

The Role of Hope in School Leadership

By

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Abstract

The purpose of this mixed methods study was to explore the relationship of hope in school principal leadership through (a) the administration of a self-report instrument that measures trait hope in the school principal, (b) the administration of an instrument that measures the faculty's perception of the school principal's hope, (c) the administration of a self-report instrument that measures the trait hope of the faculty, and (d) the collection of data from these instruments and interviews. This research is drawn from C.R. Snyder's (1995) Hope Theory as well as the continued work of Shane Lopez, Jennifer Pedrotti, and C.R. Snyder (2015) and is focused on the development of principal behaviors and practices that effectively convey hope to the faculty.

The Hope (Goal) Scale was administered online and data was collected from six principals and 98 teachers from the Cedar Woods School System in Alabama. Seventeen teachers and five principals participated in interviews with the researcher. Informative data from the interviews were coded, and categories and themes emerged describing characteristics and practices of hopeful principals.

Because of the sample size, statistical significance was limited. Qualitative findings included important themes in goal-setting, pathway planning, and agency thinking for hopeful principals. In addition, teacher and principal interviews identified seven practices of hopeful principals including building relationships, effectively communicating, solving problems,

offering and accepting feedback, maintaining priorities and focus, maintaining professional composure, and encouraging and modeling professional growth.

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Chapter I: Introduction

In the classic book, *Table Talk of Martin Luther*, Luther, the great German friar, priest, and professor of theology states, “everything that is done in the world is done by hope” (Luther, 1556, p.198). Throughout the centuries the word “hope” has come to stir within each person a myriad of emotions. For some, those emotions are negative. Panic, doubt, fear, and anger erupt from those that see hope as an illusion or as foolish. For others, that word alone generates an empowerment. As a positive force, it generates an intrinsic drive fueled by faith, strength, confidence, and motivation to move forward and to step out when circumstances and obstacles seem to block the way (Snyder, 2006).

In this age of accountability in public schools, teachers are held under a microscope by parents, community, and school principals. The call for higher achievement in student success and increased rigor in classroom instruction has created a greater need for resources, training, encouragement, and development. In the Alabama Teaching Environment Survey (TES) (2010), 65% of teachers responded “the competing demands in the classroom are overwhelming” (p.58). Implications of these findings support the increasing trends of stress, burnout, and lack of commitment to the profession that experts have frequently noted. The survey also suggests the positive impact of school practices that empower teachers to assume some control of their daily classroom lives including both curriculum development and lesson planning. Networking with other educators, open communication with school administrators, professional development, training, and coaching at the school level were all noted as positive elements in reducing stress (TES, 2010).

In terms of support from the school leadership, the survey results showed the powerful impact of the principal. The role of the principal in the areas of communication, vision, planning, instructional guidance, decision-making, teacher support, consistent discipline enforcement, and the overall school climate control is powerful and builds the momentum that moves the whole organization in the right direction (TES, 2010).

Statement of the Problem

Research findings exist documenting the impact of the teacher on student achievement. Stanley (2011) found that effective and hopeful teachers shared five common elements:

- The shared belief that all students can learn at a high level
- The critical function that student goal-setting and shared responsibility plays in developing students' ownership of the learning process
- The significance that conversation, discussion, joint work, problem-solving, and debate play in critical thinking and learning due to students' varied interpretations of information and ideas
- The importance of expanding students' "pathways" to learning by teacher responsiveness and adaptability
- The value of increasing students' agency through motivation, interaction, and praise (pp. ii-iii).

According to Snyder (2000), the building of the classroom environment occurs through the interactions between the teacher and the students as instruction and learning takes place on a daily basis. This investigation explores a gap in hope research, hopeful principals, and the principals' leadership practices that most positively impact the hope and performance of the teachers in the school building.

Purpose of the Study

The purpose of this study is to address school principal hope, an area that has received little exploration, through (a) the administration of a self-report instrument that measures trait hope in the school principal, (b) the administration of an instrument that measures the faculty's perception of the school principal's hope, (c) the administration of a self-report instrument that measures the trait hope of the faculty, and (d) the collection of data from these instruments and interviews to explore the following:

- The level of hope among school principals
- The level of hope among teachers in the classrooms
- The relationship, if any, between the principal and the teachers' collective hope level, and
- The common practices and behaviors of principals that teachers identify as being most hopeful in promoting and sustaining positive teacher support.

Significance of the Study

Effective principal leadership has been the focus of many books and research theories. The emergence of differing styles and theories have outlined behaviors and practices common to each one. However, little attention has been given to defining practices and behaviors that cross each style and theory and that most effectively communicate hope, trust, and belief to the teachers that look to those principals for direction, encouragement, and overall support. Focused research is needed to (a) explore the level of hope in Alabama school principals and the relationship of that hope to the teachers in the classrooms, and (b) identify those behaviors that most effectively communicate principal hope to the teachers. A better understanding of principal hope will increase the effectiveness of principals as they encourage and support teacher efforts in the classroom while working to build both individual and schoolwide efficacy and

hope, which is vital in this time of ever-changing and increasing demands of accountability in Alabama schools.

Implications of the Study

Generalized implications may include the identification of cross-style leadership behaviors that support hopeful communication, training, competence, and overall encouragement for each faculty member individually and collectively. More specific implications may include professional learning in the areas of communication, vision development, goal-setting, problem-solving, and feedback. Hopeful thinking, planning, and communicating may serve as a positive change agent to support the development of collectively hopeful faculties that more significantly impact each student in his or her classroom and beyond.

Research Questions

This study is an attempt to identify and describe school principal behaviors that communicate high-hope, as developed and defined by C.R. Snyder (1994, 2000), to the faculty in the school. Using quantitative hope trait instruments and qualitative interviews, data were collected from Alabama public school principals and teachers. The following questions were explored:

1. To what extent is the relationship between the principal's hope and his or her faculty's collective hope?
2. How does the faculty describe principal leader hope?
3. What leadership practices most effectively convey a principal's hope to the faculty?

Research Design

This mixed methods study was used to determine the relationship of the principal's hope on the collective hope of the faculty within a (K-12) public school setting in the Cedar Woods

City School System in Alabama and to better understand the leadership practices that influence that relationship. Using surveys and follow-up interviews, I sought to define elements of the relationships and practices that most powerfully communicate and sustain hope throughout the faculty. Specifically, this study examined (a) the level of hope among the principals in that system, (b) the principal's level of hope as perceived by the faculty, (c) the relationship between the principal's level of hope and his or her faculty's level of collective hope, and (d) common school principal behaviors and practices that most effectively convey hope to the faculty. In order to investigate the principal's level of hope, the principal's perceived level of hope by the faculty, and the relationship between the principal's level of hope and the faculty's level of hope, a quantitative survey, *The Hope (Goal) Scale*, was administered.

Participants completed the quantitative survey anonymously. Items on the survey included questions used to measure levels of hope as well as subscale levels of both Agency and Pathways. Demographic information was collected on the survey as well. The results of this survey were used to (1) measure the level of principal hope, (2) measure the level of teacher hope, and (3) measure the principal's perceived level of hope by the teachers. From this information generalizations related to principal hope and the relationship between principal hope and teacher hope were formed. Using the subscale scores for Agency and Pathway, scores were examined and generalizations were also formed comparing both of these traits in the principals to his or her faculty. Principals and teachers were measured as (1) Total High Hope (High Agency, High Pathway), (2) Total Low Hope (Low Agency, Low Pathway), (3) High Agency, Low Pathway, or (4) Low Agency, High Pathway.

Principals and teachers were selected to participate in follow-up interviews based on school assignment and their willingness to participate. Interviews assisted in the collection of

more in-depth data related to principal behaviors and practices within each school. The interview questions explored practices and behaviors used by principals without specific regard to their level of hope. Questions also explored the implications of those behaviors and practices in terms of Snyder's (2000) three major components of Hope Theory, which include goals, agency, and pathways, as well as characteristics of hopeful bosses developed by Lopez, Pedrotti, and Snyder (2015).

Basic Assumptions

The need for hope to successfully plan for and create change in the school setting is vital. Key assumptions were made in the development and implementation of this study in regards to the construct of school leader hope:

1. Hope and hopeful thinking have a direct impact on performance in the school setting.
2. Empirical evidence demonstrates the impact of hope in the classroom (Stanley, 2011).
3. Each participant was a current, active, and interested professional in creating student success.
4. Participants would truthfully respond to the surveys and the interview questions.

Delimitations

The initial data collection instrument was the *Hope (Goal) Scale* developed by Snyder (1994). While other instruments have been developed to measure other constructs of hope, it is the first and most widely used. Its validation and reliability has been the most widely confirmed. As a self-reporting instrument, the accuracy and usefulness of it is dependent on the honesty of each principal and teacher that was willing to complete it. Other concerns outlined by Saregeant, Mann, Van der Vleuton, and Metsemakers (2008) regarding the use of self-assessments include the following:

- There is a component of social influence. This is influenced by the fact that the assessed construct is often of a shared or social nature.
- The context setting, surrounding influences, and current situations impact the mindset of the participant.
- All self-reporting instruments create a self-reflection effect that is impacted by emotion. Objectivity is sometimes compromised.

Limitations

The generalizability of this study may have been impacted by the following factors:

- Survey participants were selected from a public school system within a specific region in the state of Alabama. While demographics and socioeconomics vary within the system, it serves students from a specific city.
- The Hope (Goal) Scale was not administered face-to-face, decreasing the response rate.
- Participants responded to a self-assessment that may have also been influenced by factors or situations outside the school or professional setting.

Summary

This study explored the relationship between principals and teachers and examined how the principal's level of hope impacts that of his or her teachers. It also examined the practices and behaviors of principals that most effectively communicate hope to those teachers. From the information and data, a profile of hopeful principal practices and behaviors were developed, describing the influence on the teachers in the school organization. The gained information was also used to describe the relationship between the teachers and how they perceive the hope of the principals.

Determining the relationship and better understanding the leadership practices and behaviors will aid in informing principals of best practices to improve the environment within his or her school.

Chapter II: Literature Review

Hope

Tracing of hope.

The beginnings of hope are elusive. Hope is eternal, stable, and ever-changing. While hope is an abstract virtue like love and faith, its evidence can be found in current settings and can be traced as far back as both Greek mythology and early Biblical writings (Snyder, 2000). To the writer of Hebrews, although it cannot be seen, hope is both a refuge and an anchor. In Hebrews 6:19, the writer stated, “This hope we have as an anchor of the soul, both sure and steadfast” (Hebrews 6:19 New King James). In more recent times, Snyder (2000) refers to hope as a guiding influence in any situation. In his book, *The Handbook of Hope*, Snyder (2000) referred to hope as more than a virtue, but as “the sum of perceived capabilities to produce routes to desired goals, along with the perceived motivation to use those routes” (p. 8).

Knowing that hope has always been and continues to be, does not answer the question of hope’s origin in each person. According to Alan Flintham (2008), an individual’s “reservoir of hope” (p. 57) is generational, faith-based, or egalitarian, or possibly a combination of any of these three. All three become a powerful component in an individual’s mindset and are seen in the thinking, planning, and doing in which he or she is involved. Hope that is generational is a hope reflective of one’s upbringing. It is hope birthed through the development of and the practice of demonstrating hope early in life. It is taught by a previous generation and modeled consistently in front of the child. Faith-based hope is developed through the influence of a faith-based community to which an individual belongs. This may or may not occur when the

individual is a youth. It does, however, grow from a deep and passionate conviction that is exemplified in every aspect of the individual's walk. It is the walking of the talk. Lastly, hope comes from an egalitarian reservoir. That reservoir is birthed in deep social convictions that believe that everyone has the right to be included and have equal opportunities. The keeper of this reservoir measures actions against how they would impact them or their children. These individuals are set on making a difference at any cost (Flintham, 2008).

Birthing the hope theory.

C.R. Snyder was beginning a sabbatical when he first thought to study hope. The first thought came as a reflective moment of fear when he began pondering his life. After a visit to the library that ended with panic, alarms, and a search, Snyder was more determined to study hope than when he had first thought of it. He then began to simply watch people and ask them questions about their own ideas and holds on hope (Snyder, 1994).

Developing the hope theory.

As Snyder researched, he found that hope had been the focus of a study by physicians in the 1950s and 60s as they studied the process of healing (Snyder, 2000). Their findings were seen as "placebo-like" and were rejected by the scientific experts of the time. In the 1970s, it was again discussed. Initially the focus was reversed; the studies linked negative thoughts and attitudes with a higher occurrence of poorer health. Writings and theories then began to surface in the 1980s that countered with the converse of those studies. During these years, Snyder was devoting his studies on excuses that people use to explain away their errors and shortcomings. In some of Snyder's (2000) early writings, he touched on the subject of hope and defined it "as being the 'other side' of the 'excusing' process" (p. 6).

As a professor in the psychology department at Kansas University, Snyder continued his studies in an effort to better understand why students perform poorly. In his research he questioned their thoughts. Often the students expressed concerns or excitement over pursuing goals. He and others working with him began to focus on the pursuit of these goals (Snyder, 2000). They found two distinct avenues of thought when discussing these goals: pathway thinking and agency. Pathway thinking refers to the actual step-by-step planning of goal attainment or the route the individual will take to reach the goal. Agency refers to the motivation that is required in attaining that goal; it is the individual's drive and commitment to move toward it. It was those that he interviewed that actually led him to develop and define his theory. This hopeful thinking displayed in the interviews became the basic components of Snyder's (2000) Hope Theory.

As the research continued to develop and broaden in to areas of medicine, psychological disorders, and sports, Snyder developed a definition on which to build the conceptual framework of Hope. Snyder (2000) defined it as "a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal directed energy) and (b) pathways (planning to meet goals)" (p.8).

Goal setting.

According to Samuel Coleridge (1912), in his foundational writing, *Work Without Hope*, "hope without an object cannot live" (p. 447). One of the key components of Snyder's Hope Theory is that of goal-directed thought. Goal-directed thinking becomes the basis of the Hope Theory process. In considering the setting of goals, it is vital that the goal be attainable to some degree, either by an individual or the committed group, and most importantly of great value to those involved (Lopez et al., 2015). Goals with value bring a higher level of commitment and

help the individual or group to think, plan, and strategize even when the attainment is challenging or questionable (Snyder, 2000). Feldman, Rand, and Kahle-Wroblewski (2009) determined that the value of the goal was actually the driving force in the likelihood that the goal would be attained. “The influence of importance on goal attainment is largely mediated by goal-specific agency. In other words, the importance of a goal influences an individual’s cognitive motivation, which in turn influences goal attainment” (Feldman et al., 2009, p. 492).

Workplace goal setting is a complex necessity. It is vital that leaders and those under their supervision have a safe relationship that facilitates the sharing of visions, the building of trust, and the understanding of accountability. The importance of attainment must be shared and commitments must be expressed. In Snyder’s book, *The Psychology of Hope* (1994), he expressed the importance of communication. “When employees sense that their input has an influence on goals – that management is listening – they become invested in the goals and energized to pursue them” (p. 278).

Bush (2011) believed that goals were more than a destination, but were reflective of the culture in the organization. Consistent aims and values cultivate a strong and nurturing culture where visions are clear and consensus allows solidarity in the implementation of the plan for attainment of the goal. Understanding the anatomy of that goal is also a vital part of communicating the goal. Short-range goals and benchmarks in long-range goals help to inspire, direct, and motivate when pathways toward the goals are difficult or even blocked by unforeseen obstacles (Snyder, 2006).

Within the goal component of the Hope Theory, there are two distinct types of goals. Type one is the positive goal outcome. Positive goal outcomes are those that are desired. This type includes initial goal achievement, sustained goal achievement, or an improvement on a

previously achieved goal. Type two goals are negative goal outcomes. Negative goal outcomes are those goals that are set in an effort to stop something from happening or delaying the occurrence of an undesirable event (Snyder, 2002a).

Pathway planning and thinking.

According to Snyder (2005), pathway planning and thinking is the route to the goal. Pathway planning and thinking is finding the initial path and problem solving when that path is blocked or simply dead-ends. This component of Snyder's Hope Theory is evident in high-hope individuals and reflects the belief that he or she is capable of discovering a workable route and planning the steps to pursue it (Snyder, 2002b). High-hope individuals also tend to be more decisive. When the route is established, obstacles simply serve as challenges to prescribe a more efficient route. The ability to refine and establish precision in the route to attainment is another characteristic of the high-hope individual (Snyder, 2002b).

Agency thinking.

Agency thinking is the third component of the Hope Theory and is the motivation factor in accomplishing the goal by moving successfully along the developed pathway. While it is necessary in the accomplishment of all goals, it assumes much greater significance when obstacles or impediments to progress stop the advancement. Because of this aspect of agency thinking, it is vital that agentic thinking is fluid, meaning that a change of routes or pace does not deter the determination of goal attainment (Snyder, 2002a).

In terms of group goals, agency thinking becomes complicated. Each individual in the group possesses a unique style and level of motivation. It is vital that the leader recognizes the uniqueness in each and works to establish a motivational attitude to empower each follower rather than to "power over" each one (Bush, 2011). It is the cultivating of that mental willpower

that determines how smoothly and efficiently each member of an organization will move toward attainment of the group's goal (Snyder, 2000).

Distinguishing the hope theory.

Although similar in some aspects of other motivational theories, Snyder's theory is not bound to situations but is more solidly constructed in the ongoing mindset and determination found within the individual. In Optimism models, while there is a similarity with the Hope Theory in both the planning to attain goals and the motivation to move toward them, the difference can be found in the way in which failures or negative experiences are handled (Snyder, 2000). Optimism models tend to move the person away from the negative outcome in an effort to achieve the desired goal. The Hope Theory model suggests that the higher-hope person learns from the negative outcomes in an effort to better attain the future desired goals (Snyder, 2000).

Hope Theory also examines and measures both trait and state levels of hope that suggests both situational and cross-situational measures. While Bandura's Self-Efficacy theory also focuses on goals, planning, and motivation, this theory is simply a state measure and lacks the ability to differentiate across situations that would provide a way to measure trait (Bandura, 1982, 1997; Luthans, Avey, Avolio, & Peterson, 2010).

Another theory with similarities to Snyder's Hope theory is Friedman and Rosenman's (1959) Type A behavior pattern. While both are outcome-valued, goal-centered, and agency driven, the similarities stop there. The Type A person tends to be driven by an unhappiness or even anger to achieve the goal in an effort to increase self-worth, while the high-hope person is self-confident and positively determined to move along the pathway on which he or she is journeying toward the goal (Friedman & Rosenman, 1959, 1974; Snyder, 2000).

Two more recent motivation theories with similarities to the Hope Theory are the Mindset Theory and the GRIT theory. Like Snyder's Hope Theory, Mindset Theory also has a problem-solving component similar to that focus in pathway planning (Dweck, 2007). Determination to persevere is important in the GRIT Theory as it also focuses on an individual's ability and motivation to confront and overcome obstacles and roadblocks encountered as progress is made toward an established goal (Locke & Latham, 2002).

Collective hope.

According to Lopez et al. (2015), the term "collective hope" is the "last frontier" (p. 209), referring to the new and current interest it has received in some fields of study, and refers to the level of hope or goal-directed thinking that is displayed or measured by a group of people joined together in some common endeavor. According to Braithwaite (2004), collective hope is somewhat of a social phenomenon and can move a group in a very right or very wrong direction according to the collective growth of the group. She suggests that hope is caught or taught from outside influences, such as parents or peers, to individuals and through common goals and efforts, the socially acceptable standards develop related to the movement of that group toward the goal. She does, however, draw the distinction between a collective hope and a public hope. Public hope refers to short-lived and unsustainable movement of a group of individuals. Collective hope is empowering and is supported by the ability of a group to dream, set goals, plan, and move forward from ordinary expectations to extraordinary accomplishments (Braithwaite, 2004).

Braithwaite (2004) referred to groups that share a collective hope as "institutions of hope" (p. 7). She suggested that as the group moves forward toward a common goal, a new cultural script is written and the hope of each individual is intertwined with and becomes

dependent on the hope of others in the group. Like Snyder, Braithwaite suggested a brain-altering phenomenon as the group's goal, plan, and motivation become valuable and important to each individual in the group. This effect occurs because of the impossibility of social behavior compartmentalization which would also suggest that hope must be valued at the group level and at the individual level as well (Braithwaite, 2004).

Shades (2006) discussed the development of cultural norms and relational character that develop in communities of hope. He suggested that the influence of group hope on individual hope and vice versa is intertwined and is strengthened by both conflicts and positive interactions that members of the group encounter, endure, or conquer together. These moments develop group responses and habits that become the heart of the community and define each one's uniqueness, identity, and strength as a single unit. A community of hope develops habits reflective of the level of hope as they continue to move forward and hopefully confront the situations before them. The richness of the environment and the consistency of the support in the community work to not only increase the bond of the group but to encourage individual growth and development in the uniqueness of the talents and strengths that each individual in the group brings to the community.

Shades (2006) noted an important characteristic of the collective hope of a group is that it be grounded in reality. While hope is vital in helping us to overcome situations that may seem impossible, it must have roots in and be formulated and driven by real possibilities that are attainable with the development and strengthening of individual and group intelligence, talents, resources, and courage. These hopeful habits and practices help provide the motivation (agency) and help produce the plan (pathway) that makes reaching a goal attainable and possible.

Snyder and Feldman (2000) outlined important skills that must be present to effectively build collective hope and to move a group in the direction of the collective goal. The first of those skills is effective communication. According to Snyder and Feldman, individuals in a group, whether leaders or followers, that can effectively communicate orally and in writing are vital. Communicating vision, issues, ideas, and direction ensure that the organization can move forward cohesively (Snyder & Feldman, 2000).

The next skill outlined by Snyder and Feldman (2000) is the skill of listening. An ability to listen to others conveys a concern for other points of view and removes that person from the position of “most important” in the organization. A willingness to listen communicates the feeling of importance and value to those in the organization. Listening and considering other perspectives builds trust and strengthens competence in the individuals that are heard.

The third skill that Snyder and Feldman (2000) outlined as vital to the growth of collective hope is the ability to compromise. Compromise is a proclamation of the value of goals that are decided on by the group; it represents that “our” goal is constructed with an “inherently ‘we’ rather than ‘me’ orientation” (p. 397). Compromise builds trust, value, and freedom to each individual voice in the organization and definitely calls for creativity as each member speaks, thinks, and bargains through the process of goal setting, planning, and motivating.

The development of these skills in the leaders and followers of an organization or group help to maintain the basic and vital unit of the group or organization: individuals. Each person of the organization must understand that communicating, listening, and compromising cannot help and cannot move the collective whole without the influence, work, and insight of each individual member working collectively (Snyder, 2002a).

The cycle of hope on the group and the individual is illustrated in Figure 1. Important elements in the process include the choosing of challenging goals and the embracing of those goals by the group and the individuals within the group. It is also vital that the leader communicate value in the goal, confidence and understanding in the pathways toward the goal, and the empowering sense of agency for moving along the pathways toward the goal. As shown in the figure, it is also vital that throughout the process the freedom to revise the pathways and reenergize the agency is encouraged both individually and collectively (Snyder, 2002a).

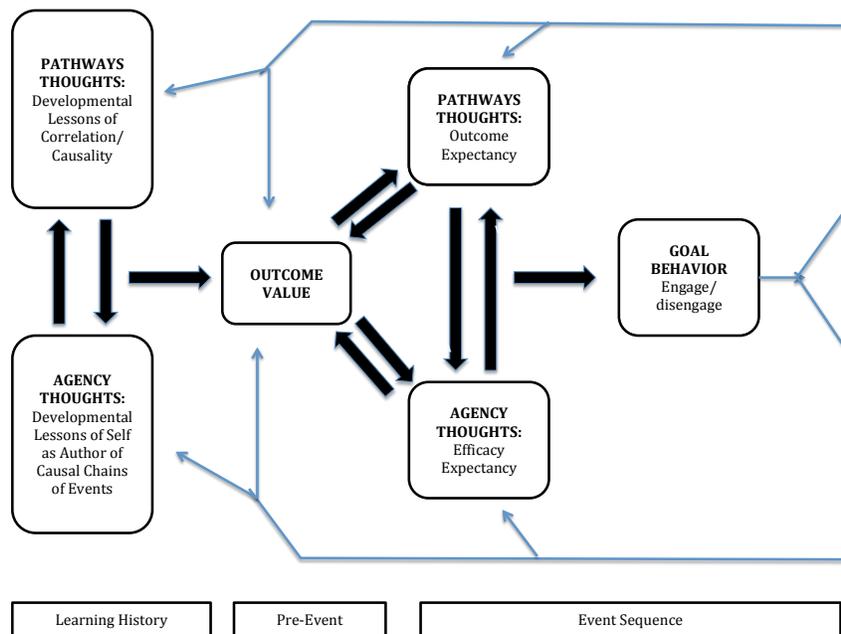


Figure 1. The Hope Cycle. (Snyder, 2000, p. 12).

Measuring hope.

With the emergence of positive psychology, Snyder's Theory of Hope began to gain momentum by utilizing some of the same constructs that had previously been used to measure hopelessness, anxiety, hostility, despair, and other negative aspects of human expression. This

focus on the strengths and positives of human behaviors allowed clinicians to diagnose, focus on, and build on those human strengths in any individual (Lopez, Ciarlelli, Coffman, Stone, & Wyatt, 2000).

The instruments and scales developed by Snyder measure an individual's perceived level of motivation (agency thinking) and ability to develop a plan or route toward an established goal (pathway thinking). For the clinician, the ability to identify an individual's level of hope empowers that clinician to guide the individual toward positive and sustainable change (Lopez et al., 2000).

Based on his Theory of Hope, Snyder and his associates developed several different reporting scales to measure hope. Scales include a Children's Hope Scale for ages seven through sixteen, a Young Children's Hope Scale that measures dispositional hope in ages four through ten, the Adult Domain-Specific (State) Hope Scale that measures the level of hope in a specific area of the adult's life, and the Adult Trait Hope Scale that measures the individual's pathway and agency thinking using a 12-item instrument. This 12-item self-reporting instrument was the first instrument developed to measure hope and is the most widely used instrument developed from the Hope Theory (Lopez et al., 2015).

When choosing the appropriate measuring instrument, several things must be considered. Each instrument is checked for reliability in regards to the age for which it was designed; therefore, the age of the targeted group or individual must be considered. As important as the age, is the purpose for the assessment. It is vital that the instrument is answering the question or measuring the level of hope unique to the situation (Snyder, 1994).

When administering the Adult Trait Hope Instrument, it is sometimes referred to as the Adult Dispositional Hope Scale, or the Goals Scale. The most common reference to it when

being administered is the Goals Scale, as it is believed that this assists those taking it to acquire a better understanding of the purpose of the instrument and the score that it produces. Regardless of the name, the same 12-item inventory is included and the scoring is consistent. It generally takes approximately two to five minutes to be completed. Readability is simple and the administrator's participation is very minimal. Originally the responses were on a four-point continuum. In an effort to elicit more accurate responses, an eight-point continuum has been developed (1-definitely false, 2-mostly false, 3-somewhat false, 4-slightly false, 5-slightly true, 6-somewhat true, 7-mostly true, and 8-definitely true). Of the 12 items on the instrument, four items measure agency thinking (motivation toward reaching the goal), four items measure pathway thinking (ability to identify and develop workable routes toward the goal), and four items are distractors. While the distractors' scores are not used, the four agency items are totaled to measure the strength of agency thinking, the pathway items are totaled to measure the strength of pathway thinking and those two scores are weighted equally and summed together to represent the total hope score for the individual (Snyder, 2000).

Both the reliability and the validity of the different instruments have been measured as the Hope Theory framework has emerged throughout the past decades. Table 1 outlines the characteristics, reliability, and validity of several of the instruments that Snyder assisted in developing and utilizing.

Table 1

Characteristics, Reliability, and Validity of Hope Scale Instruments

Name of Hope Index	Target Age	Number of Items	Administration Time (minutes)	Internal Reliability	Construct Validation
Hope Scale	15-100	12	2-5	.70-.80	Excellent
Domain-Specific Hope Scale	15-100	48	7-15	.93	Strong
Children's Hope Scale	7-16	6	2-5	.72-.86	Excellent
Young Children's Hope Scale	5-7	6	2-5	.88	Some Support
State Hope Scale	15-100	6	2-5	.90s	Strong

(Snyder, 2000, p. 73)

Measuring hope becomes a powerful diagnostic tool for clinicians and counselors. The 12-item hope scale provides information to both strengthen and build upon areas in low-hope individuals. Because the hope scale measures total hope, agency thinking, and pathway thinking, counselors have been able to focus on areas of greatest need and to better understand the unique needs of the low-hope individuals that visit them (Snyder, 1995).

In terms of measuring the hope in those who lead, researchers have found that higher-hope leaders are less likely to experience job burnout and health-related illness. Further, researchers believe that a portion of that effectiveness may simply be in the representation of those leaders as role models (Snyder, 1995). The empowerment that individuals experience by knowing one's level of hope is believed to influence the measurement of those that each may encounter. Hopeful people maintain the ability to cope with and overcome daily barriers and impediments to goal accomplishment. A leader's ability to convey that pathway- and agency-composure is especially influential to those that fall under his or her leadership (Snyder, 2000).

Hope at work.

According to Fullan (2001), hopefulness is one of the personal characteristics that an effective leader must possess. He referred to it as one of the effective possessions a leader must radiate to passionately cause change in the living organization he or she leads. According to Fullan (2001), “energetic-enthusiastic-hopeful leaders ‘cause’ greater moral purpose in themselves, bury themselves in change, naturally build relationships and knowledge, and seek coherence to consolidate moral purpose” (p. 7). All of these five effects are the essential components that a leader must successfully implement and support to create lasting change in the work environment (Fullan, 2001).

Evidence of leadership hope in the workplace takes on different characteristics according to the culture, climate, and characteristics that define the work situation. According to Fullan (2001), in times of chaos, it is leadership that celebrates differences, encourages discussions of possible solutions to challenges, and empowers people to look beyond themselves as individuals for the team motivation to succeed. Snyder and Feldman (2000), suggested that hopeful leadership possesses the skill to communicate effectively both in speech and writing, to listen attentively to what others in the organization are saying, and to encourage compromise as a positive agent of change.

According to Lopez et al. (2015), the leader is the most important element in good production and job satisfaction in the work setting. They list several crucial components of these high-hope leaders including concern for the whole employee, consistent feedback related to job duties, focus on employee strengths, strong communication skills, authentic interactions with all employees, and the establishment of high but attainable expectations and goals. Because many of the characteristics on the list are communicated through the building of relationships with all

employees, it is believed that a huge contributor to the success of a leader comes from the wide spread belief and support from employees, individually and collectively, as they talk and share their own experiences with the leader that they have in common.

The need to grow and support the individual employee's purpose and meaning in the workplace cannot be understated according to Snyder and Feldman (2000). A high-hope work environment creates an atmosphere of necessity communicating that each person associated with the organization understands and operates under the idea that they are vital, important, and irreplaceable. "To the degree that managers and employees can establish environments of hope, not only will productivity increase, but employees will maintain the high level of hope necessary to continue performing well" (Snyder & Feldman, 2000, p. 405).

Petranker (2010) discussed the importance of a leader's ability to communicate the organizations vision and mission in a timely way connected to the plans, actions, and knowledge that are required to transform the organization to the established goal. He listed communication of the truth as a vital function of the leader. The ability to let go of past failures, embrace past successes, and encourage forward motion with confidence and trust are vital components of Petranker's leadership skills. He also noted the importance of leaders encouraging decision-making, planning, and identity searching as individuals and as an organization. Empowering every member with the belief that change is possible and that each one has a voice in creating it encourages professional and individual growth and ownership in the purpose of the organization.

Hope and the educational organization.

With the mandates of No Child Left Behind, Plan 20/20, the Alabama Accountability Act, the new Every Student Succeeds Act, and the required adherence to the Alabama Quality Teaching Standards, it is difficult to keep the main thing the main thing. According to Fullan (2006), the main focus of any educational setting has got to be the success of the students. The

stigma of the labels attached to many of the highest needs schools has created a fight or flight effect with many of the teachers. Fullan (2006) reported that many of our best teachers feel forced to decide if they will roll up their sleeves and fight for improvement to occur or if they will leave the profession completely. This has created a feeling of desperation, insecurity, and hopelessness in many schools.

Snyder (2000) explained the importance of building hope in those schools. Snyder discussed the importance of not only detecting hope but also teaching the elements of it and modeling it for children beginning at a young age. He found that both parents and community share the responsibility of empowering students with the needed skills and knowledge to thrive hopefully in today's society. Lopez et al. (2015) reinforced that idea with the term "positive schooling" (p. 409). This term represents the power that is generated for the students when school, family, and community all hold themselves equally responsible for what occurs within the walls of the schoolhouse. Fullan (2006) stated the converse of this idea. "Sick education systems mirror sick societies, not only because they directly affect one another but also because the dynamics of diseased systems are similar" (p. 1). He continued to explain that the realization of this responsibility is the beginning of setting a collective goal and moving (agency thinking) toward planning for a positive change (pathway thinking).

Key elements in building hope in schools are not found in strengthening the content curriculum or developing more comprehensive assessments (Lopez et al., 2015). It is in building relationships that communicate care, trust, respect, and hope with all the students in the building. It is the influence of those relationships that guide the development of the pathway thinking and agency thinking that assist those students in reaching their ultimate goal of graduating and becoming contributors in the community so that they can pay back to the same system, the

specific individuals, and the very building that helped them to achieve. Figure 2 illustrates the components of the schoolhouse that build the capacity to hope and to succeed from the foundation to the paybacks.

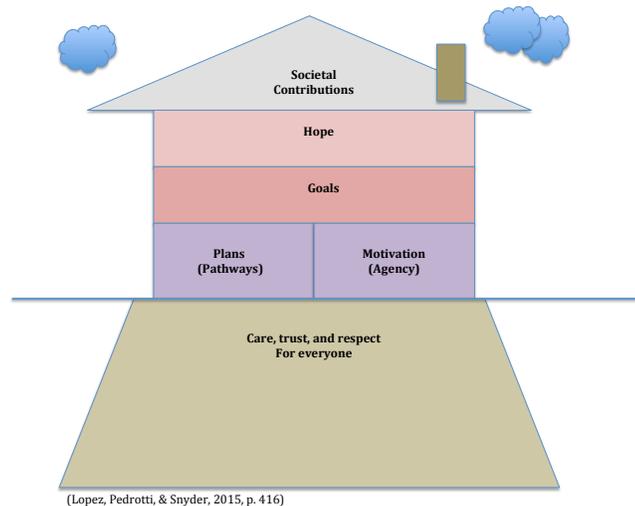


Figure 2. Positive Schooling Components. (Lopez et al., 2015, p. 416).

Teachers

Powerful impact.

There is no mistaking the impact of an effective teacher. These were the findings of a powerful study conducted at the University of Tennessee. In this study, researchers discovered that there was no other factor as powerful or as lasting as the classroom teacher in terms of student achievement. The “Tennessee data indicated that the effects on achievement of both strong and weak teachers persisted over three years; subsequent achievement was enhanced or limited by the experiences in the classrooms of strong or weak teachers, respectively” (Wright, Horn, & Sanders, 1997, p. 57). The implications of these findings are powerful. Every classroom teacher has a profound effect on students. Each teacher impacts a student’s knowledge base, love for learning, and belief in his or herself for years to come. Strong teacher

after strong teacher empowers a student to achieve great things; weak teacher after weak teacher limits a student and causes him/her to possibly never reach full potential (Tucker & Strong, 2005).

Buehl & Fives (2009) found that teacher impact goes beyond the learned teaching knowledge or content knowledge. One of the participants in their study stated that those things that impact the student and raise the effectiveness of the students did not come from teacher training or content classes, but “comes from the heart” (p. 395). The impact of the teacher is enhanced by not just what they know but from communicating with the student, building a relationship with the student, and effectively communicating with those stakeholders outside the classroom (Buehl & Fives, 2009).

Teacher impact is heightened when teachers adjust their focus to the right things. Schmidt (2012) found several of those things went beyond simply presenting the content knowledge. He also discussed the importance of strengthening continuous learners by developing students that could explore and build on what he had begun in the area of his curriculum and content. Another finding was the importance of developing community builders. Community builders are learners that can take the content and make sense of it, listen to the understanding of others, and find ways to connect their learning and understanding in a way that empower all that were involved in that learning community (Schmidt, 2012). Valuing the knowledge of others is an important and impactful skill to guide educators in constructing, modeling, and promoting in the classroom. Fricker (2010) claims that it is a classroom injustice that must be addressed; A student should never leave a classroom with the idea that she is “wronged in her capacity as a knower” (p. 20). It is in this way that a teacher’s impact is increased.

Teacher stress.

With the widespread focus on accountability and the microscope under which educators find themselves operating, workplace stress is a very real battle for the classroom teacher. According to Fullan (2006), the constant fear of failure and loss of dignity and respect leaves educators feeling as if they are in a no-win situation. Kanter (2006) suggested that stress, failure, confidence, and even success are often contagious. Momentum, or lack of momentum, in the organization is often the key, or detriment, of what the organization is able to accomplish. In the discussion of the impact of weak or negative influence in a school, Kanter (2006) identified nine effects of a diseased organization: “Communication decreases, criticism and blame increase, respect decreases, isolation increases, focus turns inward, rifts widen and inequities grow, initiative decreases, aspirations diminish, and negativity spreads” (p. 97). These effects then stimulate the growth of stress on each teacher in the organization, which impacts performance, risk-taking, health, and motivation.

Bellingrath, Weigl, and Kudielka (2009) conducted a study to exam the level of work related stress and exhaustion found in 104 schoolteachers. In this study, researchers measured the allostatic load through questionnaires and urine tests. Allostatic load refers to the wear-and-tear on the body experienced through exposure to chronic stress. Their findings included higher than normal levels of exhaustion in the participants as well as higher than normal effort-rewards-imbalance scores suggesting that the teachers feel under-recognized and under-rewarded for their professional efforts. The power of this study is further enhanced when consideration is placed on the commonalities of the participants. All teachers were healthy females and ranged from 25 to 61 years of age. All had similar socioeconomic backgrounds and taught in similar settings.

Implications of this study suggested a higher than normal risk for burnout and health issues (Bellingrath et al., 2009).

Kyriacou (2011) related teacher stress to three interrelated occurrences: the presence of demands, the fear of not being able to deal with the demands, and the fear that his or her inability will have a negative impact on the teacher's employment. According to Jarymowicz and Bar-Tal (2006), it is that fear that overpowers an individual's ability, and possibly a group's ability, to overcome the often-paralyzing effects of stress and fear. They suggested that the crippling power of stress and fear cannot simply be removed, but it must be replaced with a construct of power, trust, and hope, which is difficult in an individual and even more complicated in a collective group.

Yu, Wang, Zhai, Dai, and Yang (2014) found the impact of teacher stress to be detrimental. In their study, they cited stress and work pressure as being the cause of lower self-efficacy, energy levels, professional passion, enthusiasm, and commitment. The prolonged existence of one or more of these effects were found to lead to burnout and health issues that threaten the longevity of the educational careers of these professionals (Yu et al., 2014).

Teacher burnout.

According to Snyder (2000), burnout occurs because an employee is in a situation of being overworked and under-rewarded. It is generally most prevalent in individuals who begin as high-hope employees, initially displaying high-energy and high-dedication. Over time, lack of rewards, increased demands, and excessive time restraints create goal blockages that cannot be overcome. Without support, intervention, and adjustments, the worker suffers ego depletion, emotional exhaustion, and hopelessness. The result is burnout (Snyder, 2000).

McEwan (2003) reported that burnout is the result of feeling as though you are working hard on your own. Feelings of isolation, frustration, and anger grow, only creating more of each. The structure of the school setting is often seen as very autocratic by its design. Teachers work alone, in the classroom, with little to no peer interactions or peer support. Although their schedules are similar and their expectations and requirements are the same, their daily tasks become individualized, overwhelming, with the feeling that no one else is around to assist. Burnout becomes inevitable (McEwan, 2003).

Maslach and Jackson (1981) developed an instrument for measuring burnout. They stated that burnout is a three-dimensional coping mechanism that develops as a response to increasing, chronic stress. Emotional exhaustion, depersonalization, and decreased esteem and goal-setting are the dimensions measured. Leithwood (2006) believed that the effects of burnout are detrimental to the teacher, the school, and the students. Because burnout affects the emotional state of the teacher, the teacher is generally less sympathetic to the students, making him/her less likely to attend to needs and more likely to over-react to behavior situations that affect the climate of the classroom, thus affecting the learning mindset of the students in that classroom. The teacher is also less likely to try new things or adjust his or her practice with new instructional strategies or activities. The instruction becomes depersonalized and lacks the differentiation needed to truly meet the needs of the students. The teacher suffering from burnout is also detrimental to novice teachers, causing discouragement, fear, and lowered morale in terms of the teaching profession and their decision to pursue it. Burnout is often contagious as it increases stress on those around, leading to burnout as a means of coping with the stressful situation of the original carrier (Leithwood, 2006).

Teacher efficacy.

Teacher efficacy has two powerful dimensions to consider. According to Leithwood (2006) teacher efficacy must be understood at the individual level and in the collective level as well. Many things originally shape teacher efficacy: desire, training, personality, and experience. Efficacy is profoundly impacted by the overall working conditions when the teacher is actually practicing. In turn, it significantly impacts the effectiveness of the teacher and the performance of the students. In each classroom, evidence of the individual teacher's efficacy is demonstrated in the relationships developed with the students, the planning and implementation of the instruction, and the overall professional practice of the teacher (Leithwood, 2006).

According to Buehl and Fives (2009), a teacher's entire professional belief system is sourced in six influences: formal education, formal bodies of knowledge, learning gained through observations, collaboration with others in the profession, in-practice experiences, and self-reflection. Participants in the study responded to questions about their belief system in terms of their profession. In questions concerning where they believed the knowledge of how to teach developed, participants consistently cited both internal and social factors. When questioned about influences that impacted or changed the stability of their knowledge concerning what to teach and how to teach, participants cited external influences, suggesting the importance of good support, reliable resources, and nurturing and competent leadership (Buehl & Fives, 2009).

Yu et al. (2015) suggested that efficacy explains why a teacher does almost everything that is done. Efficacy is mental motivation that empowers a teacher to respond to pressures and to sustain the agency thinking needed to confront obstacles and plan an effective and doable route around them. It acts as a mediator with the factors that lead to stress and burnout. It guides

them in the instruction and activities that are developed in the classroom. It guides the classroom management and even impacts the mood and mindset of the teacher (Yu et al., 2015).

Lopez et al. (2015) discussed the idea of collective efficacy. Defined by Maddux (2009) as “the extent to which we believe that we can work together effectively to accomplish shared goals” (p. 340), this new construct is a real and powerful influence in an organization although there is currently no way to reliably measure it with an instrument developed exclusively for that purpose. Leithwood (2006) stated that collective efficacy is powerful in the educational setting and cited research that verified the positive impact that positive collective teacher efficacy has on student achievement. When considering sources that influence collective efficacy, Leithwood (2006) argued that “teachers’ prior experiences of success or mastery” (p. 20) is the most significant influence in impacting the growth and stability of both individual and collective efficacy for each teacher involved. This idea supports the importance of the argument of Tucker & Stronge (2005), which acknowledged the power and influence of each teacher in his or her classroom and the life-changing effects that those teachers have on the lives of the students that they mold: “Those teachers possessed a passion for the subjects that they taught and genuine care for the students with whom they worked. They inspired us to play with ideas, think deeply about the subject matter, take on more challenging work, and even pursue careers in a particular field of study” (p. 1).

Hopeful teaching.

Buskist, Benson, and Sikorski (2005) stated it best: “We teach to alter the future” (p. 117). In all the struggles, demands, and complications that a teacher faces each day in the classroom, ultimately, reaching beyond today and impacting tomorrow is the goal. They sum up the development, growth, and commitment of the call to teach with four reasons. The first of

those reasons is content; passing on the knowledge and information to the next generation is vital. The second reason is relevance for the subject matter that is presented. What students are expected to know has to go deeper than the expected test or even the next grade level; it must be connected to everyday life and the world outside the classroom. The third reason is the importance of modeling, developing, and encouraging critical thinking. Buskist et al. (2005) stated that “our ultimate goal in teaching students to become critical thinkers is to assist them in transforming their analytical and conceptual abilities from concrete and external to reflective and internal” (p.117). This is demonstrated in students that can do more than simply regurgitate the knowledge back to the teacher, but occurs when the student can make sense of the knowledge and present its application in a coherent way. The fourth reason is reflective of the opening quote in this section. It is to develop the future teachers, leaders, researchers, and difference-makers of tomorrow. It is that influence that will help them develop that passionate care and hope to take the torch and pass it on to the next generation (Buskist et al., 2005).

Shades (2006) suggested that teaching students to hope means that teachers avoid the labeling and categorizing that commonly occur in a school. A teacher that recognizes the unique and individualized dynamics of each student equips each one with a belief in his or her abilities and cultivates the hope that they need to achieve the goals that have been established in his or her life. Shades also suggested the power of modeling hope for the students. A planned and hopeful response to a problem or situation provides a powerful example for students to watch and mimic when in similar settings. A teacher’s positive and deliberate act displaying hope when faced with an obstacle suggests the importance of agency thinking when the student would normally experience hopelessness. Hopeful teachers inspire students to plan together and support one

another out of both concern and out of responsibility as a part of the classroom and school community (Shades, 2006).

In the discussion of hopeful teaching, it is important to exam the three vital components in the facilitating of hope. The first component is goals and goal setting (Lopez, et al., 2015). In education, a goal is often used to target a student toward some learning or behavior improvement. Goals are usually specific, measurable, attainable, results-driven, and time-bound. They are beyond how the student currently performs, and stretch him/her to achieve. The value the student places on the goal is important. Teachers must include students in the setting of the goal so that students feel ownership in the target. For the student, it must be seen as doable which leads to the next component of the teacher's facilitating of hope (Lopez et al., 2015).

The next component is pathways or planning. This component empowers the student to see his or her goal as attainable. For a lofty goal, it is imperative that the teacher assists the student in benchmarking smaller goals along the way and celebrating each one. Often the planning unfolds during instruction. As the skill is modeled during a lesson, students begin to see and understand the relevance of the teacher's action and their goal and began to move along the path toward the achievement of that goal. Meaningful planning happens because the teacher knows the cognitive, emotional, and physical needs of each student in his or her classroom and assists them in developing a plan to achievement that addresses the various needs and interests represented by each student (Lopez et al., 2015).

The last component is motivation or agency-thinking. It is this component that creates the do-ability of the plan for each student. The iconic phrase of Piper and Long's (2005) Little Engine, "I think I can, I think I can" (p.5) should begin to chug through a student's mind as a teacher presents learning in a way that moves the student down the defined pathway. For the

teacher, this is done through being in touch with the needs of each student, adjusting the pace to keep them engaged, increasing the accountability for each student, and praising each student for what they have accomplished (Lopez et al., 2015).

According to Snyder (2005), teaching hope is a vital part of a teacher's responsibilities. In his research, he found that students with higher hope levels earned higher grade point averages and were more likely to graduate, which decreased the likelihood that they would drop out of school. He argued that higher-hope students have the advantage over lower-hope students because they have clear goals set for themselves, they are better at strategizing for accomplishing their tasks (pathway-thinking), and they commit effort and energy to implement the strategies to succeed (agency-thinking) (Snyder, 2005).

Principal Leadership

Powerful impact.

Leithwood, Louis, Anderson, and Wahlstrom (2004) argued that the common catalyst for improvement in every turnaround school is the strength of the leadership. From their review of research, they argued that the actual effects of school leadership are underestimated. When considering both the direct and indirect impact of the leadership, they credit approximately 25% of the total effect back to the school leadership and proclaim that leadership as second only to the influence of the classroom teacher in terms of all school factors impacting the performance of the students. Additionally, they claimed the generated effects to reflect the needs of the school, meaning that leadership would more significantly impact schools with greater needs (Leithwood et al., 2004).

The Wallace Foundation (2013) developed five essential practices that most significantly and consistently impacted the running of the school. The first is developing a vision of academic

success for all students, which includes supporting the efforts of the teachers to establish and maintain high expectations and to demand academically rigorous student engagement. The second key practice is creating a supportive and trusting climate in the school. Both teachers and students must feel safe to try and explore without fear of chastisement or ridicule. Additionally, parents should feel like a welcomed and vital part of the educational success of their children. Cultivating new leadership is the third key practice for successful principals; leadership grows leadership. The Wallace Research stated that consistently and genuinely shared leadership increases student achievement by increasing the motivation of all those entrusted to lead. The fourth key practice is improving instruction. This practice has several different components to it. It may be through modeling or coaching, enlisting an expert, leading a learning community, or simply informing teachers of the availability of the training. The important factor is that it specifically addresses an area of need for the teacher involved and involves resources that are readily available for him/her. Lastly, effectively managing all the components of the school is the fifth key practice. These components include people, programs, processes, and data; additionally, this practice includes planning, goal-setting, communicating, motivating, organizing, praising, and redirecting to successfully move the organization in the right direction (Wallace Foundation, 2013).

Standards of leadership.

The Alabama State Department of Education and the Governor's Congress on School Leadership (2005) established the standards for school leaders in the state of Alabama. The eight standards are a blend of seven themes that emerge in the practice of effective school leaders. Those themes include creating a vision, focusing on furtherance of teaching and learning, empowering others with shared or distributed leadership in the school building, building

effective professional learning communities, establishing and maintaining high expectations, committing to equity for all, and building positive relationships with students, teachers, parents, and stakeholders (ALSDE & GCSL, 2005). The eight standards outline planning and engaging others in building and communicating a shared vision that includes high expectations for student learning supported and embraced by teachers, parents, and the community, promoting both teaching and learning to prepare students for assessments and the next level of learning, organizing and empowering staff to lead and meet goals, building relationships with parents and stakeholders in the community, acquiring and training teachers to utilize the newest technology available, establishing safe and effective learning environments, embracing and respecting the diversity that exists in the school and community, and conducting oneself in a professional and ethical manner at all times and in all situations (ALSDE & GCSL, 2005).

Leading the organization.

The impact that a school leader has on the school environment cannot be underestimated. In the current era of ever-increasing accountability in the schools, stress is a constant battle. Ryker (2015) found that the behaviors of the principal in a school had significant impact on both the level of stress that teachers experienced as well as how those teachers responded to that stress. “This study’s findings suggest that principal behaviors have the greatest work-related impact on teacher stress levels. The findings also commission principals to a substantial moral and professional responsibility since it is clear that leadership behaviors impact teachers’ physical, psychological, and social well-being” (p. 102). These findings are supported by the findings of Lupien (2012) who suggested that stress diminishes professional goal-setting, planning, and motivation diminishing productivity both individually and collectively.

Horng and Loeb (2010) reported that school leaders have the greatest leadership impact on the organization by influencing teacher motivation. In their research involving almost 2,000 principals and assistant principals, Horng and Loeb found that the most consistent characteristic of the school leadership was organizational management with a focus on impacting and protecting the learning environment in the classrooms as opposed to focusing on the actual classroom instruction. This focus empowered teachers to teach and raised the efficacy of both the teachers and the principals, which further impacted the achievement levels of the students in the schools (Horng & Loeb, 2010).

Ganz (2010) reported that the building of relationships is the foundational basis for commitment, change, and vision in any organization and is vital at all levels of leadership. Ganz stated that relationships are the beginning of everything that develops, grows, and changes in an organization and is the sustainer of the emotions, values, and intentional actions that propel an organization toward its goal. Ganz's research led to the development of action catalysts that assist the members of an organization to move past and overcome barriers to succeeding. Urgency, directed-anger, hope, unity, and efficacy help generate purposeful action and combat those things that act as barriers including inertia, apathy, fear, isolation, and doubt (Ganz, 2010). Black (2010) found the building of relationships to be a significant and positive attribute in principals. In her research, Black cited that the most important characteristics of an effective principal had dimensions of supportive and nurturing professionalism with students, teachers, and community, which supports the idea that leadership behavior impacts the organizational climate in the school where he or she leads.

Schelechty (2009) stated that "persistence of effort" (p. 238) is the missing link in failed school improvement attempts. He related this back to the importance of school leaders building

capacity in the school that he or she is leading. The capacity that he referred to is not limiting but defining. Schelechy developed three vital components of this effort. The school leader must be able to generate and sustain a focus on the goal, to keep the focus in the right direction even when things are distracting, and to proactively locate, and relocate resources create opportunities, while maintaining the momentum of the organizations moving toward the goal (Schelechy, 2009). It is in that capacity that sustainability is formed and all teachers are challenged and motivated to propel all students into engaging in the learning process and achieving. While energy, competence, and courage are vital, Schelechy (2009) claimed those characteristics alone will not bring the needed impact if the teachers and students do not become a part of the supportive and systemic plan to move the organization forward with the same energy, competence, and courage that was first modeled in the leader.

Distinguishing leadership.

According to Kegan and Lahey (2010), the distinguishing mark in a dynamic leader's tenure is not the programs or missions, but the leader's influence on the organization. "We believe it will be your ability to develop yourself, your people, and your teams" (Kegan & Lahey, 2010, p. 770). They stated that the critical variable in an organization, government, or even country is "human capability" (p. 770). It is vital to view this as an ever-changing and evolving resource instead of something that is predetermined and fixed, implying that leadership influence can impact and improve the capacity of the "human capability" found within the organization.

Cheliotis and Reilly (2010) outlined characteristics and behaviors that support the distinguished leadership that impact the school organization and influence all that are in that organization. The leader that establishes a powerful impact in the school organization focuses on

the building of relationships with those that he or she leads. That leader is marked with the ability to ask questions, listen to the answers, and then direct actions to move the organization, modeling the behaviors and the response to accountability that is expected in others. The leader focuses on the professional growth of his or herself and that of others, identifying both individual needs and the needs of the organization as a whole. The leader must also be transparent and open to new ideas and points of view that are different from his or her own. It is vital that a school leader recognizes the power of perspective in identifying and meeting classroom needs since the greatest area of need-focus occurs in the classroom where teacher perspective is developed each day and those teachers serve as expert eyewitnesses to the needs of individual students and the class as a whole (Cheliotis & Reilly, 2010).

Leadership and culture.

Culture in the school organization is a powerful and important element for the school leader to understand, value, and utilize as he or she moves the organization toward a common goal. The dynamic and shared characteristics of the culture become the power that supports the impact of the leader and the movement of the organization to or from the organization's goal. Northouse (2013) discussed two concepts that directly impact the influence that a leader demonstrates: ethnocentrism and prejudice. Both concepts cause division, frustration, and lack of movement in the organization. Ethnocentrism is the tendency to place an individual's race, ethnicity, or cultural group above others represented in the organization. Prejudice is the unfair attitudes or treatment of a subgroup of people in an organization based on their race, gender, or any other characteristics that set them apart from others in the organization. These concepts, when demonstrated by the leader or by other people in the organization impact the movements,

attitudes, values, and strengths of the collective whole and must be identified and addressed by the leader (Northouse, 2013).

According to Leithwood (2006), school culture is one of the working conditions that significantly influence teachers. Individual and collective efficacy, job satisfaction, organizational commitment, stress and burnout, morale, and engagement in the profession are all internal teacher states that are impacted by culture. While culture impacts these states, it is the leader that can have one of the greatest impacts on culture. School-wide working conditions directly related to operating procedures implemented by the school leader often establish the norms that teachers will embrace or resist, thus, establishing the movement of the school organization (Leithwood, 2006).

Leithwood (2006) claimed teachers' positive feelings about work and required tasks strengthened when they were given time to plan and collaborate with one another and when high-quality professional development was available to them. Additionally, Leithwood (2006) reported that the practice of the leadership in the school setting was the most important factor when a teacher was deciding if they should leave or stay in a school. These practices have also been credited or blamed with student achievement in that school (Leithwood, 2006).

The principal leader.

In this time of standards, rigor, accountability, and reform, the role of the principal has evolved into an individual that can no longer simply manage the facilities or serve as a middleman in the management structure within a system. The Wallace Foundation (2013) claimed the new shift and focus of the principal leader to be a dramatic demand of more than goodness; the effective principal must aspire for greatness. "They can no longer function simply as building managers, tasked with adhering to district rules, carrying out regulations and

avoiding mistakes. They have to be (or become) leaders of learning who can develop a team delivering effective instruction” (p. 6).

Leithwood et al., (2004) found that at the core of leadership, no matter what style or framework, there were two powerful and consistent functions. Leadership in any form comes down to providing guidance and direction to and exercising influence within the school organization. It is in how these two vital functions are expressed that different models and styles are defined. Within these two functions are numerous practices. For Leithwood et. al (2004), the practices are grouped under three broad categories. The first category is “setting directions” (p. 23) or developing goals. The second category is “developing people” (p. 24) which provides the pathway to reaching the goal. The third category is “redesigning the organization” (p. 24) which is the motivation to move and impact the organization, developing the culture in the school to one that promotes excellence.

Leading with hope.

One important finding of Snyder (2000) was the tendency of high hope people to think of the communal good in planning and motivating. He reported that high-hopes people “engage in personal goals about 50% of the time and more communal ones during the other 50%” (p. 390). Much focus has been placed on the impact of school leaders. One truth has consistently emerged: with the increasing scrutiny on education, leaders must do more than maintain status quo. The importance of those communal goals is vital. According to Marzano, Waters, and McNulty (2005), the ability to inspire and sustain a positive school culture develops with the ability to motivate the teachers and students to embrace communal goals, develop the plans to attain those goals, and then to act on the efficacy needed to move toward those goals. These abilities transcend all styles and effective theories.

According to Schlechty (2009), it is vital to lead a school to become more than a learning community but a learning organization. It is in a learning organization that innovation is seen as vital and necessary rather than as a disruption that cannot support the sustenance of change or conflicts with the community. Learning organizations network learning communities together and provide a vital dimension of conveying support and connectivity from the efforts of one community to another within the organization. “Learning organizations create and maintain networks of learning communities and use these networks as the primary means by which the work of the organization is accomplished” (Schlechty, 2009, p. 115).

Bush (2009) discussed three vital components of educational leadership: influence, values, and vision. Bush argued that influence is preferred over authority. Influence suggests a level of concern for the individual needs of those within the organization. Authority is formal and positional, while influence is fluid and connects with those in the organization from within the organization. Values must be communicated in a way that those within the organization feel ownership. In the school setting, values are often handed down to the schools from government. A leader’s ability to incorporate those values into an “owned” value system within the school increases the importance of holding to and communicating those values to others within the organization. Lastly, Bush discussed vision. Though vision is vital, it is also the most problematic of the components. While leaders all claim to have vision, their ability to effectively communicate that vision and develop buy-in from those that they lead tends to be difficult (Bush, 2009). According to Fullan (2006), the issue of communicating the leader’s vision and transforming it into the vision of the organization is the crux of sustaining the efforts toward moving the school organization toward the goal that has been established.

Hawthorne (2015) stated four things that all successful schools have in common. The first thing is leadership; it is leadership that is brave enough to go a new way and continue the efforts even if it seems that no one else is initially following. It is leadership that is confident and competent, strong and compassionate. The school must also have passionate teachers that are supported and encouraged by the leader and that are willing to build relationships with students, knowing that their influence goes past their classrooms and even past the school year. The third thing a school must have is coaching. Hawthorne described the coach as a person that works beside the teacher modeling for them and conveying to them the belief that they are going to be successful. Finally, Hawthorne (2015) stated that the fourth vital component in all successful schools is a coherent and highly valued vision. A vision that is discussed, dissected, valued, understood, and shared by all that are impacted by its direction (Hawthorne, 2015).

The role of the school leader in promoting the health of the school environment is remarkable. That leader must focus on and celebrate the strengths of the employees within the organization and communicate effectively the goals of the organization and the importance of each member doing his or her part to meet those goals. The leader must also give sound, quick, and efficient feedback, looking for opportunities to build strong relationships, which promote positive work experiences. Most importantly, the ability to proactively correct situations before they negatively surface or fester is key (Lopez et al., 2015).

Lopez et al. (2015) compiled a list of the top ten characteristics of positive and hopeful bosses.

- They provide clear goals and job descriptions.
- They have an awareness of biases and strive toward cultural competency.
- They are genuine and authentic in all their dealings with others.

- They are ethical and moral in their dealings with others.
- They are honest and respond with integrity.
- They utilize and celebrate talents and strengths.
- They trust their employees and work to gain and keep the trust of their employees.
- They encourage and support diversity and accept feedback in a constructive manner.
- They establish and maintain high expectations for themselves and others in the organization.
- They understand and can differentiate between friendships with work employees and professional relationships with those same employees.

The core foundation of positive and hopeful leadership in schools is built on care, trust, and respect. These qualities go beyond interacting with those that are easy to lead or self-sufficient in the work in their classrooms but must also include those that are challenging to or even resisting to the forward movement of the organization. Hopeful leadership is leadership that inspires, challenges, and develops new leadership within the organization (Lopez et al, 2015).

Summary

The implications of the impact of Hope in every aspect of life is undeniable. “Everything that is done in the world is done by hope” (Luther, 1556, p. 198). Snyder’s development of the Hope Theory has given us the opportunity to measure this abstract phenomenon in a concrete way to better understand how the interplay of hope impacts relationships. In this era of accountability with spotlights cast upon classrooms and schools, there are ever increasing demands placed on those teachers that are in each classroom. Their names, reputations, and careers are under constant scrutiny as they work to inspire their students and justify the impact

they have on each one; they are the most significant influence on student achievement (Wright et al., 1997). Amazingly, many find a way to do that. For the principals, they are called to multi-lead every day. Managing, disciplining, planning, coaching, training, and encouraging are on their list of daily tasks. Second, only to the teachers, they impact student achievement in a significant way (Leithwood et al., 2004). The interplay of hopeful leadership on the schools carries significant impact on all in the organization.

Chapter III: Methodology

Research Design Overview

This study was designed as a mixed methods investigation to identify and describe school principal behaviors that communicate high-hope, as developed and defined by C.R. Snyder (1994, 2000), to the faculty in the school. Using quantitative hope trait instruments and qualitative interviews, data was collected from Alabama public school principals and teachers in Cedar Woods City School System. The following questions were explored:

1. To what extent is the relationship between the principal's hope and his or her faculty's collective hope?
2. How does the faculty describe principal leader hope?
3. What leadership practices most effectively convey a principal's hope to the faculty?

In order to compare the principal's level of hope, the faculty's perception of the principal's level of hope, and the faculty's level of hope (both individually and collectively), *The Hope (Goal) Scale* was utilized. Results were analyzed to determine the overall hope levels in principals, teacher perceptions of the principals, and teachers. In addition, subscale scores within the hope measure, which include the constructs of Pathway and Agency, were examined. In the analysis of the quantitative data generated by the surveys, relationships between the three applications of the instrument were determined. Analysis of qualitative interviews was used in order to focus more precisely on behaviors and/or practices that could guide the development of a description of more effective, high-hope school principal characteristics.

The table below describes the collected data that was utilized to answer each of the research questions.

Table 2

Research Questions and Data Collection Instrument

1. To what extent is the relationship between the principal's hope and his or her faculty's collective hope?	Teacher Hope (Goal) Survey Principal Hope (Goal) Survey Teacher Perception Survey
2. How does the faculty describe principal leader hope?	Teacher Interviews Principal Interviews
3. What leadership practices most effectively convey a principal's hope to faculty?	Teacher Interviews Principal Interviews

To more thoroughly explore and understand the constructs of Hope, Pathway, and Agency, a mixed methods approach was utilized. According to Creswell (2015), because the quantitative component was conducted and then was followed by the qualitative component, the research design is explanatory sequential. The mixed methods approach allowed for a broad view followed by a narrowed and more in-depth examination of emerging principal behaviors and practices as identified by the principal and his or her teachers in the school. Creswell describes this mixed methodology as a powerful process in that it allows for the collection of quantitative data and provides an opportunity to explore the motivations and even the emotions that support those numbers. The quantitative data was collected through surveys administered at each school and was followed by the collection of the qualitative data through interviews with specific teachers and principals. These interviews were made by phone, e-mail, video-conferencing, or face-to-face.

The use of both quantitative and qualitative methods increased the validity of the data and of the subsequent findings and conclusions (Creswell, 2015). This mixed methods design utilized both numerical analysis and descriptive data to better support and explain the implications of this study and to better examine perspectives of the principal hope from the self-reporting of the principal, the teachers' perspective of the principal's hope, the collective hope of the teachers in the school, followed by a more in-depth explanation from the principal and the teachers in his or her school.

Instrumentation

The quantitative component for this study was a self-reporting instrument designed by Snyder (1994) called *The Hope (Goal) Scale*. It was administered as online surveys. Principals completed the 12-item survey assessing their level of hope. Teachers completed one 24-item survey. The last 12 items asked them to respond in terms of their perception of the principal's hope. The first 12 items asked them to respond in terms of their own level of hope. In addition, all surveys included a link to a separate survey giving participants the opportunity to consent to participate in follow-up interviews. It is from the interviews that occurred from these consents that qualitative data were collected in an effort to provide a better understanding of the data than either quantitative or qualitative research alone could provide (Creswell, 2015).

Each of the 12-item surveys is Snyder's (2000) *Hope (Goal) Scale*. This survey was developed to measure dispositional hope in participants, age 15 and older. These surveys also included a section to collect demographic information related to gender, years of teaching experience and/or leadership experience, highest degree attained, and years in the current school. The results of these surveys were used to develop generalizations concerning school principals' level of hope, the teachers' level of hope, and the faculty's collective level of hope. The

relationship between the principal's level of hope and his or her faculty's perception of the principal's level of hope was also examined. Gender, years of experience, and level of educational attainment was collected and used to describe the participant population.

Principals and teachers took *The Hope (Goal) Scale*. *The Hope (Goal) Scale* contains 12 items, four items that measure pathway, four items that measure agency, and four filler questions, which were not scored. The four pathway items are used to measure the participant's mental ability to plan a route, overcome obstacles, and reach the set goals. The four agency items are used to measure the participant's determination to move forward toward the set goal. Teachers were asked to complete an additional 12-item survey. This survey also contained four pathway, four agency, and four filler questions. Each teacher responded using the same scale but was asked these questions in terms of his or her perception of the principal's level of hope. The final questions for the survey were demographic (race, gender, years of experience, degree attainment, and years in current school position). In addition, a final item was used to allow each participant to express interest in a follow-up interview. Contact information was collected for those willing to participate. The follow-up interviews were used to collect information regarding principal practices and behaviors related to hopeful leading. These responses provided the data for the qualitative component of this research.

The Hope (Goal) Scale utilizes an 8-point scale for each item. For each item, the participant selected from the following: 1 – Definitely false, 2 – Mostly false, 3 – Somewhat false, 4 – Slightly false, 5 – Slightly true, 6 – Somewhat true, 7 – Mostly true, and 8 – Definitely true. Items 2, 9, 10, and 12 measure the construct of agency, items 1, 4, 6, and 8 measure the construct of pathway, and items 3, 5, 7, and 11 are distracters. Because the four distracters are

not calculated in the score, the overall hope score can range from a low of 8 to a high of 64. Both agency and pathway can receive a score ranging from a low of 4 to a high of 32.

On the 8-point continuum, the average Hope (Goal) score is 48, with approximately 24 points derived from the Agency subscore and 24 points from the Pathway subscore (Snyder, 2000). These means were determined from eight varying population samples.

Using the same population samples, the Cronbach alphas revealed the total Hope score range from .74 to .84. Over periods of time exceeding ten weeks, the test-retest correlations were recorded at .80 and above (Snyder, 2000).

In terms of concurrent construct validation, Hope (Goal) scores have been highly correlated with similar scales used to measure similar constructs. Snyder (2000) reported correlations from .50 to .60 on scores measuring optimism, goal attainment, and self-esteem (Snyder, 2000).

The qualitative component of this explanatory sequential research followed the collection of the quantitative data and will be phenomenological (Creswell, 2015). Open-ended interview questions sought to collect more in-depth data concerning the hopeful practices and behaviors of school principals. Interview protocol questions were utilized and align with Snyder's (1994) components of the Hope Theory and Lopez et al.'s (2015) characteristics of hopeful bosses. The questions address principal practices and behaviors in the following areas:

- Leading with competence
- Setting goals
- Communicating a shared vision
- Building professional relationships that include trust, acceptance, honesty, and support
- Valuing diversity

- Motivating faculty
- Problem-solving
- Influencing the organization and each member, and
- Protecting the forward motion of the organization.

The appropriateness and effectiveness of these questions were presented to experts in the field of educational leadership in an effort to validate the probing as well as the findings from the interviews. Through the use of face-to-face, phone, and online interviews, this portion of the data collection focused on principal practices and behaviors as described by principals and teachers that communicate hope, build relationships, set goals, overcome barriers, and inspire each member of the organization to move toward a common goal.

In an effort to ensure the accuracy of the interviews, member checking was utilized. Interview participants were given the opportunity to review the transcript of the interview with selected responses that would appear as quotes highlighted so that participants could verify the accuracy and the appropriateness of the response.

Population and Sample

Participants for the quantitative and qualitative components of this study were chosen from the Cedar Woods City School System. It is a K-12 public school system consisting of one high school, one middle school, and four elementary schools. The six schools house approximately 335 educators including both teachers and administrators. This system was selected because it has a poverty rate of more than 50% and scored above more than 50% of the other Alabama school systems on the state required standardized assessments (PARCA, 2014).

Data Collection Procedures

After receiving permission from the superintendent in the Cedar Woods School System, I contacted the principal in each school. I introduced the researcher, described my research, and asked permission to conduct my research in his or her school. Upon receiving that permission, I secured email addresses and arranged a time to send out the surveys to the teachers and principals so that the surveys could be completed in a small window of time. Surveys were administered to all willing teachers and principals in each school. Both probability and non-probability sampling were utilized in determining who would participate in the study, meaning that everyone would have equal access to initially be involved in the survey. Some discretion was used in selecting which participants would be included in the qualitative component of the research as the goal was to secure interviews in each of the schools.

Participants were expected to read each item and rate their response using the Likert-type scale described for *The Hope (Goal) Scale*. The demographic items asked participants to respond to the best of their ability. The final item asked each participant to commit to participate in interviews. Participants were given one week to complete surveys and reminders were sent after the third day. Although a risk of diminished participation exists with online surveys, this method of research increased each participant's privacy. Completion of the survey was approximately 5 minutes for the principals and approximately 10 minutes for teachers.

Interviewed participants were selected based on their willingness to participate as well as their school assignment. The table below identifies the interviewed participants. Total confidentiality was assured for each system, school, principal, and teacher involved in the study. Data was available to participants and school boards upon request.

Table 3

Interview Participants

Role and Pseudonym	Years in Education	Highest Degree
P1	Over 10	Master's
P2	Over 10	Ed.S.
P3	Over 10	Ed.S.
P4	Over 10	Ph.D/Ed.D
P5	Over 10	Master's
T1	7-10	Ed.S.
T2	Over 10	Bachelor's
T3	7-10	Master's
T4	Over 10	Ed.S.
T5	4-6	Bachelor's
T6	Over 10	Ed.S.
T7	Over 10	Master's
T8	Over 10	Master's
T9	Over 10	Bachelor's
T10	4-6	Bachelor's
T11	Over 10	Bachelor's
T12	7-10	Master's
T13	0-3	Bachelor's
T14	Over 10	Master's
T15	7-10	Master's
T16	Over 10	Master's
T17	7-10	Master's

Statistical Analysis Procedures

The principal's level of hope was used as the independent variable to explore its impact on the collective level of hope of the faculty and the individual level of hope of his or her teachers. The principal's level of hope and the faculty's perception of the principal's hope was also examined to determine the relationship that may exist.

The independent variables of gender, years of experience, degree attainment, and years in current position were used to describe the faculty at the surveyed schools. Comparisons of the descriptive data were used to ensure similar compositions in the faculties in order to strengthen the results of the research findings.

Scores were summed for Total Hope, Pathway, and Agency constructs for each principal, for the teacher perceptions of the principals, and for the individual and collective faculty surveys. These values were examined to determine any relationships that exist between them. The distractor items were not used in any analysis.

To examine the extent of the relationship of the principal's hope and the perception of the principal's hope by his or her faculty, a simple regression was used with the principal's hope set as the independent variable. The collective total hope of the faculty was set as the dependent variable.

Interview responses were collected and transcribed for study. Interview transcripts were coded and examined for emerging commonalities in practices and behaviors. These commonalities were categorized in relationship to hopeful leadership and descriptions were developed for categories. Common characteristics of a high-hope principal were developed based on interview data and aligned with the components of Snyder's Hope Theory as well.

Chapter IV: Findings

The purpose of this study was to address school principal hope through (a) the administration of a self-report instrument that measures trait hope in the school principal, (b) the administration of an instrument that measures the faculty's perception of the school principal's hope, (c) the administration of a self-report instrument that measures the trait hope of the faculty, and (d) the collection of data from these instruments and interviews.

The research involved a mixed methods approach in a single district in Alabama that presented a poverty rate of approximately 50% and standardized test scores above the state average on all required standardized testing.

Research Questions

Based on the information stated above, the researcher was able to craft three research questions. This study was an attempt to identify and describe school principal behaviors that communicate high-hope, as developed and defined by C.R. Snyder (1994, 2000), to the faculty in the school. Using quantitative hope trait instruments and qualitative interviews, data was collected from Alabama public school principals and teachers. The following questions served as both the foundation and guide in this research:

1. To what extent is the relationship between the principal's hope and his or her faculty's collective hope?
2. How does the faculty describe principal leader hope?
3. What leadership practices most effectively convey a principal's hope to the faculty?

Research Question 1: To what extent is the relationship between the principal's hope and his or her faculty's collective hope?

C.R. Snyder's Hope (Goal) Scale was used to explore this question. Both the agency (motivation) score and the pathway (planning) score were considered as well as the overall hope score for both the principal and the faculty.

The researcher surveyed 104 participants; this included six principals (one from each school) and 98 teachers. Of those surveyed, 21% were male and 79% were female. Of the 104 participants, one had attained a Ph.D., 10 held Education Specialists Degrees, 59 held Master's Degrees, and 34 held Bachelor's Degrees. Sixty-eight of the participants had been in education for over 10 years, 10 had been in education for seven to 10 years, seven for four to six, and the remaining 19 for zero to three years. Sixty-seven of the participants had been in the same position for four or more years, while 37 were serving in the same position for three years or less.

Of the six principals who participated in the surveys, the total Hope score varied from a low of 53 and a high of 59. The possible Hope score range is from 8 to 64. Principal Agency scores ranged from a low of 26 to a high of 30 and the principal Pathway scores ranged from 26 to 29. The range for both the Agency and Pathway scores is 4 to 32. The 98 teachers who participated in the surveys presented Hope scores that varied from a low of 45 to a high score of 64. Both Teacher Agency and Teacher Pathway scores varied from 21 to 32. The teacher responses to the Perceived Principal Hope showed more variations. Of the 98 teachers who responded, four scores were significantly lower and were considered outliers, meaning that they fell more than 1.5 times below the lower bound of the Interquartile Range. The variation of the

Perceived Hope score (not including the outliers) was from 35 to 64, Perceived Agency was from 18 to 32, and the Perceived Pathway varied from 16 to 32.

A simple regression analysis was used to exam the relationship between Principal Hope and the faculty’s Perceived Principal Hope. The sampling included six principal scores to exam and 98 perceived hope scores from the surveyed teachers. The mean of the Perceived Hope was 53.33 with a standard deviation of 5.79. The mean for Principal Hope was 56.17 with a standard deviation of 2.4. Principal Hope was set as the independent variable and the faculty’s Perceived Hope of the principal was set as the dependent variable. A review of the Model Summary reported R at .571 and R Square at .326. Reports from the Coefficients table recorded the standardized beta at .571 and the sig (p-value) at .237, indicating that Principal Hope does not statistically significantly predict the Faculty’s Perceived Principal Hope.

The table below is divided by schools to examine the Agency, Pathway, and Total Hope of the principal, the Perceived Principal Agency, Perceived Principal Pathway, and the Perceived Principal Hope means by the faculty, and the Agency, Pathway, and Hope means of the faculty.

Table 4

Report of Hope by School

School	Principal Agency	Principal Pathway	Principal Hope	Perceived Agency	Perceived Pathway	Perceived Hope	Faculty Agency	Faculty Pathway	Faculty Hope
1	28	27	55	24	22	46	27	27	54
2	30	29	59	30	28	58	28	27	55
3	28	28	56	27	26	53	28	27	55
4	30	29	59	31	29	60	28	27	55
5	28	27	55	24	23	47	28	27	55
6	26	27	53	29	27	56	28	27	55
Means	28	28	56	27	26	53	28	27	55

A review of the data in the table reveals a homogenous sampling with little variation in levels of agency, pathway, and hope in both principals and faculties. While the teachers’ and

principals' Agency and Pathway subscores were close, Agency subscores were equal or slightly higher in over 90% of the surveys. Teachers perceive the principal's Agency to be greater than Pathway in each collective faculty score.

With the small sample size (n=104), there is no clear evidence of the extent of the relationship of principal hope and the faculty's perceived principal hope. In an effort to describe the relationship, qualitative data must be examined.

Research Question 2: How does the faculty describe principal leader hope?

When considering the faculty's description of the principal's hope, the interview findings were considered in relation to the components of Snyder's Hope Theory. In the interviews, teachers and principals were asked to respond to questions related to goal setting, pathway planning, and agency. In an effort to gain information related to desired principal characteristics and practices, teacher questions were presented using the appreciative inquiry model. Principal questions probed the areas of goal-setting, pathway planning, and agency building in terms of creating teacher buy-in and confidence in the leadership of the school principal.

Interview questions were coded to identify common descriptors in the faculty's perception of hope. Principal and faculty members consistently described attributes that reflect goal-setting, pathway, and agency as being important elements of school principal leadership.

Goal setting.

The ability to lead in the setting of meaningful goals is an important attribute in the description of principal hope. Three vital and connected themes emerged in the interviews with both principals and teachers: creating teacher buy-in, hearing the teachers' voice, and encouraging teacher ownership for each goal.

Creating teacher buy-in. Teacher buy-in was an extremely important beginning point for both principals and teachers. P1 noted that "It's not what you say, but how you say it" that sets

the stage for the goal-setting process. T8 identified the principal as “the head of it” and stated that buy-in happened because the head listened to and valued the input of the teachers. T9 stated:

The setting of goals is the responsibility of the principal, the instructional leader, but reaching those goals happens because teacher opinions and views are incorporated into them. Our perspectives are valuable and that makes us excited about the school goals that impact school culture and our instruction.

According to P4, buy-in happens because of a commitment to see the goal attainment through to completion:

We make sure that our school goals are all data-driven. We stay persistent. When we start toward a goal, we want to make sure that we have implemented whatever we are trying to achieve. We have an implementation process and we continue working through it. That sends the message that it’s important and tells the teachers that it’s worth the effort. We follow up, we reflect and adjust, and we continue. What we do is try to stay with that goal until it is actually complete and we achieve it. That commitment to completion helps establish the buy-in for whatever comes next and we have the data to show that it was effective. Everybody wants to be part of something that is worth it.

Hearing the teachers’ voice. Woven into buy-in is the importance of teacher voice. Both principals and teachers also noted the importance of discussions in the setting of goals. P3 noted the importance of identifying needs and really talking about each one, not in a way of casting blame, but in understanding the root cause and moving forward to build strength:

I ask teachers for their opinions based on what they see that sometimes I don't see or can't see. I'm not where they are. I have to admit that I don't see, feel, or hear what they do. Their perspectives are valuable.

T6 also discussed how much his principal encourages teacher voice in the school:

She constantly asks us, as teacher leaders, to talk with the teachers in our grade levels and departments. She knows that some people are not comfortable talking to the principal about needs in the school. It is amazing that she genuinely wants to hear what we have to say about the needs in our school and the setting of goals that will help us do things better here.

Encouraging teacher ownership. Another theme that emerged in goal-setting that is also closely connected to buy-in is creating teacher ownership in the goals. T1 expressed the importance of ownership this way:

The principal can't just be the messenger and we can't just be the assembly line workers. There's no pride in that. All of our products aren't identical and don't fit in the same mold or even move on the same conveyer belt through the factory.

The word "we" became an important indicator in the identification of ownership in the interviews of both teachers and principals. "We talk about the needs." "He steps back and we go to goal-setting work." "Before we put it in our school improvement plan, we agree that it is important and worth our time and effort." T2 discussed why ownership of goals was important:

The goals impact what I do in my classroom. I have to know them and understand why they're important. I have to weave them into my lesson planning and even into my

communication with the parents. If I don't feel the goal is good or important, I'm not going to alter what I do or why I do it, even though I know that I will only get the same results I did before.

In terms of owning goals, T5 explained it this way:

Abstract reasoning is something important in the classroom and in life, but abstract goals in our school don't get it. Our principal does an awesome job of helping us develop goals that are concrete. We can see them and connect them to what we do. We know that ultimately we own those goals and it's our persistence that will help us reach them.

Pathway.

In terms of a principal's ability to develop a pathway or plan to move the school along toward the valued goal, three vital traits emerged in interviews with the teachers. One principal explained that the plan for improvement was not good if teachers didn't trust the plan or the one that was forging the way. Interviewed teachers reiterated that importance as they explained the value in being led by a well-organized, self-confident, and knowledgeable principal.

The well-organized principal. T2 explained that one of her principal's strongest characteristics was his organization:

I can tell that he puts a great deal of thought into what he does. He creates an agenda that keeps us on track and guides us through our conversations about the school and the needs of our students. There is no doubt that he already knows our needs and probably how we need to address them, but he organizes our talking so that we feel that we discover those needs and we develop a plan for improving things.

T4 stated that the ability to organize was vital:

Organizing opportunities to collaborate is so important. Great ideas happen because one person speaks out about an issue and another person is able to throw an idea out there that can impact that. If the principal doesn't organize those opportunities, then we are left to do things with only our own problems and only our own one-dimensional solutions. And yeah, that just doesn't get it.

The Self-Confident Principal. Being led by a self-confident principal was also important in terms of Pathway Planning. T2 reflected that the principal's self-confidence helped to grow the self-confidence and the trust in and with the faculty:

As my principal learns the faculty and where our strengths are, he allows autonomy in our classrooms. He knows that we know what the goal is and that he has led us to an understanding of its importance. We have things that we are all doing, but allowing us to develop our lessons and make things work in our classroom and with our management style is great.

Speaking of the principal, T6 stated that:

When our principal came in, we were all pretty much all over the place. We were doing our own thing. As a whole, we've really come together and are on the same page. Our principal confidently challenges us to improve what we are doing individually, in departments, and in grade levels. It's amazing what can be accomplished when you can see your leader's self-confidence.

The Knowledgeable Principal. The third vital trait in the pathway component was that of knowledge or being a knowledgeable principal. It was evident that the power of a principal being knowledgeable about the needs and plans in the school enhanced the significance of both the organization and the self-confidence of which the teachers spoke. T7 explained how her knowledgeable principal led data meetings:

My principal meets with the leadership team at the first of the year and the spreadsheets are all around us. They're color-coded and broken down so that we can get a good handle on what she has already figured out. She doesn't just tell us, but she knows what questions to ask so that we are led to discover our strengths, our weaknesses, our starting points, and our plan to where we need to be. She knows our students and she knows each of us.

T2 described the principal's knowledge of the school and students this way:

He definitely knows the data. He breaks that down so that we can see the trends in our students from last year. He leads us to really look at what we taught and how we taught it and then helps get resources and training that he knows will help our instruction. He also gives us the data on our current students and guides us through identifying their strengths and weaknesses.

T2 later explained that his knowledge went past the data:

I'm amazed that he knows our students and their families like he does. When we discuss students with behavior issues, he asks if we know what is happening at the student's home. He's not looking to offer excuses; he just wants us to understand why the child

may be acting out. When he begins to see a student over and over, he gets in his car at the end of the day and drives to that house to visit with the parents or guardians. It helps him to better understand the needs of the students and helps to build a working relationship between the school and the home. He even encourages us to go see where our students live. I know that some of us don't have a clue what poverty is like and how it changes everything.

One teacher described his principal's knowledge as the foundation of every other positive attribute. T5 explained it this way:

It all comes back to knowledge. My principal can help improve instruction because he knows what good instruction is. He communicates well because he knows what we need to hear. He's visible because he knows where he needs to be. He leads and we follow because he knows where we need to be and what we need to get us there. He just knows.

T12 explained how impressed she had been with her principal's level of knowledge of her leadership role:

She knows leadership and she understands how to make it a powerful influence in the school. She knows the process involved in what appears to me to be almost every area. Anything that I have ever presented to her, she has been able to answer it well. She understands law, procedures, relationships, and instruction. In the few cases when she hasn't just known something, she knows whom to contact at our central office for help or advice. I feel confident in the plans that she has developed for our school because of that.

Agency.

This component of Snyder's Hope Theory refers to the drive to move the group or individual toward the set goal along the pathway that was developed (Lopez et al., 2015). In interviews with teachers and principals, three distinct traits emerged as being powerful in motivating the faculty to work toward an established goal. T4 stated that directives handed down offered no motivation to move. T4 and others explained that establishing high expectations, offering encouragement, and supplying feedback and reflection time were vital in motivating the faculty toward school goals.

Establishing high expectations. Principals that establish high expectations convey a great belief in the capabilities of the staff that they lead. P3 explained the importance of high expectations:

At the beginning of the year I establish what I expect from my teachers about everything. Everything you can imagine is talked about, questioned, explained, and sometimes, even adjusted. I set the tone from day one, and that tone says I expect greatness and I believe that you can achieve it. And that's it. I'm amazed because I see that attitude rubbing off on others that are more skeptical or even more insecure about what they can do. The effort becomes 'our' effort and 'we' do it.

T7 explained the impact of her principal's expectations:

Our principal encouraged us to create a list of characteristics we would find in the perfect school. We talked about what it would take to make that happen here and then suddenly that imaginary school was what she expected from us and we were on board believing

that we could do it and that we could have it. She believes in each one of us and that makes us determined to meet her expectations.

Offering encouragement. Offering encouragement is another positive trait of the hopeful principal. P2 explains that encouragement must be woven in throughout the process:

Encouraging my faculty has to be ongoing. It began with listening to them as we defined the goals. It continued as I worked with them to plan how we would reach those goals. By the time we got ready to begin the process, it was easy. It's not my idea; it's theirs. At that point, they own it and they are ready to run with it. And they know I'll be there with them through every step, cheering and supporting.

T4 explained the power of a principal's encouragement:

Encouragement from administration is like medicine. At the end of a day when everything has gone wrong, hearing that your leader still believes in you and being reminded that the power to change is still in me, helps me get ready to get up and try it again tomorrow.

T6 noted that all the great plans would never take place and no goal would ever be accomplished without the encouragement of the principal:

Her encouragement is everything. 'Let's make this happen.' 'Let's get this done.' That's how we end our meetings. Her attitude is infectious with the teachers and with the students. And that makes everybody's day better. Parents are talking about what is happening here. One parent told me that their kid was so excited about going back to school. Another said that what is happening in this school is not what they expected; it's

better. That's awesome and it's all because our principal believed that we could be the best.

Supplying feedback and reflection time. A third powerful agency trait associated with the hopeful principal is providing and making opportunities for feedback and reflection. T4 explained the power of feedback:

I think feedback says that the principal cares. Silence at the end of a task tells me what I did was not important or that no one really cares. There is nothing more motivating than a good old-fashioned pat on the back, a 'good job,' or any kind of praise. When I get that, I'm ready to fall all over myself to get that again.

T5 told about an experience that reiterated the power of feedback and reflection:

We were all working on something and seemed like every obstacle that could stop us appeared. We made it through the week and we didn't get all the results we wanted even though we all believed we had busted our butts and then we got an e-mail and it said, 'What an effort! You guys did great this week! Think on what we need to change and how we can work smarter. Share it with me. Rest up and reflect this weekend.' Even before we reflected and regrouped for the next week, we were revitalized. Not that we didn't need the weekend to recover, but we did end the week knowing that we were going to keep going the right way.

Research Question 3: What leadership practices most effectively convey a principal's hope to the faculty?

A key to effectively leading a faculty is the ability to do so in a way that teachers recognize the hope. In an era of school and teacher scrutiny, it is the recognition of that hope that empowers teachers to trust and follow the principal in accomplishing things in new and different ways. Throughout the interview process, there were seven practices that were either mentioned directly or strongly alluded to by all interviewees as positive and vital in the conveyance of the hope needed to effect change in each school. In order to effectively convey a principal's hope to the faculty he or she builds relationships, communicates effectively, solves problems, offers and accepts feedback, maintains priorities and focus, maintains professional composure, and encourages and models professional growth.

A hopeful principal builds relationships. Creating connectivity with all students, teachers, parents, and other stakeholders became a common theme through interviews with teachers and principals. P1 discussed the importance of not having faculty pets:

I've learned that some people are just easier to like and get along with, but I can't let that show. Students that are eager to please, teachers that instantly get on board, and parents that thank me for what I do are all groups that anyone would be naturally attracted to.

I've learned that isolating the resisters only makes things more difficult. The resisters are not really my enemies but there is a great deal of wisdom in the saying 'keep your friends close, and your enemies closer.'

P2 suggested that "people skills" were perhaps one of her greatest assets. Teachers who offered statements explaining the care, compassion, faith, and trust that exuded from each hopeful principal confirmed this belief. T8 said this:

She cares about us. If we really need something, if something goes wrong, she's our ally. She cares. She's going to check on you. That matters. She came to see me in the hospital. I thought I was something special.

T5 explained the importance of the principal building relationships this way:

My principal makes sure that each one of us feels appreciated for what we do. We don't always all pull our weight or do things perfectly but being patted on the back or getting a thumbs up means so much and makes us want to do it better the next time around. Teaching is a crazy and demanding job. Being under-appreciated only makes it a more difficult job.

P5 says that professional working relationships in his building is not negotiable:

I put them together and make them talk to each other. I really do. I'm not going to let you hide in your room and be an island. It's not happening. We demand that you have collaborative planning. You have almost 3 times the required amount of planning every day. I do expect a great deal of my teachers and we need each other. I think requiring them to collaborate is a win-win for everyone. Those relationships help everyone grow and move in the right direction.

T9 expressed the impact of the relationships that were growing in her school:

We are becoming more and more like a family. We're able to work together and don't feel like we're being dictated to. We're not perfect and we've never had a principal that

was. We don't need that, but making sure that we feel like we are a part of what's going on in our school and that we have the power to impact that is awesome. And that is happening, because we are being told almost every single day that we are appreciated and that we are the greatest change agents in this school. Do you know how good that feels?

P3 explained the importance of knowing the personalities in the school and around the school through building relationships:

Taking time to know who is in your building and who is influencing those in your building is so important. Knowing my teachers, knowing my students, and knowing as many of my parents as possible are vital bits of knowledge every day. Knowing what personalities I have to work to deescalate, knowing who is easy to read, knowing which one will present just the facts, just knowing as much as possible about everyone I deal with makes the job easier, or at least more manageable.

The hopeful principal communicates effectively. Effective communication is a vital component of leadership. The ability to generate buy-in, build trust, establish approachability, convey expectations to all stakeholders occurs because those stakeholders understand the principal's vision, mission, and mindset. P1 discussed the importance of approachability with those within the school and her superiors:

Communication is vital. The beginning of that communication happens because I present myself as approachable. People need to be able to approach you and not be intimidated by you. I've really worked on that. Several of them have told me that they were nervous about coming to see me. If they have a problem, they need to be able to come and talk to me and know that they can be honest. I've learned that approachability has to be

communicated in what I say and in how I present myself in any situation. Actions can speak louder than any of my words.

T8 added to the importance of her principal's approachability:

She does things that let us know she is there and we can come to her for anything. I have worked for principals that said they had an open-door policy, but she encourages her open door policy. She asks us about our day and asks us if we are having any issues or concerns. She checks up on students when things are going on and reaches out to parents to see how the school can help if things are happening outside the school day. When she is presented with issues or problems, she always asks what we think will make it better or fix it.

Teachers also discussed the importance of listening in terms of the principal's ability to communicate. T3 discussed the impact that listening had in strengthening the effective communication that he sees in his principal:

My principal listens. Sometimes people claim to be good communicators because they know what to say. I don't know that I've ever had anyone that was so good at just listening to me. I've realized that sometimes that's really all I needed. I put it all out there and often find myself talking myself through to knowing what I need to do and then I own the solution. That's not to say there aren't some probing questions tossed to me, but I really like that he really listened and did it well enough that he could direct me to the answer with questions.

The hopeful principal solves problems. The ability to problem solve is a vital skill in any leadership capacity. In a school setting, that ability is even more significant. Each principal addressed the importance of that ability. P3 stated that the ability to problem solve was the most vital characteristic to exercise:

On days like today, the most important skill I have is problem solving. Some days are just like that and you have to know how to work through it. I just dealt with a situation and it wasn't about how much curriculum knowledge I had, it wasn't about how much experience I had, and it wasn't about people I know or what I do. It was just about not letting the crap catch you off guard. That's it. Some days I feel like I need a cape and a superhero shirt with a big PS on it.

P1 discussed the importance of solving problems before they veered the movement off the path toward the goal:

Problems can distract us from so many different directions: personal issues, parent issues, accidents, directives, dot, dot, dot, all those things. I have to be able to stop, handle it, but then remember to get back to it, and get my people back to it. I have to know how to handle it and when to handle it. Sometimes I can't handle things until three o'clock because when the kids are here, that's my focus, but you best know that we're going to fix a problem and then we're going to get moving in the right direction again, together.

T8 discussed the principal's problem-solving skills this way:

I like that my principal is not afraid to share past experiences with us to guide us through situations. We trust her guidance and her direction because she has been through so

many of the same issues as a teacher and she remembers that. I trust her suggestions for handling problems because she is pulling from experience and not a book.

T5 explained the power of proactive problem solving:

We are really encouraged to pay attention to things that are going on, not just in our classrooms but anywhere on campus. When we see things, we bring it to the principal. My principal came to my afternoon duty because I was concerned about something that had been a common practice at our school for years. He agreed with my concern and we took action to correct it. We felt like it wasn't a matter of if something happened but when it happened it would be bad. He revamped our process before anything bad happened.

T13 stated that one of her principal's greatest characteristics was his ability to problem-solve:

He's definitely a problem-solver. He's really good at thinking on his feet and not getting blindsided by situations. He works through issues with resources and programs but he is good when people are the problem too. He's a good mediator between issues or sides. He's just really good at resolving conflict and that definitely solves problems around the school.

The hopeful principal offers and accepts feedback. Feedback allows the receiver to know exactly how their actions are being perceived. The content of the feedback is vital. T8 expressed the importance of the principal's feedback being meaningful:

I don't want the standard 'good job, keep up the good work, and sign here.' I want it to be personalized; that's when I know my commitment and my impact is recognized. When

my principal reviews an observation, I want to hear where I'm outstanding and where I need to rethink what I'm doing. Sometimes I think I do an awesome job and then the students bomb the test. I need another perspective. Feedback from a fresh set of eyes and ears is so helpful.

T6 also stated the power of feedback after a rough week:

Getting an email that let us know our hard work was appreciated made us want to try again. "Hey, you guys did great. Thank you for that kind of effort." I mean we see him all the time, but knowing that he really saw us was great. He does more than emails though. We get personal conversations; that's the best. He comes to us, where we are more comfortable. That formal desk conference stuff makes me so nervous that I don't think I would hear it as well.

P1 explained that she thrives professionally on feedback:

I work too hard to not be perceived as being effective, competent, and strong. I'm not doing it for myself, so I don't want to be the one evaluating my performance. I'm evaluated by my supervisors, by my teachers, by my students, by the parents, and the general public. I have to put on my thick skin and take what I hear and make myself better professionally. I've learned that I have to be willing to ask my teachers. I go to my leadership team and just ask what they think and what they are hearing. I try to keep those meetings laid back. That keeps them talking. We talk about everything: the planning, the performance, the leadership, and the results. We are just very open and honest. We have to be.

T15 explained the comfort of offering and accepting feedback at his school:

I guess I would say feedback opportunities are continuous open dialogue around here. Our principal said that he wanted feedback and we all looked around wondering who was going to fall for that first. He was serious. He taught us how to offer feedback to him that was good and constructive even when we were saying that something he was doing or expecting wasn't working out. It took us a while but now we know and we trust him to hear us out. Sometimes we adjust what we are doing and sometimes we discuss things and kind of see why things have to stay like they are. I love that it's not that 'my way or the highway' attitude that I've worked for before. He's not afraid of feedback, it's not looked down on here, and he's taught us how to give it and how to handle it when it's given to us without getting offended.

The hopeful principal maintains priorities and focus. "Sometimes being effective simply means that I can keep my head when everyone else is losing theirs," according to P3. The ability to maintain a focus on the mission and the priorities in a school is vital in the conveyance of hope to those under the leadership of the school principal. Referring to the importance of maintaining priorities and focus, P3 added this:

Sometimes when I'm meeting with grade levels and departments, I realize that we have gotten so caught up in the elaborate details of the planning, that I have to stop the conversations and bring it back to the basics. How will this impact the students? We get so caught up in planning for improvement and implementing programs, that we lose sight of that and when we do, we're wasting energy and that is my fault as the instructional leader.

T7 spoke about her principal's focus on the things that are important:

She goes above and beyond on so many levels. She gives 110% all the time, physically, emotionally, and financially. I've seen her go out and buy things for the kids and for the families because if there is a need, that student can't learn.

A focus for the hopeful principal is to maintain a sense of loyalty to the teachers. Both the principals and the teachers discussed the importance of that focus. T5 expressed his confidence to do more and to try new things knowing that his principal would back those actions. T6 reiterated the importance of the principal backing the faculty:

She backs us and that's for sure. She may chew us out later for something, but she always finds a way to take care of us even if we don't handle things with students the right way. She handles the situation, gets on us when she needs to, and then she uses it to make us stronger teachers. I hope to be a principal one day and I hope I'm able to handle things that way.

T10 explains the power of his principal's sincere focus on student success:

She cares about the kids. You can tell that in everything she does and plans, and says. She's not fake. She pushes us in a good way to be the best school in our system. But it's not for our glory. She wants us to strive to be the best no matter what and reminds us that we have to put our students first in all of our efforts. She wants to stay grounded with that in everything that we plan and do.

The hopeful principal maintains professional composure. Teachers expressed an appreciation in the hopeful principal's ability to respond to a situation instead of reacting. T1 expressed that point:

I want to know what to expect when situations arise. Responding appropriately and professionally builds trust. I love science so I can explain the difference in responding and reacting using science. Reactions can be unpredictable because they are controlled by the situation. A response is planned and impacts or changes the situation. Having a principal that acts as a responder and not a reactor is so important.

P2 stated that transparency was an important component of his professional composure:

I have to maintain myself in a way that teachers can read me. I don't react but they know me and they know when I'm happy or excited about things and when I'm disappointed. Knowing how I feel is ok. Some leaders think that showing emotion is a weakness. I think it makes me more approachable and builds trust. I don't act on my emotions, but I keep it real and the teachers appreciate it. It keeps our communication open and honest.

T17 spoke of the courage of her principal:

She always seems so fearless and courageous. She's not afraid of any challenge. She thinks through a situation and takes control of whatever is happening and works it through to a resolution that I swear everyone is comfortable with. I love that she is not afraid to lead and not afraid of what she may encounter. She can slay all the dragons and I think that we would follow her anywhere.

Teachers referred to many aspects of professional composure that they valued in a principal. Self-confidence, organization, honesty, self-control, encouragement, and compassion were evidences of a professional composure that built trust, empowerment, loyalty, and commitment in the faculty.

The hopeful principal encourages and models professional growth. P3 discussed the importance of professional growth in all members of his faculty and staff:

I read a book that talked about one aspect of healthy school leadership. It basically said that if your leadership was not growing new leaders, then you weren't an effective leader. I've really taken that to heart. I've worked to develop a leadership plan. It's my personal thing but it basically encourages me to look for leadership potential in my faculty and to encourage its growth. It makes me work harder too, because I don't want to be left behind.

T6 discussed the encouragement that he senses from his principal:

When she came to the school, I told her that I aspired to be a principal. She's given me so many opportunities. She models the kind of principal that I want to be. You know sometimes you learn what to do by watching others and sometimes you learn what not to do. I can say that she is showing me the kind of leader that I want to be.

Modeling professional growth is also vital. T8 explained her principal's love for learning:

She's always looking for a new book to read and new book study to conduct. There is always at least one going on with some group of teachers: new teachers, departments,

grade levels. The one thing that they have in common is that she is an active part of all of them and it's not like she is just leading them. She may start the conversations but she shares her learning moments as well. She may not get as much out of it as we do, but she acts like she does. Her attitude really encourages us to dig deeper.

Conclusion

Both teachers and principals described actions that demonstrate hope in the school setting. The ability to create a hopeful climate is a powerful tool in leading a school to improvement and greater success. Demonstrating the most powerful characteristics empowers the principal to focus on those things that create the most meaningful goal, develop the best-defined pathway, and encourage the most effort to move the faculty toward that goal. Building relationships, communicating effectively, offering and accepting feedback, solving problems that arise throughout the process, maintaining focus and priorities, maintaining professional composure in all situations, and encouraging and modeling professional growth enhance the hope and inspires the faculty to work toward the established goal.

Chapter V: Summary, Interpretations, Conclusions, and Recommendations

Summary

This mixed methods study collected and used data from surveys and interviews to examine the role of hope in school leadership. For the quantitative component of this study, the Hope (Goal) Scale developed by C.R. Snyder (1994) was utilized to measure the level of hope in principals and teachers in a school system in Alabama. The collective hope of the faculty was also examined and compared to that of the principal as well as the faculty's perception of the principal's hope. The qualitative component of this study was an interview that probed the components of Hope as defined by Snyder (1994, 2000) in the Hope Theory.

This study took place in a school system in Alabama. This system has a poverty rate of approximately 50% and performs better than 50% of the other systems in Alabama on the required standardized testing. There are six schools in the system: four elementary schools, one middle school, and one high school.

Research Questions

Table 5

Research Questions and Data Collection Instrument use to Address each Individual Question

1. To what extent is the relationship between the principal's hope and his or her faculty's collective hope?	Principal Hope (Goal) Survey Teacher Hope (Goal) Survey Teacher Perception Survey
2. How does the faculty describe principal leader hope?	Teacher Interviews Principal Interviews
3. What leadership practices most effectively convey a principal's hope to the faculty?	Teacher Interviews Principal Interviews

Implications of Key Findings

Research Question 1: To what extent is the relationship between the principal's hope and his or her faculty's collective hope?

While the survey data did not clearly indicate statistical significance, the researcher was able to define important findings in the survey data. According to Snyder's (2000) sample testing, the mean for his eight samples was 48. Snyder's sample populations were comprised of college and non-college participants. The mean for Hope in all participants (n=104) in this study was 55, which is significantly higher than Snyder's samples. Participants in this study had several similar traits that rendered these skewed results. All participants were college graduates with at least the attainment of a Bachelor's degree. This achievement signifies each participant's ability and desire to set a goal, develop a plan, and to successfully move toward that goal. All were employed in the same public school system; a system that is celebrating a goal of increasing proficiency on standardized tests. All had been through several similar initiatives and professional development, which again had proven successful in increasing student success.

An important factor to note is the strength of stability that is implied by the fact that 67 of the 98 teachers have been in the same position for over four years. Teacher turnover is a common battle in public education. Teachers moving from system to system, from school to school, and even from grade to grade in pursuit of that Utopian classroom cause learning issues as new teachers settle in to new climates, new resources, and new standards to cover. Teachers remaining in a position and becoming masters of the content and veterans within the school are powerful tools on which to build improvement. Verification of these implications can be supported by the research of Wright et al. (1997) in their classic research surrounding teacher

effectiveness in Tennessee. According to their findings, the stability and strength of a teacher has effects on the success of each student for at least three years after leaving that classroom.

A possible hindering factor contributing to the scores may be the method of survey data collection. The invitation to participate was delivered via e-mail that contained a link to the anonymous survey. The intrinsically motivated and goal-oriented teachers would be more likely to respond causing results to be skewed. As Snyder (2005) explained, low-hope individuals are more challenged with developing workable goals, finding routes to those goals, and intrinsically motivating one's self to move along the path to the goal. This explanation impacts an individual's ability to complete daily tasks, implying that low-hope teachers would be less likely to pursue the completion of the online survey utilized for this study.

Implications for school leadership can also be developed from the findings of the principal Hope Scale scores. Leadership is vital in initiating and sustaining positive change in the school setting. Cedar Woods School System depends on the principal leadership at each school to drive the school improvement that is expected from the district-wide and school-wide goals that have been developed. As P4 stated, "While we can take a minute to cheer about our success, the party can't last long. The people that supervise me and the people that I supervise still expect me to keep this machine running on the right path." These findings and the mindset displayed by this principal exemplify Yukl's (2006) definition of leadership. He defined leadership as "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (p. 8). The ability to establish valuable goals, develop a plan in which teachers are confident, and to move those teachers collectively toward that goal is no

simple task but is successfully documented in the Agency, Pathway, and Hope scores of the principals, the perception scores of the teachers, as well as the collective scores of the faculty.

As related to the survey, there were some hindrances during the collection of survey data. Besides the previously stated issue of low responses by low-hope individuals, the time of year also impacted the results. Survey data was collected early in the year. Some teachers tend to be overwhelmed, while others may be overly optimistic. There is also the issue with new people in different positions. New teachers may or may not know the principal well enough to respond and faculties may be unsure of the practices and outlook of a new school principal. Both of these situations played a role in survey responses in Cedar Woods School System.

Research Question 2: How does the faculty describe principal leader hope?

Throughout the interview process, teacher and principal responses indicated that meaningful goals must be much more than the SMART components that are commonly the focus of goal setting in schools and systems. While Specific, Measurable, Attainable, Realistic, and Time-bound components may be required by leadership, interview responses eluded to the necessity of much more. Creating a sense of value is a vital task in goal development. It is that value that will guide the SMART components. Principals and teachers expressed the need in hearing the teacher voice when goals were being developed. As P3 pointed out her teachers have different perspectives on the issues related to student achievement and their input in developing goals are vital. Several teachers discussed the concern over whether or not teachers were really being heard when it came to goal-setting and increasing student achievement. Some teachers saw school goals as directives from the central office and felt little control over them or motivation to achieve them. Both teacher voice and ownership were vital in creating buy-in for the development of attainable goals at each school.

In terms of Pathway Planning, teachers relayed the importance of principal characteristics that go beyond the facility managers of the past. Confidently leading with knowledge and organization are vital in developing a plan that teachers can trust. Each school is expected to develop plans that will empower them to attain the goals described in the continuous school improvement plan. Teachers expressed concern that they had so many different things to do, that they could not master anything. The implications of that feeling suggests that there may be a disconnect between the elements of the plan for improvement, the components that they are responsible to complete, and how it all fits together in creating greater student success.

Lastly, both teachers and principals powerfully spoke of the implications of the Agency element of Hope. While Agency consistently outscored the Pathway component, the need to enrich the presence of motivation was expressed. T11 suggested that her principal sometimes expected too much and that often sent her spiraling into not putting forth much effort at all. P1 admitted that she expected a great deal and stated that she struggled in maintaining those expectations that led to maximum momentum from all involved.

Snyder (2005) stated that hope breeds hope and that motivation breeds motivation. This truth was reflected in the discussions about motivation by both the principals and the teachers who were interviewed. An analysis of the responses surrounding motivation demonstrate the importance of sincere actions taken to increase motivation of all those involved. Emails, rewards, and 'thank you' from the principal were powerful agents in encouraging teachers to keep up the pace, implying that extrinsic acknowledgements are as effective for the teachers as they are for the students. School4's principal saw strength in her ability to motivate. That strength was evident to the faculty as well. School4's principal received a mean score of 31 out of a possible 32 points in the area of Agency.

Interviews revealed many aspects of Hopeful Teaching that Snyder (1995) outlined. Snyder's lessons included spending time and caring, setting goals for the collective group, creating pathways for those goals, increasing agency to move toward those goals, teaching hope to grow confidence, and creating an environment that has a sense of unity and oneness. One teacher referred to her principal as the "chief teacher" at the school and suggested that her greatest strength as a leader was in her ability to teach and model what she expected from her faculty.

Research Question 3: What leadership practices most effectively convey a principal's hope to the faculty?

Ganz (2010) discussed the powerful practice of building relationships. Just as he noted relationship building within an organization as foundational, interview responses supported that truth. The principal's ability to build positive working relationships with teachers, students, and stakeholders was a common theme in each interview when discussing goal setting, pathway planning, and agency thinking.

Effective communication was another practice of hopeful principals supporting Horng and Loeb's (2010) finding that a school principal's greatest leadership impact was in communicating motivation to the teachers within the building. The communication of vision, trust, character, and competence were vital components of hopeful communication. P4 stated that his greatest characteristic was his character:

If I communicate my character to the teachers, I tell them everything they need to know to allow them to trust me and the plan that we have developed together. I work hard to be sure that my character says that I am strong, trustworthy, open, and encouraging. To me, that's leadership.

The importance of a principal's ability to solve problems emerged throughout the interviews. Teachers expressed a belief in the principal's ability to calm and correct situations that impaired their movement toward goals. Ryker (2015) supported this finding when he reported that the principal had the greatest impact on teacher stress in the workplace. In interviews, both teachers and principals noted the importance of the principal's ability to act as the calming agent in any situation. P3 stated that problem solving was a vital behavior and suggested what made it a strong trait: "I have to remember to listen more, talk less, and think before I react." Ryker (2015) stated this finding as a moral imperative. "The findings also commission principals to a substantial moral and professional responsibility since it is clear that leadership behaviors impact teachers' physical, psychological, and social well-being" (p. 102).

Snyder (2000) noted the impact of problem-solving in high-hope individuals stating that "high-hope individuals view problem-solving tasks positively (p.154)." The conveyance of self-confidence in every situation and the ability to generate multiple efficient solutions draws those being led by the high-hopes principal to follow the leader and participate confidently in the plan. The implications of the importance of problem solving suggests that principals develop a plan of response for situations that may arise in their buildings which will create the "proactive problem solving" that T5 found in his principal.

Teachers noted the importance of feedback in keeping them motivated to continue to impact student achievement. Surprisingly, many teachers noted that they needed to hear not just what they did well but areas that were in need of improvement as well. Some noting that a "good job" or a pat on the back didn't help if they were not told what the principal saw that impressed him/her. This finding aligns with Lopez et al.'s (2015) characteristics of the very best bosses and charges the principal to conduct sincere, genuine, and authentic face-to-face

conversations after observations to increase the meaning and significance of each observation. It also reflects the findings of Arneson (2015) who suggested that feedback should shift from inspection to reflection in an effort to encourage effective conversations that approach improvement and professional development in a positive way.

In every interview conducted, the researcher was reminded of the most important thing in the educational setting: the students. The hopeful principal maintains priorities and focus in every situation and every decision. The effective goal-setting, the pathway planning, and the agency thinking were always developed with the end in mind. P1 noted that in the midst of problem solving, it was vital to return to the path toward the goal as soon as possible and maintain a self-charge to be sure that occurred. This is supported by the findings of Hornig and Loeb (2010) who discussed the importance of maintaining the vision and keeping it at the forefront of those that are being led. Snyder's (2000) findings that high-hope individuals were more likely to develop more solutions to avoid roadblocks also support the importance of this practice.

Teachers alluded to the principal's ability to maintain professional composure in all situations. According to Lopez et al. (2015), courage is vital in overcoming obstacles and is the cornerstone virtue upon which all other virtues are built. Teacher descriptions of "fearless," "wise," and "calm" are all virtues that are most confidently displayed when built on courage. Peterson and Seligman (2004) described courage as a blend of valor, authenticity, enthusiasm, and perseverance, noting that each trait was displayed sincerely, intellectually, and physically when in the face of danger, challenge, controversy, and turmoil.

Teachers also stressed the importance of the hopeful principal encouraging and modeling professional growth. Teachers believe that the principal should be an expert in many areas.

They look to them for instructional support, trouble-shooting, classroom management guidance, and encouragement in a crisis. Teachers spoke of the confidence that they gained from the principal's confident ability to present information in a timely manner and model the expected outcomes.

Several teachers noted the opportunities and encouragement that they received from their principal to go back to school or attend professional development that would be helpful to the faculty. Horng and Loeb (2010) described the practice of growing new leadership as one of the most impactful practices of a principal. According to Lopez et al. (2015), it is the modeling of desired behaviors or practices that create the highest yield in developing those skills in those that are being led. The need to encourage and model professional growth increases the importance of maintaining oneself as a "lifelong learner." The hopeful principal must know more than how to manage. They must also serve as the "chief teacher," presenting themselves as experts in many areas and growing those that are under their supervision.

Practical Application

Revisiting Snyder's Framework.

Snyder's Hope Theory was the result of decades of work. Its implications transcend and offer insight in every area of life. The ability to identify a need, set a goal, develop a plan, and then to move oneself or an organization successfully along the path is a vital and necessary practice throughout every aspect of life. Implications of Snyder's Hope Theory and this study provide a focus of effective practice in school principal leadership. Snyder's Hope Theory is a cyclic flow through the three major components of goal-setting, pathway planning, and agency thinking. Its application to an organization requires the leader to be ever-watchful of the need to adjust, revise, redirect, and even rewind. The theory flowchart illustrates the paths and the

importance of the leader’s direction in moving all participants from beginning to end. In the school setting, the flow of progress is complicated by multiple goals and multiple participants in many different states of progress. In that school setting, multiple goals lead to stress, frustration, and fatigue as increasing demands are placed on the principal. Hopeful behaviors and practices developed and described by those who look to the principal for guidance will empower the principal to lead more effectively.

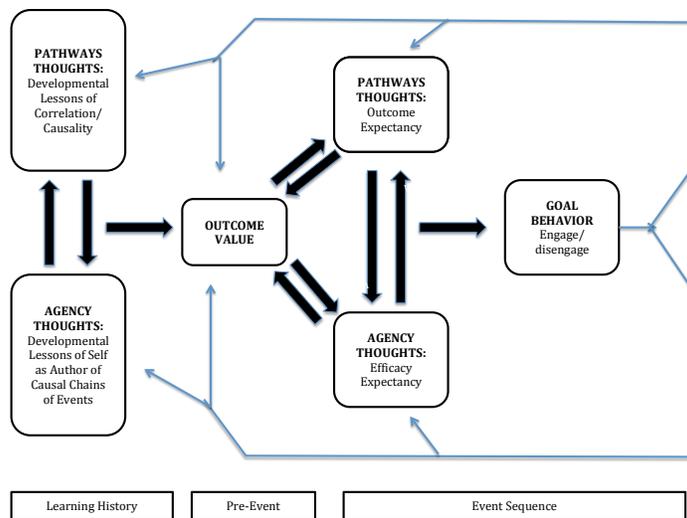


Figure 3. Snyder’s Hope Theory Framework (Snyder, 2000, p. 12).

Describing the hopeful principal.

As schools work together to move toward goals for improvement, it is vital that attributes are found within the Hope Theory components that build both ownership and confidence as the principal moves the organization forward. In goal setting, it is vital that teachers feel both valued and heard as needs are identified and goals are developed. Echoing this importance was the words of T16:

The faculty participates in all those data meetings, and instructional rounds, and they reflect and ask us questions, but I don't know that teachers' voices are really heard. I think most goals are chosen for us and we just have to follow through.

In the area of Pathway planning, attributes of the principal must be evident to increase the confidence of the faculty in the plans that are developed. It was the ability of the principal to be well-organized, self-confident, and knowledgeable that increased the trust and confidence of the faculty.

In the area of agency, the attributes and the importance of those attributes were shared by both principal and teacher. The establishment of high expectations must be understood and communicated by everyone. Encouragement must be shared, demonstrated, and all-inclusive. The most effective encouragement included "we" instead of "you." "We can do this." "We can make this happen." These are phrases that built a successful team mindset in the faculty. Lastly, was the importance in reflection and feedback opportunities. The hopeful and effective principal does not wait for feedback but trains the teachers in giving it, models it, and asks questions to elicit it. Reflection is also a scheduled part of the process. P5 requires collaborative meetings before, during, and after every project. Those meetings are planned out and follow an agenda that includes probing questions to encourage teachers to really consider the process and the outcome in hopes that the effects will improve as they continue.

Table 6

Hope Theory Applied to School Leadership

Goal Setting	Pathway Planning	Agency Thinking
<ul style="list-style-type: none"> • Hearing the teachers' voice • Securing teacher buy-in • Creating shared ownership 	<ul style="list-style-type: none"> • Well-organized principal • Self-confident principal • Knowledgeable principal 	<ul style="list-style-type: none"> • Establishing high expectations • Offering encouragement • Providing reflection and feedback time

Hopeful principal practices.

Throughout the continuum of school improvement, the faculty looks to the principal for encouragement, advice, protection, and strength. Throughout the interview process, seven practices emerged that consistently and effectively convey hope to the teachers in each component of hopeful leading. The hopeful principal builds relationships, communicates effectively, solves problems, offers and accepts feedback, maintains priorities and focus, maintains professional composure, and encourages and models professional growth. The table below aligns those practices most important to each component of hopeful leading.

Table 7

Hopeful Principal Practices

Goal Setting	Pathway Planning	Agency Thinking
<ul style="list-style-type: none"> • Builds relationships • Communicates effectively • Maintains priorities and focus • Maintains professional composure • Encourages and models professional growth 	<ul style="list-style-type: none"> • Builds relationships • Communicates effectively • Solves problems • Offers and accepts feedback • Maintains priorities and focus • Maintains professional composure • Encourages and models professional growth 	<ul style="list-style-type: none"> • Builds relationships • Communicates effectively • Solves problems • Offers and accepts feedback • Maintains priorities and focus • Maintains professional composure • Encourages and models professional growth

Recommendations for Future Research/Study

Given this is a mixed methods study with findings that may be unique to Cedar Woods School System, the following recommendations for future research are listed below:

1. Replicate this study with a larger sample to include school systems with varying socioeconomics and student achievement levels throughout the United States.
2. Replicate this study including observations to document interactions between principal and faculty in an effort to better understand and describe the impact and validation of hopeful principal behaviors.
3. Replicate this study and connect the survey responses to the interviewed teachers so that conclusions and comparisons may be drawn between responses from High-, medium-, and low-hope teachers.
4. Develop professional development for administrators addressing the implementation of hopeful practices as they lead their schools to greater student success.

Concluding Remarks

The researcher in this study was interested in identifying principal practices that convey hope to the faculty in his or her school. Although the ultimate goal of each school is to increase student achievement, the unique challenges and needs of all those involved complicate the success of that mission. While all schools are filled with students and teachers possessing unique challenges and gifts, this researcher believes that the varying levels of success across any system, district, or state is influenced mostly by the practices, vision, courage, and hope of the principal. It is the conveyance of that hope that transforms a faculty from a group of teachers to a dynamic team that can positively impact the success of each student and instill in each the hope to successfully embrace their dreams and goals and move toward them.

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Appendix A
Principal Survey Questions

The Hope (Goal) Scale

Part I Directions: Read each item carefully. Using the scale shown below, please select the number that best describes YOU and put that number in the blank provided.

1=Definitely False

2=Mostly False

3=Somewhat False

4=Slightly False

5=Slightly True

6=Somewhat True

7=Mostly True

8=Definitely True

___ 1. I can think of many ways to get out of a jam.

___ 2. I energetically pursue my goals.

___ 3. I feel tired most of the time.

___ 4. There are lots of ways around any problem.

___ 5. I am easily downed in an argument.

___ 6. I can think of many ways to get the things in life that are important to me.

___ 7. I worry about my health.

___ 8. Even when others get discouraged, I know I can find a way to solve the problem.

___ 9. My past experiences have prepared me well for my future.

___ 10. I've been pretty successful in my life.

___ 11. I usually find myself worrying about something.

___ 12. I meet the goals that I set for myself.

Part II Directions: Read each demographic item carefully. Please choose the answer that best describes you.

13. Gender:

____ Male ____ Female

14. Total Years in Education:

____ 0-3 ____ 4-6 ____ 7-10 ____ over 10

15. Highest level of Education attained:

____ Bachelor's ____ Master's ____ Ed.S. ____ Ph.D/Ed.D

16. Years in current position:

____ 0-3 ____ 4-6 ____ 7-10 ____ over 10

17. Please indicate your school: _____

Directed to separate survey:

Please indicate your interest/willingness in participating in a follow-up interview in order to gain more information about the Role of Hope in Your School Leadership. The interview will last approximately 20 to 30 minutes and will be scheduled at your convenience. The information will be confidential and a pseudonym will be used in the data.

YES, I am interested in participating in a follow-up interview. I understand that the following contact information will only be used to coordinate the interview and **will not be used as part of the reporting data.**

Contact information:

Name: _____

School: _____

Contact Phone Number: _____

Contact E-mail Address: _____

Appendix B
Teacher Survey Questions

The Hope (Goal) Scale

Part I Directions: Read each item carefully. Using the scale shown below, please select the number that best describes YOU and put that number in the blank provided.

1=Definitely False

3=Somewhat False

5=Slightly True

7=Mostly True

2=Mostly False

4=Slightly False

6=Somewhat True

8=Definitely True

___ 1. I can think of many ways to get out of a jam.

___ 2. I energetically pursue my goals.

___ 3. I feel tired most of the time.

___ 4. There are lots of ways around any problem.

___ 5. I am easily downed in an argument.

___ 6. I can think of many ways to get the things in life that are important to me.

___ 7. I worry about my health.

___ 8. Even when others get discouraged, I know I can find a way to solve the problem.

___ 9. My past experiences have prepared me well for my future.

___ 10. I've been pretty successful in my life.

___ 11. I usually find myself worrying about something.

___ 12. I meet the goals that I set for myself.

Part II Directions: Read each item carefully. Using the same scale, please select the number that best describes your perspective of YOUR SCHOOL PRINCIPAL and put that number in the blank provided.

- ___ 13. My principal can think of many ways to get out of a jam.
- ___ 14. My principal energetically pursues his or her goals.
- ___ 15. My principal appears tired most of the time.
- ___ 16. My principal believes there are lots of ways around any problem.
- ___ 17. My principal is easily downed in an argument.
- ___ 18. My principal can think of many ways to get the things in life that are important to him/her.
- ___ 19. My principal worries about his or her health.
- ___ 20. Even when others get discouraged, I know my principal can find a way to solve the problem.
- ___ 21. My principal's past experiences have prepared him/her well for the future.
- ___ 22. My principal has been pretty successful in his or her life.
- ___ 23. My principal usually appears to be worrying about something.
- ___ 24. My principal meets his or her goals.

Part III Directions: Read each demographic item carefully. Please choose the answer that best describes you.

25. Gender:

____ Male ____ Female

26. Total Years in Education:

____ 0-3 ____ 4-6 ____ 7-10 ____ over 10

27. Highest level of Education attained:

____ Bachelor's ____ Master's ____ Ed.S. ____ Ph.D/Ed.D

28. Years in current position:

____ 0-3 ____ 4-6 ____ 7-10 ____ over 10

29. Please indicate your school: _____

Directed to separate survey:

Please indicate your interest/willingness in participating in a follow-up interview in order to gain more information about the Role of Hope in Your School Leadership. The interview will last approximately 20 to 30 minutes and will be scheduled at your convenience. The information will be confidential and a pseudonym will be used in the data.

YES, I am interested in participating in a follow-up interview. I understand that the following contact information will only be used to coordinate the interview and **will not be used as part of the reporting data.**

Contact information:

Name: _____

School: _____

Contact Phone Number: _____

Contact E-mail Address: _____

Appendix C

Principal Interview Questions

1. What role do you play in goal setting for your school?
2. How do you generate buy-in or create a sense of value from your faculty for the school goals?
3. How do you respond to roadblocks, problems, or just stubbornness as you develop plans to reach school goals?
4. How do you provide opportunities for group- and self-reflection as you and your faculty plan, implement, and problem solve?
5. What do feedback opportunities look like from you to your faculty and from your faculty to you?
6. How do you motivate the collective group to move toward a goal? OR how do you generate confidence in the plan and your ability to lead them to the goal?
7. Give me an example of how you effectively work with the faculty in goal setting, planning, and/or motivating.
8. How do you lead teachers in building relationships within the school?
9. What characteristics are important in your professional relationships?
10. Name your three strongest leadership practices or characteristics.
11. Is there anything else that you would like to add or that you would like to share?

Appendix D

Teacher Interview Questions

1. What role does your principal play in goal setting for your school?
2. What role does the faculty play in goal setting?
3. What characteristics does your principal possess that gives you confidence in his or her ability to plan for improvement and to problem solve when issues come along as you progress toward improvement?
4. What principal characteristics or practices would strengthen your confidence in his or her ability to do that?
5. What does your principal do or what characteristics does he or she possess that motivate you to move toward school goals?
6. What could he or she do that would motivate you more?
7. How does your principal encourage group- and self-reflection as you work together in goal-setting, planning, and moving toward the goal?
8. What do feedback opportunities look like from your principal to you and from you to your principal?
9. Give me an example of how your principal effectively works with the faculty in goal setting, planning, and/or motivating.
10. How does your principal lead teachers in building relationships within the school and/or the professional community?
11. Name your principal's three strongest leadership practices or characteristics.
12. Is there anything else that you would like to add or that you would like to share?

Appendix E

IRB Consent Letter (Surveys)

Add this approval information in sentence form to your electronic information letter!

The Auburn University Institutional Review Board has approved this Document for use from 08/10/2016 to 08/09/2017
Protocol # 16-299 MR 1608



AUBURN

UNIVERSITY

College of Education

Educational Foundations, Leadership, and Technology

THIS DOCUMENT IS NOT VALID UNLESS AN IRB APPROVAL STAMP WITH CURRENT DATES HAS BEEN APPLIED TO THIS DOCUMENT.

(Participant Copy) Informed Consent for a Research Study entitled
The Role of Hope in School Leadership

You are invited to participate in a web-based online survey on The Role of Hope in School Leadership. This is a research project being conducted by Sharon Weldon, a student at Auburn University. The confidential online survey should take approximately 5 to 10 minutes to complete. Your participation in this research project is voluntary. You may refuse to take part in the research or withdraw your participation at any time without penalty. While you will receive no direct benefits from participating in this study, your responses will aid in the development of a list of school principal behaviors that effectively communicate hope to the faculty. The possible risks or discomforts of this study are minimal. You are not required to provide your identity. If you choose to participate in the follow-up interview, your contact information will be used exclusively to reserve an interview time and will be stored securely and separately from your survey responses or interview transcription. While the interview will be recorded, both the recording and transcription will be destroyed when the analysis is complete. Pseudonyms will replace your name, school, and school system.

Your survey answers will be sent to a secure link at Auburn.Qualtrics.com where data will be stored in a password protected electronic format. Auburn Qualtrics does not automatically collect identifying information such as your name, IP address, or email address.

At the end of the survey you will be asked if you are interested in participating in a face-to-face interview. This individual interview will last approximately 25 minutes. If you choose to participate, you will be directed to a separate form so that your contact information will not be connected to your survey responses. Your responses to the survey will remain strictly confidential.

In order to deal with issues of confidentiality, I want to assure you that your participation in this research study will be handled with a high level of confidentiality. Any information that links you to what you say in confidence will be disclosed only with your permission or as required by law. When the findings of this research are discussed, no information will be disclosed linked to you or your school.

There are no costs to participate and no compensations for participating in this study.

4036 Haley Center, Auburn, AL 36849-5221 Telephone: 334-844-44660 Fax: 334-844-3072

Appendix F

IRB Consent Letter (Interviews)

The Auburn University Institutional Review Board has approved this Document for use from 08/10/2016 to 08/09/2017 Protocol # 16-299 MR 1608



AUBURN UNIVERSITY

College of Education

Educational Foundations, Leadership, and Technology

DO NOT SIGN THIS DOCUMENT UNLESS AN IRB APPROVAL STAMP WITH CURRENT DATES HAS BEEN APPLIED TO THIS DOCUMENT.

Informed Consent for a Research Study entitled

The Role of Hope in School Leadership

You are invited to participate in a research study to examine the role of hope in school leadership. It will analyze the principal's level of hope, the faculty's collective level of hope, and determine behaviors and practices that most positively communicate hope to the faculty.

Sharon Weldon is conducting this study, under the direction of Dr. Ellen Reames in the Department of Educational Foundations, Leadership, and Technology. While completing the online survey, you indicated your willingness to participate in a 25-minute interview. The interview will be recorded. The recording and the transcription will be destroyed when the analysis is complete. A pseudonym will be used for all transcriptions so that identifiable data cannot be linked to you.

In order to deal with issues of confidentiality, I want to assure you that I will be the only person who will know that you are a part of this research study. Any information that links you to what you say in confidence will be disclosed only with your permission or as required by law. When the findings of this research are discussed, no information will be disclosed linked to you or your school.

In addition to measuring and comparing levels of hope between principal and faculty, the interviews will help in the development of hopeful practices and behaviors among school principals in an effort to better train our school leaders. There are no costs to participate and no compensations for participating in this study.

Participant's initials _____

This study is voluntary and you may change your mind about participating at any time. You may withdraw from the study and your identifiable data will also be withdrawn. Your decision to participate or to stop participation will not jeopardize your future with Auburn University, the Department of Educational Foundations, Leadership, and Technology, your school system, or your school.

Your name will not be used with this study and is only requested to coordinate the voluntary interview. It will not be recorded in the data analysis for any reason. Your privacy will be protected at all times. Information obtained through your participation may be used to fulfill an educational requirement, a journal publication, or a professional presentation.

If you have questions about this study, please feel free to ask me now or contact Dr. Ellen Reames at reamsch@auburn.edu, or Sharon Weldon at ssw0014@auburn.edu. You may also call me at 706-518-3834. A copy of this document will be given to you to keep.

You may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone at 334-884-5966 if you have any questions about your rights as a research participant or email the office at hsubject@auburn.edu or IRBchair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH TO PARTICIPATE IN THIS RESEARCH STUDY. YOUR SIGNATURE INDICATES YOUR WILLINGNESS TO PARTICIPATE.

Participant's Signature Date

Investigator obtaining consent Date

Participant's Printed Name

Investigator's Printed Name

The Auburn University Institutional
Review Board has approved this
Document for use from
08/10/2016 to 08/09/2017
Protocol # 16-299 MR 1608

Co-Investigator's Signature Date

Co-Investigator's Printed Name