

Millersville University of Pennsylvania IRB Protocol Form

The Human Subjects Review Protocol form for all researchers must be submitted and approved by the IRB before implementing the project. Additional information regarding Informed Consent can be found [HERE](#). All documents must be submitted as a single PDF. Protocols submitted as multiple documents or that are incomplete will be returned without review.

Information on [Federal guidelines regulating human subjects research](#), the [ethical considerations regarding human subjects research](#), [definitions of human subjects research](#), [kinds of IRB review](#) and [other information](#) can be found by following the included links. If you have not completed CITI training, please do so as soon as possible. If you are unsure whether or not your research will require IRB review, please use this [flow chart](#) to help inform your decision. If you have any questions regarding the need for IRB review, this form or the review process, please contact Rene Munoz, Director, Sponsored Programs by phone at 717.871.4457 or by email at rene.munoz@millersville.edu.

Principal Investigator Information

Is this a:*

Please enter the Protocol Number or Unique Identifier

561008055

I am a*

Principal Investigator Name

XXXXXXXXXXXXXXXXXX

Email (where are most likely to contact you)

XXXXXXXXXXXXXXXXXXXX

Major

Year

Field of Study
Doctorate in Education - Educational Leadership
Department

Faculty Mentor/Co-investigator Information

Faculty/Co-investigator Name
Ann Gaudino

Email
Phone
(717) 871-7354

Department
Educational Foundations

Project Information

Project Title
THE PRINCIPAL AS THE ARCHITECT: THE RELATIONSHIP BETWEEN ELEMENTARY SCHOOL
PRINCIPAL EMOTIONAL INTELLIGENCE AND SCHOOL CLIMATE

Project Starts Date
Dec 30, 2019
Project End Date
May 01, 2020
Project Funding
None

Specify Funding

Nature of Risk

In your judgment, does your research involve more than minimal risk? "Minimal risk" means that the risk of harm anticipated in the proposed research is not more likely than those risks encountered in daily life, or during routine physical or psychological examinations/tests.

No

Protected Populations and Sensitive Subjects

Will your research have as its primary focus any protected populations or deal with illegal, potentially illegal or otherwise sensitive subjects?

No

Protected Populations and Sensitive Subjects

If any Human Subjects from the following list would be involved in the proposed activity, place an X next to the category.

Project Purpose and Background

Purpose of the Study

The purpose of this mixed-methods study is to investigate the emotional intelligence of veteran elementary school principals in Cumberland Valley School District and the relationship, if any, to the school climate. Principals included in the study will have a minimum of three years of experience as school principals in their current building. This district was chosen as it has recently completed the ED School Climate Survey and the superintendent was willing to grant permission for the researcher to have access to the raw, de-identified principal and teacher data. In addition, Dr. Richard Boyatzis, creator of the ESCI, was willing to provide free researcher access to the ESCI and its data analysis instruments and serve as a guest reader to inform the methods and analysis.

The following research questions will guide this study:

1. What relationship, if any, exists between the emotional intelligence of the principal and their school climate?
2. What are the principal, teacher and observer perceptions of the principal's emotional intelligence?
3. What are the principal, teacher, and observer perceptions of the school climate?

Data analysis described on next page

Background

Students who experience a positive school climate are more engaged in school and attain higher academic achievement (Anderson, 1982; Bear et al. 2014; Hoy, & Hannum, 1997; Kober, 2001; Loukas, & Robinson, 2004; Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). Furthermore, teachers who work in a positive school climate are more likely to provide even better care and instruction for students (Cruickshank, 2017; Johnson & Stevens, 2006). Each of these factors must work in concert if schools are to build environments that encourage student achievement.

As a result, policymakers, politicians, leaders, and educators have started to consider school climate as they develop goals for stronger student achievement (Caskey, Cerna, Hanson, Polk, & Houten, 2016). Guiding this effort are the recent guidelines by the U.S. Department of Education for improving school climate (Kena et al., 2014) as well as the Every Student Succeeds Act (ESSA) of 2015 through which school climate became one measure of how states determine school effectiveness.

Through Act 82 of 2012, the Commonwealth of Pennsylvania acknowledges that the principal is key to developing and maintaining a positive school climate. It requires that "Principals/school leaders systematically and collaboratively develop a positive culture to promote student growth and staff development. They articulate and model a clear vision of the school's culture that involves students, families, and staff" (Pennsylvania Department of Education, 2014, p.1).

The specific attributes of a school climate are further defined in the Pennsylvania Department of Education, Framework for Leadership, the evaluation rubric for public school principals (Pennsylvania Department of Education, 2014). The elements and description align closely with extant research on the characteristics of effective school leaders. This research asserts that the essential role of leaders is to build positive relationships with those whom they lead, making the primal job of leadership emotional at its root (Blumberg & Greenfield, 1986; Burns, 1978; DuFour & Marzano, 2011; Marzano, Waters, & McNulty, 2005).

School leaders must navigate this complex world of interpersonal and intrapersonal relationships as a part of building strong school climates. A leader's ability to navigate his or her own emotions and the emotions of others can influence the climate of a school. Research has shown that these factors directly relate to school success (Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013).

In this regard, the behaviors of school leadership and their consequent day-to-day practices are of critical importance (Lingam & Lingam, 2015). Due to the volume and dependency of human interaction found within the school setting, there is a need to examine the effects of emotional intelligence on the principal's approach to daily practices as it relates to the school's climate.

(References for literature are attached to this protocol).

The purpose of this study is to investigate the emotional intelligence of elementary school principals in Cumberland Valley School District and the relationship, if any, to the school climate. Subjects will be the six veteran elementary school principals and veteran teachers in their buildings in the district. These subjects were chosen to gather employee perspectives on school climate and principal emotional intelligence.

The following research questions will guide this study:

1. What relationship, if any, exists between the emotional intelligence of the principal and their school climate?
2. What are the principal, teacher and observer perceptions of the principal's emotional intelligence?
3. What are the principal, teacher, and observer perceptions of the school climate?

The researcher will utilize the following methods:

1. Data from the ED School Climate Survey (EDSCLS) will be used as a measure of school climate in each participating elementary school. Created by The U.S. Dept. of Education, the EDSCLS was administered in the district in November 2019. The superintendent of the district has granted permission to the researcher to access the raw, de-identified data from the principal and teacher responses in each of the participating elementary schools for this study (see attached letter of

permission).

2. Participating principals will complete a brief demographic survey (attached) to ascertain information about their background and experience so that data can be compared in role alike and dislike groups. The Emotional and Social Competence Inventory (ESCI) will then be administered to each principal to assess the principal's emotional intelligence (EI) competencies (Korn Ferry, 2017). Dr. Richard Boyatzis, Case Western Reserve U, created the ESCI together with Daniel Goleman. Dr. Boyatzis is serving as a guest reader of this dissertation to inform this methodology.

3. The study will employ a qualitative descriptive case study methodology in the effort to explore the use of emotional intelligence as it relates to school climate within the six elementary principals participating. To accomplish this, the researcher will first complete an observation of each principal using a notetaking organizer aligned with the four ESCI domains. Second, each principal will be interviewed in a semi-structured format using questions designed to investigate the connection between school climate and the principal's EI (interview questions attached).

4. Teachers in each participating building will be invited to participate in focus groups to gain their perspective on the intersection of school climate and principal EI. Questions are similar to those posed to principals in order to investigate teacher perceptions of the climate and principal EI (focus group questions attached).

Characteristics of the Subject Population

If protected populations will be included, provide justification of the need to use these subjects in research.

Justification for use of protected populations

What is the estimated no. of participants?

45

List participant inclusion criteria*

Participants will include:

1- All elementary principals in the Cumberland Valley School District with a minimum of three years of experience. Six elementary principals in the Cumberland Valley School District meet the criteria to potentially participate in the study.

2-Teachers in the Cumberland Valley School District who have a classroom instructional role in grades K-5 with a minimum of three years of experience working in their current school with the participating principals.

List any participant exclusion criteria*

Individuals who do not meet the aforementioned inclusion criteria will be excluded. Novice teachers (those that are not veterans) will be excluded as a means to protect them as they are not tenured.

Novice principals are excluded from the study as they have not been in the position long enough to

impact the school climate in his or her building. The researcher, who is an elementary principal in the district, will not participate nor will the teachers in his building. If any principals decline to participate, the teachers in their building will not be recruited as subjects either.

As the researcher is an elementary principal in the district, neither he nor his teachers will participate. (Note on subject safety: the researcher has no supervisory capacity over any potential subjects in this study. Furthermore, results will not be shared with anyone in the district as pseudonyms for all buildings and participants will be used).

While parents, students, and community members also would have views on school climate and principal EI, they will not be utilized as subjects in this study. This decision to limit subject groups was determined in order to gain an understanding of the perspectives of solely principals and administrators about school climate and also to limit the scope of this study.

The researcher hopes to conduct future studies that investigate the perceptions of these other groups as well to provide even more comprehensive findings surrounding school climate and principal EI.

Will sex or gender be used as an exclusion criteria?

Please remember **sex** usually refers to the biological aspects of maleness or femaleness, whereas **gender** implies the psychological, behavioral, social, and cultural aspects of being male or female

No - neither sex nor gender will be used as an exclusion criteria

Please justify exclusions based on sex and/or gender*

What is the subjects age range and why was it chosen?

From:

20

To:

80

Please justify age range*

These ages represent the two types of participants for the study which are teachers and elementary principals.

Risk and Consent

Please list any potential risks. Specify types and levels of risk.*

As with any focus group, the potential exists for teacher subjects participating in the focus groups to share each other's comments outside of the focus group setting. Additionally, as with any individual

interviews, the potential exists for principals to share their responses as well. To minimize this risk, the teacher and principal informed consent forms include language that subjects agree to not discuss or share in any other way their or other's comments made during the individual interviews or focus groups outside of the interview and focus group settings.

Protection Against Risks - specify the procedures for preventing or minimizing any potential risks.

Publications and presentations arising from this research will not include identifiable information. Caution will be taken not to include names, building identifying information, or demographics in a way that would make the principal, teachers, school or district identifiable. Pseudonyms will be used for principals, teachers, buildings, and the district to ensure anonymity. Teachers and principals will be directed to not share information outside of the interviews conducted. Finally, the researcher is also an elementary school principal in the Cumberland Valley School District but will not participate as a subject in this study. The researcher will not share any raw data from the subjects with the Cumberland Valley Superintendent, central office staff, or other individuals. The informed consent form for subjects discloses this as well.

As an elementary principal in the Cumberland Valley School District, the researcher is a peer of the participating principals in the study. The researcher holds no supervisory or evaluatory responsibilities over the participants.

A secondary coder of data, who is also a doctoral candidate at Millersville and Shippensburg University, has completed the CITI training and signed a confidentiality agreement which is attached.

Data collected in the NVivo software will be password protected with the researcher being the sole holder of the password.

Potential Benefits - Describe any potential non-monetary benefits of the study, both for subjects and in general.

School leaders face a great deal of challenge and the ability to successfully navigate relationships, especially through conflict, is paramount if the culture and climate of the organization are to reach its fullest potential. Beatty & Brew (2004) asserted that school leaders should have a framework for understanding the role of emotion within the scope of self's and other's practice. By interviewing principals, this study hopes to provide insight on how individuals both do and do not successfully utilize EI in daily leadership as it relates to school climate in six CSD elementary schools. Each type of participant and data set will be examined for evidence of instances in which school climate flourished and suffered and how climate correlated with the use, misuse, or lack of use of emotional intelligence by the leader.

By listening to and examining the responses of the participants, a deeper understanding of how leaders leverage the interpersonal and intrapersonal relationships inherent in schools will add to the literature on the power of emotional intelligence in leadership. Through this, the study hopes to support the growth and development of current and future school leaders. It is hoped that principals will benefit by participating in the scholarly discussions and reflections that may result in consideration of certain approaches, needs, or refocus on both the climate of his or her building along with the awareness of how emotional intelligence may be used in relation to the climate of the building. The findings of the study will add to the literature on school climate and how the emotional intelligence of the elementary principal may be a component of a positive school climate.

Methods and Procedures

Describe the method(s) for identifying and recruiting prospective subjects.

Emails of potential principal participants will be gathered from the superintendent or his designee/s. The principal participants will be identified based upon their role as an elementary principal in the district of study with a minimum of three years of experience. The researcher will send an email to each elementary principal in the district inviting the principal to participate in the study and confirming that s/he has a minimum of 3 years of experience in the position.

Emails of potential teacher participants will be gathered from the participating principals or their designee/s. The researcher will send an email to each elementary teacher in participating schools inviting the teacher to participate in the study and confirming that s/he has a minimum of 3 years of experience in the position. As teachers will be asked to provide information specific to their school and principal, only teachers whose principals agree to participate in the study will be potential teacher participants.

Both emails to the principals and teachers advise that if they have less than 3 years of experience in their roles, they are not eligible to participate in the study.

Will you publicly advertise to recruit participants?

No

State the location(s) where the study will be conducted.

Cumberland Valley School District

Will your research take place outside of Millersville?

Yes

Upload copies of letters of approval to conduct the study from all non-MU sites*



Describe in detail the study design and all procedures (sequentially) to be applied to subjects.

The mixed-method approach to this study, which will incorporate surveys, interviews, observations, and focus groups was selected in the effort to triangulate data and include the anonymity of interview and survey data, potential transferability outside the participant group, and the ease and efficiency surrounding the collection and analysis of data (Yin, 2009). The researcher chose the quantitative aspect of the study in order to obtain numerical data that would be analyzed as descriptive statistics given the small sample size of principal subjects. Additionally, the researcher chose the qualitative aspect of the study as a descriptive case study method in order to retain the holistic and meaningful characteristics of real life events in this case. Qualitative research allows each variable to be examined closely and to be independently compared and contrasted (Yin, 2009).

The first phase of this study will be to review, analyze, and summarize the quantitative data from principal and teacher responses in the ED School Climate Survey (EDSCLS) for each school included in the study. These results will be obtained from the district superintendent (per attached letter from

superintendent).

The second phase of the study focuses on gathering quantitative data for each principal surrounding his or her emotional intelligence. First, each principal will complete a brief questionnaire focused on their demographics and credentials. Next, the Emotional and Social Competence Inventory (ESCI) will be administered to each principal to assess the principal's emotional intelligence. Data will be analyzed using the information provided with the instrument.

The third phase of the study will employ a qualitative descriptive case study methodology in the effort to explore the use of emotional intelligence as it relates to school climate in six elementary principals. First, the researcher will complete an observation of each principal using a notetaking organizer aligned with the four domains which are assessed in the ESCI. Second, each principal will be interviewed in a semi-structured format using questions designed to focus on the connection between school climate and the principal's emotional intelligence with questions that intersect the ESCI and EDSCLS (see attached table demonstrating research question, interview question, and ESCI domain alignment).

Both the principal and teacher questions align with both the ESCI domains and the observation organizer in order that the results from the observations and interviews can be compared and contrasted both within and across role alike and dislike groups. Through these interviews, the researcher will, "...understand the meaning people involved in education make of their experience" (Seidman, 2012, p. 10).

Member checking

After the individual interview, the researcher will make available copies of the interview transcript so each principal participant may include additional comments. After the interview data is analyzed, the transcripts and preliminary results will be shared with interviewees to seek correction of any mistakes and to allow inclusion of further insights that may occur to the interviewee on review of the transcripts and preliminary results. For the focus groups, member checking will occur orally at the conclusion of discussion for each prompt posed. The researcher will repeat back to the focus group participants what he believes to be the summary of their responses, as well as key points, and request that they tell any corrections/additions.

Data analysis

This study uses a mixed-methods approach to the research. To provide context for the qualitative analysis and discussion of the study, descriptive statistics will outline each principal's demographic information, scores ascertained from the ESCI, and school climate data on specific questions that target the Relationship Domain from the EDSCLS. Descriptive statistics were chosen due to the small sample size of six principals. Additionally, this research study will employ a qualitative component, a descriptive case study methodology to explore how emotional intelligence is manifested by the participating elementary principals in a single district through a variety of perspectives.

Qualitative data will be collected in the form of observations, individual interviews with the participants, and teacher focus groups. Each interview and focus group will be recorded electronically using an iPad. Rev.com (<http://www.rev.com>) will be used to convert each file into a printed transcript. Data analysis will rely primarily on inductive thematic analysis, hereafter referred to as thematic analysis. A secondary analysis will be conducted deductively by coding for behaviors associated with emotional intelligence competencies utilizing the Emotional Social Competency Indicator (ESCI) measurement tool.

All interview responses will be entered into the software program NVivo 11 Pro for Windows for the purpose of organizing and analyzing qualitative data. NVivo allows the data to be coded into nodes in the effort to reveal patterns or themes in the research. Through the NVivo program, the interview data

will be analyzed to reveal any potential connections to Goleman's theoretical framework as previously described. Each interview transcription will be coded into nodes to be interpreted and analyzed. The major themes that emerge after data analysis within the NVivo program will be identified and analyzed to provide the results for this study.

Will you use any instruments such as surveys, rating scales, or questionnaires?

Yes

Upload copies any instruments such as surveys, rating scales, or questionnaires?*



Describe any alternatives to participation in the study which might be advantageous to the subject. If the subjects are to receive academic credit for research participation, describe the alternatives available to earn equivalent academic credit. - Copy

The only alternative to participation is that the subjects may elect to not participate.

Will the participants receive monetary or other forms of compensation for their participation*

No

Will any information be withheld from the participants?*

No

Describe any monetary or other forms of compensation which will be provided to subjects, and any conditions which must be fulfilled to receive compensation.

Identify the nature of any information to be purposely withheld from subjects, and provide justification for the nondisclosure.

Describe the procedure for post-study debriefing of subjects

A thank you letter will be sent electronically to each participant with the primary investigator's name and contact information offering that the subject may contact the researcher if she/he wishes to debrief.

Describe in detail how confidentiality and privacy will be maintained

Confidentiality of participants and institutions will be protected with pseudonyms and distinguishing demographic characteristics will be removed from the study publication(s) and presentation (s). Principal participants will be identified using pseudonyms. Teacher participants from each focus group will be coded using identifiers like T1, T2, T3, etc. The identification of each participant will be known only by the primary investigator.

Digital recordings of all interviews will be held on a password-protected computer maintained by the researcher. Audio files will be converted to transcripts by Rev.com and Participant identity in each recording will be known only to the primary investigator.

Digital copies of the transcripts will be uploaded to NVivo software which will be located on the

researcher's password-protected computer. All drives, recordings, and printed transcripts will be kept in a locked filing cabinet in the primary investigator's locked office.

Digital audio recordings and transcripts will be retained for a period of three years prior to being destroyed per federal regulations.

If any information with subject identifiers will be released, specify the recipients. Include a statement that all data will be retained for at least three years in compliance with federal regulations.

Checklist and Signatures

CITI Training is required for anyone submitting an IRB protocol.

I have completed CITI training

Upload CITI Completion Certificate



If you have not yet completed CITI training, please start here:

[CITI - Collaborative Institutional Training Initiative](#)

Millersville Students, staff or faculty can use the "Single Sign On" (SSO) for CITI access. Click the CITI link below, scroll and select Millersville University. You will be redirected to a Millersville login page.

By signing my name below, I agree to provide whatever surveillance is necessary to ensure that the rights and welfare of the human subjects are properly protected. I understand that I cannot initiate any research with human subjects before I have received approval/or complied with all contingencies made in connection with the approval. I understand that as the principal investigator I am ultimately responsible for the welfare and protection of human subjects and will carry out the project as approved.



If you have any questions regarding this form or the IRB review process, please contact Rene Muñoz, Director, Sponsored Programs at 717.871-4457 or by email at rene.munoz@millersville.edu

Protocol Number

Review type

Date/Time Assigned

Assigned to:

Appendix A

Demographic Surveys

Principal Survey

Name:	
Age:	
Gender:	
Total years completed in administration:	
Years completed as an elementary principal:	
Total number of students currently enrolled at your school:	
Total number of classroom teachers working in your school:	
Percentage of low socio-economically disadvantaged students:	

Teacher Survey

Name:	
Age:	
Gender:	
What grade do you teach:	
Total years as a classroom teacher:	
Years in current role:	
Total number of teachers on your grade level team:	

Principal Interview Questions

1. How would you describe the climate of this school? What factors do you believe influence your school's climate?
2. How do you influence the climate of your school? How could you improve the climate?
3. What are things you do in the effort to bring people together toward common goals, to take risks, and to improve?
4. How do you work to build relationships? What could you do to improve relationships?
5. How do you go about reading the emotional pulse of individuals? Groups? and the building?
6. When conflicts arise, how do you become aware of those conflicts? How do you go about addressing conflicts?
7. How do you develop individuals? Groups?
8. How do you involve people in the decision making process in the school?
9. How do you attempt to bring out the best in people?

Teacher Focus Group Interview Questions

1. How would you describe the climate of this school? What factors to you believe influence your school's climate?
2. How does the principal influence the climate of your building? How could he or she improve the climate?
3. What are things your principal does that brings people together toward common goals, to take risks, and to improve?
4. How does your principal build relationships? What could your principal do to improve relationships?
5. How do you go about reading the emotional pulse of individuals? Groups? and the building?
6. When conflicts arise, how does the principal become aware of those conflicts? How does the principal go about addressing conflicts?
7. How does your principal develop you as an individual? Groups?
8. How does the principal involve people in the decision making process in the school?
9. How does your principal attempt to bring out the best in people?

Principal Observation Tool

How does the principal demonstrate an influence on the school climate?
Notes:
How does the principal demonstrate an effort to bring people together toward common goals, to take risks, and to improve?
Notes:
How does the principal demonstrate an effort to build and improve relationships?
Notes:
How does the principal demonstrate the ability to read the emotional pulse of individuals? Groups? and the building?
Notes:
How does the principal become aware of and address conflict?
Notes:
How does the principal develop individuals?
Notes:
How does the principal involve teachers in the decision making process in the school?
Notes:
How does the principal attempt to bring out the best in teachers? In teams? In the building?
Notes:
What are the words and actions of the principal that demonstrate any of Goleman's Competencies?
Notes:

Informed Consent Form: Elementary Principal

You are being asked to participate in a study conducted by Mr. Chad Runkle, doctoral student, Millersville/Shippensburg University and principal at Winding Creek Elementary School. Please read the following carefully and ask any questions you have before signing. Signing your name and the date at the bottom of the page indicates that you understand the information provided below and agree to participate.

Title of the Study:

The Principal as the Architect: The Relationship Between Elementary School Principal Emotional Intelligence and School Climate

Purpose and Procedures:

This study seeks to gather data surrounding school climate and the emotional intelligence of elementary school principals in the Cumberland Valley School District. A large body of research has shown that a positive school climate are beneficial for both students and staff. As a result, policy makers, politicians, leaders, and educators have started to consider school climate as they develop goals for stronger student achievement. One area of consideration in the literature for potential factors that influence a school climate is the emotional intelligence of the principal. This study seeks to add to this area of research by exploring the perceptions of elementary school principals and the teachers that work with them about the relationships between the principal's emotional intelligence of the leader and how the principal impacts the school climate.

You will be participating in two surveys, 1:1 interview, and a one-day observation completed by Chad Runkle, the researcher. The first survey will collect demographic data about you. The second interview will provide the researcher your level of emotional intelligence as perceived by you. Interviews will be conducted in person directly following the daylong observation and will be arranged as your schedule permits.

Risks and Benefits:

Interviews will be audio recorded and transcribed to written transcripts so that researcher can analyzed and summarize them. Your responses will be assigned a pseudonym name and will not be associated with your name, your school's name or any other identifying factors. Teachers participating in the focus groups and you as the building principal agree to keep their and other's comments confidential and not discuss them outside of the interview setting. Finally, Chad Runkle, the researcher as an elementary school principal in the Cumberland Valley School District will not share any identifiable information or raw data from the subjects with the Cumberland Valley Superintendent, central office staff, or other individuals.

Chad Runkle, the researcher is a current elementary principal in the Cumberland Valley School District and as such is a peer of the participating principals in the study. The researcher holds no supervisory or evaluator responsibilities over the participants.

Mr. Michael Snedden, from the same doctoral program, will be a secondary coder in this study and has signed confidentiality statements.

Results of this study will be published in my dissertation and may also be utilized for other presentations or publications.

Compensation, Refusal, and Withdrawal:

Participants receive no compensation. Your participation in this study is voluntary and you can withdraw at any time with no negative consequences.

Confidentiality:

The confidentiality of recorded and transcribed data will be maintained throughout the study by the researcher. Your responses will be recorded. Your responses will be assigned a pseudonym name and will not be associated with your name, your school's name or any other identifying factors. All files will be saved on password-protected laptops and printed transcripts will be kept in a locked filing cabinet in Chad Runkle's locked office, for the duration of the study. In compliance with Federal law, they will be kept for three years, at which time any recordings and documents with identifying information will be destroyed.

Age and Experience:

All participants must be over the age of 20.

Contact:

If you have any questions, comments, or concerns before, during, or after the study, please contact me and I will answer any questions and provide any additional information.

Chad Runkle
204 Cherokee Drive, Mechanicsburg, PA 17050
717-884-6518
crunkle@cvschools.org

Dr. Ann Gaudino is the chair for this dissertation. She can be reached at ann.gaudino@millersville.edu or 717-871-7554.

The Millersville University of Pennsylvania Institutional Review Board has approved this study. Dr. René Muñoz, Director of Sponsored Projects and Research Administration, can be contacted with any questions at either (717) 871-4457 or (717) 871-4146, or at rene.munoz@millersville.edu.

The superintendent of Cumberland Valley School District has approved your participation in this study. Dr. David Christopher can be contacted with any questions at either (717) , or at dchristopher@cvschools.org

Consent:

I understand this information and agree to participate fully under the conditions stated above. I also acknowledge that I am 20 years of age or older.

Participant Signature: _____

Date: _____

Informed Consent Form: Elementary Teacher

You are being asked to participate in a study conducted by Mr. Chad Runkle, doctoral student, Millersville/Shippensburg University and principal at Winding Creek Elementary School. Please read the following carefully and ask any questions you have before signing. Signing your name and the date at the bottom of the page indicates that you understand the information provided below and agree to participate.

Title of the Study:

The Principal as the Architect: The Relationship between Elementary School Principal Emotional Intelligence and School Climate

Purpose and Procedures:

This study seeks to gather data surrounding school climate and the emotional intelligence of elementary school principals in the Cumberland Valley School District. A large body of research has shown that a positive school climate are beneficial for both students and staff. As a result, policy makers, politicians, leaders, and educators have started to consider school climate as they develop goals for stronger student achievement. One area of consideration in the literature for potential factors that influence a school climate is the emotional intelligence of the principal. This study seeks to add to this area of research by exploring the perceptions of elementary school principals and the teachers that work with them about the relationships between the principal's emotional intelligence of the leader and how the principal influences the school climate.

You will be participating in a focus group interview with other teachers in your building. The group interview will completed by Chad Runkle, the researcher. The interview will provide the researcher your perceptions of how your principal influences your school's climate. Interviews will be conducted in person and scheduled based on the participants' availability.

Risks and Benefits:

Interviews will be audio recorded and transcribed to written transcripts so that researcher can analyzed and summarize them. Your responses will be assigned a pseudonym name and will not be associated with your name, your school's name or any other identifying factors. Teachers participating in the focus groups and the building principal agree to keep their and other's comments confidential and not discuss them outside of the interview setting. Finally, Chad Runkle, the researcher is also an elementary school principal in the Cumberland Valley School District will not share any identifiable information or raw data from the subjects with the building principal, the Cumberland Valley superintendent, central office staff, or other individuals.

Chad Runkle, the researcher is a current elementary principal in the Cumberland Valley School District and as such is a peer of the participating principals in the study. The researcher holds no supervisory or evaluator responsibilities over the participants.

Mr. Michael Snedden, from the same doctoral program, will be a secondary coder in this study and has signed confidentiality statements.

Results of this study will be published in my dissertation and may also be utilized for other presentations or publications.

Compensation, Refusal, and Withdrawal:

Participants receive no compensation. Your participation in this study is voluntary and you can withdraw at any time with no negative consequences.

Confidentiality:

The confidentiality of recorded and transcribed data will be maintained throughout the study by the researcher. Your responses will be recorded. Your responses will be assigned a pseudonym name and will not be associated with your name, your school's name or any other identifying factors. All files will be saved on password-protected laptops and printed transcripts will be kept in a locked filing cabinet in Chad Runkle's locked office, for the duration of the study. In compliance with Federal law, they will be kept for three years, at which time any recordings and documents with identifying information will be destroyed.

Age and Experience:

All participants must be over the age of 20.

Contact:

If you have any questions, comments, or concerns before, during, or after the study, please contact me and I will answer any questions and provide any additional information.

Chad Runkle
204 Cherokee Drive, Mechanicsburg, PA 17050
717-884-6518
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Dr. Ann Gaudino is the chair for this dissertation. She can be reached at ann.gaudino@millersville.edu or 717-871-7554.

The Millersville University of Pennsylvania Institutional Review Board has approved this study. Dr. René Muñoz, Director of Sponsored Projects and Research Administration, can be contacted with any questions at either (717) 871-4457 or (717) 871-4146, or at rene.munoz@millersville.edu.

The superintendent of Cumberland Valley School District has approved your participation in this study. Dr. David Christopher can be contacted with any questions at either (717) , or at dchristopher@cvschools.org

Consent:

I understand this information and agree to participate fully under the conditions stated above. I also acknowledge that I am 20 years of age or older.

Participant Signature: _____

Date: _____

ESCI Survey Questions

What is your job title: Principal

What is your level in the organization: First Level Leader or Supervisor

What is your functional area: Other

How many years have you been in a people management role:

In my current role I lead: Direct Reports (I do their performance reviews)

How many years have you been with your current company:

What is your gender:

Your age range:

What is your current residence: (country)

Where did you grow up: (country)

It should take you about 25 minutes to complete this questionnaire. Each item in the questionnaire describes a work-related behavior. Think about your performance over the previous 3 to 6 months. Then, use the scale below to indicate how consistently you exhibit each behavior. Please note some of the items are written in the negative or reverse direction.

Never	Rarely	Sometimes	Often	Consistently	Don't know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please try to respond to all of the items. If for some reason an item does not apply simply choose the **Don't know** option.

How often do you exhibit the following behavior:

1. I have difficulty adapting to uncertain and changing conditions

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

2. I see the positive in people, situations, and events more often than the negative

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

3. I convince others by getting support from key people

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

4. I get impatient or show frustration inappropriately

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

5. I lead by building pride in the group

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

6. I understand social networks

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

7. I lead by inspiring people

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

8. I try to resolve conflict instead of allowing it to fester

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

9. I initiate actions to improve my own performance

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

10. I adapt by smoothly juggling multiple demands

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

11. I do not cooperate with others

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

12. I work well in teams by being supportive

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

13. I understand the values and culture of the team or organization

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

14. I resolve conflict by de-escalating the emotions in a situation

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

15. I allow conflict to fester

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

16. I act appropriately even in emotionally charged situations

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

17. I convince others by using multiple approaches

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

18. I remain calm in stressful situations

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

19. I adapt by applying standard procedures flexibly

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

20. I convince others by appealing to their self-interest

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

21. I understand the informal structure in the team or organization

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

22. I provide on-going mentoring or coaching

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

23. I understand another person's motivation

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

24. I do not inspire followers

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

25. I work well in teams by encouraging cooperation

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

26. I try to resolve conflict by openly talking about disagreements with those involved

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

27. I lead by bringing out the best in people

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

28. I seek to improve myself by setting measurable and challenging goals

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

29. I do not strive to improve my own performance

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

30. I understand others by listening attentively

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

31. I do not understand subtle feelings of others

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

32. I provide feedback others find helpful for their development

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

33. I work well in teams by soliciting others' input

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

34. I am able to describe how my feelings affect my actions

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

35. I adapt overall strategy, goals, or projects to fit the situation

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

36. I strive to improve my performance

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

37. I work well in teams by being respectful of others

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

38. I anticipate how others will respond when trying to convince them

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

39. I describe underlying reasons for my feelings

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

40. I do not try to improve

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

41. I am aware of the connection between what is happening and my feelings

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

42. I adapt to shifting priorities and rapid change

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

43. I understand others by putting myself into others' shoes

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

44. I show awareness of my feelings

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

45. I believe the future will be better than the past

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

46. I resolve conflict by bringing it into the open

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

47. I personally invest time and effort in developing others

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

48. I do not describe my feelings

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

49. I convince others by developing behind-the-scenes support

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

50. I view the future with hope

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

51. I adapt overall strategy, goals, or projects to cope with unexpected events

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

52. I coach and mentor others

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

53. I understand others' perspectives when they are different from my own perspective

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

54. I do not spend time developing others

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

55. I see possibilities more than problems

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

56. I work well in teams by encouraging participation of everyone present

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

57. I seek ways to do things better

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

58. I remain composed, even in trying moments

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

59. I control my impulses appropriately in situations

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

60. I lose composure when under stress

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

61. I lead by articulating a compelling vision

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

62. I see opportunities more than threats

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

63. I acknowledge my own strengths and weaknesses

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

64. I understand the informal processes by which work gets done in the team or organization

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

65. I see the positive side of a difficult situation

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

66. I care about others and their development

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

67. I understand the team's or organization's unspoken rules

Never Rarely Sometimes Often Consistently Don't know

How often do you exhibit the following behavior:

68. I convince others through discussion

Never Rarely Sometimes Often Consistently Don't know

ED School Climate Surveys

INSTRUCTIONAL STAFF SURVEY

U.S. Department of Education
National Center for Education Statistics

1. Are you male or female? Mark one response. Idemo138
- ☐ Male
 - ☐ Female
2. Are you of Hispanic or Latino origin? Mark one response. Idemo139
- ☐ Yes
 - ☐ No
3. What is your race? You may mark one or more races. Idemo140
- ☐ White
 - ☐ Black or African-American
 - ☐ Asian
 - ☐ American Indian or Alaska Native
 - ☐ Native Hawaiian or Pacific Islander
4. Is your **main assignment/responsibility** at this school to provide instruction or other support services to any of these types of students - Special Education, English Language Learners, Gifted and Talented Education students, and Migrant Education? Mark one response Idemo141
- ☐ Yes
 - ☐ No
5. How many years have you been working at this school? Mark one response. Idemo142
- ☐ 1-3 years
 - ☐ 4-9 years
 - ☐ 10-19 years
 - ☐ 20 or more years

How strongly do you agree or disagree with the following statements about this school? Mark One Response

Throughout the survey, "This school" means activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Unless otherwise specified, this refers to normal school hours or to times when school activities/events were in session.

6. At this school, all students are treated equally, regardless of whether their parents are rich or poor. lengclc2
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response

7. This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses, AP or IB courses). lengclc3
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
8. This school provides instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity and identity. lengclc4
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
9. This school emphasizes showing respect for all students' cultural beliefs and practices. lengclc6
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
10. This school provides effective resources and training for teaching students with Individualized Education Programs (IEPs) across different languages and cultures. lengclc7
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
11. This school provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer-based devices, picture exchange systems, Braille). lengclc8
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
12. Staff do a good job helping parents to support their children's learning at home. lengclc9
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response

13. Staff do a good job helping parents understand when their child needs to learn social, emotional, and character skills. lengrel10

☐ Strongly Agree
☐ Agree
☐ Disagree
☐ Strongly Disagree

14. If a student has done something well or makes improvement, staff contact his/her parents. lengrel12

☐ Strongly Agree
☐ Agree
☐ Disagree
☐ Strongly Disagree

15. This school asks families to volunteer at the school. lengrel14

☐ Strongly Agree
☐ Agree
☐ Disagree
☐ Strongly Disagree

16. This school communicates with parents in a timely and ongoing basis. lengrel15

☐ Strongly Agree
☐ Agree
☐ Disagree
☐ Strongly Disagree

17. My level of involvement in decision making at this school is fine with me. lengpar29

☐ Strongly Agree
☐ Agree
☐ Disagree
☐ Strongly Disagree

18. Staff at this school have many informal opportunities to influence what happens within the school. lengpar31

☐ Strongly Agree
☐ Agree
☐ Disagree
☐ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response

19. At this school, students are given the opportunity to take part in decision making. lengpar32
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
20. Administrators involve staff in decision-making. lengpar36
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
21. This school provides students with opportunities to take a lead role in organizing programs and activities. lengpar42
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
22. Students are encouraged to get involved in extra-curricular activities. lengpar48
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
23. I feel like I belong. Isafemo52
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
24. I feel satisfied with the recognition I get for doing a good job. Isafemo53
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response

25. I feel comfortable discussing feelings, worries, and frustrations with my supervisor. Isafemo54

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

26. This school inspires me to do the very best at my job. Isafemo55

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

27. People at this school care about me as a person. Isafemo56

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

28. I can manage almost any student behavior problem. Isafemo58

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

29. I feel safe at this school. Isafpsaf59

[Not included in scale]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

30. The following types of problems occur at this school often: physical conflicts among students. Isafpsaf60

[Item is negatively valenced.]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response

31. The following types of problems occur at this school often: robbery or theft. Isafpsaf61

[Item is negatively valenced.]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

32. The following types of problems occur at this school often: vandalism. Isafpsaf62

[Item is negatively valenced.]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

33. The following types of problems occur at this school often: student possession of weapons. Isafpsaf64

[Item is negatively valenced.]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

34. The following types of problems occur at this school often: sexual assault or dating violence. Isafpsaf143

[Not included in scale. Item is negatively valenced.]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

35. The following types of problems occur at this school often: physical abuse of teachers. Isafpsaf66

[Item is negatively valenced.]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

36. The following types of problems occur at this school often: student verbal abuse of teachers.

Isafpsaf67

[Item is negatively valenced.]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response

This question is about bullying. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.

37. I think that bullying is a frequent problem at this school.

Isafbul68

[Item is negatively valenced.]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

This question is about cyberbullying. Cyberbullying is bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

38. I think that cyberbullying is a frequent problem among students at this school.

Isafbul69

[Item is negatively valenced.]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

39. Students at this school would feel comfortable reporting a bullying incident to a teacher or other staff.

Isafbul71

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

40. Staff at this school always stop bullying when they see it.

Isafbul73

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response

41. Staff at this school are teased or picked on about their race or ethnicity. Isafbul79

[Item is negatively valenced.]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

42. Staff at this school are teased or picked on about their cultural background or religion. Isafbul80

[Item is negatively valenced.]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

43. Staff at this school are teased or picked on about their physical or mental disability. Isafbul81

[Item is negatively valenced.]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

44. Staff at this school are teased or picked on about their sexuality. Isafbul82

[Item is negatively valenced.]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

How much of a problem are the following at this school? Mark One Response

Drugs means any substance, including those used to get "high" or increase performance in school or sports. Examples of drugs include marijuana, illegal drugs, inhalants, synthetic drugs used to get high (K-2, bath salts, white lightning), or over-the-counter medicine. This does not include medications prescribed by doctor or nurse for the person, but includes prescription drugs that are NOT prescribed to the person by his/her doctor.

45. At this school, how much of a problem is student drug use?

Isafsub83

[Not included in scale. Item is negatively valenced.]

- ☐ Not a Problem
- ☐ Small Problem
- ☐ Somewhat a Problem
- ☐ Large Problem

How much of a problem are the following at this school? Mark One Response

46. At this school, how much of a problem is student use of electronic cigarettes?

Isafsub84b

[Not included in scale. Item is negatively valenced.]

- ☐ Not a Problem
- ☐ Small Problem
- ☐ Somewhat a Problem
- ☐ Large Problem

47. At this school, how much of a problem is student use of tobacco (e.g., cigarettes, chew, cigars)?

Isafsub84

[Not included in scale. Item is negatively valenced.]

- ☐ Not a Problem
- ☐ Small Problem
- ☐ Somewhat a Problem
- ☐ Large Problem

“Alcohol” means a full or part of a drink of alcohol. Examples include beer, wine, mixed drink, shot of liquor, or any combination of these alcoholic drinks. This does not include alcohol that you may drink for religious purposes.

48. At this school, how much of a problem is student alcohol use?

Isafsub85

[Item is negatively valenced.]

- ☐ Not a Problem
- ☐ Small Problem
- ☐ Somewhat a Problem
- ☐ Large Problem

How strongly do you agree or disagree with the following statements about this school? Mark One Response

49. This school collaborates well with community organizations to help address youth substance use problems.

Isafsub86

- ☐ Strongly Agree
- ☐ Agree

- ☐ Disagree
- ☐ Strongly Disagree

50. This school has adequate resources to address substance use prevention.

Isafsub87

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response

51. This school provides effective confidential support and referral services for students needing help because of substance abuse (e.g., a Student Assistance Program).

Isafsub88

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

52. This school has programs that address substance use among students.

Isafsub91

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

53. I know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day.

Isaferm92

[Not included in scale]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

54. This school has a written plan that describes procedures to be performed in shootings.

Isaferm93

[Not included in scale]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

55. This school has a written plan that clearly describes procedures to be performed in natural disasters (e.g., earthquakes or tornadoes).

Isaferm94

[Not included in scale]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

56. This school or school district provides effective training in safety procedures to staff (e.g., lockdown training or fire drills). Isaferm95

[Not included in scale]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response

57. This school looks clean and pleasant. lenvpenv97

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

58. This school is an inviting work environment. lenvpenv98

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

59. My teaching is hindered by poor heating, cooling, and/or lighting systems at this school. lenvpenv100

[Item is negatively valenced.]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

60. My teaching is hindered by a lack of instructional space (e.g., classrooms) at this school. lenvpenv101

[Item is negatively valenced.]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

61. My teaching is hindered by a lack of textbooks and basic supplies at this school.

lenvpenv102

[Item is negatively valenced.]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

62. My teaching is hindered by inadequate or outdated equipment or facilities at this school.

lenvpenv103

[Item is negatively valenced.]

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response

63. The students in my class(es) come to class prepared with the appropriate supplies and books.

lenvins105

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

64. Once we start a new program at this school, we follow up to make sure that it's working.

lenvins107

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

65. The programs and resources at this school are adequate to support students' learning.

lenvins108

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

66. Teachers at this school feel responsible to help each other do their best. lenvins110

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

67. Teachers at this school feel that it is a part of their job to prepare students to succeed in college. lenvins115

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

68. The programs and resources at this school are adequate to support students with special needs or disabilities. lenvins116

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response

69. This school provides the materials, resources, and training necessary for me to support students' physical health and nutrition. lenvphea119

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

70. This school places a priority on making healthy food choices. lenvphea120

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

71. This school places a priority on students' health needs. lenvphea121

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

72. This school places a priority on students' physical activity. lenvphea122

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

73. This school provides quality counseling or other services to help students with social or emotional needs. lenvmen123

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

74. This school provides the materials, resources, and training necessary for me to support students' social or emotional needs. lenvmen125

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response

75. This school places a priority on addressing students' mental health needs. lenvmen126

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

76. This school places a priority on teaching students strategies to manage their stress levels. lenvmen128

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

77. This school places a priority on helping students with their social, emotional, and behavioral problems. lenvmen137

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree

☐ Strongly Disagree

78. Staff at this school are clearly informed about school policies and procedures.

lenvdis129

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

79. Staff at this school recognize students for positive behavior.

lenvdis130

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

80. School rules are applied equally to all students.

lenvdis134

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response

81. Discipline is fair.

lenvdis134c

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

82. This school effectively handles student discipline and behavior problems.

lenvdis135

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

83. Staff at this school work together to ensure an orderly environment.

lenvdis136

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

ED School Climate Surveys

NONINSTRUCTIONAL STAFF SURVEY

U.S. Department of Education
National Center for Education Statistics

November 23, 2019

Chad Runkle
Doctoral Candidate
204 Cherokee Drive
Mechanicsburg, PA 17050

Dear Chad,

I am granting you permission to include principals from my district in your research study entitled *The Principal as the Architect: The Relationship Between Elementary School Principal Emotional Intelligence and School Climate* which will investigate the perceptions of elementary school principals and teachers about the relationships between the principal's emotional intelligence and his or her school climate. I understand the study will include descriptive statistics of each schools EDSCLS. Additionally I understand that principal participants in your study will be asked to complete a survey and a one-on-one interview. Lastly I understand that teachers will be asked to volunteer to participate in a focus group interview to share their perceptions of their school climate and how the principal's emotional intelligence may impact that climate. I am aware that the information will remain anonymous, the identity of each participant from my district will be protected, and the information from the study will not be linked to my district in any way. Additionally, I recognize that participants will be presented with informed consent information prior to participating. Taking part in this study is completely voluntary, and participants are welcome to discontinue participation at any time.

I have received a copy of the informed consent and your contact information should I need to reach out to you for further information.

Thank you.



Sincerely,

David E. Christopher, Ed.D.
Superintendent



Completion Date 04-Mar-2018

Expiration Date 03-Mar-2021

Record ID 26383271

This is to certify that:

Chad Runkle

Has completed the following CITI Program course:

Social & Behavioral Research - Basic/Refresher (Curriculum Group)

Social & Behavioral Research - Basic/Refresher (Course Learner Group)

1 - Basic Course (Stage)

Under requirements set by:

Millersville University of Pennsylvania



Verify at www.citiprogram.org/verify/?wa658a756-b503-4224-a732-6ca499b2d946-26383271

November 30, 2019

Chad Runkle
Doctoral Candidate
204 Cherokee Drive
Mechanicsburg, PA 17050

Dear Chad,

I am acknowledging that I have agreed to serve as the secondary coder for your research study entitled The Principal as the Architect: The Relationship Between Elementary School Principal Emotional Intelligence and School Climate which will investigate the perceptions of elementary school principals and teachers about the relationships between the principals emotional intelligence and school climate.

I understand that as a secondary coder in your study I must maintain confidentiality at all times. I am aware that the data must remain anonymous and must not be linked to any district in any way. Additionally, I recognize that the data must be maintained in a secure location by you, the researcher. In my role as a secondary coder, I understand that I will complete my coding independently of you, the researcher.

I have received a copy of all pertinent information for your study, have obtained the necessary CITI certification, and hereby agree to serve as a secondary coder for your study.

Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Snedden". The signature is stylized with a large, looping "M" and a long, sweeping "S" that extends to the right.

Michael Snedden
Doctoral Candidate



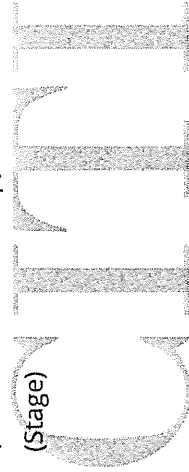
Completion Date 02-Apr-2017
Expiration Date 01-Apr-2020
Record ID 22784391

This is to certify that:

Michael Snedden

Has completed the following CITI Program course:

Social & Behavioral Research - Basic/Refresher (Curriculum Group)
Social & Behavioral Research - Basic/Refresher (Course Learner Group)
1 - Basic Course (Stage)



Under requirements set by:

Millersville University of Pennsylvania

Verify at www.citiprogram.org/verify/?w83b2c3c9-d977-4341-9c95-a41fbca3b235-22784391

November 23, 2019

Chad Runkle
Doctoral Candidate
204 Cherokee Drive
Mechanicsburg, PA 17050

Dear Chad,

I am granting you permission to include principals from my district in your research study entitled *The Principal as the Architect: The Relationship Between Elementary School Principal Emotional Intelligence and School Climate* which will investigate the perceptions of elementary school principals and teachers about the relationships between the principal's emotional intelligence and his or her school climate. I understand the study will include descriptive statistics of each schools EDSCLS. Additionally I understand that principal participants in your study will be asked to complete a survey and a one-on-one interview. Lastly I understand that teachers will be asked to volunteer to participate in a focus group interview to share their perceptions of their school climate and how the principal's emotional intelligence may impact that climate. I am aware that the information will remain anonymous, the identity of each participant from my district will be protected, and the information from the study will not be linked to my district in any way. Additionally, I recognize that participants will be presented with informed consent information prior to participating. Taking part in this study is completely voluntary, and participants are welcome to discontinue participation at any time.

I have received a copy of the informed consent and your contact information should I need to reach out to you for further information.

Thank you.



Sincerely,

David E. Christopher, Ed.D.
Superintendent

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Informed Consent Form: Elementary Principal

You are being asked to participate in a study conducted by Mr. Chad Runkle, doctoral student, Millersville/Shippensburg University and principal at Winding Creek Elementary School. Please read the following carefully and ask any questions you have before signing. Signing your name and the date at the bottom of the page indicates that you understand the information provided below and agree to participate.

Title of the Study:

The Principal as the Architect: The Relationship Between Elementary School Principal Emotional Intelligence and School Climate

Purpose and Procedures:

This study seeks to gather data surrounding school climate and the emotional intelligence of elementary school principals in the Cumberland Valley School District. A large body of research has shown that a positive school climate are beneficial for both students and staff. As a result, policy makers, politicians, leaders, and educators have started to consider school climate as they develop goals for stronger student achievement. One area of consideration in the literature for potential factors that influence a school climate is the emotional intelligence of the principal. This study seeks to add to this area of research by exploring the perceptions of elementary school principals and the teachers that work with them about the relationships between the principal's emotional intelligence of the leader and how the principal impacts the school climate.

You will be participating in two surveys, 1:1 interview, and a one-day observation completed by Chad Runkle, the researcher. The first survey will collect demographic data about you. The second interview will provide the researcher your level of emotional intelligence as perceived by you. Interviews will be conducted in person directly following the daylong observation and will be arranged as your schedule permits.

Risks and Benefits:

Interviews will be audio recorded and transcribed to written transcripts so that researcher can analyzed and summarize them. Your responses will be assigned a pseudonym name and will not be associated with your name, your school's name or any other identifying factors. Teachers participating in the focus groups and you as the building principal agree to keep their and other's comments confidential and not discuss them outside of the interview setting. Finally, Chad Runkle, the researcher as an elementary school principal in the Cumberland Valley School District will not share any identifiable information or raw data from the subjects with the Cumberland Valley Superintendent, central office staff, or other individuals.

Chad Runkle, the researcher is a current elementary principal in the Cumberland Valley School District and as such is a peer of the participating principals in the study. The researcher holds no supervisory or evaluator responsibilities over the participants.

Mr. Michael Snedden, from the same doctoral program, will be a secondary coder in this study and has signed confidentiality statements.

Results of this study will be published in my dissertation and may also be utilized for other presentations or publications.

Compensation, Refusal, and Withdrawal:

Participants receive no compensation. Your participation in this study is voluntary and you can withdraw at any time with no negative consequences.

Confidentiality:

The confidentiality of recorded and transcribed data will be maintained throughout the study by the researcher. Your responses will be recorded. Your responses will be assigned a pseudonym name and will not be associated with your name, your school's name or any other identifying factors. All files will be saved on password-protected laptops and printed transcripts will be kept in a locked filing cabinet in Chad Runkle's locked office, for the duration of the study. In compliance with Federal law, they will be kept for three years, at which time any recordings and documents with identifying information will be destroyed.

Age and Experience:

All participants must be over the age of 20.

Contact:

If you have any questions, comments, or concerns before, during, or after the study, please contact me and I will answer any questions and provide any additional information.

Chad Runkle
204 Cherokee Drive, Mechanicsburg, PA 17050
717-884-6518
crunkle@cvschools.org

Dr. Ann Gaudino is the chair for this dissertation. She can be reached at ann.gaudino@millersville.edu or 717-871-7554.

The Millersville University of Pennsylvania Institutional Review Board has approved this study. Dr. René Muñoz, Director of Sponsored Projects and Research Administration, can be contacted with any questions at either (717) 871-4457 or (717) 871-4146, or at rene.munoz@millersville.edu.

The superintendent of Cumberland Valley School District has approved your participation in this study. Dr. David Christopher can be contacted with any questions at either (717) , or at dchristopher@cvschools.org

Consent:

I understand this information and agree to participate fully under the conditions stated above. I also acknowledge that I am 20 years of age or older.

Participant Signature: _____

Date: _____

Informed Consent Form: Elementary Teacher

You are being asked to participate in a study conducted by Mr. Chad Runkle, doctoral student, Millersville/Shippensburg University and principal at Winding Creek Elementary School. Please read the following carefully and ask any questions you have before signing. Signing your name and the date at the bottom of the page indicates that you understand the information provided below and agree to participate.

Title of the Study:

The Principal as the Architect: The Relationship between Elementary School Principal Emotional Intelligence and School Climate

Purpose and Procedures:

This study seeks to gather data surrounding school climate and the emotional intelligence of elementary school principals in the Cumberland Valley School District. A large body of research has shown that a positive school climate are beneficial for both students and staff. As a result, policy makers, politicians, leaders, and educators have started to consider school climate as they develop goals for stronger student achievement. One area of consideration in the literature for potential factors that influence a school climate is the emotional intelligence of the principal. This study seeks to add to this area of research by exploring the perceptions of elementary school principals and the teachers that work with them about the relationships between the principal's emotional intelligence of the leader and how the principal influences the school climate.

You will be participating in a focus group interview with other teachers in your building. The group interview will completed by Chad Runkle, the researcher. The interview will provide the researcher your perceptions of how your principal influences your school's climate. Interviews will be conducted in person and scheduled based on the participants' availability.

Risks and Benefits:

Interviews will be audio recorded and transcribed to written transcripts so that researcher can analyzed and summarize them. Your responses will be assigned a pseudonym name and will not be associated with your name, your school's name or any other identifying factors. Teachers participating in the focus groups and the building principal agree to keep their and other's comments confidential and not discuss them outside of the interview setting. Finally, Chad Runkle, the researcher is also an elementary school principal in the Cumberland Valley School District will not share any identifiable information or raw data from the subjects with the building principal, the Cumberland Valley superintendent, central office staff, or other individuals.

Chad Runkle, the researcher is a current elementary principal in the Cumberland Valley School District and as such is a peer of the participating principals in the study. The researcher holds no supervisory or evaluator responsibilities over the participants.

Mr. Michael Snedden, from the same doctoral program, will be a secondary coder in this study and has signed confidentiality statements.

Results of this study will be published in my dissertation and may also be utilized for other presentations or publications.

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Age and Experience:

All participants must be over the age of 20.

Contact:

If you have any questions, comments, or concerns before, during, or after the study, please contact me and I will answer any questions and provide any additional information.

Chad Runkle
204 Cherokee Drive, Mechanicsburg, PA 17050
717-884-6518
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Dr. Ann Gaudino is the chair for this dissertation. She can be reached at ann.gaudino@millersville.edu or 717-871-7554.

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The superintendent of Cumberland Valley School District has approved your participation in this study. Dr. David Christopher can be contacted with any questions at either (717) , or at dchristopher@cvschools.org

Consent:

I understand this information and agree to participate fully under the conditions stated above. I also acknowledge that I am 20 years of age or older.

Participant Signature: _____

Date: _____