89.
 doi:101080/00131725.2014.971992
- Devine, D., & McGillicuddy, D. (2016). Positioning pedagogy-a matter of children's rights. *Oxford Review of Education*, 42(4), 424-443. Retrieved from
<http://dx.doi.org/10.1080/03054985.2016.1197111>

- Djonko-Moore, C. M. (2016). An exploration of teacher attrition and mobility in high poverty racially segregated schools. *Race Ethnicity and Education, 19*(5), 1063-1087. doi:10.1080/13613324.2015.1013458
- Doabler, C. T., Nelson, N. J., & Clarke, B. (2016). Adapting evidence-based practices to meet the needs of English learners with mathematics difficulties. *TEACHING Exceptional Children, 48*(6), 301-310. doi:10.1177/0040059916650638
- Ediger, M. (2014). The changing role of the school principal. *College Student Journal, 48*(2), 265-267.
- Education Week. (2019, June 11). *Social-emotional needs entwined with students' learning, security*. Retrieved from <https://www.edweek.org/ew/articles/2013/01/10/16environment.h32.html>
- El Paso Independent School District. (2018). *Connecting languages*. Retrieved from <https://www.episd.org/Page/686>
- Eliophotou-Menon, M., & Ioannou, A. (2016). The link between transformational leadership and teachers' job satisfaction, commitment, motivation to learn, and trust in the leader. (M. Shurden, & S. Shurden, Eds.) *Academy of Educational Leadership Journal, 20*(3), 12-22. Retrieved from https://www.researchgate.net/profile/Dana_Battaglia2/publication/311607467_Faculty_mentoring_in_communication_sciences_and_disorders_Case_study_of_a_doctoral_teaching_practicum/links/5857f55208ae64cb3d47caf2.pdf#page=17
- Flick, U. (2018). *Designing qualitative research* (2nd ed.). (U. Flick, Ed.) Sage. Retrieved from

[https://books.google.com/books?hl=en&lr=&id=m75SDwAAQBAJ&oi=fnd&pg=PT16&dq=%22qualitative+research%22+and+%22education%22+and+%22interviews%22&ots=hR6UgvF6Ys&sig=cENqcyK28bUBsesNFtUk2sgZvLk#v=onepage&q=%22qualitative%20research%22%20and%20%22education%22%](https://books.google.com/books?hl=en&lr=&id=m75SDwAAQBAJ&oi=fnd&pg=PT16&dq=%22qualitative+research%22+and+%22education%22+and+%22interviews%22&ots=hR6UgvF6Ys&sig=cENqcyK28bUBsesNFtUk2sgZvLk#v=onepage&q=%22qualitative%20research%22%20and%20%22education%22%20)

- Gaziel, H. H. (2014). The effects of the school organization on teachers' efficacy and satisfaction. *BCES Conference, 12*, pp. 281-288.
- Glaser, B. G., & Strauss, A. L. (2017). *Discovery of grounded theory: Strategies for qualitative research* (1st ed.). New York, NY: Routledge.
- Glesne, C. (2016). *Becoming qualitative researchers: An introduction* (5th ed.). Pearson.
- Goddard, R., Goddard, Y., Kim, E. S., & Miller, R. (2015, June 5). A theoretical and empirical analysis of the roles of instructional leadership, teacher collaboration, and collective efficacy beliefs in support of student learning. *American Journal of Education, 121*, 501-530. Retrieved from <https://eds-a-ebSCOhost-com.ezp.waldenulibrary.org/eds/pdfviewer/pdfviewer?vid=2&sid=51e0b746-306c-43e6-9043-c9dd69066f4d%40sessionmgr4006>
- Hanselman, P., Grigg, J., Bruch, S., & Gamoran, A. (2014). The consequences of principal and teacher turnover for school social resources. *Annual Meetings of the American Sociological Association*. San Francisco.
doi:10.1080/13613324.2015.1013458
- Hansen-Thomas, H., Richins, L. G., Kakkar, K., & Okeyo, C. (2016). I do not feel I am properly trained to help them! Rural teachers' perceptions of challenges and needs

- with English-language learners. *Professional Development in Education*, 42(2), 308-324. Retrieved from <http://dx.doi.org/10.1080/19415257.2014.973528>
- Hindin, M. J. (2007, February 15). *Wiley online library*. Retrieved from Role Theory: <https://doi.org/10.1002/9781405165518.wbeosr078>
- Hines, E. M., Moore, J. L., Mayes, R. D., Harris, P. C., Vega, D., Robinson, D. V., . . . Jackson, C. E. (2017). Making student achievement a priority: The role of school counselors in turnaround schools. *Urban Education*, 1-22.
doi:10.1177/0042085916685761
- Hopkins, M., Lowenhaupt, R., & Sweet, T. M. (2015). Organizing English learner instruction in new immigrant destinations: District infrastructure and subject-specific school practice. *American Educational Research Journal*, 52(3), 408-439.
doi:10.3102/000283121558478
- Huguet, B. C. (2017). Effective leadership can positively impact school performance. *On the Horizon*, 25(2), 96-102. doi:10.1108/OTH-07-2016-0044
- Hutton, D. M. (2017, July). Leadership performance model for the effective school principal. *Journal of School Leadership*, 27, 553-580. Retrieved from <https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsgea&AN=edsgcl.552763194&site=eds-live&scope=site>
- Inlay, L. T. (2016, June). Creating a culture of respect through the implicit curriculum. *Middle School Journal*, 47(2), 23-31. doi:10.1080/00940771.2016.1102600
- Isik-Ercan, Z., Demir-Nagdas, T., Cakmakci, H., Cava-Tadik, Y., & Intepe-Tingir, S. (2017). Multidisciplinary perspectives toward the education of young low-income

immigrant children. *Early Child Development and Care*, 187(9), 1413-1432.

doi:10.1080/03004430.2016.1173037

Kern, L. (2015). Addressing the needs of students with social, emotional, and behavioral problems: Reflections and visions. *Remedial & Special Education*, 36(1), 24-27.

doi:10.1177/0741932514554104

Kitchen, M., Gray, S., & Jeurissen, M. (2016). Principals' collaborative roles as leaders for learning. *Leadership and Policy in Schools*, 15(2). Retrieved from

<http://dx.doi.org/10.1080/15700763.2015.1031255>

Krachman, S. B., LaRocca, R., & Gabrieli, C. (2018, February). Accounting for the whole child: Educators increasingly recognize the role of students social-emotional skills in academic outcomes. *Educational Leadership*, 75(5), 28-34.

Lai, E. (2015). Enacting principal leadership: Exploiting situated possibilities to build school capacity for change. *Research Papers in Education*, 30(1), 70-94.

doi:10.1080/02671522.2014.880939

Leis, M., & Rimm-Kaufmann, S. E. (2016). Principal actions related to increases in teacher-principal trust. *Journal of School Public Relations*, 36(3), 260-291.

Retrieved from

file:///C:/Users/anael/OneDrive/Documents/PhD/DISSERTATION/ARTICLES/Principal%20actions%20related%20to%20increases%20in%20teacher%20principal%20trust%202016.pdf

Loeb, S., Soland, J., & Fox, L. (2014). Is a good teacher a good teacher for all?

Comparing value-added of teachers with their English learners and non-English

learners. *Educational Evaluation & Policy Analysis*, 36(4), 457-475.

doi:10.3102/016237371452778

Louis, K. S., Murphy, J., & Smylie, M. (2016). Caring leaderships in schools: Findings from exploratory analyses. *Educational Administration Quarterly*, 52(2).

doi:10.1177/0013161X15627678

Lowenhaupt, R. (2016, May 4). Immigrant acculturation in suburban schools serving the new Latino diaspora. *Peabody Journal of Education*, 91(3), 348-365.

doi:10.1080/0161956X.2016.1184944

Marzano Center. (2018). *Marzano district leader evaluation model-2018 update*.

Retrieved from <http://www.marzanocenter.com/evaluation-systems/district-leader-evaluation/>

Matta, F. K., Scott, B. A., Conlon, D. E., & Koopman, J. (2014, October 23). Does Seeing "Eye To Eye" Affect Work Engagement and Organizational Citizenship Behavior? A Role Theory Perspective on LMX Agreement. *Academy of Management Journal*, 58(6). Retrieved from

<https://doi.org/10.5465/amj.2014.0106>

McLaughlin, C. (2017). From exclusion to connection. In R. Maclean, *Life in Schools and Classrooms. Education in the Asia-Pacific Region: Issues, Concerns and Prospects* (Vol. 38, pp. 293-306). Singapore: Springer. Retrieved from

https://doi.org/10.1007/978-981-10-3654-5_18

- Mehdinezhad, V., & Mansouri, M. (2016, July). School principals' leadership behaviours and its relation with teachers' sense of self-efficacy. *International Journal of Instruction, 9*(2), 51-60. doi:10.12973/iji.2016.924a
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice* (Second ed.). (S. B. Merriam, & R. S. Grenier, Eds.) San Francisco, CA: John Wiley & Sons, Inc.
- Mette, I. M., Nieuwenhuizen, L., & Hvidston, D. J. (2016, May). Teachers' perceptions of culturally responsive pedagogy and the impact on leadership preparation: Lessons for future reform efforts. *International Journal of Educational Leadership Preparation, 11*(1). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1103652.pdf>
- Miller, P., Scanlan, M., & Wills, N. (2014, March). Leadership on the social frontier: The role of the principal in comprehensive reform settings. *Principal's Research Review: Supporting the Principal's Data Informed Decisions, 9*(2), 1-6.
- Moore, B. A., & Klingner, J. K. (2014). Considering the needs of English language learner populations: An examination of the population validity of reading intervention research. *Journal of Learning Disabilities, 47*(5), 391-408. doi:10.1177/0022219412466702
- National Center for Educational Statistics. (2018, April). *English language learners in public schools*. Retrieved from National Center for Educational Statistics: https://nces.ed.gov/programs/coe/indicator_cgf.asp

- National Center for Learning Disabilities. (2019). *The state of ld: Social, emotional and behavioral challenges*. Retrieved from National Center for Learning Disabilities: <https://www.nclld.org/social-emotional-and-behavioral-challenges>
- Olsen, L. (2014). *Meeting the unique needs of long term English language learners*. National Education Association. National Education Association. Retrieved from https://www.nea.org/assets/docs/15420_LongTermEngLangLearner_final_web_3-24-14.pdf
- Park, J.-H., & Ham, S.-H. (2014, October 7). Whose perception of principal instructional leadership? Principal-teacher perceptual (dis)agreement and its influence on teacher collaboration. *Asia Pacific Journal of Education*, 36(3), 450-469. doi:10.1080/02188791.2014.961895
- Park, J.-H., & Ham, S.-H. (2016). Whose perception of principal instructional leadership? Principal-teacher perceptual (dis)agreement and its influence on teacher collaboration. *Asia Pacific Journal of Education*, 36(3). Retrieved from <https://doi.org/10.1080/02188791.2014.961895>
- Patton, M. Q. (2015). *Qualitative research & evaluative methods* (4th ed.). SAGE Publications, Inc.
- Peker, H. (2015). Educating English learners: What every classroom teacher needs to know. *TESOL Journal*, 6(3), 600-603. doi:10.1002/tesj.205
- Prezyna, D. M., Garrison, M. J., Lockte, H. A., & Gold, C. P. (2017). Principal leadership and reading specialist role understanding in the era of test-based accountability

policies. *International Journal of Education Policy & Leadership*, 12(2), 1-16.

Retrieved from <http://doi.org/10.22230/ijepl.2017v12n2a686>

Ravitch, S. (2016). *Qualitative research: Bridging the conceptual, theoretical, and methodological* (1 ed.). Retrieved from

<https://bookshelf.vitalsource.com/#/books/9781483351759/>

Riley, G. (2016, March 26). The role of self-determination theory and cognitive evaluation theory in home education. *Cogent Education*, 3(1).

doi:10.1080/2331186X.2016.1163651

Robertson, P. M., Garcia, S. B., & Rodriguez, H. M. (2016). Walking the talk:

Collaborative preparation of bilingual and special educators to serve English learners who need academic or behavior supports. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 16(2), 3-21.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1). doi:10.1037/110003-066X.55.1.68

Saeki, E., & Quirk, M. (2015). Getting students engaged might not be enough: The importance of psychological needs satisfaction on social-emotional and behavioral functioning among early adolescents. *Social Psychology of Education*, 18(2), 355-371. doi:10.1007/s11218-014-9283-5

Salazar, T. L. (2016, March). The role of trust in effective instructional leadership:

Exploring the perceptions of educational leaders. Dallas, TX: ProQuest. Retrieved from

<https://search.proquest.com/openview/dc2e6de043e8147cb22132f3bbdbb380/1?pq-origsite=gscholar&cbl=18750&diss=y>

Saldana, J. (2016). *The coding manual for qualitative researchers*. (J. Seaman, Ed.)

Thousand Oaks, CA: SAGE Publications Inc. doi:10.1177/0092055X18760362

Salem, N. (2016). *Teacher's perceptions of effective principal practices in international schools in Egypt*. Dissertation, Lehigh University. Retrieved from

<https://preserve.lehigh.edu/cgi/viewcontent.cgi?article=3792&context=etd>

Santoro, N., & Kennedy, A. (2016). How is cultural diversity positioned in teacher professional standards? An international analysis. *Asia-Pacific Journal of Teacher Education, 44*(3), 208-223. Retrieved from

<http://dx.doi.org/10.1080/1359866X.2015.1081674>

Sebastian, J., Allensworth, E., & Haigen, H. (2016, November). The role of teacher leadership in how principals influence classroom instruction and student learning. *American Journal of Education, 123*(1), 69-108. Retrieved January 4, 2019, from <https://doi.org/10.1086/688169>

Sebastian, J., Allensworth, E., & Huang, H. (2016, October 7). The role of teacher leadership in how principals influence classroom instruction and student learning. *American Journal of Education, 123*(1), 69-108. Retrieved from <https://doi-org.ezp.waldenulibrary.org/10.1086/688169>

Sehgal, P., Nambudiri, R., & Mishra, S. K. (2017). Teacher effectiveness through self-efficacy, collaboration and principal leadership. *International Journal of Educational Management, 31*(4), 505-517. doi:10.1108/IJEM-05-2016-0090

- Sheng, J., Ma, X., Cooley, V. E., & Burt, W. L. (2015, January 13). Mediating effects of school process on the relationship between principals' data-informed decision-making and student achievement. *International Journal of Leadership in Education*, 19(4), 373-401. doi:10.1080/13603124.2014.986208
- Simovska, V., & Kremer Prøsch, A. (2016). Global social issues in the curriculum: Perspectives of school principals. *Journal of Curriculum Studies*, 48(5), 630-649. Retrieved from <http://dx.doi.org/10.1080/00220272.2015.1114150>
- Soini, T., Pietarinen, J., & Pyhältö, K. (2016). Leading a school through change- Principals' hands-on leadership strategies in school reform. *School Leadership and Management*, 36(4), 452-469. Retrieved from <http://dx.doi.org/10.1080/13632434.2016.1209179>
- Swaminathan, R., & Reed, L. C. (2016). An urban school leader's approach to school improvement. *Urban Education*, 51(9), 1096-1125. doi:10.1177/0042085914553675
- Swan, P., & Riley, P. (2015). Social connection: Empathy and mentalization for teachers. *Pastoral Care in Education*, 33(4), 220-233. Retrieved from <http://dx.doi.org/10.1080/02643944.2015.1094120>
- Tan, K., Sinha, G., Shin, O., & Wang, Y. (2018). Patterns of social-emotional learning needs among high school freshmen students. *Children & Youth Services Review*, 86, 217-225. doi:10.1016/j.childyouth.2018.01.033

- Texas Education Agency. (2018). *2016-2017 school report cards by district*. Retrieved January 16, 2018, from TEA:
<https://rptsvr1.tea.texas.gov/perfreport/src/2017/district.srch.html>
- Texas Education Agency. (2018). *Glossary of Terms*. Retrieved March 16, 2018, from TEA: <https://rptsvr1.tea.texas.gov/acctres/gloss0708.html>
- Texas Education Agency. (2018). *School report cards*. Retrieved January 15, 2018, from Texas Education Agency: <https://tea.texas.gov/perfreport/src/index.html>
- The Texas Tribune. (2019). *Demographics*. Retrieved from The Texas Tribune:
<https://schools.texastribune.org>
- The Urban Child Institute. (2018). *Social and emotional development in early childhood*. Retrieved from The Urban Child Institute:
<http://www.urbanchildinstitute.org/resources/publications/good-start/social-and-emotional-development>
- Umphrey, J. (2014). Creating the future. *Principal Leadership*, 15(5), 20-24. Retrieved from
<http://web.b.ebscohost.com.ezp.waldenulibrary.org/ehost/pdfviewer/pdfviewer?vid=9&sid=613f55ac-25c3-49a5-bcc5-07a1416d66cd%40sessionmgr4008>
- Vagle, M. D. (2016). *Crafting phenomenological research* (1st ed.). New York, NY: Routledge.
- Vogt, W. P., Vogt, E. R., Gardner, D. C., & Haefele, L. M. (2014). *Selecting the right analyses for your data*. Guilford Press.

- Watson, T. N. (2017, March 8). Effective school leadership and New York City's immigrant and migrant children: A study. *International Journal of Educational Management, 31*(5), 622-632. doi:10.1108/IJEM-11-2016-0244
- Welch, M. S. (2014). *Teacher perceptions of principal leadership behaviors and morale: A descriptive case study*. Dissertation 2018, University of Missouri, Kansas City. Retrieved from <https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/43503/WelchTeaPe rPri.pdf?sequence=1>
- Wolpert-Gawron, H. (2016, June). The many roles of an instructional coach. *Educational Leadership, 73*, 56-60. Retrieved from <http://www.ascd.org/publications/educational-leadership/jun16/vol73/num09/The-Many-Roles-of-an-Instructional-Coach.aspx>
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Los Angeles, CA: SAGE Publications.
- Zhang, J., & Pelttari, C. (2014). Exploring the emotions and needs of English language learners: facilitating pre-service and in-service teachers' recognition of the tasks facing language learners. *Journal of Multilingual and Multicultural Development, 35*(2), 179-194. Retrieved from <http://dx.doi.org/10.1080/01434632.2013.822505>
- Zhu, L., Defazio, J., Huang, E., & Hook, S. (2015). *The impact of attendance on participation on undergraduate student performance in face-to-face and online courses*. 35th Annual Lilly International Conference on College Teaching. Retrieved from <https://scholarworks.iupui.edu/handle/1805/7531>

Appendix A: Invitation to Participants

Hello,

I hope this finds you well. As you know, I am currently conducting a qualitative research study on principal support to teachers who teach students with high social-emotional and academic needs. I would like to invite you to be a participant in this study and take part in a one-on-one interview. The interview will not take longer than a half hour of your time. We can meet at a time that is convenient for you and at a place where you feel safe. The interview is risk-free and please rest assured that your identity and confidentiality will be strictly protected. If you agree to participate, I will provide you an Informed Consent statement either in person or via e-mail.

I am truly grateful for your consideration to participate in my study. Please contact me by phone at 915-217-6721 or by e-mail ana.lee@waldenu.edu if you have any questions.

Kind Regards,

Ana Elisa Lee

Appendix B: Informed Consent for Teachers

You are invited to take part in a research study about principal support of teachers who teach students with high academic and social-emotional needs. I am inviting teachers of students who meet the criteria and that serve in schools that the state considers low-performing and that have a high population of economically disadvantaged students, English learners, and Hispanic students. I obtained your name through the district directory. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

This study is being conducted by myself, Ana Elisa Lee, a doctoral student at Walden University. You might already know me as a colleague, but this study is separate from that role.

Background Information:

The purpose of this study is to examine perspectives in relation to the support needed by teachers who teach students with high social-emotional and academic needs through interviews of third, fourth, and fifth grade teachers, principals, instructional coaches, and counselors at low-performing campuses, according to state standards. A district academic leader will also be invited to participate.

Procedures:

If you agree to be in this study, you will be asked to:

- Meet me at a mutually agreed upon venue at a time and date convenient and safe for you.
- Take part in an interview that will take no more than a half hour of your time.
- Answer any follow-up questions during the interview and perhaps after.
- Review the transcript of your interview and have the opportunity to hold another interview.

Here are some sample questions:

- What are some characteristics of an effective teacher?
- What are some characteristics of an effective principal?
- What type of support do you require from your principal when teaching students with high academic needs?
- What type of support do you require from your principal when teaching students with high social-emotional needs? Why?
- What are your thoughts on collaboration between teachers and principals? Why? When?
- Do you think you receive the support necessary to teach students with high academic needs? Why or why not?
- Do you think you receive the support necessary to teach students with high social-emotional needs? Why or why not?
- What type of support would you like to get to be more successful in the classroom with these two populations?

Voluntary Nature of the Study:

This study is voluntary. You are free to accept or turn down the invitation. No one at the district will treat you differently if you decide not to participate in the study. If you decide to participate

in the study now, you can still change your mind later. You may stop at any time. I will follow up with all volunteers to inform them whether they were selected to take part in the study.

Risks and Benefits of Being in the Study:

Being in this type of study would not pose risk to your safety or wellbeing. This study will, however, inform the education profession on the support principals can provide teachers who teach students with high academic and social-emotional needs, and on the support principals give teachers so they can be successful. It will also provide information about what type of support teachers think is necessary to better serve the aforementioned population.

Compensation:

Your participation in this study will not be compensated monetarily.

Privacy:

Reports coming out of this study will not share the identities of individual participants or their workplaces. Details that might identify participants, such as the location of the study, also will not be shared. The researcher will not use your personal information for any purpose outside of this research project. Data will be kept secure by assigning a code to every participant to replace names. Also, the grade level the participant teaches will not be disclosed. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact me via e-mail at ana.lee@waldenu.edu or via telephone at 915-217-6721. If you want to talk privately about your rights as a participant, you can call the Research Participant Advocate at my university at 612-312-1210. Walden University's approval number for this study is **IRB will enter approval number here** and it expires on **IRB will enter expiration date**. Please take the time you need to make a decision on your participation in this study. I am available at your convenience. I will give you a copy of this form to keep. Please keep this consent form for your records.

Obtaining Your Consent

If you feel you understand the study well enough to make a decision about it, please indicate your consent by replying to this email with the words "I consent" or by signing this consent. If you choose not to sign this consent form due to privacy and anonymity issues, you may simply check the box and/or include your initials.

Printed Name of Participant	<input type="checkbox"/>	_____
Date of consent		_____
Participant's signature	<input type="checkbox"/>	_____
Researcher's signature		_____

Appendix C: Informed Consent for Principals

You are invited to take part in a research study about principal support of teachers who teach students with high academic and social-emotional needs in schools that have a high population of economically disadvantaged students, English learners, and Hispanics. I am inviting principals of teachers that teach students who meet the criteria and that serve in schools that the state considers low-performing. I am also inviting teachers, counselors, instructional coaches, and a district academic leader. I obtained your name through the district directory. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

This study is being conducted by myself, Ana Elisa Lee, a doctoral student at Walden University. You might already know me as a colleague, but this study is separate from that role.

Background Information:

The purpose of this study is to examine perspectives in relation to the support needed by teachers who teach students with high social-emotional and academic needs through interviews of third, fourth, and fifth grade teachers, principals, instructional coaches, and counselors at low-performing campuses, according to state standards. A district academic leader will also be invited to participate.

Procedures:

If you agree to be in this study, you will be asked to:

- Meet me at a mutually agreed upon venue at a time and date convenient and safe for you.
- Take part in an interview that will take no more than a half hour of your time.
- Answer any follow-up questions during the interview and perhaps after.
- Review the transcript of your interview and have the opportunity to hold another interview.

Here are some sample questions:

- What are some characteristics of an effective teacher?
- What are some characteristics of an effective principal?
- What supports do you think are necessary to provide teachers so that they are effective when teaching students with high academic needs? Why?
- What supports do you think are necessary to provide teachers so that they are effective when teaching students with high social-emotional needs? Why?
- What are your thoughts on collaboration between teachers and principals? Why? When?
- What types of support do you provide teachers with students who have high academic needs? Why or why not?
- What types of support do you provide teachers who teach students with high social-emotional needs? Why or why not?
- What supports do you wish you could provide teachers to increase their success in the classroom?

Voluntary Nature of the Study:

This study is voluntary. You are free to accept or turn down the invitation. No one at the district will treat you differently if you decide not to participate in the study. If you decide to participate in the study now, you can still change your mind later. You may stop at any time. I will follow up with all volunteers to inform them whether they were selected to take part in the study.

Risks and Benefits of Being in the Study:

Being in this type of study would not pose risk to your safety or wellbeing. This study will, however, inform the education profession on the support principals can provide teachers who teach students with high academic and social-emotional needs, and on the support principals give teachers so they can be successful.

Compensation:

Your participation in this study will not be compensated monetarily.

Privacy:

Reports coming out of this study will not share the identities of individual participants. Details that might identify participants, such as the location of the study, also will not be shared. The researcher will not use your personal information for any purpose outside of this research project. Data will be kept secure by assigning a code to every participant to replace names. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact me via e-mail at ana.lee@waldenu.edu or via telephone at 915-217-6721. If you want to talk privately about your rights as a participant, you can call the Research Participant Advocate at my university at 612-312-1210. Walden University's approval number for this study is **IRB will enter approval number here** and it expires on **IRB will enter expiration date**. Please take the time you need to make a decision on your participation in this study. I am available at your convenience. I will give you a copy of this form to keep. Please keep this consent form for your records.

Obtaining Your Consent

If you feel you understand the study well enough to make a decision about it, please indicate your consent by replying to this email with the words "I consent" or by signing this consent. If you choose not to sign this consent form due to privacy and anonymity issues, you may simply check the box and/or include your initials.

Printed Name of Participant	<input type="checkbox"/>	_____
Date of consent		_____
Participant's signature	<input type="checkbox"/>	_____
Researcher's signature		_____

Appendix D: Informed Consent for Counselors, Instructional Coaches and District

Academic Leader

You are invited to take part in a research study about principal support of teachers who teach students with high academic and social-emotional needs in schools that have a high population of economically disadvantaged students, English learners, and Hispanics. I am inviting stakeholders associated with schools where teachers serve students who meet the criteria and that work in schools that the state considers low-performing. I obtained your name through the district directory. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part. This study is being conducted by myself, Ana Elisa Lee, a doctoral student at Walden University. You might already know me as a colleague, but this study is separate from that role.

Background Information:

The purpose of this study is to examine perspectives in relation to the support needed by teachers who teach students with high social-emotional and academic needs through interviews of third, fourth, and fifth grade teachers, principals, instructional coaches, and counselors at low-performing campuses, according to state standards. A district academic leader will also be invited to participate.

Procedures:

If you agree to be in this study, you will be asked to:

- Meet me at a mutually agreed upon venue at a time and date convenient and safe for you.
- Take part in an interview that will take no more than a half hour of your time.
- Answer any follow-up questions during the interview and perhaps after.
- Review the transcript of your interview and have the opportunity to hold another interview.

Here are some sample questions:

- What are some characteristics of an effective teacher?
- What are some characteristics of an effective principal?
- What supports do you think are necessary to provide teachers so that they are effective when teaching students with high academic needs? Why?
- What supports do you think are necessary to provide teachers so that they are effective when teaching students with high social-emotional needs? Why?
- What are your thoughts on collaboration between teachers and principals? Why? When?
- What types of support do you perceive teachers are provided when teaching students who have high academic needs?
- What types of support do you perceive teachers are provided when teaching students who have high social-emotional needs?
- What supports is a principal expected to provide teachers that is not being provided now?

Voluntary Nature of the Study:

This study is voluntary. You are free to accept or turn down the invitation. No one at the district will treat you differently if you decide not to participate in the study. If you decide to participate

in the study now, you can still change your mind later. You may stop at any time. I will follow up with all volunteers to inform them whether they were selected to take part in the study.

Risks and Benefits of Being in the Study:

Being in this type of study would not pose risk to your safety or wellbeing. This study will, however, inform the education profession on the support principals can provide teachers who teach students with high academic and social-emotional needs, and on the support principals give teachers so they can be successful.

Compensation:

Your participation in this study will not be compensated monetarily.

Privacy:

Reports coming out of this study will not share the identities of individual participants. Details that might identify participants, such as the location of the study, also will not be shared. The researcher will not use your personal information for any purpose outside of this research project. Data will be kept secure by assigning a code to every participant to replace names. There will be no questions that directly address your present experience with any participants of the study. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact me via e-mail at ana.lee@waldenu.edu or via telephone at 915-217-6721. If you want to talk privately about your rights as a participant, you can call the Research Participant Advocate at my university at 612-312-1210. Walden University's approval number for this study is **IRB will enter approval number here** and it expires on **IRB will enter expiration date.** Please take the time you need to make a decision on your participation in this study. I am available at your convenience. I will give you a copy of this form to keep. Please keep this consent form for your records.

Obtaining Your Consent

If you feel you understand the study well enough to make a decision about it, please indicate your consent by replying to this email with the words "I consent" or by signing this consent. If you choose not to sign this consent form due to privacy and anonymity issues, you may simply check the box and/or include your initials.

Printed Name of Participant	<input type="checkbox"/>	_____
Date of consent		_____
Participant's signature	<input type="checkbox"/>	_____
Researcher's signature		_____

Appendix E: Letter of Permission to Institution

Date
Accountability, Strategy, Assessment, and PEIMS
El Paso Independent School District

RE: Permission to Conduct Research Study

To Whom It May Concern:

I am writing to request permission to conduct a research study at your institution. I am currently enrolled in the Ph.D. in Education: Policy, Leadership, and Management program at Walden University and am in the process of writing my Dissertation. The study is entitled Perspectives on Supporting teachers of Students with Social-Emotional and Academic Needs.

I hope that this district will allow me to recruit three third grade teachers, three fourth grade teachers, three fifth grade teachers, three principals, three counselors, three instructional coaches, and one district academic leader from different low-performing schools, according to state standards. Interested participants who volunteer will be given a consent form to be signed by them and returned to me at the beginning of the recruitment process.

If approval is granted, the participants will take part in one-on-one interviews in a private and safe setting such as a private room at a library. These would be conducted at a time convenient for the participants and they would not interfere with their work schedule. Please find sample interview questions enclosed. The interview process should take no longer than thirty to sixty minutes. The interview results will be transcribed, and participants will be provided with a copy of their transcribed interviews for their approval before their responses are coded and analyzed. These results will remain confidential and anonymous and there will be no identifiers included in any of the responses. Should this study be published, only coded results will be documented. No costs will be incurred by the school district, the schools or the individual participants.

Your approval to conduct this study will be greatly appreciated. I will follow up with a telephone call next week and would be happy to answer any questions or concerns that you may have at that time. You may contact me via telephone at 915-217-6721, or at my email address: ana.lee@waldenu.edu.

If you agree, kindly sign below and return the signed form to me at your convenience. Alternatively, kindly submit a signed letter of permission on your institution's letterhead acknowledging your consent and permission for me to conduct this study at your institution.

Sincerely,

Ana Elisa Lee
Walden University

Enclosures

cc: Dr. Felicia Blacher-Wilson, Walden University

Approved by:

_____	_____	_____
Print your name and title here	Signature	Date