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Latina Superintendents and the Role Cultural Intelligence Plays in Their Leadership:

El Liderazgo Inteligente de Superintendente Latinas

A Dissertation by

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A Private Nonprofit Affiliate of the University of Massachusetts

Irvine, California

School of Education

Submitted in partial fulfillment of the requirements for the degree of

Doctor in Organizational Leadership

June 2022

Committee in charge:

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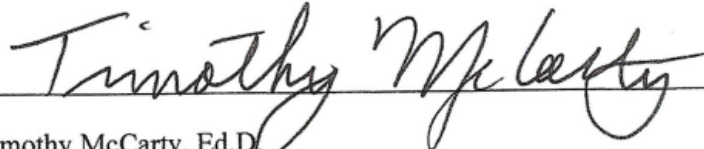
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Latina Superintendents and the Role Cultural Intelligence Plays in Their Leadership:

El Liderazgo Inteligente de Superintendente Latinas

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DEDICATION

I need to first thank my Lord Jesus Christ for making anything possible and giving me this life. He has blessed me with an amazing family and given me opportunities to create lifelong friendships.

This study is dedicated to my husband and children. To my husband, Daniel, thank you for loving me unconditionally, for sacrificing all that you have so that I could fulfill all of my dreams, and being the best father to our children. Thank you for being Mom and Dad while I was away conducting my research. Finally, thank you for believing in my dreams and for sharing the same passion of creating pathways for the younger Latinx and minority generation. This lifetime is not long enough for me to show and tell you how much I love you! I look forward to our future and future of our children.

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know you are looking down on us every day and I know we make you proud. I carry you in my heart every day. I love you.

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ABSTRACT

Latina Superintendents and the Role Cultural Intelligence Plays in Their Leadership:

El liderazgo inteligente de superintendente Latinas

by Cristina Marie Cortes

Purpose: The purpose of this qualitative multicase study was to describe the culturally intelligent leadership practices used by Latina superintendents based on Earley and Ang's (2003) cultural intelligence scale. The four dimensions of cultural intelligence (CQ) are metacognition, cognition, motivation, and behavior.

Methodology: This phenomenological multicase study was conducted through interviews of four Latina superintendents of California public schools. The researcher selected a qualitative method because it would describe the culturally intelligent leadership practices based on Earley and Ang's (2003) dimensions of CQ.

Findings: Close examination of data from interviews and artifacts yielded 221 frequencies for the four domains of CQ, and nine themes emerged regarding the superintendents' lived experiences of leading with culturally intelligent practices while making cultural decisions. Five key findings were identified to represent how Latina superintendents used the four dimensions of CQ in their leadership.

Conclusions: The study supported the fact that the Latina superintendents exhibit the four dimensions of CQ (metacognition, cognition, motivation, and behavior) in their leadership when working in diverse districts to make cultural decisions. Latina superintendents exhibit the domains of CQ in their leadership (a) when they promote cultural proficiency through sharing their life experiences; (b) when they promote equity and inclusive school environment for all students; (c) when they identify core needs, build

community, validate culture, and build connections between cultures; (d) when they share cultural experiences to motivate staff, students, and community; (e) and when they are approachable and respectful regardless of language.

Recommendations: Further research is recommended to replicate this qualitative multicase study expanding to other locations, other states with large populations of Latinx and minority students. Adding to the depth and breadth of this study would be to replicate with African American leadership. Further adding to the very limited research on Latina leadership, more research on Latina leadership and the use of other leadership practices to promote equity would establish greater depth. Moreover, expanding this multicase study to the lived experiences of school board members would add validity and strengthen the conclusions.

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CHAPTER I: INTRODUCTION

The Latinx population is considered the second largest racial and ethnic group in the United States (Gallegos, 2012) with over 50% of California students being classified as Latinx. The K-12 public school student population within the state of California is 6.2 million (Buenrostro, 2018). Of the 6.2 million K-12 students who attend California public schools, Latinx students represent 54% of the student population. By 2024, it is estimated that White students will represent 46% of all public-school systems, and the portion of Latinx and Asian and Pacific Islander students is projected to increase (U.S. Department of Education, 2016b). With the increase of Latinx students receiving education within the public school system, extensive research is beginning to show the importance of including racial diversity among educators (Carver-Thomas, 2017; Garcia, 2010; U.S. Department of Education, 2016b).

According to the U.S. Census Bureau, as of July 2019 the Hispanic or Latinx population constitutes 18.5% of U.S. population, representing approximately 58.9 million people (U.S. Census Bureau, 2020). Latinx people have become the nation's largest ethnic minority with an expectation that the Latinx population will reach 24.6% of the U.S. population by 2060 (U.S. Census Bureau, 2018). With the Latinx population quickly becoming the rising dominant workforce, the success of organizations and businesses will consist of Latinx talent (Bordas, 2001). Equally important, Bordas claimed that Latinx people will have a transformative effect in this century because they will be the driving force behind the American economic engine.

Demographic data have shown that the U.S. Latinx population has a growing tendency to seek and gain higher education degrees. Educational demographic data

revealed 32.1% of the U.S. Latinx population, age 25 and older, earned advanced degrees such as a master's, professional, or doctorates in 2019 (U.S. Census Bureau, 2020). One of the occupations surveyed is public education and in particular, females who are ethnically diverse. Educational leaders in general have either master's or doctorate degrees and years of experience. The superintendent position typically has the need for the highest level of experience. Research has shown that females who are ethnically diverse, even with high levels of education and experiences, have difficulty obtaining these superintendencies (Angel, Killacky, & Johnson, 2013; Barajas, 2016). In spite of now having a majority of Hispanic students in school, Latina leaders are among the most underrepresented group in educational administration. Importantly, there remains a need for a better understanding of the leadership qualities of the few Latina superintendents. Having more in-depth information about Latina superintendent leadership qualities may lead to a better balance of Latina leadership for the growing Hispanic majority student population (Buenrostro, 2018).

Latinas bring a unique cultural lens to their leadership positions. Latina leadership traits include inclusivity, family values, and cross-cultural respect necessary to meet the needs of diverse populations (Bordas, 2001). In spite of these important leadership values, they remain underrepresented in educational leadership roles. Importantly, specific research regarding Latinas superintendents' use of culturally intelligent leadership that supports and celebrates racial diversity is lacking, and more information in this area with this population is needed (Angel et al., 2013; Hansot & Tyack, 1982).

Background

Historical Overview of Women in the Workforce

Women have contributed to the workforce for decades; however, prior to the 20th century, women were primarily recognized for household work (Kwolek-Folland, 2007). Historically, women maintained the home while men contributed to the workforce. Prior to World War II, the role of women within the workforce consisted mainly of domestic work. Although women fulfilled their duty by working while men fought in the war, women were expected to return to their traditional family duties. Women were determined to pursue their education and contribute to the workforce. However, because of social constraints toward women in the workforce during that period, women were less represented in leadership within organizations that hired them. As a result of gender discrimination and household expectations, women experienced much more difficulty than men in attaining leadership positions. Research continues to demonstrate there has been an underrepresentation of women in leadership roles (Avila, 2018; Barajas, 2016; Chin, 2011; Eisenmann, 2002).

Women and Leadership

Historically, women leaders have been perceived differently than male leaders. Examples of this perception includes how they are perceived as effective leaders in comparison to male leader who perform the same tasks (Chin, 2011; Eagly & Karau, 2002). Consequently, women face the social pressure of outperforming their male counterparts while being judged for their choice in leadership style. As a result, social perceptions and expectations create different standards for women in general and even more so for minority women in comparison to White males (Chin, 2011). Women and

minority women continue to encounter challenges in their quest for obtaining leadership roles. Several articles suggest the underrepresentation of women and minority women in leadership roles is due to gender stereotypes (Chin, 2011; Eagly & Karau, 2002; Howe-Walsh & Turn, 2015). One of the occupations in which this dynamic is prevalent is public education.

History of Superintendency

The position of a superintendent was created years after public schools were created (Houston & Eadie, 2005). Superintendents were appointed from committee representatives (Edwards, 2017). Their role was to lead and manage school districts. Their responsibilities continued to evolve as they responded to changes in student, family, and community demographics.

A superintendent's role consists of developing and presenting a comprehensive educational plan along with the supportive school budget for the school board to review, comment, and approve. According to Hansell (2017), school districts that are under the guidance of superintendents "are required to develop, adopt, and annually update a three year strategic plan with the intent to improve student achievement for all ethnic groups" (p. 71). With the responsibilities of the school budget, superintendents are responsible for budgeting for specific programs that are intended to assist their neediest students. Superintendents face many challenges related to meeting the needs of an increasingly diverse student population. As a result, California public schools need superintendents who understand cultural norms and expectations and how to close the achievement gap while meeting the needs of all students.

Career Paths of Women to Superintendency

The path to a superintendency is different for each individual. There are common career paths; however, women and minorities often have to take additional steps before they are considered for the job of superintendency (Brunner, 1999). Because women and minorities face challenges related to race and gender, they are required to take a much longer path. Current research has reflected that 70% of male superintendents had an administrative position at the secondary level although only 29.8% of women held a position at the same level (Glass & Franceschini, 2007; Kawaguchi, 2014; Kowalski, McCord, Peterson, Young, & Ellerson, 2010). Undoubtedly, minority women's representation at the secondary level is limited as a result of additional barriers they face when pursuing the highest leadership position within public education.

Underrepresentation of Minority Women in Educational Leadership Roles

Although the Latinx population is the second largest racial and ethnic group in the United States, there is an underrepresentation of Latinx leaders throughout the country (Gallegos, 2012). As a result of such a high Latinx population in the United States, the public school system consists of a high population of Latinx students. By the year 2060, minority women are projected to be the majority demographic represented in the U.S. labor force (New York Times Company, 2018). However, minority women continue to be underrepresented in leadership roles at the highest level. Several studies suggest minority women are less likely to pursue leadership roles as a result of gender and racial discrimination (Bronars, 2015; Hill, Miller, Benson, & Handley, 2016; Kurban, 2014). The highest level of leadership within public education is superintendency. According to the U.S. Department of Education, women represent 27% of the superintendent

population within public education (Glass, 2015; Pianta, 2020). Although women represent 72% of the K-12 educators in this country, there is an apparent underrepresentation of women in leadership, especially minority women.

Prior to the 1960s, minorities rarely obtained positions such as school superintendents (Angel et al., 2013; Hansot & Tyack, 1982). Although minority women are pursuing leadership positions such as superintendents and attaining the necessary qualifications, the literature review revealed the number of minority women in these positions continues to be minimal (Angel et al., 2013; Barajas, 2016). Latina leaders are among the underrepresented population within public education and are less represented at the superintendent level. Despite reports of highly Latinx populated areas in the United States, there is an underrepresentation of Latinx people reaching higher education (Gallegos, 2012).

Historically, a majority of individuals pursuing education majors were not of Latinx decent (U.S. Department of Education, 2016a). One of the positions that is most underrepresented of minority candidates is the superintendent position. In particular, superintendents who are female minority candidates are the least represented. According to the California Department of Education's Data Visualization and Reporting Office (2021), there are approximately 1,026 superintendents within the state of California. Of the 1,026 superintendents, female minority superintendents represent approximately 6%. Although female minority superintendents are underrepresented in educational leadership roles, they bring a unique leadership framework that consists of a strong appreciation and celebration of cultural values (Bordas, 2001).

Latina Leaders

Latinas bring a unique leadership framework based on their cultural influences. The Latina leadership framework consists of core and cultural values and Latina history (Barajas, 2016; Bordas, 2001; Gallegos, 2012). According to Bordas (2001), there are three dynamics of Latinx leadership. The first dynamic consists of being personable to gain the respect and trust of others. The second dynamic involves community-builders who value people and the community. The third dynamic includes developing skills necessary to connect to their community by creating culturally accessible and compassionate societies. Such leadership traits originate from the Latinx cultural values surrounding the importance of establishing relationships.

Additionally, Latina leaders uniquely identify themselves through the term *Latinidad*. According to Mendez-Morse, Murakami, Byrne-Jimenez, and Hernandez (2015), *Latinidad* “defines an identity that includes gender and ethnicity simultaneously or in tandem” (p. 181). This term is a theoretical concept used to reference the various attributes that are shared by Latinx without reducing those similarities to any single essential trait (Aparicio, 2019). As a result, the Latinx identity is fluid, always changing, based on experiences related to race, color, class, nation, language, and political views. Latina leaders exhibit many essential traits that are useful when working with diverse communities based on their previous experiences.

California’s Changing Demographics

California’s population continues to change. Several factors have contributed to this population change including a decline in growth rate and growth of migration. California has experienced its slowest rates of growth ever recorded, especially this

decade (Johnson, McGhee, & Mejia, 2021a, 2021b). Johnson et al. (2021a) stated that the California Department of Finance reported California's population grew by 6.5% from 2010 to 2020. Compared to the growth rate of the rest of the United States that has a reported growth rate of 6.7%, California's growth rate decreased. Migration out of California has accelerated since 2010 with a decrease in 1.3 million people (Johnson et al., 2021a). According to the 2019 American Community Survey, 39% of the state residents are Latinx, 36% are White, 15% are Asian or Pacific Islander, 6% are African American, fewer than 1% are Native American or Alaskan Natives, and 3% are multiracial or other.

Changing School Demographics

The Latinx population has become the nation's largest ethnic minority, especially with the expectation that the Latinx population will be 24.6% of the U.S. population by 2060 (U.S. Census Bureau, 2018). With the growing rate of Latinx students enrolled in the public education system, there is a need for Latina leaders to serve in leadership positions such as superintendents. Major decisions made in the public education system occur at the federal level; however, most key education policies are determined at the state and local levels (Kober, Rentner, & Jennings, 2006). As a result of the increasing number of minority students enrolled in public education and their unique needs, educational agencies are recognizing the need for diverse leaders (Barajas, 2016; Bordas, 2001; Gallegos, 2012; Gándara, 2015). Latina leaders are among those needed in superintendent roles to meet the cultural needs of diverse populations.

Cultural Influence

Latina leaders have a unique style of leadership that benefits organizations with high populations of Latinx students. According to Aldhaheri (2017), “CQ is a unique intercultural capability”; therefore, CQ leadership is needed when working with diverse students and staff in public education (p. 730). To address working with culturally diverse populations, educational leaders must have skills that address the needs of others within a multicultural organization. Several studies have focused on the importance of Latina leaders developing personal connections when working with diverse populations (Barajas, 2016; Bordas, 2001; Gallegos, 2012; Gándara, 2015).

Working with Diverse Populations

The state of California has the largest and most diverse student population in America (Ed100, 2018). With the rapidly growing Latinx and other diverse populations, the public educational system leaders do not represent the diversity of their communities and families they educate. California’s public school system student population has become more a majority–minority population. Between fall 2009 and fall 2018, the percentage of public school students who are Latinx increased from 22% to 27%, and the White student population decreased from 54% to 47% (National Center for Educational Statistics, 2021). However, the diversity gap between educators and students has barely narrowed. Latina leaders within the public school system can have a positive impact on student academia because of their culture and background. Furthermore, Latina superintendents have a multicultural perspective and appropriately respond to the cultural needs of diverse populations.

Need for Cultural Proficiency and Ethnic Representation in Public Education

Landmark events spontaneously occur that alter our awareness of cultural and racial differences in our society. The public arrest and ultimate murder of George Floyd awakened a strong need for cultural sensitivity about fundamental government services such as policing. As a result of this situation, communities across the country have demanded changes in how our government responds to citizens of color. These changes included the public school system. In the wake of George Floyd's death and the resulting need for cultural sensitivity, there is a strong community interest for educators who can be culturally respectful and engage with people of different backgrounds (Simpson, 2020).

The Latinx community is included in the need for cultural representation. One of the lowest percentages of educational leaders are Latina superintendents even though there are now more than 50% of K-12 Latinx students (California School Boards Association, 2022). There is a need for more Latina superintendents who are well suited to work with the new normal diverse population because of their multicultural background. With so few Latina leaders in superintendent positions, there is no research about their use of cultural intelligence. Adding new research on this nature will provide insight into this phenomenon that is not well understood.

Theories of Intelligence

Multiple Intelligence Theory

The multiple intelligence (MI) theory was developed by Gardner in 1983. According to McClellan and Conti (2008), MI theory views human intelligence as complex, involving many abilities, that are evident in one's products and preferences for

learning. MI theory often appeals to educators because it can be applied to daily experiences related to student learning. Although the MI theory includes other intelligences an individual can exhibit, this theory does not include an intelligence related to cultural interactions and an individual's ability to use a multicultural perspective.

Emotional Intelligence

Emotional intelligence (EQ) extends beyond MI theory. EQ was later introduced as an individual's ability to process emotions and cognitions (Bradberry & Greaves, 2009; Mayer & Salovey, 1995). According to Mayer and Salovey (1997, as cited in Raz & Zysberg, 2014), EQ is defined as a "cluster of abilities related to an individual's capabilities of identifying emotions in self and others, integrating emotions into thought process, effectively processing complex emotions, and regulating one's own emotions and those of others" (p. 4). Although the EQ framework consists of the ability to process emotions and cognitions, this framework does not consider cultural differences that may influence an individual's emotions and response (Earley & Ang, 2003).

Kennedy's Theory and the Extension Beyond CQ

As a result of the increase in intercultural mixing and population changes, organizations need to develop a culture of inclusiveness when working with diverse populations (Aria, 2021; Sheppard, 2018). According to Kennedy (2008), an expansion beyond the cultural intelligence (CQ) theory was three themes to increase innovation and use individual differences. The first theme is leaders must understand how to influence their business at all levels within the diverse organization. The second theme, according to Kennedy, is to increase diversity leadership in organizations. According to Kennedy, the third theme is leaders must know how to use the diversity within their organizations

and meet the needs of their customers. More research is needed in diverse leadership, such as Latina superintendents, and how leaders with a high CQ benefit diverse organizations.

Sternberg's Multiple Loci of Intelligence

Sternberg's theory suggested intelligence can be acquired with exposure and lived experiences. Sternberg's 1986 integrative framework of intelligence suggested different loci within an individual (Ang et al., 2007). Sternberg proposed that metacognition, cognition, and motivation were mental capabilities that reside within the head (internal) and that overt (external) actions are behavioral capabilities (Ang et al., 2007). The CQ framework expanded on Sternberg's multiple loci of intelligence by conceptualizing the four dimensions with specific relevance to functioning appropriately in culturally diverse situations.

Cultural Intelligence (CQ)

According to Earley and Ang (2003), CQ is a skill and ability to interpret and function appropriately in diverse cultures (Avila, 2018; Fellows, Goedde, & Schwichtenberg, 2014). Ang et al. (2007) expanded on the theory of CQ developed by Earley and Ang in 2003. According to Ang et al. (2007), CQ consists of four dimensions. The four dimensions of CQ are metacognition, cognition, motivation, behavior. Metacognition, cognition, and motivation are mental capabilities that reside in the head, and external actions are behavioral capabilities. As a result of the continued increase of minority students within the public school system, the use of CQ leadership practices is important when working with diverse populations. According to Aldhaheri (2017), educational leaders who recognize the value of CQ accept others and are culturally aware

of others. Through the use of the CQ framework, educational leaders become multicultural and become more effective leaders. Leaders who use the four dimensions of CQ within their leadership change their behavior and make decisions based on the needs of those within their organizations.

Research has revealed that leaders who exhibit the dimensions of CQ utilize practices applicable when working with diverse populations. Therefore, the need exists for leaders who respond appropriately within a multicultural environment. The literature review revealed the Latina cultural values emphasize the importance of building personal connections and community building, similar to the four dimensions of CQ. The four dimensions of CQ consist of establishing a multicultural mindset and displaying appropriate behaviors when verbally and nonverbally communicating within a multicultural environment (Aldhaferi, 2017). Similar to the behavior dimension of CQ, the Latina cultural values consist of communication and language when building trusting relationship (Barajas, 2016; Bordas, 2001). With the growing rate of the Latinx population and the need for leaders who are culturally intelligent, Latina leaders benefit organizations with their choice of leadership style that aligns with the four dimensions of CQ. There are great benefits to add to the limited research and understanding about how Latina superintendents work with diverse populations in public education. In particular, understanding more about Latina superintendents using the CQ framework will add to the gap in literature that currently exists.

Statement of the Research Problem

Latinx people constitute 54% of the public student population within the state of California (California School Boards Association, 2022). Although Latinx students

represent a large population within public education, there are few Latinx teachers and teachers of color. Moreover, there is less Latinx representation among administrators and superintendents (National Center for Education Statics, 2021). According to the California Department of Education Data Visualization and Reporting Office (2021), Latinas represent 4% of the 1,026 California superintendents. As a result of minimal Latina representation among the highest level of leadership in public education, little research is available on Latina leaders and their leadership skills. Furthermore, there is no research in the area of Latina leadership and culturally intelligent leadership practices.

With the growing rate of minority students in public education, diverse districts need culturally intelligent leaders. The four dimensions of CQ consist of metacognition, cognition, motivation, and behavior (Aldhaheeri, 2017; Ang et al., 2007; Avila, 2018). CQ leaders utilize the four dimensions to adjust their personal views and behaviors across cultures (Solomon & Steyn, 2017; Van Dyne, Ang & Livermore, 2009). Such skills are necessary when working with diverse populations. The application of the CQ framework is fairly new to academia; therefore, more research is needed in educational settings such as school districts (Avila, 2018; Grubbs, 2014). As a result of the predicted increase of Latinx students in public education and the need for more diverse educational leaders, further research is needed about how Latina superintendents use CQ as they lead their districts.

Purpose Statement

The purpose of this qualitative multicase study was to describe the culturally intelligent leadership practices used by Latina superintendents based on Earley and Ang's

(2003) cultural intelligence scale. The four dimensions of cultural intelligence (CQ) are metacognition, cognition, motivation, and behavior.

Research Questions

The central question and four research subquestions were designed to address how Latina superintendents use the four dimensions of cultural intelligence to provide leadership for their school districts.

Central Research Question

What are the culturally intelligent leadership practices used by Latina superintendents as they make cultural decisions?

Research Subquestions

1. How do Latina superintendents describe their use of the cultural intelligence dimension of metacognition in their leadership?
2. How do Latina superintendents describe their use of the cultural intelligence dimension of cognition in their leadership?
3. How do Latina superintendents describe their use of the cultural intelligence dimension of motivation in their leadership?
4. How do Latina superintendents describe their use of the cultural intelligence dimension of behavior in their leadership?

Significance of the Problem

Educational leadership continues to have minority and female underrepresentation while the student population moves toward a minority majority population. The fastest ethnic growth rate is with the Latinx population. Although California's student population is now a majority Latinx, the diversity of educational leaders does not reflect

the diversity of minority students in public education (Buenrostro, 2018; Carver-Thomas, 2017; National Center for Education Statistics, 2021; Sanchez, Thornton, & Usinger, 2008;). The Latinx population is projected to continue to increase to 54% in the state of California (California School Boards Association, 2022). However, there is a chronic lack of representation of Latinx superintendents, especially Latina superintendents (Calzada, 2015; Mota, 2017). Although the number of Latina leaders at the superintendent level is minimal, the rate of the Latinx majority continues to increase (Gándara, 2015).

According to Gándara (2015) and Avila (2018), one in five women in the United States is a Latina; Latinas are projected to represent a third of the female U.S. population by 2060. With the growing rate of Latina representation in the United States, there continues to be a lack of Latina representation among superintendents (Calzada, 2015; Mota, 2017). Research has supported the idea that Latina superintendents serve a vital role as role models for other Latinx students and working with other minority groups (Calzada, 2015; Carver-Thomas, 2017; Mota, 2017; Sanchez et al., 2008). Furthermore, Latina superintendents bring a unique leadership framework that is applicable when working with diverse populations (Bordas, 2001; Calzada, 2015; Mota, 2017).

Diversity among educational leaders, such as superintendents, can lead to positive impacts on student educational experiences and outcomes (Calzada, 2015; Carver-Thomas, 2017; Mota, 2017; Rice, 2004; Sanchez et al., 2008). Although Latina superintendents can contribute to a positive direct and indirect impact on student performance, Latinas continue to encounter barriers when pursuing higher education to attain leadership careers (Calzada, 2015; Carver-Thomas, 2017; Gándara, 2015; Garcia,

2010; Mota, 2017). The limited number of Latinas who achieve access to the superintendency break through such barriers and contribute to their organizations (Avila, 2018; Bordas, 2001; Calzada, 2015; Carver-Thomas, 2017; Gándara, 2015; Garcia, 2010; Mota, 2017).

The vital role Latina superintendents serve in public education consists of applying their unique leadership skills within their organizations (Bordas, 2001; Calzada, 2015; Mota, 2017). Thus, research suggests with the increase in student diversity and the projected increase of the Latinx student population, leaders within the highest level of education should modify their leadership style to better understand their students of other cultures and adapt to diverse cultures (Avila, 2018; Calzada, 2015; Mota, 2017; Solomon & Steyn, 2017). Furthermore, there is a need for culturally intelligent superintendents who are “capable to grasp, reason and behave effectively in situations characterized by cultural diversity” (Ang et al., 2007, p. 337).

Further examination of the role CQ plays in Latina leadership within the field of public education can provide insight into ways to address the increase in diversity among students and working with families of other cultures. This is important when establishing positive school environments for Latinx students (Carver-Thomas, 2017; Guo, 2012; U.S. Department of Education, 2016b). Furthermore, examining the four dimensions of CQ and how this intelligence is exhibited in Latina leadership in the educational system will add to the limited research. Current research has explored Latina leadership and overcoming barriers; however, it has not explored the role CQ plays in their superintendency. Finally, further research on this topic will contribute to the limited research in Latina leadership in the public education.

Definitions

The following are the operational and technical terms that are used in this study.

Theoretical Definitions

Cultural intelligence. Cultural intelligence (CQ) is a skill and ability to interpret and function appropriately in diverse cultures (Earley & Ang, 2003). CQ includes the skill to identify and to understand, the willingness to learn, the flexibility to adapt to cultural norms of other diverse populations, and respond appropriately (Ang et al., 2007; Avila, 2018). The four dimensions of cultural intelligence are metacognition, cognition, motivation, and behavior (Ang et al., 2007; Avila, 2018; Earley & Ang, 2003).

CQ behavior. According to Earley and Ang (2003), CQ behavior is the ability for an individual to engage in behaviors that are adaptive. Behavior CQ reflects an individual's ability to generate appropriate behaviors in a new cultural setting. Correspondingly, Solomon and Steyn (2017) found that behavior of CQ captures a person's capability to adapt effectively to new cultural contexts.

CQ cognition. CQ cognition is the cognitive aspect that “refers to general cognitive skills that are used to create new specific conceptualization of how to function and operate within a new culture as well as culture-specific knowledge” (Earley & Ang, 2003, p. 9). High knowledge CQ demonstrates an individual's capacity to identify similarities and differences among cultures, which influences decision-making and performance (Van Dyne, Ang, & Koh, 2006).

CQ metacognition. CQ metacognition is an individual's consciousness and awareness while interacting with individuals of a different cultural background and involves higher order cognitive processes and ability (Aldhaferi, 2017; Ang, Van Dyne,

& Tan, 2011). This may include knowledge of economic, legal, and social systems of different cultures, including subcultures; and knowledge of basic frameworks of cultural values (Ang et al., 2007; Hofstede, 2001; Traindis, 1994).

CQ motivation. CQ motivation is the ability to successfully adapt to a new cultural setting while maintaining cognizance and understating of a culture and feeling motivated to engage others in the new setting (Earley & Ang, 2003). Motivation refers to the cognitive processes and ability that leads to drive and choice (Aldhaheeri, 2017; Ang, Van Dyne, & Rockstuhl, 2014).

Latinidad. A theoretical concept used to reference the various attributes that are shared by Latinx without reducing those similarities to any single essential trait (Aparicio, 2019). In addition, Aparicio stated the term Latinidad “defines an identity that includes gender and ethnicity simultaneously or in tandem” (p. 181).

Operational Definitions

Cultural intelligence. CQ is a multicultural construct, used and demonstrated by an individual when in situations involving cross-cultural interactions that arise from differences in race, ethnicity, and nationality (Ang et al., 2007).

CQ behavior. Livermore (2015) described action CQ as the ability to change verbal and nonverbal actions appropriately when working with diverse cultures. The ability to successfully adapt to a new cultural setting.

CQ cognition. The procedures one uses to gain declarative knowledge about another culture (Fellows et al., 2014). An individual can gain declarative knowledge through life and educational experiences.

CQ metacognition. The ability to use acquired knowledge and knowing when to utilize this information when working with diverse populations.

CQ motivation. Motivation occurs when a leader engages others in the new setting while maintaining awareness and understating of a culture.

Ethnicity. Defined as the perceived common ancestry, history, and cultural practices of a group (Cornell & Hartmann, 2006).

Formal data. A type of research study conducted using a systematic approach and scientific methods.

Informal data. The use of nonscientific methods to gather and analyze data.

Latina. A term used to refer to women from Latin America, South and Central America. May also refer to themselves as Chicanas (Mexican or Mexican American decent and born in California), Mexican, or Mexican American.

Latinidad. Latinas use the Latinidad theoretical concept to identity their essential traits when interacting with diverse populations. The Latinx identity is fluid and changes based on life experiences related to race, color, class, nation, language, and political views.

Latinx. A term used to refer to both men and women from Latin America, South and Central America. May also refer to themselves as Chicanos (Mexican or Mexican American decent and born in California), Mexican, or Mexican American.

Minority culture. A culture not coming from a White ethnic background.

Multiculturalism. An approach to education, public policy, and other areas of social life, living and working together, that affirms the cultural diversity of a multiracial and multiethnic society (Chow, 2022).

Racial discrimination. The United Nations General Assembly (2016) defines this in the resolution *International Convention on the Elimination of All Forms of Racial Discrimination* as

any distinction, exclusion, restriction or preference based on race, colour, descent or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of any human right or fundamental freedom in the political, economic, social, cultural, or any other field of public life. (p. 2)

Delimitations

This multicase study was delimited to four Latinas who are serving as a superintendent in a California public school district and meeting the following criteria:

1. Latina, Mexican American, Hispanic, Chicana, or Mexican.
2. A California Association of Latino Superintendents and Administrators (CALSA) member.
3. A minimum of 2 years as a superintendent.
4. Evidence of using cultural intelligence as a superintendent as determined by an expert panel from CALSA.

Organization of the Study

This study is organized into five chapters. Chapter I provided an introduction on the limited research in CQ and how this intelligence framework plays an important role when superintendents work with diverse populations with the state of California. Chapter II provides an overview of the literature as it relates to the theory of intelligence and the important role Latina superintendents play in districts with diverse populations. Chapter

III discusses the methodology of the study. Chapter IV describes the analysis conducted, the data collected, and the findings from the interviews conducted. Conclusions, implications, and recommendations for future research can be found in Chapter V.

CHAPTER II: REVIEW OF THE LITERATURE

Introduction

The purpose of the literature review is to support the researcher's qualitative multicase study exploring the potential role CQ plays in Latina leadership (Creswell & Creswell, 2018; Patton, 2015). The literature review is presented in five broad sections to describe the lived experiences of Latina superintendents by using the four dimensions of CQ (metacognition, cognition, motivation, and behavior) as they provide leadership in their organization. The first section describes the historical overview of women in the workforce. Included in this section is an overview of women in the workforce pre- and post-World War II and a historical overview of women and leadership, minority women and leadership, and women in education and leadership. The second section focuses on the history of public-school sector. This section describes the overview of school board history and the history of superintendency. The third section focuses on the role of a superintendent and career paths of women to superintendency. The fourth section describes the underrepresentation of minority women in educational leadership roles. Included in this section is an overview of Latina leaders, California's changing demographics, and changing school demographics. The fifth section focuses on culture and preparation for leadership roles. This section includes an overview of cultural influence, working with diverse populations, and the need for cultural proficiency in public education. Furthermore, the sixth section defines metacognition, cognition, motivation, behavior, and theories of intelligence. Finally, the seventh section defines CQ and the four dimensions of CQ.

Historical Overview of Women in the Workforce

Women in the Workforce Pre- and Post War

Women have contributed to the workforce for decades. Prior to World War II, the role of women within the workforce consisted of domestic work (Kwolek-Folland, 2007). After the war, their role within the workforce changed from domestic workers to working in factories and offices. Although women were expected to return to their domestic work after the war, women fought and played an important role in the workforce (Eisenmann, 2002). Eisenmann's 2002 study argued that in the 1950s women continued to play an important role in America's workforce. Although women fulfilled their patriotic duty by working while men fought in the war, women were expected to return to their family duties. After the war, political and social leaders encouraged women to leave the labor force and return to dedicating themselves to their families. Regardless of the popular impressions regarding women dedicating themselves to their families, women continued to work and pursue their education.

According to Eisenmann (2002) women worked and studied in greater numbers in 1960s during the women's movement than they had in 1940s. The women's movement in 1960s occurred as a result of the Civil Right Act of 1965. This act mandated equity between men and women. As a result of the legislation, several changes occurred directly related to the number of women entering the workforce (Avila, 2018). Some of the reasons women worked in greater numbers during this era were paid wages leading to a greater income, women becoming qualified as a result of earning a higher education, changes in family dynamics, and an increase in divorce rates. As a result of significant

challenges resulting from the war, men no longer dominated the workforce; however, they continued to dominate leadership roles.

Women and Leadership

Currently, women are nearly half of the labor force, representing 57.1% compared to 69.1% of men (U.S. Department of Labor, 2019). Although the number of women in the workforce is nearly half of the representation of men in the workforce, there continues to be an underrepresentation of women in leadership roles (Barajas, 2016; Chin, 2011; Eisenmann, 2002). According to Avila (2018) and Catalyst (2022), there continues to be an under representation of women in leadership roles so that slightly over 5% of American CEOs in the 500 biggest companies are women. In a similar study, women comprise only 27% of the S&P 500 board seats and, at the CEO level, women hold 7% of these positions among Fortune 500 companies (Larcker & Tayan, 2020). Moreover, research suggests there is less representation of minority women in leadership roles. In addition, minority women are less encouraged to pursue a leadership position as a result of gender stereotypes and discrimination. Therefore, more research is needed in the unique role minority women bring as leaders within their organization.

Minority Women and Leadership

It is projected that by the year 2060, women of color will be the majority demographic represented in the U.S. labor force, yet there is a continued underrepresentation of female leaders at the highest level of leadership within any organization (New York Times Company, 2018). According to Larcker and Tayan (2020), among the Fortune 500 companies, ethnically diverse executives only accounted for 9% of the CEO positions. In addition, the educational system also exhibits a limited

number of minority women represented in leadership positions. According to several researchers, minority women encounter discrimination and gender biases within the workplace (Bronars, 2015; Hill et al., 2016; Kurban, 2014). Thus, minority women are less likely to pursue the highest leadership position, superintendency, within the educational system.

According to Chin (2011), there are social perceptions and expectations that result in different standards for women and minority women than those applied to White males. Several articles suggested gender stereotypes are the reason for underrepresentation of women and minority women in leadership roles (Chin, 2011; Eagly & Karau, 2002; Howe-Walsh & Turn, 2015). According to Barajas (2016), women are increasingly represented in the workforce; however, they are underrepresented in leadership roles. Although there is an apparent underrepresentation of women and minority women in leadership, there are the few that overcome such challenges and obstacles.

Women in Education and Leadership

As women began to join and contribute to the workforce, other opportunities became available. Within education, changes occurred in accessible roles. Historically, men represented the majority of teachers in the early 1800s; however, they quickly became interested in achieving higher level positions (Lopez & Gonzalez-Barrera, 2014). As a result of this change, women were able to reach high level positions; however, wages were much lower than their male colleagues. Since this change, women have dominated the teaching profession; however, there continued to be an underrepresentation of women in leadership roles within education. According to the U.S. Department of Education (2016a), in 2000, 72% of all K-12 educators in the United

States were women. In addition, the California Department of Education (2022) reported, in 2019, that 73% of K-12 educators were female, which surpassed the national percentage of female educators. Women and minority women continue to be the majority of educators, teachers, across the nation. Particularly, women teachers continue to surpass their male colleagues.

Traditionally, men were hired as school administrators because men were preferred over women because of gender stereotypes. Historically, men were preferred over women because men were perceived to have the desired characteristics to address students, staff, and community members (Lopez & Gonzalez-Barrera, 2014). According to Lopez and Gonzalez-Barrera, men were preferred over women in administrative roles because they were perceived to handle discipline better than women, and men were identified as better equipped to work close with male boards of education. Such gender stereotypes experienced by women within the educational system prevent opportunities for women to pursue high levels of leadership. According to Lopez and Gonzalez-Barrera, men continue to be considered more dependable administrators. Although women dominate the teaching profession, research has shown that less than 60% of women are principals at the primary level and less than 30 % of women are principals at the secondary level (Kowalski et al., 2010; Pianta, 2020).

The percentage of female representation in higher levels of leadership within the educational system is even smaller. Currently, the percentage of women superintendents in public school within the US is 27% (Glass, 2015; Pianta, 2020). According to Lopez and Gonzalez-Barrera (2014), women remain “segregated at lower levels of teaching profession while men, perceived, to be more reliable manager, moved into supervisor

positions” (p. 14). As a result of challenges and obstacles women face when pursuing leadership within the educational system, women encounter different career paths when pursuing superintendency.

Career paths are another lens to examine disproportionality of females ascending to leadership positions. According to Tallerico (2000), women will typically follow a career path from teacher to principal then from principal to central office; however, some central office positions are faster paths to high leadership positions. Moreover, the career paths for minority women pursuing leadership within the educational system are less favorable as a result of many variables. According to Tallerico, “There has been little systematic study of how the variable of gender and race/ethnicity can inform the existing knowledges based on the superintendent searches and selection” (p. 20). Therefore, more research is needed the unique skills minority women can contribute to diverse populations. Nonetheless, minority women continue to face challenges related to race and gender.

History of the Public-School Sector

School Board History

The Massachusetts Bay Colony was recognized as the first American public-school organization (National School Boards Association, 2019). In the 1820s, Massachusetts was first to establish a model of leadership through the development of a school board. This first public-school organization set the national model that all school boards would operate independently of their local city and county government. The current model for self-governing school districts was mandated in 1820s by the state of

Massachusetts. They mandated school boards to direct public school to be independent of local governments therefore resulting in the current model.

The National School Boards Association (NSBA, 2019) was founded in 1940 (2019). This nationwide organization experienced the most growth at the end of the 19th century. This was the first time on record of the NSBA's existence. Later, the states of New York and Pennsylvania joined the new association of school boards in 1895 and 1896. Following these states, in the 1930s over 100,000 school boards were formed nationwide.

The growth of NSBA continued to increase across America through the 1950s (NSBA, 2019). The public school governance teams belong to NSBA to gain assistance with their professional development and government advocacy. As a result of authorization by the 10th amendment, states were to keep educational direction under the local control by way of school boards. Furthermore, local control of educational institutions was growing at an increasingly fast pace.

At the end of the 20th century, school boards faced challenging and complex issues in their public school districts. According to Streshly and Frase (1993), monumental changes were required in school board governance to reflect on contemporary challenges in the following areas: (a) ever-changing student demographics, (b) student disciplinary policies, (c) fiscal responsibilities, and (d) deteriorating facilities. Particularity in the state of California, schools have experienced a demographic shift in which more underserved students and families have increased in population in school districts. As a result, governance teams have been responsible for approving new policies to address student academic achievement and new disciplinary interventions (Buckman et

al., 2000). In addition, the improvement of school facilities is another important responsibility of school board approval that involves community stakeholders before being added to a voting ballot. As a result, the entire governance team faces these complex issues that can cause significant challenges as they work diligently to close the achievement gap and improve school communities for students (Petersen & Fusarelli, 2005). In addition to all responsibilities of a school board, they are also responsible for hiring their superintendent. The most important responsibility of a school board is to hire a superintendent who has the ability to oversee the day-to-day districts' responsibilities such as district-allocated funds and student achievement.

History of Superintendency

As a result of the governance teams that were created in the 1820s, the position of a superintendent was created years after public schools were created (Houston & Eadie, 2005). According to Houston and Eadie (2005), public education was the responsibility of the state because education was not included in the 10th amendment of the U.S. Constitution. Funding was allocated to local communities to help with educational needs; therefore, lawmakers felt a need for an accounting system for such funds. The position of the superintendent continued to evolve during the 19th century when volunteer committees overlooked the management of state funds.

Superintendents were appointed from committee representatives who had an interest in the supervision of schools (Edwards, 2017). This trend led to the creation of state and local boards of education to administer school funds. As a result of the increase in responsibilities, New York created a full-time role and appointed its first state superintendent in 1812 (Houston & Eadie, 2005). This decision influenced other states to

follow its lead. According to Houston and Eadie (2005), the task of the daily operations of the state superintendent increased and became too difficult to fulfill; therefore, the county superintendent position was created.

The Role of a Superintendent

According to Hansell (2017), school districts that are under the guidance of superintendents “are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) with the intent to improve student achievement for all ethnic groups” (p. 71). The LCAP is intended to fund student engagement, parent involvement, school climate, student outcomes, student achievement, course access, implementation of state standards, and basic services. Because superintendents are responsible for planning and allocating funds, it is their responsibility to manage budgets that impact all student access to resources. A superintendent’s role consists of developing and presenting a school budget for the school board to review, comment, and approve. This budget must be approved by the county office of education and must demonstrate a positive economical trend in the budget for the next 3 years. The California school budgets are spent primarily on employee salaries at the time of this study (California Teachers Association, 2021). Therefore, superintendents are responsible for presenting a proposed budget with minimal errors. In addition, there are few funds for educational programs; therefore, the superintendent must plan carefully with their communities for the educational programs needed for their students. With the responsibilities of the school budget, superintendents are responsible for budgeting for specific programs that are intended to assist their most needy students.

In California, minority students, such as Latinx students, fall within this category. According to Marzano and Waters (2006), there is a “statistically significant relationship (a positive correlation of .24) between district leadership and student achievement” (p. 3). Therefore, superintendents are responsible for developing and providing specific services to increase student outcome and close the achievement gap (Andreas-Bavel, 2021). Superintendents face many challenges related to meeting the needs of an increased diverse student population. With the ever-evolving changes in education, superintendents’ responsibilities are changing to meet the needs of their students.

Changes in society influence the needs for students within communities. According to Cormier (2003), superintendents are educational leaders, role models, politicians, chief operating officers, and lobbyists. Superintendents are viewed as the face of the school district. The political climate can place pressure on school systems to address changes in society, “such as growing inequities due to social class, physical and mental health challenges, student disengagement, drugs, violence, racial tension, and the overall erosion of trust in the government” (Andreas-Bavel, 2021, p. 14). Superintendents are expected to have knowledge, ideas, and strategies to meet the needs of their students and build relationships with students and the community. Andreas-Bavel said that research suggested superintendents are responsible for providing daily leadership and management, navigate the increasingly complex political landscape, respond to state and local officials, respond and meet parent needs, meet the needs of principals and teachers, adapt to the demands for student outcomes, and face challenges related to diminishing resources (Bjork, 2005; Petersen & Williams, 2005; White,

Harvey, & Fox, 2016). The greatest political issues within a school district are funding, student assessment, the common core, bullying, safety, and teacher evaluation.

Diverse communities within the state of California seek leaders with a background and knowledge in equitable practices who are more likely to respond to these complex issues with a sense of cultural fairness and respect. Hansell (2017) stated that California superintendents are faced with issue of

equity and employing a student-focused formula that provides more funding to school districts based on numbers and concentration of high-need students/English learners and low-income and foster youth. The LCAP (CDE, 2014) mandate aimed to support conditions of learning, pupil outcomes, and engagement. (p. 20)

As a result, California public schools need superintendents who understand cultural norms and expectations and how to close the achievement gap while meeting the needs of all students. Therefore, Latina superintendents are equipped and bring a unique leadership based on their cultural experiences and background that can benefit their diverse communities.

Career Paths of Women to Superintendency

The path to superintendency is different for each individual. According to Zemlicka (2001), the path to superintendency is not predetermined and there is no guaranteed path. There are common career paths; however, women and minorities often have to take additional steps before they are considered for the job of superintendency (Brunner, 1999). Current research has revealed that the most common path to superintendency is being a teacher, principal, and then to a position at the central office

(Brunner & Grogan, 2007; Kawaguchi, 2014; Zemlicka, 2001). Because women and minorities face challenges related to race and gender, they are required to take a much longer path. Regardless, the most common first step in the career path to superintendency is beginning one's career as a teacher (Zemlicka, 2001). Another major step to a superintendent is to obtain school site administration.

Those who are considered for the position of superintendent also need school site and central office administration experience. Current research has revealed that having an administrative position at the secondary level may have the highest influence to reach the superintendent position (Kawaguchi, 2014; Sharp, Malone, Walter, & Supley, 2004). Women compared to men have a much different career path as they ascended to superintendency. Current research has reflected that 70% of male superintendents had an administrative position at the secondary level and 29.8% of women held a position at the same level (Glass & Franceschini, 2007; Kawaguchi, 2014; Kowalski et al., 2010). Undoubtedly, representation of minority women at the secondary level was limited as a result of additional barriers they faced when pursuing the highest leadership position within public education.

Underrepresentation of Minority Women in Educational Leadership Roles

The literature review revealed the underrepresentation of women in educational leadership roles as a result of challenges and obstacles women face in their personal and professional environments. Minority women face similar challenges in addition to obstacles related to race. Prior to the 1960s, minorities seldom obtained positions such as superintendents (Angel et al., 2013; Hansot & Tyack, 1982). Although minority women are pursuing principal and superintendent leadership positions and attaining the necessary

qualifications; the literature review revealed the number of women in these positions continues to be minimal (Angel et al., 2013; Barajas, 2016). Latina leaders are among the population of underrepresented minority women leaders in educational administration.

Latina Leaders

Although the Latinx population is considered the second largest racial and ethnic group in the United States, there is an underrepresentation of Latinx leaders (Gallegos, 2012). The public school system in California consists of a high population of Latinx students. According to the California School Boards Association (2022), 54% of the student population within public education is Latinx. Despite reports of highly Latinx populated areas in the United States, there is an underrepresentation of Latinx people reaching higher education (Gallegos, 2012). Over half of the student population within the California public school system is Latinx, yet there continues to be an underrepresentation of Latinx superintendents. Moreover, Latina superintendent representation is minimal within the state of California at 4%. Therefore, diverse superintendents are needed to meet the needs of diverse student population.

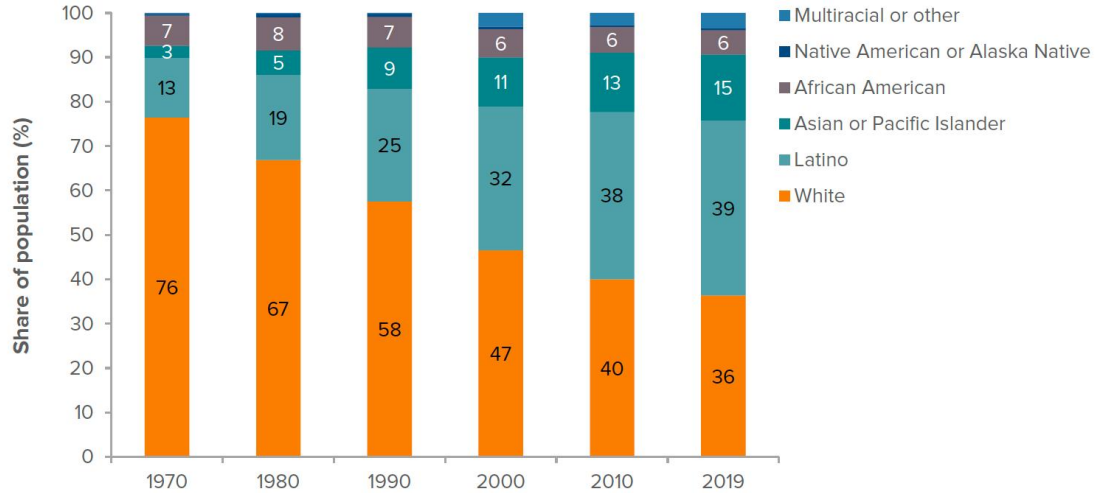
Additionally, Latina leaders uniquely identify themselves through the term *Latinidad*. According to Mendez-Morse et al. (2015), *Latinidad* “defines an identity that includes gender and ethnicity simultaneously or in tandem” (p. 181). This is important for Latina leaders, especially when connecting with their community. According to Lopez (2013) and Avila (2018), the study of Latina leaders revealed that *Latinidad* shaped their leadership style. Such skills are useful when working with diverse populations.

Currently, there is no research that focuses on Latina superintendency and the cultural values they bring when leading an organization. In addition, limited research revealed few focused on the multicultural leadership exhibited by the Latinx population when working with diverse populations (Bordas, 2001; Nogales, 2003; Ruiz-Williams, 2015). Therefore, more research is needed in the area of Latina superintendents and the use of a cultural leadership framework should be further explored when working with diverse populations.

California's Changing Demographics

California's population continues to change as a result of migration. According to the Just the Facts California Population Article (2021), migration out of California has accelerated since 2010 with a decrease in 1.3 million people (Johnson et al., 2021a). As a result, California demographics have changed. According to the Public Policy Institute of California's Population (2021), 39% of the state residents are Latinx, 36% are White, 15% are Asian or Pacific Islander, 6% are African American, fewer than 1% are Native American or Alaska Natives, and 3% are multiracial or other (Johnson et al., 2021b). Figure 1 displays 49 years of data that reveal the Latinx population within the state of California continues to increase compared to other racial or ethnic groups. According to the 2019 American Community Survey, the two racial or ethnic groups who demonstrated significant growth since 1970 were Latinx and multiracial residents. With the increase of the California Latinx and multiracial residents, there is a need for multicultural leaders in all sectors, especially public education.

California's population is increasingly diverse



Source: IPUMS 1970–2000, 1% versions of each decennial census, including the 1970 Form 1 metro sample. American Community Survey 2019.

Figure 1. A graph of California's population is increasingly diverse. From "American Community Survey (ACS)," by U.S. Census Bureau 2022, p. 3 (<https://www.census.gov/programs-surveys/acs>)

Changing School Demographics

According to the U.S. Census Bureau as of July 2019, the Hispanic or Latino population constitutes 18.5% of U.S. population, representing 60.8 million people (U.S. Census Bureau, 2019). Therefore, the Latinx population has become the nation's largest ethnic minority, especially with the expectation that the Latinx population will be 24.6% of the U.S. population by 2060 (U.S. Census Bureau, 2018). With Latinx quickly becoming the largest ethnic minority, the public school system needs more leadership to reflect their student population.

In the state of California, the total student enrollment is at 6,163,001. This includes Pre-K through 12th grade, continuation schools, alternative schools, and community day schools. As a result of Latinx representation—over half of the student population in California and 4% of California superintendents are Latina—further

research is needed in the area of Latina superintendents and the unique cultural leadership framework used in their management.

Culture and Preparation for Leadership Roles

Cultural Influence

Latinas bring a unique leadership framework based on their cultural influences. The literature review revealed the Latina leadership framework consists of core and cultural values and Latina history (Barajas, 2016; Bordas, 2001; Gallegos, 2012). According to Bordas (2001), there are three dynamics of Latinx leadership. The first dynamic consists of being personable to gain the respect and trust of others. The second dynamic involves community builders who value people and the community. The third dynamic includes developing skills necessary to connect to their community by creating culturally accessible and compassionate societies. Such leadership traits originate from the Latinx cultural values regarding the importance of establishing relationships. Additionally, according to Bordas, Latinx leadership consists of three dynamics that include *personalismo* (individual preparation), *tejiendo los lazos* (weaving connections), and *desarrollo habilidades* (developing skills). Such skills are needed when working with diverse populations. The Latinx community values respect and put others first (Canul, 2003).

Latinx people value loyalty and respect, which therefore lead to the establishment of building personal connections (Bordas, 2001; Gándara, 2015). In addition, Latinas share their rich cultural values, heritage, and language when working within an organization. According to Gándara (2015), Latinas bring “considerable assets to the nation,” which include their rich heritage, and they relate to the large Latinx population

through communicating in their native language (p. 7). Latinas learn to communicate in English and Spanish. Communication in their native language provides opportunity to build personal connections with diverse populations. Several studies have focused on the importance of Latina leaders developing personal connections when working with diverse populations (Barajas, 2016; Bordas, 2001; Gallegos, 2012; Gándara, 2015). Latinas use a unique leadership framework that ties to their cultural background, similar to the CQ theory. The CQ theory is used when interpreting and functioning in an environment with diverse populations (Avila, 2018; Brannen, 2016; Earley & Ang, 2003; Fellows et al., 2014). Because little is known about Latina leadership with the use of the CQ theory, further research is needed in this area when educators are working with diverse population within the public school system.

Working With Diverse Populations

The state of California has the largest and most diverse student population in America (Ed100, 2018). With the growing rate of the Latinx population and other diverse populations, the public educational system needs more representation of educators and supervisors of diverse backgrounds. California's public school system's student population has become more diverse. However, the diversity gap between educators and students has barely narrowed. Research has shown the importance of educators mirroring their student body population (Aldhaeri, 2017; Bordas, 2001; Ed100, 2018; Freedberg, 2018). This continues to be an ongoing dilemma in California, especially when three quarters of the state's 6.2 million public school enrollment total are students of color (Freedberg, 2018). Latinx students comprise 54% of the study body, and the Latinx diversity gap between educators and students has grown by 5%.

Therefore, more minority leaders, such as Latinas, are needed in the educational system. Studies have shown that having educators who mirror the racial and ethnic diversity of students can have a positive impact on student academic progress.

Latina leaders in the public school system can have a positive impact on student academia because of their culture and background. Latina leaders can positively contribute to the public school system in developing skills necessary to connect to their community communication. According to Ed100 (2018), nearly half of California students speak a language other than English at home, and most English language learners (EL) in California speak Spanish at home. Latina leaders use their rich cultural heritage and language skills to communicate with other minority cultures, including students and parents of students. The use of their native language benefits the public school system that serves a high number of Latinx students and EL students. In addition, as part of the role of superintendents, communication with staff, parents, and the community is of great importance. Therefore, Latina superintendents are needed in such areas where they can communicate with everyone. Latina leaders also positively contribute to the public school system when working with diverse populations.

Although Latinx students in California comprise 54% of the public school enrollment, Latinx students represent 23% of public school enrollment in the United States (U.S. Census Bureau, 2022). Regardless, research has suggested the need to close the diversity gap by hiring more diverse educators (California Department of Education, 2022; Calzada, 2015; Canul, 2003; Cormier, 2003; Freedberg, 2018; Gándara, 2015). Districts with Latina leaders, such as superintendents, benefit diverse districts because of their core values of being personable to gain the respect and trust of others, and they are

community builders. Such skills are needed to close the diversity gap. Latina superintendents benefit any diverse organization because they use their core values when working with diverse populations. Latina superintendents have a multicultural perspective and appropriately respond to the cultural needs of diverse populations. There is a huge demand for such leaders as a result of current historical challenges related to race and ethnicity.

Need for Cultural Proficiency in Public Education

After the death of George Floyd, an African American man murdered while being arrested, the country has demanded changes in our government, which includes the public school system. The death of George Floyd brought to light other minorities who have suffered and/or died from racial discrimination. In the wake of George Floyd's death, schools need educators who can learn how to engage effectively with people of different backgrounds (Simpson, 2020). Therefore, there is a need for more Latina superintendents who are equipped to work with such diverse populations because of their multicultural background. With such demands from advocates and government officials regarding racial discrimination, Latina superintendents are the leaders needed in our public school systems because of their ability to appropriately respond to the cultural needs of diverse populations within the public school system. According to Aldhaeri (2017), "There is a strong demand" for leaders with skills "necessary to lead culturally diverse populations" (p. 722). To address working with culturally diverse populations, educational leaders must have skills that address the needs of others within a multicultural organization. Several studies have found the benefit of CQ as a necessary skill when working with diverse populations (Aldhaeri, 2017; Gohar, 2014; Greenleaf &

Whitaker, 2017; Grubbs, 2014; Solomon & Steyn, 2017). Based on the current challenges in our government related to racial discrimination, there is a need for Latina leaders who use CQ in their leadership when working with diverse populations.

Theoretical Foundation

This section includes information regarding the foundation of the CQ framework and the different domains of intelligence that an individual can exhibit. A common theme found among the fathers of intelligence testing, such as Alfred Binet, Theodore Simon, and David Wechsler, has been adaption (Barkow, Cosmides, & Toobey, 1992; Boake, 2010; Buss, 1995; Sternberg, 1997). According to Urbina and Dillon (2021) and Aria (2021), individuals exhibit varying cognitive abilities referred to as intelligence. The theory of intelligence continues to evolve and is found to include an individual's exposure both socially and culturally.

Metacognition

The theory of metacognition was originally defined by Flavell in 1963 and was influenced by the work of Jean Piaget. According to Flavell, metacognition is any kind of cognitive transaction with the human or non-human environment, a variety of information processing activities may go on. Metacognition refers, among other things, to the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in service of some concrete goal or objective. (p. 232)

Cognition

CQ refers to a structure of knowledge and is consistent with Ackerman's (1996) intelligence as knowledge concept, which argues for the importance of knowledge as part

of the intellect (Ang et al., 2007). The evolution of the definition and characteristics that were used to evaluate an individual's competences dates to 1923 and became known as the intelligence quotient (Urbina & Dillon, 2021). According to Ang et al (2014, as cited in Aldhaferi, 2017), cognition refers to "both cognitive and metacognitive process or, in other words, a person's perception of their own and others knowledge" (p. 7).

Motivation

Bandura (1977) defined the self-efficacy theory as people's beliefs regarding their abilities to execute tasks to produce attainable outcomes. According to Earley and Ang (2003), there are several aspects of motivation, including self-efficacy expectations, goal setting, and self-concept/evaluation through identity. In addition, Livermore (2015) stated that motivation is an individual's "level of interest, drive, and energy to "adapt cross-culturally" (p. 27). For the purpose of this study, similar to the study completed by Avila (2018), self-efficacy refers to a person's self-confidence when interacting with individuals from different cultures.

Behavior

According to Van Dyne et al. (2012, as cited in Aldhaferi, 2017), behavior refers to the "range of actions a person uses, such as motor skills, verbal and nonverbal actions" (p. 7). According to Hall (1959) and Ang et al. (2007), mental capabilities (knowledge) for cultural understanding and motivation occur if an individual exhibits appropriate cultural verbal and nonverbal actions when in specific settings . The individual must exhibit a wide range of behaviors based on cultural knowledge.

Multiple Intelligence Theory

The MI theory was developed by Gardner in 1983. Conti (2021) stated this theory views human intelligence “as a complex web of abilities that are evident in one’s products and preferences for learning” (p. 1). MI theory often appeals to educators because it can be applied to daily experiences related to student learning. Gardner’s seven intelligences are the following: linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, and intrapersonal (Conti, 2021). Aria (2021) explained that Gardner believed human ability should not be limited to just cognitive intelligence. Although the MI theory includes other intelligences an individual can exhibit, this theory does not include an intelligence related to cultural interactions and an individual’s ability to use a multicultural perspective.

Emotional Intelligence

EQ extends beyond MI theory. Although MI theory includes the ability to express and understand feelings and emotions, EQ was later introduced as an individual’s ability to process emotions and cognitions (Aria, 2021; Mayer & Salovey, 1995). The EQ framework was originally proposed in the 1990s by Mayer and Salovey. According to Mayer and Salovey (1997, as cited in Raz & Zysberg, 2014), EQ is defined as a “cluster of abilities related to an individual’s capabilities of identifying emotions in self and others, integrating emotions into thought process, effectively processing complex emotions, and regulating one’s own emotions and those of others” (p. 4). Other researchers suggested EQ consisted of three common models of EQ that included the ability-based model, the mixed model, and the trait model (Wicks, Nakisher, & Grimm, 2021). The EQ framework impacts an individual’s behaviors and accounts for a broad

range of human behaviors. Although the EQ framework consists of the ability to process emotions and cognitions, this framework does not consider cultural differences that may influence an individual's emotions and response (Earley & Ang, 2003).

Kennedy's Theory and the Extension Beyond CQ

As a result of the increase in intercultural mixing and population changes, organizations need to develop a culture of inclusiveness when working with diverse populations (Sheppard, 2018). Kennedy (2008) expanded the CQ theory by introducing three themes to increase innovation and utilize individual differences. The first theme is leaders must understand how to influence their business at all levels within the diverse organization. The second theme, according to Kennedy, is to increase diversity leadership in their organizations. According to Kennedy, the third theme is leaders must know how to use the diversity within their organizations and meet the needs of their customers (Aria, 2021). More research is needed in diverse leadership, such as Latina superintendents, and how leaders with a high CQ benefit diverse organizations. Therefore, this study focused on a diverse population, Latina superintendents, and a diverse organization such as public education. The purpose of this study was to describe the lived experiences of Latina superintendents by using the four dimensions of CQ.

Sternberg's Multiple Loci of Intelligence

Early research on intelligence was mostly discovered in an academic setting; however, there is increasing research revealing that intelligence may be displayed in nonacademic settings (Ang et al., 2007; Sternberg & Detterman, 1986). This suggests intelligence can be acquired with exposure and lived experiences. Sternberg's 1986 integrative framework of intelligence suggested different loci within an individual (Ang

et al., 2007). Sternberg proposed metacognition, cognition, and motivation were mental capabilities that reside within the head (internal), and that overt (external) actions were behavioral capabilities (Ang et al., 2007). Sternberg's intelligence framework proposed metacognition is the "process individuals use to acquire and understand knowledge" (Ang et al., 2007, p. 337). This framework proposed cognitive intelligence referred to structures of knowledge, and built upon Ackerman's 1996 definition of intelligence (Ang et al., 2007). In addition, this framework suggested motivational intelligence refers to mental capacity to direct and sustain energy during task completion or that it occurs situationally (Ang et al., 2007). Furthermore, behavioral intelligence refers to outward actions, what individuals do rather than what they think (Ang et al., 2007; Sternberg, 1986). The CQ framework expanded on Sternberg's multiple loci of intelligence by conceptualizing the four dimensions with specific relevance to functioning appropriately in culturally diverse situations.

Theoretical Framework

Cultural Intelligence

CQ was introduced as the ability and skill to interpret and function appropriately in diverse cultures (Avila, 2018; Brannen, 2016; Earley & Ang, 2003; Fellows et al., 2014). CQ is defined as a person's capability to function and manage effectively in culturally diverse situations (Ang et al., 2007). CQ is a multicultural construct, used and demonstrated by an individual when in situations involving cross-cultural interactions that arose from differences in race, ethnicity, and nationality. An individual in a leadership position, such as a superintendent, would display their CQ when working with diverse populations within the public school system. Despite the abundance of research

related to intelligence, Earley and Ang. (2003) further identified a gap that remained in the examination of the nature of intelligence from a cultural viewpoint. As a result, the theory of CQ captures the capability of a person to adjust to various cultures and cultural settings. Initially, the CQ theory identified three dimensions that included cognition, motivation, and behavior. The theory of CQ later evolved to include a fourth factor. According to Ang et al. (2007), the four dimensions of CQ are motivation (CQ drive), cognition (CQ knowledge), metacognition (CQ strategy), and behavior (CQ action). Figure 2 depicts the evolved theory of CQ to include metacognition.



Figure 2. Four dimensions of CQ.

Correspondingly, Ang et al. (2007) found that CQ is “another complimentary form of intelligence that can explain variability in coping and functioning in a cultural setting” (p. 4). Research has suggested CQ is drawn from theories of intelligence and is a multifaceted construct (Earley & Ang, 2003; Gardner, 1983; Ott & Michailova, 2016;

Sternberg, 1997; Sternberg & Detterman, 1986). Further examination of the four dimensions of CQ revealed qualities necessary to be successful when engaging with others from different cultures. These qualities can be found in Latina leaders and their multicultural background.

Cultural Intelligence Dimensions

Metacognition (strategy) cultural intelligence. The first dimension of CQ, later defined by Ang et al. (2007), is metacognition. Ang et al. (2011, as cited in Aldhaferi, 2017) stated that metacognition relates to an individual's "consciousness and awareness during interactions" with individuals of a different cultural background and involves "higher order cognitive processes" (p. 7). This means that the CQ leader must exhibit the ability to utilize acquired knowledge and knowing when to utilize this information when working with diverse populations. The metacognition CQ subdomain can be exhibited through the strategy. This strategy consists of three factors: awareness, planning, and checking (Lee, Veasna, & Wu, 2013). This may include knowledge of economic, legal, and social systems of different cultures including subcultures and knowledge of basic frameworks of cultural values (Ang et al., 2007; Hofstede, 2001; Traindis, 1994). Similarly, Solomon and Steyn (2017) defined metacognition as "the ability of leaders to prepare optimally for cross-cultural interaction" to assess any progress made during the exchange, and make any modifications to their mental framework regarding the other culture based on the exchange (p. 3).

Latina leaders understand cultural norms and values when working with individuals from different cultural backgrounds. Their leadership traits originate from the Latinx cultural values regarding the importance of establishing relationships through

valuing loyalty and respect (Bordas, 2001; Gándara, 2015). Such skills are important and necessary when working with diverse populations within the public school system.

Cognition (knowledge) cultural intelligence. The second dimension of CQ is cognition. According to Earley and Ang (2003), the cognitive aspect “refers to general cognitive skills that are used to create new specific conceptualization of how to function and operate within a new culture as well as culture-specific knowledge” (p. 9). Thus, the cognitive aspect of CQ refers to the procedures one uses to gain declarative knowledge about another culture. Those who exhibit strong cognition of the CQ component are individuals who have the capacity to identify similarities and differences among cultures, which influence decision-making and performance (Van Dyne et al., 2006). Specifically, this includes the leader’s mindset and displayed actions.

Similarly, Latina leaders bring a unique leadership framework based on their cultural influences. They are culturally intelligent leaders that adapt their leadership styles to meet the needs of the diverse population. Research shows that Latina leaders develop personal connections when working with diverse populations (Barajas, 2016; Bordas, 2001; Gallegos, 2012; Gándara, 2015). Therefore, more Latina superintendents are needed in diverse districts where their skills in establishing a multicultural mindset among those they lead can positively benefit current racial issues and help to close the achievement gap.

Motivation (drive) cultural intelligence. The third dimension to CQ is motivation. According to Earley and Ang (2003), the motivational aspect of CQ refers to the ability to successfully adapt to a new cultural setting while maintaining cognizance and understating of a culture and feeling motivated to engage others in the new setting.

Therefore, adaption cannot occur without motivation. According to Ang et al. (2014, as cited in Aldhaferi, 2017), motivation refers to the “cognitive processes of drive and choice” (p. 7). According to Ramirez (2014), motivation CQ is the ability to actively seek and learn the cultural norms of a different culture. Therefore, culturally intelligent educational leaders develop a multicultural mindset and strategically use this skill when making decisions. According to Solomon and Styen (2017), educational leaders become effective leaders by cultivating a multicultural mindset.

Likewise, the Latina leadership framework consists of core and cultural values. Their core and cultural values consist of being personable to gain the respect and trust of others, valuing community building, and developing skills necessary to connect to their community (Bordas, 2001). They develop a multicultural mindset when connecting with their community; therefore, they can meet the needs of the diverse populations.

Behavior (action) cultural intelligence. The fourth dimension of CQ is behavior. This dimension refers to the capability for an individual to engage in behaviors that are adaptive (Earley & Ang, 2003). Displayed behavior reveals the individual’s cognition and motivation when engaged with others. Correspondingly in 2017, Solomon and Steyn found that behavior of CQ captures a person’s capability to adapt effectively to new cultural contexts (Earley & Ang, 2003; Earley & Mosakowski, 2004). This is how the individual is able to engage with other diverse populations. According to Earley and Ang (2003), behavior CQ reflects an individual’s ability to generate appropriate behaviors in a new cultural setting. The authors emphasized the importance of the behavioral CQ because an individual can be cognizant of what is appropriate in a given culture and can feel motivated to move forward; however, the individual must appropriately respond

during such interactions and situations. In addition, this subdomain is the ability to remain interested and motivated “to encounter and learn from culturally diverse experiences” (p. 24). Furthermore, the behavioral CQ domain is the ability to change verbal and nonverbal actions appropriately when working with diverse cultures (Livermore, 2015).

Latina leaders exhibit their behavioral CQ through verbal and nonverbal language when interacting with diverse populations. As part of the Latina leadership framework, Latinas use their rich history when communicating with diverse populations. Latina leaders are assets to any organization because they include their rich heritage and relate to the large Latinx population. They relate to the predominantly Spanish speaking community by communicating in their native language. Some Latinas will communicate in English and Spanish. As a result of communicating in their native language, Latina leaders build personal connections with diverse populations, especially when working in public education. Furthermore, with the growing rate of diverse populations in public education within the state of California, Latina superintendents demonstrate the behavioral CQ by appropriately responding to the cultural needs of diverse populations. The literature review revealed limited research on Latinas using this CQ framework therefore, more research is needed to know about how this model operates with diverse populations within the public school sector.

A review of the literature revealed the important role minority leadership, superintendency, plays in public education, especially with the growing rate of Latinx and other minority cultures (Carver-Thomas, 2017; Guo, 2012; Simpson, 2020; U.S. Department of Education, 2016b). In addition, a review of the literature revealed the

importance of culturally responsive superintendents (Aldhaheri, 2017; Gohar, 2014; Greenleaf & Whitaker, 2015; Grubbs, 2014; Simpson, 2020; Solomon & Steyn, 2017). Further examination of the role CQ plays in Latina leadership within the field of public education can provide insight in ways to address the increase in diversity among students and working with families of other cultures. Furthermore, examining the four dimensions of CQ and this intelligence as exhibited in Latina leadership within the educational system will add to the limited research. Current research has explored Latina community college leaders and the role CQ plays in their leadership; however, it has not explored the role CQ plays in the superintendency. Finally, further research on this topic will contribute to the limited research in Latina leadership.

Summary

Historically, women have contributed to the workforce before and after wars. With the increase of women working in the workforce, the literature review revealed an underrepresentation of women leaders. In addition, the literature review revealed barriers women face and challenges minority women face as a result of gender and racial stereotypes. There continues to be an underrepresentation of women leaders, especially Latina leaders. With the growing rate of the diverse populations and the unique leadership framework that potential Latina leaders share in their organization, there is an apparent need for Latina leaders in the educational sector. The literature review revealed research in Latina community college leaders and the role CQ plays in their leadership (Avila, 2018). However, there is limited research on Latina leaders and the application of CQ in academia. Therefore, based on the review provided in this study, there is an apparent gap in the literature regarding Latina leaders and the role CQ plays in their

leadership. As previously stated, with the growing rate of the Latinx population within the public educational system, there is an apparent need for culturally intelligent leaders to work with diverse populations.

CHAPTER III: METHODOLOGY

Overview

This chapter begins by reviewing the study's purpose statement and research questions that are the foundation to this study about identifying the lived experiences of Latina superintendents who use CQ as they lead their school districts. This chapter describes the rationale for the research design. The researcher believed that a qualitative multicase study as described by Creswell (2018), Patton (2015), and Yin (2018) was the most appropriate method for describing the culturally intelligent practices used by Latina superintendents. Importantly, this chapter describes the population, target population, and sample selection, along with an explanation of the instrumentation, validity, reliability, data collection process, and data analysis methods. Finally, this chapter concludes with the description of limitations of the study as well as a summary of the chapter.

Purpose Statement

The purpose of this qualitative multicase study was to describe the culturally intelligent leadership practices used by Latina superintendents based on Earley and Ang's (2003) cultural intelligence scale. The four dimensions of cultural intelligence (CQ) are metacognition, cognition, motivation, and behavior.

Research Questions

The central question and four research subquestions were designed to address how Latina superintendents use the four dimensions of cultural intelligence to provide leadership for their school districts.

Central Research Question

What are the culturally intelligent leadership practices used by Latina superintendents as they make cultural decisions?

Research Subquestions

1. How do Latina superintendents describe their use of the cultural intelligence dimension of metacognition in their leadership?
2. How do Latina superintendents describe their use of the cultural intelligence dimension of cognition in their leadership?
3. How do Latina superintendents describe their use of the cultural intelligence dimension of motivation in their leadership?
4. How do Latina superintendents describe their use of the cultural intelligence dimension of behavior in their leadership?

Research Design

For this study, qualitative design was selected because it would describe how Latina superintendents used culturally intelligent leadership practices as they make cultural decisions. According to Roberts (2010), a qualitative study provides an in-depth investigation to better comprehend the background of any experience in which research has been conducted. In this case, there is scant literature that explains how Latina superintendents use CQ to provide leadership in their organizations. This study investigated information-rich cases to better understand and gain insight into Latina superintendent's use of culturally intelligent leadership practices as they make cultural decisions (Patton, 2015).

The purpose of this study was to describe the CQ leadership practices used by Latina superintendents as they make cultural decisions. To achieve the purpose of this study, the researcher chose semistructured, open-ended interviews supported by relevant artifacts to provide insight into the research questions. The research methods of this study were designed to describe Latina superintendents so that a great deal can be learned about how they use the four dimensions of CQ as described by Earley and Ang, (2003). This information provided in-depth data and led to themes, findings, conclusions, and recommendations regarding the use of CQ by Latina superintendents.

Qualitative Multicase Study

There are several qualitative research approaches. These qualitative approaches include case studies, narrative research, ethnographic research, grounded research, and phenomenological research. Because the study focused on Latina superintendents and their leadership when managing their districts, the researcher believed that a multicase study would be the best design to support the research questions. According to Creswell (2008), a multicase study is “an in-depth exploration of a bounded system based on extensive data collection” (p. 476). Data collection methods include observations, interviews, material, documents, and reports (McMillan & Schumacher, 2010). Throughout the data collection and analysis process, the researcher explored the lived experiences of Latina superintendents who used their CQ while managing diverse populations to address the research questions posed for this study.

The boundary was set by studying superintendents in the context of leading their school districts. Artifacts were examined when they supported the interview findings about key leadership issues that required the use of CQ to help resolve complex issues.

In summary, the researcher intended to use a qualitative multicase study to examine in depth the background and experiences of four Latina superintendents from the state of California to gain a better understanding of how they used CQ as they led their school districts.

Population and Sample

According to Creswell and Guetterman (2019), a study's population is a group of individuals having one characteristic that distinguishes them from other groups. For this study, the population examined by the researcher was female school superintendents in California. The superintendent serves as the chief executive officer of the organization. As such, the superintendent is responsible for working with the school board to establish a strategic plan, develop a district budget, update school board policies, follow state and federal regulations, and initiate educational programs. (Bjork, Kowalski, & Browne-Ferrigno, 2014). The population of California superintendents at the time of this study was 1,026, of whom 335 were female. This population was too large to make it feasible to interview all potential participants of the study. Thus, a target population was identified to make the population size more reasonable and within the resources of the researcher.

Target Population

According to Creswell and Guetterman (2019), a target population is "a group of individuals with some common defining characteristic that the research can identify and study" (p. 140). A target population is identified because of limitations to the researcher's time, money, and other resources that make it difficult to study each individual in the population (McMillan & Schumacher, 2010).

To identify a target population, a portion of the population is determined from whom a sample is drawn. Inferences about the findings for the population under study are then made from the study. At the time of this study, the population of California superintendents was 1,026, of whom, 335 were female. This population number was too large, and thus it was not feasible to interview all potential participants of the study. The narrowing of the population to a target population provided a reasonable and accessible population for the purpose of this study.

To reduce the population size to a reasonable and accessible number, the California Department of Education Data Visualization and Reporting Office (CDE DVRO; personal communication, August 16, 2021) was contacted to provide specific data for the target population. DVRO confirmed that of the 1,026 superintendents in the state, 39 were current female Latina. Thus, the target population for this study was 39 Latina superintendents.

Sample

The target population for this study was 39 Latina superintendents, which was still too large a population for the scope and resources available for this study. Thus, a sample was pulled from the target population. According to Patten (2014), researchers draw a sample from a population, which “is the group in which researchers are ultimately interested” (p. 55). As a result, Patten stated the quality of a sample “affects the quality of the inferences made from a sample to the population” (p. 55). For this study, purposeful sampling was used to obtain the sample population. According to Patton (2015), purposeful sampling lies in selecting information-rich cases, from which one can

learn a great deal about issues of central importance to the purpose of the inquiry for in-depth study.

For this study, the researcher developed purposeful sampling criteria to identify Latina superintendents in California who best address the research questions about the four dimensions of CQ. The following criteria were created to find information-rich cases of Latina superintendents in a California public school district who used CQ to provide leadership in their school districts:

1. Latina, Mexican American, Hispanic, Chicana, or Mexican.
2. A California Association of Latino Superintendents and Administrators (CALSA) member.
3. A minimum of 2 years as a superintendent.
4. Evidence of using cultural intelligence as a superintendent as determined by an expert panel from CALSA.

The rationale for determining the criteria for this study was based on the research questions. This study was focused on the lived experiences of Latina superintendents who were either Mexican American, Hispanic, Chicana, or Mexican. This researcher was not interested in a female population with Spanish surnames. For the purpose of this study, the researcher wished to examine California Latina superintendents because they are underrepresented in this position, especially in comparison to the percentage of the fast-growing Latinx student population. Furthermore, the researcher selected this specific culture because there is a growing population of Latinx students in California.

Sample Size

Patton (2015) stated, “There are no rules” for a qualitative sample size (p. 311). Patton emphasized that meaningfulness and insights gained from qualitative studies have more to do with the purposeful sample and information richness than the sample size. Creswell and Poth (2018) recommend that for multicase studies, not more than five cases should be studied. Similarly, Stake (2006) recommended that the range of cases should be between four and 10. Their rationale was that the goal for multicase research designs was to intensively study a few individuals and collect details about each site or individual studied. Because the focus of qualitative research is not for generalization but for superintendents to describe how they use the four dimensions of CQ, fewer participants were needed. Therefore, four Latina superintendents were selected for this multicase study. These four participants were concluded to be satisfactory for the aim of this study.

Sample Methods

CALSA leadership was contacted to assist in identifying possible Latina superintendents who met the purposive sampling criteria. The researcher selected this organization because they are dedicated to address the needs of all students and to increase the number of highly effective Latinx administrators. According to their website and informational guide, one of their goals is to provide networking opportunities for all members of the association (CALSA, 2019). As a result, the researcher contacted the former president, Ivan Chaidez, and two sponsors, Roberto Salinas and Richard Malfatti. The expert panel from CALSA specialized in CQ leadership practices. The researcher shared the list of current California Latina superintendents with these two sponsors to see whether they were aware of these candidates’ family background and recency of hiring.

Additionally, the researcher asked the key informants whether they were aware of any additional candidates who fit the purposive sampling criteria. Finally, the three sponsors were asked to introduce the possibility of participating in the study to the CALSA Latina superintendents. The three sponsors agreed to help facilitate the solicitation of CALSA Latina superintendents who met the study's selection criteria.

Contact Potential Candidates

The three sponsors made an initial contact with each of the 39 CALSA Latina superintendents regarding their interest in the study. Four Latina superintendents serving at the time of this study indicated an interest in participating in the study.

The researcher contacted each Latina superintendent by email. They were contacted, shown the criteria of the study, and were asked whether they were interested in participating in the study. The researcher followed up with phone calls if a possible participant did not respond to the written invitation sent via email. Once each possible participant confirmed that they felt they met the criteria of the study, candidates were then asked whether they were interested in participating in the study. The researcher was looking for four interested candidates to be part of this study and if more than seven were interested, participants were selected by using a random number table. Table 1 represents the four districts with a Latina superintendent the researcher studied.

A total of four Latina superintendents was selected from California districts. According to Patton (2015), qualitative inquiry “typically focuses on relatively small samples” (p. 52). Thus, by purposefully selecting four Latina superintendents from districts that met the criteria, the researcher was permitted inquiry into and the understanding of a phenomenon in depth.

Table 1

Participant Demographics

Participant number	Years as superintendent	Total student enrollment	% of Latinx students	County of district
Participant 1	6	4,039	52	Orange
Participant 2	2	157	86	Merced
Participant 3	4	6,534	22.9	Santa Clara
Participant 4	4	3,400	98.26	Monterey

Note. Participants were required to be female, Latina, a CASLA member, and selected by an expert panel.

Summary of Participants Contact Process

The participants were identified and selected for this study as follows:

1. California Department of Education (CDE) 2021 data analysis showed 39 Latina superintendents.
2. Public data sources were examined to help determine whether the candidates were Latina, Mexican American, Hispanic, Chicana, or Mexican superintendents.
3. CALSA executive leaders were contacted and the CDE list of 39 Latina superintendents was shared with them. They verified that four were members of CALSA, leaving four Latina superintendents who qualified for this study. They were asked to be sponsors to help find Latina participants and to assist the researcher to identify CALSA members from the list who met the sampling criteria of the study.
4. CALSA executives solicited interested participants based on sampling criteria of the study. Figure 3 represents a visual representation of the study population, target population, and sample.

5. The researcher emailed the identified Latina superintendents to determine whether they would participate in the study (see Appendix A).
6. Once the researcher had Latina superintendents interested to participate in the study, the researcher ensured confidentiality and provided documents (see Appendix B) for their signature prior to participants consenting.
7. The researcher confirmed participation, schedule appointments, and conducted interviews.

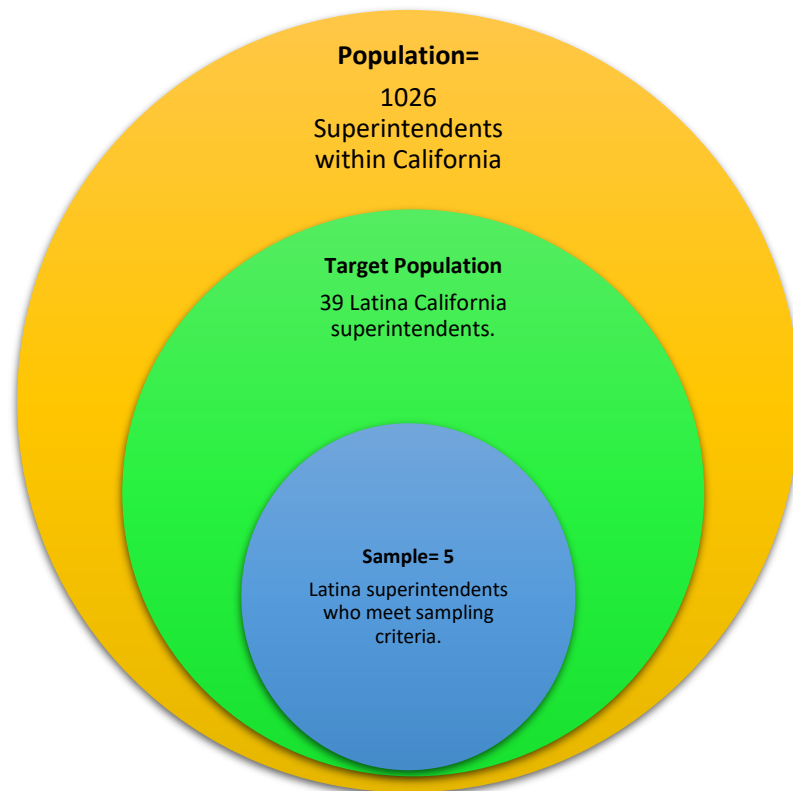


Figure 3. Representation of study population, target, and sample.

Instrumentation

This qualitative multicase study used interviews as the primary data collection instrument, and they were supported by artifacts. This study triangulated the interview

data with artifacts because they addressed the research questions to strengthen the findings of the study. Prior to collecting data for this study, the researcher conducted a synthesis of the literature about Latina superintendents' use of CQ, (Earley & Ang, 2003). The interview questions were developed based on Earley and Ang's four dimensions of CQ: metacognition, cognition, motivation, and behavior. According to Ang et al. (2007), the CQ framework was developed based on (a) educational and cognitive psychology operationalizations of metacognition; (b) the cultural domains identified by Traindis (1994); (c) Murdock's 1972 *Outline of World Cultures*; (d) inclusion of economic, legal, and social systems in other cultures; (e) intrinsic satisfaction from Deci and Ryan (1985); (f) Bandura's (2002) self-efficacy in intercultural settings; and (g) intercultural communication for verbal and nonverbal flexibility from Gudykunst and Ting-Toomey (1988) and Hall (1959).

The aim of the study was to respond to the research gap of limited research about the use of CQ with Latina superintendents. In this qualitative multicase study, the researcher was the primary instrument who conducted interviews by asking questions and collected artifacts to address the research questions based on the key dimensions from Earley and Ang's 2003 CQ dimensions of metacognition, cognition, motivation, and behavior.

McMillan and Schumacher (2010) described three kinds of data when conducting fieldwork: (a) observations, (b) interview, and (c) artifact review.

In this study, the researcher was not able to conduct observations because the participants had already experienced the phenomena under study. Therefore, the researcher conducted primarily interviews, which were supported by artifact review.

According to McMillan and Schumacher, (2010) qualitative interviews can be formatted as semistructured, open-ended interview. For this study, the researcher used informal conversation at the beginning of the interview to establish trust, allow a natural flow during the interview, and develop rapport between the participant and researcher. The researcher also developed specific questions in advance by creating an interview guide and semistructured, open-ended interview questions to avoid major deviation among all participants. All participants were asked the same questions in the same sequential order.

The semistructured, open-ended interviewing method gave the participants an opportunity to respond to semistructured questions about Earley and Ang's 2003 CQ dimensions of metacognition, cognition, motivation, and behavior and to share a complete understanding of their experiences using this model. The data from semistructured, open-ended interviews and artifact gathering were triangulated to create themes and patterns relative to the research questions. Additionally, these findings were compared to the literature review conducted in this study.

Interviews

The researcher developed interview questions designed to gather rich information regarding Latina superintendents' use of culturally intelligent practices as they led their districts. The semistructured, open-ended interview questions provided rich context and background related to their experiences, perceptions, opinions, feelings, and knowledge (Patton, 2015).

According to McMillan and Schumacher (2010), interview "responses can be probed, followed up, clarified, and elaborated to achieve specific accurate responses" (p. 205). The interviewer probed throughout the interview process to yield in-depth

responses about the participants' experiences. The conversation between the interviewer and the participant yields a human element, experience, and perspective to influence the direction of the study (Patton, 2015). The interviewer also plays an important role as an observer.

According to McMillan and Schumacher (2010), the interviewer also observes the participant "in the setting that is being studied, either as the interviewer, the observer, or the person who studies artifacts" (p. 322). During the interview process, the researcher was able to observe the participants' nonverbal and verbal behavior. According to McMillan and Schumacher (2010), verbal and nonverbal behavior can be noted in face-to-face interviews and "the interviewee has an opportunity to motivate the respondent" (p. 205). Additionally, the researcher used best practices for qualitative in-depth interviews outlined by McMillan and Schumacher: (a) probes and pauses, (b) establishing trust, (c) being genuine, (d) maintaining eye contact, and (e) "conveying through phrasing, cadence, and voice tone that the researcher hears and connects with the person elicit more valid data than a rigid approach" (p. 357). Finally, the researcher used an interview guide paired with semistructured, open-ended questions to gain an understanding of Latina superintendents and the use of CQ as they led their diverse districts.

Participant Interview Guide

According to McMillan and Schumacher (2010), the researcher should seek direct interaction with "the setting, participants, and documents they are studying" to retrieve an in-depth understanding of the data (p. 355). Thus, an interview guide was developed and provided to all participants in advance of the virtual interview (see Appendix C). The

researcher began each session by thanking the participants for their contribution to education and specifically, to Latinas who want to be superintendents. Next, the researcher introduced the purpose of the study and asked the participant whether clarification was needed. Following the introduction, the researcher reviewed the University of Massachusetts Global Institutional Review Board (IRB) documentation with the participant, including the participant's bill of rights, the participant consent form, and a confidentiality agreement (see Appendix D).

The researcher provided each participant with a copy of an interview guide via email prior to conducting the virtual interviews. The guide consisted of the purpose of the research study and interview questions. The interview guide included questions based on the participant's demographics and professional experiences. Following the four introductory questions, six semistructured questions were asked about the use of CQ while managing their districts. The six semistructured interview questions were based on Earley and Ang's 2003 CQ model. The interview questions were designed to allow each participant to provide in-depth responses about their utilization of CQ experiences, perceptions, opinions, feelings, and knowledge (Patton, 2015). In addition to collecting data through interviews, the researcher gathered artifacts as supporting documents to the research questions.

Artifacts

Prior to conducting the interviews, the researcher completed a document analysis and artifact review from the selected district websites. According to Patton (2015), documents and artifacts are "written materials and documents from organizational, clinical, or program records; social media postings of all kinds; memoranda and

correspondence' official publications and reports' personal diaries, letters, artistic works, photographs, and memorabilia' and written responses to open-ended surveys are collected" (p. 14). The artifacts supported the leadership actions and style for districts that meet the participant criteria.

According to McMillan and Schumacher (2010), there are three types of artifacts, which include personal documents, official documents, and external communication. For the purpose of this study, the researcher collected official documents and external communication. These types of artifacts were most important documents to support the research questions. The researcher collected sample memos, district plans (i.e., 10-year plans, LCAP, and strategic plan), school board reports, school board meeting minutes, draft proposals, newsletters, and public statements. The researcher gathered the artifacts with the intention to identify the effect of their leadership on the districts with diverse populations of students. In addition, prior to interviewing participants, the researcher gathered statistical data.

According to McMillan and Schumacher (2010), statistical data include demographic data about students, groups, and populations. The researcher felt this was important information because the criteria for participation included Latina superintendents in California districts. For the purpose of this study, the researcher gathered these types of artifacts to gather in-depth information regarding how Latina superintendents managed districts that met this criterion. Information gathered through artifacts and collected through interviews further supported the purpose of this study.

Researcher as an Instrument

The researcher served as the main instrument of data collection in this qualitative case study. According to Patton (2015), in qualitative research, “the researcher is the instrument of inquiry” (p. 3). Therefore, the researcher remained mindful of being the primary instrument while collecting artifacts and conducting the semistructured, open-ended interviews. As a result of the researcher being the sole individual completing the interviews, the researcher was cognizant of potential bias.

The researcher chose to study Latina superintendents who use CQ in their leadership because the researcher aspires to become a superintendent. Because the researcher is Latina and aspires to become a superintendent, the researcher was cognizant of potential biases in data collection and interpretation. According to McMillan and Schumacher (2010), researchers often cite personal and professional experiences that allow them to empathize with the participants. As a result, the researcher identified herself as a Latina aspiring to become a superintendent during the introduction of the interview. McMillan and Schumacher broadened this notion by describing how qualitative researchers seek interaction with “the settings, participants, and documents they are studying” (p. 322). Therefore, maintaining proximity to the data is important for qualitative researchers who want to gain an in-depth understanding of the data that are gathered (McMillan & Schumacher, 2010; Patton, 2015). In addition, researchers must remain mindful of their conduct.

According to McMillan and Schumacher (2010), researchers must remain mindful of their conduct because they may influence participant response. Patton (2015) suggested that maintaining a nonjudgmental position of “empathic neutrality” (p. 59) is

of paramount importance in qualitative research. As a result, the researcher refrained from sharing personal stories while listening to participants share their stories. In addition, it was important that the researcher minimized biases during the data collection process by maintaining close adherence to the methodology and pilot-testing protocols. Therefore, credibility of collected qualitative data is dependent upon the competence and objectivity of the researcher.

Validity

Creswell and Poth (2018) considered validity to be an attempt to assess the accuracy of the findings as best described by the researcher, the participants, and the readers. Similarly, Creswell and Creswell (2018) explained validity is based on determining whether the findings are accurate “from the standpoint of the researcher, the participants, or the readers of an account” (p. 199). High validity leads to trustworthiness and authenticity of the study. According to Creswell and Creswell, it is recommended to use multiple approaches, which enhance the researcher’s ability to assess the accuracy of findings as well as convince the readers of that accuracy.

The researcher used the findings of a synthesis matrix about culturally intelligent leadership to select Earley and Ang’s (2003) four dimensions of CQ (metacognition, cognition, motivation, and behavior; see Appendix E). Based on Earley and Ang’s definitions for each dimension, the researcher constructed research and interview questions. The researcher used an expert with experience in qualitative methods and CQ to review the interview questions. This review led to revisions and ensured that the interview questions aligned with Earley and Ang’s CQ model. Additionally, the researcher conducted a field test that was observed by an expert in CQ and qualitative

methods to confirm that the participant understood the CQ terms used during the interview. As a result, the researcher strengthened validity through the use of several layers of alignment between the CQ framework and the research methods (see Appendix F).

Futhermore, to increse validity, the researcher used research techniques and strategies including prolonged and persistent fieldwork, multimethod strategies, participant language and verbatim accounts, low-inference descriptions, mechanically recoded data, member checking/participant review, and negative or discrepant data inclusion (McMillan & Schumacher, 2010). These techniques are listed and described as follows:

1. Prolonged and persistent fieldwork: For the purpose of this multicase study, the reseracher spent many hours researching four case studies about Latina superindents and leadership models, and challenges Latina superintendents face in their superintendency. In addition, the researcher analyzed artifacts that supported the research questions. Cross validation of analysis of the “aritifacts emplyed for this study provided validity to the outcomes of the study” (McMillan & Schumacher, 2010, p. 379).
2. Multimethod strategies: In this multicase study, the researcher constructed semistructured questions and probes that provided opportunity for the researcher to observe nonverbal and verbal behavior during the interview process (McMillan & Schumacher, 2010). Furthermore, the researcher analyzed artifacts within each distrcit and completed observtions of each subject withint their natural environment.

3. Participant language and verbatim accounts: The researcher used methods to ensure that each subject was able to achieve mutual meaning and understanding about the terms used during their interview (McMillan & Schumacher, 2010). The researcher was able to achieve mutual meaning by providing, in advance, the interview questions to each participant. In addition, the researcher was able to display terminology and definitions by sharing the screen through the Zoom platform. The Zoom platform was selected as the safest platform to complete the confidential interviews during the world pandemic, COVID-19.
4. Low-inference descriptors: According to McMillan and Schumacher (2010), this refers to field notes, and the participants' words were almost literally recorded. The researcher was able to achieve this by recording all interview sessions via Zoom and by taking notes by hand. Themes and patterns were extracted from the data to describe the culturally intelligent leadership practices used by Latina superintendents. The researcher developed semistructured questions which gave opportunity to identify and select the sequence of questions that would be addressed beforehand.
5. Mechanically recorded data: Data were collected through the completion of all four interviews. The researcher developed semistructured interview questions and audio-recorded the participants as they described their lived experiences as Latina superintendents and the use of CQ in their leadership.
6. Member checking/participant review: After all interviews were completed and the researcher was able to gather all responses from each subject, the researcher sent the transcript to each participant to check for accuracy. Each participant was given the opportunity to make corrections, deletions, and additions to the transcript to ensure

clarity and validity. The transcripts and interview notes were used for processing of coding and analysis.

7. Negative or discrepant data: The researcher analyzed for discrepant data upon completion of each interview. In addition, the researcher examined the data for exceptions in patterns found that could suggest findings were not consistent with emerging themes.

Pilot Test

According to Creswell and Poth (2018), validity is based on determining whether the findings are accurate from the standpoint of the researcher, the participants, and the readers. Therefore, one of the methods used to increase validity of this study was through the use of a pilot test. According to McMillan and Schumacher (2010), a pilot test is necessary to check for bias in the procedures. This pilot test included identical procedures that were implemented during the interview. By practicing the interview with identical procedures, the researcher was able to gather more valid and reliable data. After the interview through the pilot test, the researcher was able to evaluate questions for clarity and intent.

Through the evaluation process, the researcher was able to gather feedback from a trained observer and participant. Feedback gathered from the trained observer and participant provided the opportunity to make necessary changes to establish a more valid and reliable study. For the purpose of this study, a Latina superintendent who was not a part of the study answered the interview questions while a doctoral student observed the researcher complete the pilot study using the interview guide.

While completing the pilot test, the pilot interview was timed and interview questions were critiqued. At the completion of the pilot interview, the interviewee and the observer were asked to give feedback regarding the process and the questions that were developed specifically for the pilot test (see Appendix G). The feedback collected through the pilot test was used to help the researcher make changes to interview techniques to gather more in-depth data, as intended by this study (see Appendix H). Therefore, changes and revisions were made to the interview guide based on the feedback gathered from the interviewee and observer.

Reliability

According to Roberts (2010), reliability is “the degree to which your instrument consistently measures something from one time to another” (p. 151). Reliability in research refers to the ability of the research process to yield consistent results (McMillan & Schumacher, 2010; Patten, 2014; Patton, 2015). For this study, the reliability would be measured by its ability to have similar findings when conditions remained unchanged. Patton (2015) explained that the reliability of a study can be assessed by reviewing the data collection, entry, and analysis methods. Additionally, Bloomberg and Volpe (2018) explained qualitative reliability as the ability for the same observations and findings to be derived from two researchers separately studying the same phenomenon. The researcher ensured the study reliably measured and analyzed the phenomenon and population studied.

Several key strategies were used to achieve higher levels of reliability. The researcher employed an interview guide for the semistructured, open-ended interview questions. The use of the interview guide ensured that each participant responded to core

interview questions for each of the research questions. Furthermore, the interview protocol was tested prior to entry into the field. McMillan and Schumacher (2010) emphasized the need to field-test data collection instruments to assist in confirming that inquiries were both clear and yield similar answers from participants.

Intercoder Reliability

The researcher achieved intercoder reliability by using a peer examination to check plausibility of data interpretations (Creswell, 2014; Merriam, 1995). According to Creswell (2014), “intercoder agreement” is the process of cross-checking data codes using multiple researchers (p. 203). Intercoder agreement occurs when two or more data analyses agree on the codes used for the same passages of text. The researcher secured an external coder with a doctorate degree and experience in research and the educational system to examine the data from the data collection phase. The researcher established an 80% reliability level prior to coding (Creswell & Creswell, 2018). The researcher used the NVivo™ software to extract initial themes and codes during data analysis. After the initial list of codes was identified, the researcher provided the raw data to the external coder for analysis. The codes that mutually revealed an 80% of higher level of reliability were used to establish this study’s final patterns, themes, and codes (Creswell, 2014; McMillan & Schumacher, 2010).

Data Collection

Data collection consisted primarily of using artifacts and semistructured, open-ended interviews. The artifacts consisted of current and historical information gathered from official documents and external communication. The researcher collected and analyzed this information prior to conducting interviews.

Human Subjects Consideration

Prior to the interviews being conducted, the proposed study was submitted to IRB at University of Massachusetts Global. The IRB policies were put in place to protect human subjects in research, to confirm compliance with federal regulations, and to verify that ethical considerations have been attended to (McMillan & Schumacher, 2010). After approval, the interview subjects were sent an email to formally invite them to participate in the interview. The email included a formal letter of invitation, a participant's bill of rights, and an informed consent document.

The email communication included a background of the researcher with contact information, a study overview, an estimate of the time commitment being requested, a statement about the voluntary nature of the interviews, an informed consent form, a consent form for audio recording of the interviews that included an option for the participants to review the interview transcription at a later date, and a link to the Zoom room (see Appendix I). As a result of the world pandemic, COVID-19, the platform selected to keep subjects and researcher safe was Zoom. All four participants consented to a Zoom recording of the interview and fully understood the need to review the transcription for accuracy with an opportunity to edit. A copy of the consent forms was supplied to each subject, and the original forms were retained by the researcher and held in a secure location.

To further safeguard the privacy of the subjects, the researcher secured all data after each interview (McMillan & Schumacher, 2010; Patton, 2015). Participant identities were kept private and known only by the researcher and the dissertation chair. Pseudonyms were used throughout the study to conceal names of participants as well as

affiliated institution. Electronic files were kept secure for 3 years along with other data and were destroyed after transcription.

Interview Procedures

For multicase studies, the standardized, semistructured interview format is recommended (Creswell & Creswell, 2018; McMillan & Schumacher, 2010; Patton, 2015). This study used a standardized, semistructured, open-ended interview format through the Zoom platform. This allowed participants to share relevant information related to the phenomenon being studied. No more than eight interview questions were developed to ensure that the data were manageable. Participants were sent an overview of the study and consent documentation in advance of the interview. The consent documentation was completed and signed by the participants prior to the Zoom meetings.

All four participants consented to the interview and the Zoom recording of the interview. All interviews were conducted on the secure Zoom platform to protect their privacy. The same standard procedure was used for each interview as well as same structured interview questions. Each interview began with an introduction and a background statement about the researcher and a reiteration of the purpose of the study followed by a review of the consent paperwork. Prior to the commencement of the questioning, the researcher reminded participants of the voluntary nature of the interview. Subjects were informed that they could terminate the interview at any time and could pass on any questions to which they did not want to respond. The recordings devices were then turned on and the question-and-answer session began.

The initial interview questions asked participants to share demographic information about their school district, including population of students. As McMillan

and Schumacher (2010) described, “Some researchers prefer to obtain this [demographic] data at the beginning of the interview to establish rapport and focus attention” (p. 359). The demographic questions were followed by questions pertaining to the background experience of the interview subjects in relation to the use of CQ in their leadership. The remainder of the structured questions related to four dimensions of CQ and how the utilization of each dimension impacted all students. Throughout each interview the researcher took opportunity to engaged in the interview probes that attempted to elicit further elaboration and detail on some responses (McMillan & Schumacher, 2010). The interview sessions in this study ranged in time from 45 min to 60 min. At the conclusion of all interviews, the researcher thanked subjects for their time and their willingness to contribute to the body of knowledge about Latina superintendents in California. The researcher offered all participants a moment to add any final thoughts at the end of the interview.

After all the interviews were conducted, audio files were transcribed using a professional transcription service. Interview subjects who had requested a copy of interview transcriptions were sent copies via email. Subjects who requested to make changes to responses after reviewing transcriptions were allowed to do so. Creswell and Creswell (2018) referred to the process of verification of qualitative findings. The analysis of the transcriptions in this study did not begin until all transcription documents were audited for accuracy by the researcher and through member checking.

Artifact Collection

Artifacts were collected to add to qualitative data collected in the study and to further triangulate procedures (Creswell & Creswell, 2018; McMillan & Schumacher,

2010). Creswell and Creswell (2018) stated that artifacts can offer data that are in the language and words of participants and can include official documents and external communication (i.e., meeting minutes or reports). There are other types of artifacts that are outline by McMillan and Schumacher (2010) as personal documents, official documents, and objects. These types of artifacts can offer a noninteractive way for researchers to obtain data relevant to the inquiry with little or no researcher/subject reciprocation.

Data Analysis

According to Patton (2015), inductive analysis and creative synthesis are important for all qualitative research. The process of inductive analysis includes reviewing data recursively and extrapolating themes from the data (McMillan & Schumacher, 2010; Patton, 2015). Similarly, Creswell and Creswell (2018) explained that qualitative researchers use theme extrapolated through inductive analysis for multiple purposes, including “connecting themes to form a storyline, developing themes into a theoretical model, and comparing themes from one case to another” (p. 230). This study used inductive analysis to examine the multicase interview data, which reflected the lived experiences of Latina superintendents and their use of CQ in their leadership.

Collecting and Documenting Data

During the interview process, research best practices were used to enhance the trustworthiness of the data collection and analysis process such as recording all interviews and having the interviews transcribed by external agency. As recommended by Creswell and Creswell (2018), the researcher took notes using a notetaking protocol during the interview sessions. In addition, descriptive notes were kept separate from

reflective notes, as recommended by Creswell and Creswell. As a result of brief note taking during the interview sessions, the researcher was able to refine probing questions and was able to document nonverbal cues that were observed (McMillan & Schumacher, 2010; Patton, 2015). The researcher also immediately recorded reflective postinterview notes. The interview transcripts, notes, and documents were recursively studied until enough themes emerged to a saturation point (Creswell & Creswell, 2018). Finally, editing and member checking were used to audit the transcription and to verify accuracy of the verbatim interview records.

Coding and Categorizing the Data

The formal coding process began after the interview was transcribed. All data were vetted for accuracy. The coding process began with an initial review of the data to identify segments, or units of relevant information, typically one to three sentences in length, that could stand alone (McMillan & Schumacher, 2010). The segments were analyzed leading to identified themes.

For this study, the researcher used NVivo™ software during the data analysis phase. The themes extrapolated through the coding process can be cross-checked by other researchers to ensure consistency (Creswell & Creswell, 2018). The researcher's coding process design, along with data analysis and intercoder agreement, was used to improve the validity and accuracy of the codes and identified themes and inform the initial pilot testing of the interview instrument.

Use of Coding Software

For this study the researcher used NVivo™ qualitative coding software to arrange the data segments and determine themes. A frequency table was used to arrange the

NVivo™ codes, the statement of participants, by thematic category (McMillan & Schumacher, 2010). The qualified external coder was secured to conduct a separate, independent coding of the data once the themes were verified and the data sets quantified. As a result, themes were verified using an 80% or higher level of reliability (Miles & Huberman, 1994, as cited in Creswell & Creswell, 2018).

During the coding process, the researcher used NVivo™ qualitative coding software to facilitate the efforts at analysis. NVivo™ coding software allows researchers to extract statements by category. According to McMillan and Schumacher (2010), “Categories represent major ideas that are used to describe the meaning of similarly coded data” (p. 376). As new categories or themes emerge, extracted statements are assimilated under the categories with which they have been associated. The NVivo™ software allows the researcher to effectively visualize which categories most commonly appear in the data. The coding process in this study identified nine categories of responses.

Identifying and Legitimizing Themes

According to McMillan and Schumacher (2010), researchers must look at the data again through multiple lenses of analysis to discover patterns among the categories once data segments have been extracted, categories have been selected, and the data have been coded by category. Therefore, the researcher read the transcript and looked for patterns and themes among categories. In addition, McMillan and Schumacher described this process: the researcher is to shift between their own inductive hunches to a deductive analysis of the coded data. The structure of shifting or moving back and forth among

themes, patterns, and codes provided opportunity for the researcher to confirm the patterns and data central to the study's purpose.

Artifacts

If the artifacts reviewed addressed the study's purpose and research questions, they were included. The artifacts included addressed leadership experiences, leadership practices, and outcomes related to the use of CQ in Latina superintendent leadership. In an attempt to describe the culturally intelligent leadership practices used by Latina superintendents based on the Earley and Ang's (2003) four dimensions of CQ, the data were collected and analyzed. Artifacts assume various forms and supply supplemental information to add to the data gathered from interview transcripts. To analyze and process the artifacts that addressed the study's purpose and research questions, the researcher used NVivo™ software. Artifacts found relevant to each research question and relative to identified themes were presented in conjunction with the semistructured, open-ended interview analysis.

Data Representation

The researcher examined the data repeatedly to identify themes that best answered each of the study's research questions. The data were presented in two layers: data frequency tables and participants' comments. To provide a visual data representation for each research question, the researcher provided a frequency table for each theme supporting all four research questions. Also, the tables included the number of participants whose interview comments aligned with an identified theme, the frequency that a particular theme was mentioned during the participants' interviews and the frequency of artifacts provided by participants for the identified theme. Finally, in the

tables, the researcher provided the total frequency of participant comments and artifacts for each theme. In the next section of the data analysis, representative comments from participants were shared for each theme. At the end of Chapter IV, the overall themes are identified for all questions; these summaries were presented and ordered from highest frequency to lowest.

Triangulation of Data

The use of several types of data to enhance the credibility and validity of findings is referred to as triangulation. McMillan and Schumacher (2010) explained triangulation occurs when multiple methods of inquiry are employed or when multiple data sources are analyzed. Data triangulation is described by Patton (2015) as “the use of a variety of data sources in a study” (p. 316). Therefore, data were collected via interviews conducted by the researcher in conjunction with artifacts and documents collected to triangulate the data.

Researchers, such as Creswell and Poth (2018), McMillan and Schumacher (2010), and Patton (2015), have acknowledged the importance of data triangulation as a means of strengthening the reliability and validity of findings from studies. Coded themes from analyzing the artifacts and interview transcripts were used in the triangulation of data. Furthermore, the comprehensiveness of data collected was added to by an extensive literature review. The study’s reliability was improved through: (a) thoroughly reviewing artifacts, (b) guaranteeing the sample population qualified for the study per the selection criteria, and (c) field-testing the interview questions.

Limitations

According to Roberts and Hyatt (2018), limitations are particular features of the study that may affect the results or the ability of the researcher to generalize the findings. As a result, limitations can involve areas over which the researcher has little or no control. Similarly, Patton (2015) explained that validity and credibility in research rely heavily on the accuracy of instrumentation because the researcher is the instrument in qualitative research. Therefore, credibility grew from the researcher's skills and the rigor with which she approached the research task. Although the researcher used several strategies to enhance the validity and trustworthiness of the study, the researcher acknowledges several factors that may limit the transferability of the research findings.

1. The research was limited by a small sample size, which prohibits generalizability of the findings (Patten, 2014; Patton, 2015).
2. The research was limited by the semistructured interview format and therefore did not allow for adaption and fluidity of process once the interviews commenced (Patton, 2015).
3. The research was limited by potential bias. According to Patton (2015), the subjective nature of qualitative inquiry combined with the researcher's role as the primary instrument for data collection makes qualitative analysis much more prone to bias than quantitative analysis. In addition, the data in this study were extracted from face-to-face interviews, and participant bias could also have been a limiting factor.
4. The study was limited by the particular CQ model chosen: Earley and Ang's (2003) four dimensions of CQ (metacognition, cognition, motivation, and behavior). Different results could have occurred with a different framework.

Summary

This chapter outlined the methodology used for the study. The purpose statement and research questions were reiterated as a reminder to the readers of the foundation of the study. Next, the research design was presented along with the population and sample for the study. The data collection and analysis procedures were reviewed. Finally, the limitations and safeguards were explained.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Chapter IV outlines the process for the current study, including the data collection and findings. The purpose statement and research questions are reviewed, followed by a discussion on the population, sample, and demographics for the current study. Presenting the data findings is the predominant focus of this chapter—specifically, qualitative data regarding the lived experiences of Latina superintendents who utilize CQ as they lead their school districts.

Purpose Statement

The purpose of this qualitative multicase study was to describe the culturally intelligent leadership practices used by Latina superintendents based on Earley and Ang's (2003) cultural intelligence scale. The four dimensions of cultural intelligence (CQ) are metacognition, cognition, motivation, and behavior.

Research Questions

The central question and four research subquestions were designed to address how Latina superintendents use the four dimensions of cultural intelligence to provide leadership for their school districts.

Central Research Question

What are the culturally intelligent leadership practices used by Latina superintendents as they make cultural decisions?

Research Subquestions

1. How do Latina superintendents describe their use of the cultural intelligence dimension of metacognition in their leadership?
2. How do Latina superintendents describe their use of the cultural intelligence

- dimension of cognition in their leadership?
3. How do Latina superintendents describe their use of the cultural intelligence dimension of motivation in their leadership?
 4. How do Latina superintendents describe their use of the cultural intelligence dimension of behavior in their leadership?

Research Methods and Data Collection Procedures

A qualitative multicase study was used to describe how Latina superintendents used culturally intelligent leadership practices as they make decisions. CQ is the ability and skill to interpret and function appropriately in diverse cultures (Avila, 2018; Brannen, 2016; Earley & Ang, 2003; Fellows et al., 2014). The four dimensions of CQ are metacognition, cognition, motivation, and behavior (Ang et al., 2007). The researcher conducted in-depth interviews with four superintendents who were identified through specific criteria as ones who have led their districts while exhibiting CQ when making cultural decisions for their diverse school districts. The interviews were conducted via Zoom and were recorded with permission of the superintendent. The data obtained for the study were stored securely by the researcher for 3 years.

Population

According to Creswell and Guetterman (2019), a study's population is a group of individuals having one characteristic that distinguishes them from other groups. For this study, the population examined by the researcher was female school superintendents in California. The superintendent serves as the chief executive officer of the organization. The population of California superintendents at the time of this study was 1,026, of whom 335 were female superintendents. Thus, a target

population was identified to make the population size more reasonable and within the resources of the researcher.

Target Population

According to Creswell and Guetterman (2019), a target population is “a group of individuals with some common defining characteristic that the research can identify and study” (p. 140). To identify a target population, a portion of the population is determined from which a sample is drawn. At the time of this study, the population of California superintendents was 1,026, of whom 335 were female superintendents. This population number was too large and thus, it was not feasible to interview all potential participants of the study. To reduce the population size to a reasonable and accessible number, the CDE DVRO (personal communication, August 16, 2021) was contacted to provide specific data for the target population. DVRO confirmed that of the 1,026 superintendents in the state, 39 were current female Latina superintendents. Thus, the target population for this study was 39 Latina superintendents.

Sample

The target population for this study was 39 Latina superintendents, which was still too large a population for the scope and resources available for this study. According to Patten (2014), researchers draw a sample from a population, which “is the group in which researchers are ultimately interested” (p. 55). For this study, purposeful sampling was used to obtain the sample population. The researcher developed purposeful sampling criteria to identify Latina superintendents in California who best address the research questions about the four dimensions of CQ. The rationale for determining the criteria for this study was based on the research questions. This study was focused on the lived

experiences of Latina superintendents who were either Mexican American, Hispanic, Chicana, or Mexican. The criteria for this study were developed to gather information-rich cases of Latina superintendents who used CQ to provide leadership in their school districts.

For this study, the researcher wished to examine California Latina superintendents because they are underrepresented in this position, especially in comparison to the percentage of the fast-growing Latinx student population (U.S. Census Bureau, 2019). Furthermore, the researcher selected this specific culture because there is a growing population of Latinx students within the state of California.

Demographic Data

The study included four participants who met eligibility criteria to participate; they signed informed consent forms. Specific demographic information was collected to describe individuals, including their race or ethnicity, years as a superintendent, the total student enrollment of participant's district, percentage of Latinx student enrollment of participant's district, CALSA members, evidence of using CQ as a superintendent as determined by CALSA executives, and selected from an expert panel from CALSA. Table 1 (repeated for ease of reference) represents demographic data that describe each participant, identified with numbers one to four.

Intercoder Reliability

The researcher used intercoder reliability measures to gather reliable data and to reduce errors. According to Creswell (2014), intercoder agreement is the process of cross-checking data codes using multiple researchers. The researcher achieved intercoder reliability by using a peer examination to check plausibility of data interpretations

(Creswell, 2014; Merriam, 1995). Accordingly, 20% of the current study’s qualitative data were shared and coded by two other expert researchers. The intercoder reliability was above 80%, which indicates that agreement between data coding was evident. According to Creswell and Poth (2018), at least 80% agreement is needed for “good qualitative reliability” (p. 202). Therefore, the intercoder reliability for this study was found to be acceptable, and the qualitative results can be considered valid.

Table 1

Participant Demographics

Participant number	Years as superintendent	Total student enrollment	% of Latinx students	County of district
Participant 1	6	4,039	52	Orange
Participant 2	2	157	86	Merced
Participant 3	4	6,534	22.9	Santa Clara
Participant 4	4	3,400	98.26	Monterey

Note. Participants were required to be female, Latina, a CASLA member, and selected by an expert panel.

Presentation and Analysis of Data

The researcher collected and analyzed data from four participants to elicit their lived experiences of leading with culturally intelligent practices in their school districts. Further data were collected and analyzed for challenges, strategies, and further recommendations. The researcher used semistructured interviews with open-ended questions guided by the CQ theoretical framework derived from the literature review.

The qualitative data used in this study were in-depth interviews and artifacts that addressed the research questions. The primary qualitative data were collected through

Zoom interviews with four superintendents as well as from artifacts that supported the interview data. As a result of the COVID-19 pandemic, the platform selected to keep subjects and researcher safe was Zoom. The researchers spent 4 hr in interviews and 6 hr examining the artifacts.

Data Analysis for Research Subquestion 1

Research Subquestion 1 for this study was stated in the following way: “How do Latina superintendents describe their use of the Cultural Intelligent Dimension of Metacognition in their leadership?” The following section displays the qualitative data that were coded into themes from the four interviews with superintendents. The data presented were collected from one interview question. The following subsections outline the responses to Research Subquestion 1. Table 2 shows the theme and frequency counts.

Table 2

Theme, Participants, Sources, and Frequency—CQ Dimension of Metacognition Used by Latina Superintendents

Themes	P	F	A	Total
1. Promote cultural proficiency through cultural influences	4	32	3	35
2. Provide equity to all students and create inclusive school environments	4	19	4	23

Note. P = participants, F = frequency, A = artifacts.

CQ metacognition is defined as an individual’s “consciousness and awareness during interactions” with individuals of a different cultural background and involves “higher order cognitive processes” (Ang et al., 2011, as cited in Aldhaferi, 2017, p. 724). Cultural metacognition refers to an individual’s level of conscious cultural awareness and

executive processing during cross-cultural interactions (Van Dyne, Ang, & Livermore, 2009). In summary, 100% of the participants used their own personal cultural upbringing, experiences, and cultural influences when leading their diverse district. All four participants shared their own experiences, their Latina roots, which included family traditions and multicultural background, when leading their diverse districts. All four participants also shared they used CQ leadership practices that demonstrated their ability to appropriately respond to the cultural needs of diverse populations within the public school system. Three of the four participants shared stories related to cultural proficiency through the establishment of parent and community support groups, such as the *Madrinas*, and supporting other subgroups such as African Americans and Asian Americans after the death of George Floyd. The most frequent experiences for these superintendents were that they promoted cultural proficiency through cultural influences. This theme was evidenced from four Zoom interviews and three artifacts with a frequency of 35. The analysis of the qualitative data for the themes in answering the first research question with individual experiences is outlined in the following section.

Theme 1: Promote cultural proficiency through cultural influences. The central question for this study asked was “What are the culturally intelligent leadership practices used by Latina superintendents as they make decisions?” The first dimension of CQ is metacognition. The research question asked Latina superintendents to describe their use of the CQ dimension of metacognition in their leadership. All superintendents described their using their own cultural upbringing and experiences, cultural influences, and Latina roots when leading their diverse districts. The term cultural influence in this theme refers to Latina history, and Latina core and cultural values. The term cultural

proficiency in this theme refers to their ability to appropriately respond to the cultural needs of diverse populations within the public school system. This theme was evidenced from four Zoom interviews with a frequency of 35 (Table 3).

Table 3

Theme, Participants, Source, and Frequency—Promote Cultural Proficiency Through Cultural Influences

Theme	P	F	A	Total
1. Promote cultural proficiency through cultural influences	4	32	3	35

Note. P = participants, F = frequency, A = artifacts.

All superintendents shared their use of Latina history and Latina core and cultural values when leading their district. Four of the four participants shared statements about being a minority and a woman. A recurring sentiment of all participants was that their core and cultural values originated from their Latina roots. This was echoed in the comments when Participant 1 said,

I'm going to say that as a person of color. I think this idea of metacognition in a cultural intelligence format how you define it. It's my everyday life. It's my everyday work. I can't ever forget that I am a brown skinned woman . . . In relation to just acknowledging that I may, I recognize that I'm a person of color but I'm one ethnicity, one culture. As a superintendent, how do I work with intentionality to be inclusive to all cultures to all ethnic groups that are out there.

So the first thing is you have to know who you serve.

Participant 1 further shared how she references her California Longitudinal Pupil Achievement Data System (CALPADS) data when keeping in mind her diverse

populations within her district. This was reinforced and supported by the artifact LCAP, District English Learner Advisory Committee (DELAC) and all district translated documents. Remaining conscious and aware of the diverse student population was a reoccurring comment made by other participants.

Participant 2, in describing her use of the CQ metacognition dimension in her leadership, expressed keeping in mind her own school experience as an immigrant from Mexico and being an English Language (EL) learner. She described not having a positive school experience and implementing practices to create a more inclusive environment for her minority students. When describing how she remained conscious and aware during interactions with individual of different cultural backgrounds she said,

I am an English learner myself, and . . . I was actually born in Mexico. So, you know, I know, not even a first generation. But raised here. So I connect with many of our families because of that. But I'm also a person that you know that grew up in our school settings and did not have a positive, you know, educational background. And so that's sort of why I am where I am now because I don't want those same experiences that my, I experience for my current students to experience that. So I don't want them to be ashamed of who they are. I don't want them to not know what they want to do when they leave my gates. I want them to have cultural pride.

The encouragement of listening, acknowledging, and learning from other cultures was also expressed by Participant 4. Participant 4 also shared her personal story of growing up with prejudice, teaching about colorism, and teaching minority students about adversity. She said,

Trust is critical to entering a space where people feel inclined to share their story. I love exchanging stories with people about where my heritage has come from, how my grandparents you know cross the border and endured quite a bit to get here illegally. I share the story of my parents from growing up in west Texas where there was a lot of prejudice. And so, you know, they had to leave because my dad is a dark skin Latino. My mom is a light skin Latina, and my dad couldn't go into places because of his skin color. So just Friday, this last week I was speaking at a career day at our middle school, and I was sharing exactly that about colorism, and how every race experiences colorism, and in the dominant cultures, eyes, being lighter is seen as much more powerful and prestigious and of privilege, and those that are dark skinned before they even speak are already judged as not knowing. And so I shared that with kids, you know, youth middle schoolers so that they understand how the world operates but to not let that be a precursor to their success, like they absolutely deserve every opportunity afforded to them, and that if someone overlooks them or doesn't see them, then they still persevere and move on to the next one. So I tell you all of this because no matter what culture, whether it's African American, whether it's Asian American, any person that is of color will have some adversity in their life, depending on the place that they enter. And so for me it's really important that my influence in the decision-making, that I lead is open and offering of places to dialogue about that.

Four of the four participants used key words such as brown skin, minority, Latina, and negative experiences when talking about the importance of remaining conscious and aware when interacting with individuals of different cultural backgrounds.

Furthermore, Participant 3 shared how her cultural background influenced her leadership. She talked about moving to Northern California and how there are minimal Latinx leaders. Participant 3 further shared the challenges she faced due to the underrepresentation of Latina leadership within her community. To overcome these challenges, Participant 3 shared how she used her Latina value of community and introduced herself through the Madrinás' group, a community group. She said,

It's different. It's significantly different. You know, there are not a lot of Latino leaders in Northern California, where I felt like I was a dime a dozen in Southern California. In Northern California, not at all. And our Latino community is. . . really challenged, significantly challenged in Northern California in different ways than in Southern California. And, you know, and also Bay Area, they can't afford to live here, they cannot afford to live here. And it's been very heartbreaking to see my Latino community diminish, even in the 5 years that I've been here, you know, and so and for all the economic realities, you know, of living in the Bay Area, and then put COVID on top of that. And, and so one thing you know when I, when I first arrived to my district, you know you're doing what new superintendents do I'm going to go meet all the different parent groups, I'm going to introduce myself, and we have a month Madrinás' group. And so I went to that group you know I'm speaking to them sharing my story, and the moms there, they're crying, you know, they were so emotional. And as I'm talking to them. You know there were just is very overwhelming and I still get tears in my eyes, thinking about it because they were so proud that I was their superintendent, you know, just having a someone like them.

The information Participant 3 collected when meeting with the Madrinas was reinforced and supported by the DELAC artifact that led to equitable access to all students.

Similarly, Participant 3 shared challenges related to race and gender, and the importance of creating inclusive school environments for all students.

All participants shared the importance of listening, acknowledging, bringing awareness, and learning from other cultures. Although each participant shared a negative experience related to prejudice based on race, each participant shared how they used these experiences as lessons. Such lessons were used in changing their thinking and approach to diverse populations to create more positive learning environments for students. Several participants shared the importance of acknowledging difference while identifying similarities among different cultures. Each Latina superintendent shared how they remained conscious and aware when interacting with individuals from different cultures to create more inclusive school environments.

Theme 2: Provide equity to all students and create inclusive school environments. Further analysis of the data collected resulted in the emergence of a second theme under Research Question 1: equity and inclusion. In other words, how do superintendents use the CQ dimension of metacognition as they lead their district by providing equity to all students and by creating inclusive school environments? The term equity was used by three of the four participants when sharing their experiences related to creating inclusive school environments, access to resources for all students, and when focusing on disadvantaged populations. All participants shared reviewing data to identify their most disadvantaged groups. Based on the artifacts provided on district websites such as the LCAP, all four districts identified Latinx and African American students as

the most disadvantaged. This theme was identified from four Zoom interviews with a frequency of 19 and four artifacts (Table 4).

Table 4

Theme, Participants, Sources, and Frequency—Provide Equity to all Students and Create Inclusive School Environments

Theme	P	F	A	Total
2: Provide equity to all students and create inclusive school environments	4	19	4	23

Note. P = participants, F = frequency, A = artifacts.

During the four Zoom interviews, participants were asked to describe their use of CQ dimension of metacognition in their leadership (Research Question 1). Further identification of equity and inclusion was provided on the district websites. The LCAP revealed district plans to address the most identified disadvantaged groups with resource support and monetary funds for intervention opportunities. Three of the four participants gathered data related to equity and inclusion through personal experiences with their community. These three participants described how they created inclusive environments by being personal leaders, validating others, and connecting with their community at a deeper level.

For example, Participant 3 shared how her identity influenced how she led her district to create more a more inclusive environment. Participant 3 said,

I think that um, you know, when I think of just my own leadership style. You know I'm very relational. You know I fall into that human resource frame, very easily. You know, and I also think that's part of me being Latina you know I, and

I always tell folks that I really do believe that's one of the strengths that Latino leaders, bring to the table is we love people, you know, we love people were very social. You know, I love talking to everyone, whether it's a parent, it's a teacher, it's our students, like I enjoy every conversation.

This participant shared how she liked to converse and invite all parents, staff, students, and the community to create a more inclusive environment. She used the term relational to describe how she invites others into conversation for feedback. Similarly, Participant 4 share how she creates a more inclusive environment through validation.

Participant 4 shared the importance of daily interactions, identifying primary language to communicate with the diverse community, and validating the diverse community. She further said,

As a team member, it's important to recognize that it is valuable that they speak a language other than English, other than Spanish. They speak indigenous languages, and to not shun them or, you know, make them feel small but to actually validate who they who they are and what they bring as a rich and culturally diverse community. When I speak to the parents, that's what it is. When we speak to our faculty and then when we see students, we like to honor them and to validate who they are as people. And so we do that just through daily interactions about seeing them, and not overlooking them.

This participant talked about creating inclusive environments by respecting, honoring, and talking to diverse cultures because this can create "rich and culturally diverse communities." Participant 2 also provided a parallel response by sharing how she

remained conscious and aware of individuals of different cultures to create an equitable and inclusive environment.

In addition to being relatable and validating a diverse community, Participant 2 emphasized the importance of remaining conscious and aware of other cultures to connect with a diverse community at a deeper level. She stated, “To me that’s really getting to know the culture is to get to connect with them on a deeper level and being able to give them that opportunity to see opportunity for them.” This was shared when this participant was thinking about her most disadvantaged populations and when she discussed her leadership practices used when helping disadvantaged populations in her district. Participant 2 also shared how she presented at a national conference on equity. The term equity was also discussed during the interview with Participant 1.

When asked to describe how she remains conscious and aware of individuals of other cultures, Participant 1 talked about how she promotes equitable and inclusive environments. She talked about the term equity and said,

Metacognition, maybe it’s just me that’s my person, my personality. Like, I don’t let those opportunities go because I’m always aware that . . . I am equity. Again I’m going to say that I, I am that window into how other people lives.

For her, the term equity appears to be a common trend today; however, she talked about how this has always been her practice when leading a district. She further shared a recent conversation she had with someone important within the California Department of Education. During the conversation she said,

We were talking about equity. He asked a very similar question like, wow, how do we keep equity relevant in our day-to-day work? He’s a man and White. He

asked me, a brown woman. And I said, you know, it's an interesting question because I'm equity. I am that. And you may have to think about it, like you you're actually trying to like to be intentional in your decision-making. This is my life. This is who I am.

This participant provided two perspectives for discussing equity in public education. To further explain the importance of creating inclusive and equitable environments for students she said, "I recognize the responsibility of making sure that historically disadvantage and are performing subgroup needs to be paid attention to. So, right before the pandemic, we made our African American student population priority." She leads every day as an equitable leader because of her race and gender. During her interview, she referred to her disadvantaged subgroups by referring to her district data.

All four participants identified their most disadvantaged groups through the LCAP. The LCAP is a tool for local educational agencies, such as a school district, to set goals and action plans and leverage resources to meet those goals to improve student outcomes (California Department of Education, 2022). Additional artifacts found to exhibit Latina superintendents' CQ metacognitive leadership practices were the development of the Madrinas, DELAC notes, and translated school documents and strategic plans available in more than one language.

Data Analysis for Research Subquestion 2

Research Subquestion 2 for this study was stated in the following way: "How do Latina superintendents describe their use of the cultural intelligence dimension of cognition in their leadership?" The operational definition of CQ cognition refers to the procedures one uses to gain declarative knowledge about another culture (Fellows et al.,

2014). This study explored the culturally intelligent leadership practices used by Latina superintendents as they make cultural decisions. Therefore, participants were asked to describe their methods for identifying the core needs and being responsive to needs of other cultures to establish trust. The second part to this question was to give an example of how this influenced decision-making and performance. The following subsections outline the responses to Research Subquestion 2. Table 5 shows the theme and frequency counts.

Table 5

Theme, Participants, Sources, and Frequency— CQ Dimension of Cognition used by Latina Superintendents

Theme	P	F	A	Total
3. Identify and are responsive to the core needs or values of their cultures	4	24	3	27
4. Validate and intentionally build connections between cultures	4	18	4	22
5. Build community by connecting their own cultural values and heritage with the diverse cultures of their district	4	15	4	19

Note. P = participants, F = frequency, A = artifacts.

Theme 3: Identify and are responsive to the core needs or values of their cultures. Additional analysis of the data collected resulted in the emergence of a third theme under the first research question: identify core and cultural values. In four of the Zoom interviews, participants described their methods for identifying the core needs and being responsive to the core of other cultures. In response to their methods of identifying core needs, superintendents shared stories related to talking and listening to

others to identify what is important to staff, students, and their community. Three of the four participants talked about finding alignment between different cultures. One participant shared identifying important values of her Asian minority population because of an increase of Asian violence in her community. Each superintendent discussed the significance of identifying cultural and core values of their minority populations. This theme was identified from four Zoom interviews with a frequency of 24 and three artifacts (Table 6).

Table 6

Theme, Participants, Sources, and Frequency—Identify and are Responsive to the Core Needs or Values of Their Cultures

Theme	P	F	A	Total
3: Identify and are responsive to the core needs or values of their cultures	4	24	3	27

Note. P = participants, F = frequency, A = artifacts.

While sharing their stories related to remaining conscious and aware of individuals from different cultures, three of the four superintendents shared similar information regarding listening, learning, and actively inviting input from their community about their core values and needs. Participant 3 shared she remains conscious of student, staff, and community needs by identifying what is important and their values. She said,

What are those values? . . . When I meet with my families, whether it's . . . at the school site or they're meeting me in my office, you know, to discuss a concern or

something of that nature. I think I really work hard to try to listen and as I listened to what they say as they share with me.

She also shared what she does when she doesn't understand something and offered solutions when she doesn't know the answer:

When I don't have an understanding for something, also saying that, you know, acknowledging that I've not had that experience, share more with me about, you know, how that impacts, you know, how that makes your child feel, whatever that might be, so that I can understand better. I think that's another important part, like, we work [to] hard to find alignment, but we also have to be honest when something is new for us, and being able to be open to learning right and I think that I've seen a lot of families, really.

Participant 3 talked about the importance of communication with families regardless of primary language to create more inclusive environments. Similarly, Participant 4 shared how she supported and encouraged her community to communicate in their primary language.

Participant 4 expressed how she encourages all to converse regardless of primary language. She shared, "I am to just honor and validate who they are and invite them into a conversation about what brings them here." She further shared how she encourages teachers to use culturally relevant curriculum when working with diverse students. This participant shared how she is fluent in two languages, Spanish and English, and therefore is able to communicate with her community using two languages. This was evident in the artifact CALPADS. Based on Participant 4's student demographic data, CALPADS, this participant serves a large population of Latinx students. This participant shared their

demographic data, which included race and ethnicity and primary language. Participant 4 shared the importance of gathering demographic data and responding appropriately to each culture. Likewise, Participant 2 shared her experience of listening to others to gather information, reviewing the data, and identifying needs.

During the interview with Participant 2, she shared,

The biggest thing that you have to do is listen. If you're not listening, then you're not really truly . . . getting to know what . . . everyone's needs are. You have to listen. And so if you're not . . . actively seeking input, then you're not necessarily digging deep and finding out what those needs are.

She further shared how she encourages engagement regardless of language. She added,

And so when I engage with them. It's to truly understand and listen to them, and so I make a very conscious effort of doing that. I'm a huge proponent of metacognition. Even for our students. And so, you know, the act of thinking about thinking is huge, and so in my perspective it's also a reflection, when you reflect upon it so how you get better. So, we have more than 24% of our students are English or Spanish speakers. So, that is why everything is translated into Spanish. Our second language here is a Portuguese and so I am able to connect with the Portuguese population with my Spanish as well.

Participants 2, 3, and 4 shared stories related to identifying needs of the diverse student population through talking and listening.

Differing from Participants 2, 3, and 4, Participant 1 shared her experience when she needed to respond to the cultural needs of her Asian American student population. During the year 2021, Asian violence increased in the community of Participant 1. Her

story included how she gathered information from her minority Asian American student population to appropriately respond to their needs. She shared,

So, there was a time when we had a lot of Asian violence, you know, violence against our Asian population and I started to get a lot of feedback from our Asian families and our staff members, and they were scared. I just want to tell you that a parent told me I shouldn't go out there worried for me or whatever, just really interesting because I'm not Asian, and I realized they're really going through a lot right now. So I started to write about it, [in] Monday memos. I'm like, hey guys, I just want you to know that we have, because our district demographic, in terms of employees, is very diverse. I value diversity and I hire a lot of diversity. So we have a lot of Korean teachers, Asian teachers, lots of different groups, but I just sent an email out and I was like, you know, please be aware of how you talk, what you say, because we don't know what people have gone through, and they're sitting in the lounge right next to you. Just be aware, right? It just opened up so much dialogue.

The artifact that supported Theme 3 was Participant 1's Monday memos, in which she identified weekly challenges students and the community faced, and her expectations of staff to address the challenges her minority student's faced.

Theme 4: Validate and intentionally build connections between cultures.

This question asked the Latina superintendents to describe their use of the CQ dimension of cognition as they make decisions. Three out of the four participants shared about working with diverse populations and creating inclusive environments based on their

student demographic data. This theme was identified from four Zoom interviews with a frequency of 18 and four artifacts (Table 7).

Table 7

Theme, Participants, Sources, and Frequency—Validate and Intentionally Build Connections Between Cultures

Theme	P	F	A	Total
4: Validate and intentionally build connections between cultures	4	18	4	22

Note. P = participants, F = frequency, A = artifacts.

Throughout the interviews, the Latina superintendents described using their own heritage and cultural values in their leadership. The information they shared included building connections with other diverse cultures and respecting and celebrating others. They shared the procedures they used to gather data, both formally and informally, and used this data to value similarities based on culture and create inclusive environments. One superintendent mentioned reviewing demographic data from CALPADS to identify the needs of her diverse students. For example, Participant 1 said,

In relation to just acknowledging that I may, I recognize that I'm a person of color but I'm one ethnicity one culture. Right, and so as a superintendent, how do I work with intentionality to be inclusive to all cultures to all ethnic groups that are out there? So the first thing is you have to know who you serve. So I'm going to start with that as a really critical component that's what I was just doing right now. I was just reviewing all of our CALPADS. So I literally insist on I want every single report, and every single school and who's in every single school, and

I just start to take notes, because I want to know who are we serving now, not just ethnicity wise but income levels, foster youth or not, who's hungry, who's not, we need to know the data right and we need to know data.

This type of diverse leadership helped her district serve the most needy populations.

Participant 1 expressed how the data were shared with her principals at each site. The data were used to academic purposes, state testing, and program planning. Another superintendent talked about using data for the development of the LCAP and targeting their most needy populations, minority students.

Participant 2 shared how she gathered formal data and said,

And so [if] . . . your question says, . . . “Please describe your methods of identifying coordinates,” you have to listen. And so if you're not . . . actively seeking input, then you're not necessarily digging deep and finding out what those needs are. The data can tell you a lot of information; I can look at data and I know where the kids are at. So I have my own baseline in my own ideas when I walk in because that's my job, but I have to open it up to get other, you know, information from others. And so I'm very conscious back very strategic, I guess you could say in the way that I present the data, I will present data. And so that I can seek input based on that data but then also still always add that final question like, so what are your thoughts? What else do we need? To disperse funding, coded or when I do my LCAP, or when I have my DELAC or school site council meeting, if there's anything that has to get approved, and or changed and or added to create a plan. I have those same questions and I formulate them and you know

parent language right and you know and family language and community language.

Although this participant talked about identifying other cultures through demographic data and validating other cultures through district plans, Participant 4 shared how she gathers data and validates all students through face-to-face conversations with families and her community.

Participant 4 talked about the importance of face-to-face conversations with her community, and how this practice builds community. She said,

We have a cross section of students. We have primarily Latino in our district but we have from different regions within Mexico. So we have those from, you know, Jalisco, from Guanajuato, and we have a large influx from the state of Oaxaca. They look very different than our third generation Latinos that are here. So it's really important that we understand who they are and they're very prideful or wear particular clothing. They have particular celebrations from that region. And so, as a team member, it's important to recognize that it is valuable that they speak a language other than English, other than Spanish they speak indigenous languages, and to not shun them or, you know, make them feel small but to actually validate who they who they are and what they bring as a rich and culturally diverse community. When I speak to the parents, that's what it is. When we speak to our faculty and then when we see students, we like to honor them and to validate who they are as people. And so we do that just through daily interactions about seeing them, and not overlooking them.

This participant talked about learning directly from a minority culture, creating an inclusive environment, and honoring and validating the minority culture within her district. Although she does not speak the same dialect of Spanish as this minority culture, she found a way to communicate with them. As a bilingual superintendent, she used her foundational skills of Spanish to communicate with this minority culture. One way of creating an inclusive environment was respecting their culture and celebrating their culture. Likewise, Participant 3 used face-to-face conversations to gain declarative knowledge about a different culture and encouraged celebration of other cultures.

Similar to Participant 4, Participant 3 practiced direct interactions, participation of celebrations provided by her diverse community, and learning from others. She shared,

And so, you know, so I think kind of being out there and getting to know like what are the interest[s] of our community, what are their hopes for their children. You know, I have the growing segment of my student population, our southeast Asian, you know, I've got a growing population of children from India, and I have one school site where the celebration of Diwali is significant for them. They don't have your more traditional winter programs but they have a huge Diwali celebration right so making myself available for those events and those are those opportunities where I get to informally learn about traditions and celebrations and foods and language. And, you know, and just being really excited and open, and like I said, there's so much pride from the families to share, you know, what those rituals [are] and what the meaning is behind those traditions.

This superintendent led her district by encouraging others to exhibit pride and shared traditions. Therefore, she created an inclusive environment and exhibited diverse

leadership. The Latina superintendents also shared how they build personal connections with the students, staff, and community as part of creating an inclusive environment.

Theme 5: Build community by connecting their own cultural values and heritage with the diverse cultures of their district. Review of the data collected resulted in the emergence of a fifth theme under the second research subquestion: build community by connecting their own cultural values and heritage with the diverse cultures of their district. In four of the Zoom interviews, participants described their procedures to gain declarative knowledge about another culture and their capacity to identify similarities and differences among cultures. CQ cognition influences decision-making and performance. Participants talked about finding alignment between different cultures. Each superintendent discussed the significance of building connections with diverse cultures. This theme was identified from four Zoom interviews with a frequency of 15 and four artifacts (Table 8).

Table 8

Theme, Participants, Sources, and Frequency—Build Community by Connecting their Own Cultural Values and Heritage with the Diverse Cultures of Their District

Theme	P	F	A	Total
5: Build community by connecting their own cultural values and heritage with the diverse cultures of their district	4	15	4	19

Note. P = participants, F = frequency, A = artifacts.

During the interviews, the Latina superintendents shared how they include their own heritage, connect their own cultural values with other diverse cultures, identify difference, and differentiate their leadership according to the needs of the diverse culture.

Throughout the interview of the second research subquestion, the superintendents shared providing a platform for their educational partners and identify community needs.

Participant 2 talked about dispersing monetary funds based on identifying her neediest population through the LCAP, sharing the information so that all can understand, and providing a platform for feedback from her diverse district. She shared,

To disperse funding, coded or when I do my LCAP, or when I have my DELAC or school site council meeting, if there's anything that has to get approved, and or changed and or added to create a plan. I have those same questions and I formulate them and you know parent language right and you know and family language and community language. . . so that that's what I do, you know you're going to describe a method is just to ensure that I provide ample opportunity for voice of all educational partners, and then be able to, you know, ensure that I can go back with follow-up meetings or follow-up, you know, gatherings, where I can show them look here's the proof.

Participant 2 mentioned gathering data, then sharing the information in a language that is understood by all within her community, and using both the data and community feedback to make decisions for the district. The artifacts that supported this theme were the LCAP, translated in more than one language, and DELAC meeting notes, also translated in more than one language. Similarly, Participant 1 shared how she gathered data and built connections with their diverse community.

Participant 1 expressed recognizing when to change their leadership based on the needs of their diverse community. She said,

We make sure that we provide, and recognize different leadership needs of our families, or different needs. So, you need food, clothing, shelter, and basic need. We will provide that. You want parent leadership? We will provide that. You know to differentiate, according to the need. I think it's just important. I think, to really get to this point for us, you have to understand that we are a human race, and we're but one little component of it in our job is to really be that, and to be the connector. I need to be able to connect this need with that service that group with this group. And to, to find ways to match that.

Similarly, Participant 4 shared how she identified the needs of her district by keeping cognizant of her approach in new cultural environments and providing a safe place for others to share their story.

Participant 4 explained her practice for identifying the various subgroups in her district. While answering Research Subquestion 2, Participant 4 shared how she gained declarative knowledge of her diverse district. She stated,

So when we look at the methods of identifying different groups. Trust is critical to entering into a space where people feel inclined to share their story. I love exchanging stories with people about where my heritage has come from, how my grandparents you know cross the border and endured quite a bit to get here illegally. I share the story of my parents from growing up in west Texas where there was a lot of prejudice.

Participant 4 talked about identifying cultural norms prior to interaction with diverse cultures and the value of sharing stories. She shared that this practice requires identifying differences but also finding how to build connections. She further shared how she uses

her CQ cognitive skills to make decisions for her diverse district. Furthermore, Participant 3 also talked about community building, celebrating cultures, and encouraging parent participation when discussing decisions for the district.

While answering Research Subquestion 2, Participant 3 shared building connections with her community by attending events, preserving heritage and language, celebrating other cultures, and welcoming parent participation for decision-making purposes. Participant 3 expressed,

First you know just in relationship building, you know, with our families, I think that happens often at the school site level, being able to attend family events, seeing, you know what, what the schools are celebrating based on the communities they serve and so I'm going to give you some examples of that. And so listening to a community knowing the value of, you know, of preserving your heritage and language. . .

She continued to talk about celebrating her community by saying, "And we have lots of multicultural events across our district that are hosted at the school sites where the schools bring all the community you know all of the, the different cultures in their community together." Along with celebrating cultures, she talked about how CQ cognition leadership practices include valuing the community. She stated,

And, you know, but they all work together and that one school right they learn together so lots of, lots of celebration around that you know and it's actually one of the core values that our board has established, you know, besides our mission and vision we also have 10 core values and celebrating our diversity is high on the list you know so.

By embedding core cultural values, this superintendent shared she practiced building trusting relationships with her community. She further explained how she encourages community participation in decision-making for the district. She stated,

Usually families aren't always, they don't always understand you know what those committees are about and or really how impactful they can be. If they participate in those academies, in those committees and so I really try to encourage them to come in. So that way, they have a better understanding of what we're trying to do in the district, and can then share that back, you know, within their school community.

The artifacts that supported the theme that emerged from Participant 3's responses were district translated documents, LCAP, DELAC meeting notes, and social media pictures of multicultural celebrations.

Data Analysis for Research Subquestion 3

The third research subquestion for this study was stated the following way: "How do Latina superintendents describe their use of the cultural intelligent dimension of motivation in their leadership?" CQ motivation is the ability to successfully adapt to a new cultural setting while maintaining cognizance and understating of a culture and feeling motivated to engage others in the new setting (Earley & Ang, 2003). Motivation refers to the "cognitive processes of drive and choice" (Ang et al., as cited in Aldhaheri, 2017, p. 725). This question elicited the ability the superintendents successfully adapted to new cultural settings while maintaining cognizance and understanding of culture and feeling motivated to engage others in the new setting. The first part of the question asked the superintendents to describe their motivation to understand the key cultural needs of

the people they led as they made decisions. The second part of the question asked superintendents how they remained motivated to engage others in a new setting during interactions with individuals from different cultures as they make decisions. The following subsections outline the response to Research Subquestion 3. Table 9 shows the theme and frequency counts.

Table 9

Theme, Participants, Sources, and Frequency—CQ Dimension of Motivation used by Latina Superintendents

Theme	P	F	A	Total
6. Motivate staff and students and community by sharing their own experiences and the positive values modeling empathy	4	15	9	19

Note. P = participants, F = frequency, A = artifacts.

Theme 6: Motivate staff and students and community by sharing their own experiences and the positive values modeling empathy. Further analysis of the data collected resulted in the emergence of the sixth theme under the third research subquestion: Motivate staff and students and community by sharing their own experiences and the positive values modeling empathy. Four of the four Zoom interviews included this theme when participants were asked to describe their ability to successfully adapt to a new cultural setting while maintaining cognizance and understating of a culture. Participants shared how their own cultural experiences shaped how they motivate their staff, students, and community.

Throughout the interviews, the Latina superintendents mentioned how their cultural experiences influenced their leadership when exhibiting CQ motivation. For example, Participant 1 talked about creating a positive district culture by exhibiting positive leadership and modeling empathy. She used Monday memos to share personal stories of staff within the district. This superintendent sends weekly district memos describing all of the positive things occurring within each site and personal stories of staff members. She shared,

And then I may mention certain people's names. I mention a detail about how I saw a certain behavior play out. How I saw a teacher, a classified employee work with the student or a comment. But I what I do, that that is a motivation for others, I know that culture eats strategy every time right and so culture is how we behave, how we act when no one's looking. . . I use my Monday memo to point out those models of empathy carrying staff. Like this year, the whole theme has really been that we are continuing our journey together our education journey together. And I talked about kindness and caring and concern from one another, every single week. And I get a lot of comments from staff.

She continued to answer this question about how she creates a positive environment for students. She expressed, "So, that is what I do to do my Monday memo to be able to motivate and encourage my staff to live up to the ideal that I want this culture to be like I want to work." She concluded the interview talking about how her culture also influenced the decisions she makes to create a positive environment. She stated,

That is how you change culture by reinforcing the positive aspects of it. I'm not one that believes in like the mandate and the doctrine. I think it's like my mom

always says she raised really good kids. . .mom always told us a story about how important and how to behave and you know someone's always watching. Like God is watching. So that like the whole cultural thing, and I think that that is the job of the superintendent.

Similarly, Participant 2 shared her cultural experience when leading her district and how she motivated her district.

During the interview with Participant 2, the superintendent shared adapting her leadership to her community by remaining cognizant and motivated to creating a positive school experience for all students. She shared,

And so that's sort of why I am where I am now because I don't want those same experiences that my, I experience for my current students to experience that. So I don't want them to be ashamed of who they are. I don't want them to not know what they want to do when they leave my gates. I want them to have cultural pride. Right, I want you know so those are all things that I didn't have growing up and those are things that because I felt like I had to assimilate 100%, and not, you know, it shouldn't have been a simulation right it's an acculturation on assimilation but unfortunately that's exactly what takes place. So, I want to vastly change that platform and make it acculturation for our kids that they're still the pride of who they are and where they've come from but what they can become and the fact that they are living in this, this beautiful country that we live in. That's why we came here right because we appreciate what it gives to us. So I adapt my culture by seeing who my end like being proud of who I am not being

afraid to show that and so I work really hard to provide cultural wealth on my campus.

She further shared and addressed the second part of the interview question on how she felt motivated to engage others in a new setting. This Latina superintendent shared that she celebrates all minority groups and the importance of being her a role model.

Participant 2 shared her responsibilities, as a leader, to be a model for women and other minority students. She stated,

We are going to celebrate things so that they see that there's a diverse culture within our entire community called the United States. And so, like when we did Hispanic Heritage Month, we didn't just celebrate Hispanic culture, we celebrated Portuguese culture, we included, you know, we did one day that we did, you know, we did Italy because the kids see that and so it was really more of a cultural. We did lot of acknowledgement for Native American right for Thanksgiving so the kids like what is that, so I'm trying to really bring culture to the forefront and in celebration. And again, it's all because, you know, how I see it is as a leader. I'm able to adapt and be able to show that you can be who you are, be proud of who you are, but yet still continue forward. You know, then that that shows them, I can do it too. Because to, you know, growing up I didn't have those role models I didn't have the Latina woman that I can look at that was a superintendent that this case.

She further shared how her educational career consisted of minimal minority representation among her teachers. Participant 2 concluded her answer to this question

by talking about building a deeper connection with her community and encouraging cultural pride. She said,

And so to me that's really getting to know the culture is to get to connect with them on a deeper level and being able to give them that opportunity to see opportunity for them. I would just say you know what the biggest thing about for me for motivation and it's been many years I mean I'm a lot older now, you know, but it's taken a while you know to get to this point where you just you get to this point where you're like, you know what, it's not about, if there's an issue it's not about me, it's about them. And if it's a them issue, then they need to take care of it because you know I can't carry their weight, and you know I can't carry their, their negativity and so I think the kids theme that that's how that you know that it's okay to be that to be proud of yourself but not arrogant, be proud of where you come from, and not ashamed and be who you are like to celebrate who you are and I am a real component about leading with heart and leading in and compassion and love.

Likewise, Participant 3 talked about how her culture impacted her leadership and how this influenced how she adapted to her diverse community. Participant 3 talked about being a Latina leader and the influence her culture had on her leadership. She shared,

I think that um, you know, when I think of just my own leadership style. You know I'm very relational. You know I fall into that human resource frame, very easily. You know, and I also think that's part of me being Latina you know I, and I always tell folks that I really do believe that's one of the strengths that Latino leaders, bring to the table is we love people, you know, we love people were very

social. You know, I love talking to everyone, whether it's a parent, it's a teacher, it's our students, like I enjoy every conversation. I think the other piece is a very strong you know family network.

For her, it was very important to create a district environment similar to her culture, which consisted of building relationships and maintaining cognizance of other cultures. Although Participant 4 described how she maintained cognizance of other cultures and adapted to their needs, she did share leadership traits that align with her Latina culture.

Answering Research Subquestion 3, Participant 4 shared how she motivated her district to create a positive school environment. She expressed,

Motivation is, we're partners like we're partners. I can't do it's like a tricycle right it's the child it's the family and it's the school system. And we can't operate without the other. And so I can do as much as I can in the school system, but from not validating the parents or welcoming them into our school settings, then we can't go that far. So we're partners we're stronger together as what we always tell our parents and some of our strategic plan that we have on our website. We talked about our core values as a district, and our core values is we will validate and nurture the gifts that students bring we will take collective responsibility for the success of everyone we will honor those parents in the community that they come to us and respect them.

This participant also shared what keeps her motivated to engage others in a new setting. She said, "I am motivated to do that because I know we're stronger together." She concluded her response to Research Subquestion 3 by sharing further information regarding how she remained motivated to engage others in a new setting. She stated,

“Quite simply, number two, how do I remain motivated to engage in these interactions is I see the results. Like I see results, when a parent smiles and thanks us for helping their child.” Overall, the participants shared how as minorities themselves, they could remain cognizant of other cultures, relate to other minority cultures, share their motivation to learn from others, and relate their practices for motivating their staff to engage with other cultures. Furthermore, all participants exhibited their CQ motivational leadership through the development of their LCAP and DELAC meeting notes. CQ motivation was reinforced and supported by the artifacts LCAP and DELAC meeting notes. The artifacts contained information with strategies targeting all cultures, especially their minority students; an agenda for creating a more inclusive environment; the encouragement of cultural pride; and allocations of funds to provide minority students with resources.

Data Analysis for Research Subquestion 4

Research Subquestion 4 for this study was stated in the following way: “How do Latina superintendents describe their use of the cultural intelligent dimension of behavior in their leadership?” According to Earley and Ang (2003), CQ behavior is the ability for an individual to engage in behaviors that are adaptive. Behavior CQ reflects an individual’s ability to generate appropriate behaviors in a new cultural setting. Correspondingly, Solomon and Steyn (2017) found that behavior of CQ captures a person’s capability to adapt effectively to new cultural contexts. The question brought forth information regarding how the Latina superintendents exhibited interest and motivation to encounter and learn from culturally diverse experiences. The following subsections outline the responses to Research Subquestion 4. Table 10 shows the theme and frequency counts.

Table 10

Theme, Participants, Sources, and Frequency—CQ Dimension of Behavior used by Latina Superintendents

Theme	P	F	A	Total
7. Approachable and seeks engagement in culturally respectful ways	4	37	4	41
8. Identifying primary language and explores communication channels	4	13	20	33
9. Immigrant impact on leadership	2	2	0	2

Note. P = participants, F = frequency, A = artifacts.

Theme 7: Approachable and seeking engagement in culturally respectful ways. Review of the data collected resulted in the emergence of a seventh theme under the fourth subresearch question: Approachable and seeking engagement in culturally respectful ways. In four of the Zoom interviews, participants described their interest and motivation to encounter and learn from culturally diverse experiences. When describing how they exhibit interest and motivation to encounter and learn from culturally diverse experiences, the superintendents mentioned the importance of listening to one's community; encouraging engagement, especially from the families within the district; showing interest; and always participating. Four of the four participants talked about how they encounter and learn from culturally diverse experiences. Each superintendent discussed the importance of listening to her diverse community. A total of 37 responses were derived from the four interviews and 4 artifacts (see Table 11).

Table 11

Theme, Participants, Sources, and Frequency—Approachable and Seeks Engagement in Culturally Respectful Ways

Theme	P	F	A	Total
Theme 7: Approachable and seeks engagement in culturally respectful ways	4	37	4	41

Note. P = participants, F = frequency, A = artifacts.

While sharing their stories related to being personable and approachable leaders within their community, they talked about building trust, inviting their community regardless of language barriers, adapting their way of leadership to respect the cultural norms of their diverse communities, and inviting their diverse community to participate in conversations regarding district changes. Participant 1 talked about inviting and including educational partners in decisions made for the district that impact all students, especially minority students. She talked about being a person of color and wishing others would have asked for her feedback, especially when making decisions that impacted her educational experience. She shared,

When you are a person of color you grow up thinking, well I wish they would have asked me because I would have told him that doesn't work. So then you're comfortable asking not assuming that everybody does it your way. Because they don't agree with that feedback. Accommodating, which is huge for all minority groups. There was something as simple as the environment, but me intentionally changing made them uncomfortable. You're referring in this case to myself to my own. We think what I do is I just to, again, you have to normalize it for other people who are not like you. And that's important.

She continued to share how she adapts her leadership to respect the cultural norms of diverse communities. For example, she said,

In 2016 we were having a lot of concerns from our immigrant populations about immigration, because of the political context, and so we did what we always did and we reached out to children, and we hosted workshops, and we had a lot of our Spanish immigrant families coming in person. And then we also hosted them in our Korean population. And we have very little attendance. And so, I was talking to my one of my staff members I'm like can you explain that to me. And, and she said, well, you know, maybe, maybe it has to do with how comfortable people are but in in the Korean community. They're not going to come to this public meeting in this school. Right, but they will take the information or my so let's do this. And then we will send the information to the churches, we will send the information to directly to their homes, they're asking for the information, just not here. And I thought, okay, if that is that we need to get the information to them. Then that's what we're going to do, as opposed to being closed minded and say no, we offer it in person they have to come, they have to get the information here you know what if you want to do it differently, will do it differently. So I think it's just important behaviorally to ask.

This participant continued to share how she does not know all the answers when interacting with other minority groups, therefore the importance of asking and learning. Similarly, Participant 4 shared the importance of listening when learning from culturally diverse experiences.

Participant 4 shared the importance of listening to her community. She, too, shared she does not always know the correct response to other cultures; therefore, it is important to listen and learn when engagement occurs during culturally diverse experiences. She stated,

And so quite simply just been interested and listening to our parents when they have those conversations. We have many coming through our parking lot here, where our offices, we have the Family Resource Center just across the way. And it was really important that we have a Family Resource Center so that our parents can come and ask for services or share a story or, you know, request, things that they might need to better their life and so in those exchanges we asked them.

She talked about not being afraid to ask questions when engagement occurs between her and other cultural groups. In addition, she mentioned how she changes her verbal and nonverbal cues appropriately when engaged in culturally diverse experiences. She said,

The second part is how do I change the verbal and nonverbal cues appropriately. That is really important that we understand cultures in themselves, and there are different nuances, with different cultures, for example, the parents who come to us from the state of Oaxaca is a very male dominated culture. So we notice when, like, the mother and the father are walking down the street with the baby carriage. Like, who walks first, who speaks first. Who is the you know the one who deals with the school and who does it. We have to quickly know reactions, because many of the families that come to us, are, are different in the sense that they have cultural way of living.

She continued to talk about family dynamics and how understanding this was important when communicating with individuals from different cultures. She expressed how understanding family dynamics is important for a progressive nation. She stated,

Every culture is different. I'm fortunate to have mostly the Latino culture, but . . . if I had Haitians or African Americans or Somalians or Indians, I would also need to learn what their dynamic is so that we could better navigate this world together.

This participant talked about understanding family dynamics to build trust and communication. Likewise, Participant 2 shared the importance of authenticity when engaging with diverse cultures.

When answering Research Subquestion 4, Participant 2 talked about the importance of authenticity when communicating and engaging with other diverse cultures. She also shared her own cultural experience and how this shaped her to be a leader who takes risk and engages with all diverse groups. She said,

When it comes specifically with diverse cultures, how can you authentically say that you know them or don't know them without making that engagement in that opportunity right to, to get to know them. And so, um, I used to be. People don't believe this but it's true of super shy, young girl growing up, that's just the way my mom and my dad raised me on first born. So think just think about that right you know my mom dad didn't let me go anywhere because of the fear, guilt about what's going to happen. You know, we have the protector, then my sibling you know everything happened and my siblings were like, oh my peers like oh sure they'll be fine because you know nothing happened to me kind of thing right. And that was a bad thing because it also taught me not to try. Not, not to put

myself out there, not to put myself at risk, but that's completely the opposite. It's especially when you're getting to know a diverse culture, because if you don't try, you are not going to get to know therefore you're like limiting yourself right. I would say that my premise to that, or my, my preface to that I should say not my premise, I preface to that though is go into it knowing that you're going in learning and go into it and be courageous enough to have those conversations with those that you're that you're learning about that you don't know, and then say, and be open to. If you make a mistake or you say something incorrectly or if you hurt them, that they will tell you so that you can change and improve me I'll give you.

She talked about how engagement with diverse cultures shows courage as a leader. This participant continued to share how she hopes to model the importance of engagement with all different cultural groups for the purpose of building trust within the community. She talked about helping others and giving different perspectives when discussing culture. She stated,

I'm very much a mentor and I tried to be an ally and coconspirator if need be. I do a lot to try to just motivate and inspire people. So I work on being open about that and helping people and just giving different perspectives on things.

She concluded the interview by talking about the importance of being a courageous leader, passionate, and willing to learn. She stated,

But that's okay. You know, that's okay you learn along the way so I'm not sure if that answered your question, but I think my behavior is one of, like, high spirited

hard worker passionate compassionate, willing to dig in with you and help you and be there for you and not be afraid.

Like Participant 2, Participant 3 also described her leadership experiences while exhibiting high CQ behavior. Participant 3 talked about how showing high CQ behavior includes full engagement from the superintendent—knowing the audience, embracing all circumstances, and being hands-on. She stated,

I think, for the first question, it's really just you know full participation right full participation and engagement. I think that's how you show respect, you know. And, you know, I just think that's key. You know, I never turned down an invitation. I'm everywhere, it's a hard and granted now with COVID, you know, it's not so much but when I first came into the district, there were lots and lots of different events. Saturday events you know evening events and if you send me an invitation, I go you know I'm there. So I think, you know that's number one is just that presence, you know that presence and that outreach in, you know, because we did transition to COVID communication and engagement had to change too.

She continued to talk about adapting her leadership to her audience. She shared,

Sometimes those perspectives are political but more than, often it's really a cultural difference you know that you have to just be aware of so that when you're maybe delivering the same decision, but in different audiences, you're going to tailor it you know you just have to know to tailor it like what's going to resonate with this group that may not with that one but I can emphasize this

component of the decision more and I know they'll understand that right you know, and those kinds of things.

She continued to share about economic circumstances that can occur with minority groups:

You know, I think . . . you just have to embrace you know embrace the circumstances and go from there. I think the other thing too, and you made me think about this in your last comment about all of my other minorities too. But I have to say that my Latino community did teach me a lesson. . .our Latino community is are really challenged significantly challenged in Northern California in different ways than in Southern California. And, you know, and also Bay Area, they can't afford to live here, they cannot afford to live here. And it's been very heartbreaking to see my Latino community diminish, even in the 5 years that I've been here, you know, and so and for all the economic realities, you know, of living in the Bay Area, and then put COVID on top of that.

Participant 3 concluded by sharing two stories, both resulting in the same lesson about her diminishing Latinx community. She stated,

And, and so one thing you know when I, when I first arrived to my district, you know you're doing what new superintendents do I'm going to go meet all the different parent groups, I'm going to introduce myself, and we have a month Madrin's group. . .As the school district leader. I mean they were shaking my hands, they were you know they were so proud as a community that I was there and you know one mom told me she says you know she says, you know, and she's telling me in Spanish right you know I told my son and daughter that when you

come visit their school, they need to go up to you, they need to shake your hand, and they need to share their name with you, they need to introduce themselves you know such pride, you know, and that was just like, wow, like I was not prepared for that reaction, you know, and, and then even another example, I was visiting a school site, and the custodian came running out to meet me at my car and he was like the thought of one says And I said yes you know and he introduced himself and he says you know he says, I was going to retire. In June, he says, but then I heard that they hired you. Our first Latina superintendent and he says, I had to work one more year, I had to work for you. I mean, Wow, right, and very like overwhelming to hear that, you know, but also, you know, at the same time what a responsibility right like these folks are counting on you, you know, and to lead them well and to be, you know, a role model for their children and to support them, you know, my first year I had not just families but employees Latino employees who came to my office and felt they could come to my office number one, right. Not anybody feels like they can go to the superintendent's office, but felt that they could come and just, you know, share their stories share challenges they had had in the district whatever that might be. But you know what an honor to be able to have those connections and to be able to help people.

She talked about the burdens she carried, however, and also the pride she has because of her culture.

Theme 8: Identifying primary language and explores communication

channels. Further analysis of the data collected resulted in the emergence of the eighth

theme under the fourth research subquestion: Identifying primary language and exploring communication channels. Four of the four Zoom interviews included this theme when the participants were asked to describe their interest and motivation to encounter and learn from culturally diverse experiences. In addition, they were asked to describe their ability to change verbal and nonverbal actions appropriately when working with diverse cultures. Four of the four participants shared the importance of communication, regardless of dominate language, and the different communication channels available in their district. Table 12 displays the frequency counts and artifacts that emerged from this theme.

Table 12

Theme, Participants, Sources, and Frequency—Identifying Primary Language and Explores Communication Channels

Theme	P	F	A	Total
Theme 8: Identifying primary language and explores communication channels	4	13	20	33

Note. P = participants, F = frequency, A = artifacts.

Throughout the interviews, the Latina superintendents talked about the importance of translating important documents based on the primary language of their diverse community and using different communication channels when sharing important information. Different communication channels found through an analysis of district websites, LCAP, and district plans included parent friendly apps for messaging, voicemail, mail containing translated parent documents, YouTube videos with messages from the superintendent and translators, and live presentations from the superintendent at

the site level or when in the community. The participants talked about identifying primary language through student demographics. For example, Participant 1 shared,

We have more than 24% of our students are English or Spanish speakers. So, that is why everything is translated into Spanish. Our second language here is a Portuguese and so I am able to connect with the Portuguese population with my Spanish as well. . .You know I purposely put myself in positions to be able to engage with all of them create opportunities for engagement, and to seek input. We did not have a good communication tool. . .So that was one of the first things I did away with like you cannot do that and so we use, we now have a communication tool called parents square. And it's a phenomenal program because my teachers also had a really hard time connecting with family so they didn't know the language. And so that bridges that gap, because you are able, they can write in English great translates to the families in their language, and then the families can write in their language and it translates back to them. So, and that all came from just conversations from both ends right from all my, like I said my partners. And when they both said we don't hear from them and they're like well we can't speak to them. And so I had to find a tool and that only came because I was, I was seeking that information.

With the implementation of this communication tool, Participant 1 noticed an increase in staff-to-parent communication. She shared the importance of connecting families and students to resources and therefore, why important messages must be translated.

Participant 1 continued,

Spanish is our primary language; our secondary is Korean. And so, and then we have a few family members, the few parents who are deaf and/or heard of hearing, themselves. So I became aware, through our parents were like you know we're definitely not accessing stuff. So I when I do my superintendent forum meetings there in English, Spanish, American Sign Language, and Korean. Just for those you know families who need them so access is really important. We want to make sure that parents understand information.

In addition, she talked about the importance of having translators available for district meetings. She talked about the importance of all being comfortable hearing other languages. She stated,

And so in DELAC, even though we have translators I like the idea that you hear the language, like we all need to be comfortable hearing Korean. We all need to be comfortable hearing Spanish. The meeting is done predominantly in English, to be effective and you know you have the interpreters. . . When you deal with language or linguistic different communities. You want to normalize the language, right, you want to hear it. And if it's a different language that we don't know we want to hear that too. So, I think that that's an important piece in terms of being comfortable and just understanding the culture you know so it's okay to ask and to say like, I don't know, that can you explain that to me.

Likewise, Participant 2, used social media platforms to communicate with her community, especially after the COVID-19 pandemic. She said,

Well I mean just verbally, just so you can I mean so I'm, I'm active on social media. So I tweet, LinkedIn, Instagram, Facebook I do all of that for the entire

district. So I know that I have to change how I present what I present on each platform. So that's, that's a huge one obviously parents squares and added one right. Um, I am pretty active on.

This superintendent found different communication channels helpful for sharing important information and encouraging parent participation. In addition, this participant talked about the importance of translating all messages so that more than one group had access to district resources. Similarly, Participant 4 talked about the value of speaking more than one language and creating comfortable environments for her community.

During the interview with Participant 4, she expressed the value of speaking more than one language, validating others, and encouraging others to share their rich heritage with the community to encourage engagement and learning from culturally diverse experiences. She shared,

And so, as a team member, it's important to recognize that it is valuable that they speak a language other than English, other than Spanish they speak indigenous languages, and to not shun them or, you know, make them feel small but to actually validate who they who they are and what they bring as a rich and culturally diverse community. When I speak to the parents, that's what it is.

When we speak to our faculty and then when we see students, we like to honor them and to validate who they are as people. And so we do that just through daily interactions about seeing them, and not overlooking them.

Daily interactions with the diverse district were also expressed by Participant 2 when she talked about how she interacts with her students in her district. With the COVID-19 world pandemic, she had to change how she interacted with her diverse district. She

adapted to current times and talked about the YouTube channel where she recorded herself reading to her students as she did in person prior to the pandemic. This participant talked about communicating through reading to students, actively participating in lunch supervision, dancing, and playing with students. She shared,

I'll read a story. Literally, this was not staged. This is the next one right to me.

You know I read to them and then they record me and then it gets blasted out on our YouTube channel. And so, I do a ton of different things to be able to communicate. And then I'm out there I'm in class. I'm on your duty. I go to lunch so whenever I can I'm, engaging with families and with kids and teachers, so that way they can see that.

In-person and virtual communication increased during this pandemic. This was also shared by Participant 3.

During the interview with Participant 3, she talked about engagement and parent participation through a virtual platform, especially as a result of the pandemic.

Regardless of the world pandemic, Participant 3 was motivated to encounter and learn from cultural experiences, and she continues to communicate with her community. She said,

And so, you know, I've done that a variety of ways you know trying to have focus groups all along our process, bringing families in that way, trying to you know if I get invited to a virtual event, being, you know, being present through virtual events, but also with our communications out from the district, because I couldn't physically be in the same space with people. I, just before COVID, had started working on video communications and so I do that I do monthly video messages

for our parents, and because we have such diverse families. I have found video to be more powerful than text and so you know my newsletter, we've really tried to change up our newsletters so we focus on, maybe four topics we lessened the text significantly and try to pop in a video of some sort, for each topic, just so that it resonates more with our families.

She shared that her diverse district preferred video over written letters. Through the pandemic, this superintendent found what her community preferred based on current trends and dominate language. Therefore, she shared how she translated for videos to continue to communicate with her minority students and families. She shared, "So I think, you know, in turn, also in terms of you know translating and all of those things having that available, but visual, you know visuals have really been powerful." She concluded by sharing how parent networks, translating, and respecting cultural norms are important for her diverse community. She said,

You know, I've made inroads with different groups, you also learn how they communicate with one another, you know, so I now know like when I'm speaking with a certain handful of parents. I know that they've got their own network, and I am actually speaking to my entire Chinese community. I know that when I speak to this person, I know that I'm speaking to the Vietnamese community because they thought their leaders you know they brought their parent leaders in their segments. They've got their own channels, whether it's Facebook, whether it's next door or they use the WhatsApp application. They, I know that when I meet with them, I meeting not just with them, but with a group. And so I think

definitely having that understanding, you know, and learning what those networks are really matters.

She shared how she exhibits high CQ behavior by learning from the cultural experiences and adapting her leadership to meet their language demands of her community.

Theme 9: Immigrant impact on leadership. Data analysis resulted in the emergence of a ninth theme under the fourth subresearch question: The immigrant status and the effect on their leadership. In two of the Zoom interviews, participants shared how they immigrated from Mexico as young infants or children. They shared how being an immigrant shaped them into the leaders they are today, how they respond appropriately to cultural situations, and why they have high CQ behavior. When describing how they exhibit interest and motivation to encounter and learn from culturally diverse experiences, the superintendents shared their own cultural experiences as immigrants of this country, the challenges their families faced, their own educational experiences, and how their own cultural experiences shaped the leaders they are currently. Two of the four participants talked about how they encounter and learn from culturally diverse experiences as immigrant leaders. A total of two responses were derived from the two interviews (Table 13).

Table 13

Theme, Participants, Sources, and Frequency—Immigrant Impact on Leadership

Theme	P	F	A	Total
9: Immigrant impact on leadership	2	2	0	2

Note. P = participants, F = frequency, A = artifacts.

During the interviews with Participants 1 and 2, both superintendents shared the importance of connecting with their diverse communities, community builders; appropriately responding to cultural situations; communicating in more than one language; and deeply connecting with their families. Both participants shared their own personal stories, cultural stories, related to discrimination and prejudices they and their families endured growing up in the United States. They both discussed how these cultural experiences help them make decisions for their diverse districts. Participant 2 said,

As a Latina woman, you know my intersectionality is all over the place right you know obviously have the positionality now but you know I'm a Latina female. I am an English learner myself, and I you know I was actually born in Mexico. So, you know, I know, not even a first generation. But raised here. So I connect with many of our families because of that.

She found she could connect with all minority families because she is an immigrant and because of her cultural experiences. In addition, Participant 1 expressed similar information by sharing,

Again, we're very diverse. I actually have a lot, like me, that are immigrant. I am an immigrant and I just let them know. I think that's the big difference. Like, you can be multigenerational but if you're an immigrant there's a special kind of layering to us right. And I have in my district, my management, there are a lot of immigrants, Vietnamese immigrants Korean immigrants. Lots of cultural differences.

Both participants talked about being a minority because of gender and race. In addition, they shared how being an immigrant shaped them into the leaders they are today, how they respond appropriately to cultural situations, and why they have high CQ behavior. As a result of being immigrants, both participants found they could connect with all minority groups within their diverse districts.

Summary

This chapter has provided a detailed review of the purpose statement, research questions, and methodology, including the data collection process, population, and sample. A comprehensive presentation and analysis of the findings developed from the data, which included four interview participants with supporting evidence from the collection and review of artifacts. This study was designed to address how Latina superintendents use the four dimensions of CQ to provide leadership for their school districts. Nine themes emerged from the data regarding the superintendents' lived experiences using the culturally intelligent leadership practices based on Earley and Ang's (2003) four dimensions of CQ. The central question of this study was, "What are the culturally intelligent leadership practices used by Latina superintendents as they make cultural decisions?" The research subquestions aligned with the four domains of CQ. The data aligned with four domains of CQ-metacognition, cognition, motivation, and behavior (see Table 14).

Chapter V presents a final summary of the research study, which includes major findings, unexpected findings, and conclusions as a result of the study. The findings and conclusions are followed by implications for action, recommendations for further research, and concluding remarks and reflections.

Table 14

Research Questions, Themes, Participants, and Frequency

Research question	Theme	Participants	Freq.
Subquestion 1 CQ metacognition	1. Promote cultural proficiency through cultural influences	4	35
	2. Provide equity to all students and create inclusive school environments	4	23
Subquestion 2 CQ cognition	3. Identify and are responsive to the core needs or values of their cultures	4	27
	4. Validate and intentionally build, connections between cultures	4	22
	5. Build community by connecting their own cultural values and heritage with the diverse cultures of their district	4	19
Subquestion 3 CQ motivation	6. Motivate staff and students and community by sharing their own experiences and the positive values modeling empathy	4	19
Subquestion 4 CQ behavior	7. Approachable and seeks engagement in culturally respectful ways	4	41
	8. Identifying primary language and explores communication channels	4	33
	9. Immigrant impact on leadership	2	2

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The findings, conclusions, and recommendations are presented in this final chapter of the research study. Key findings and the unexpected findings are disclosed, followed by the conclusions drawn from those findings. A discussion regarding the implications for action outlines strategies that can be used to promote Latina leaders who use CQ in their leadership while leading diverse districts. In addition, there are recommendations for future research that may add to the breadth and depth of knowledge concerning the topic of Latina leadership and the use of CQ leadership practices when making cultural decisions. This final chapter concludes with the researcher's final reflections and remarks.

Methodology Review

A qualitative multicase study was used to describe the culturally intelligent leadership practices used by Latina superintendents based on the Earley and Ang's (2003) four dimensions of CQ (metacognition, cognition, motivation, and behavior) as they make cultural decisions. The methodology was designed to answer this central question: What are the culturally intelligent leadership practices used by Latina superintendents as they make cultural decisions? In addition, the methodology was designed to answer the following research subquestions:

Research Subquestions

1. How do Latina superintendents describe their use of the cultural intelligence dimension of metacognition in their leadership?
2. How do Latina superintendents describe their use of the cultural intelligence dimension of cognition in their leadership?

3. How do Latina superintendents describe their use of the cultural intelligence dimension of motivation in their leadership?
4. How do Latina superintendents describe their use of the cultural intelligence dimension of behavior in their leadership?

A qualitative multicase study research design was used to describe the lived experiences and the Latina superintendent CQ leadership practices used when working with diverse populations within their district. The researcher conducted in-depth interviews with four superintendents who have led using CQ leadership practices in their districts. The four qualitative interviews were conducted through Zoom and were recorded with permission via Zoom. The data obtained for the study were stored securely by the researcher.

The population for this study was female superintendents in the state of California. The CDE DVRO (personal communication, August 16, 2021) confirmed that of the 1,026 superintendents in the state of California, 39 were female Latina superintendents. Three sponsors from CALSA leadership assisted in identifying possible Latina superintendents who met the purposive sampling criteria. The three sponsors made initial contact with each of the 39 CALSA Latina superintendents regarding their interest in the study. Four Latina superintendents were identified as Latina superintendents who used CQ leadership practices. One of the identified participants was not available to participate in the study.

Key Findings

To establish the key findings for this study on Latina superintendents who used cultural intelligent leadership practices when making decisions for their diverse districts,

the qualitative data were compiled and analyzed into themes. The qualitative data consisted of data from four in-depth Zoom interviews with artifact review evidence support from various district artifacts. Within the qualitative data, the researcher established that the data having two or more occurrences with at least two of four participants in the collected responses were considered a theme. The lived experiences and strategies were all considered when identifying key findings. Latina superintendents who used culturally intelligent leadership practices when making decision for their diverse districts experienced the following:

Key Finding 1: Latina Superintendents Promote Cultural Proficiency Through Sharing Life Experiences.

The first major finding of the study was that all Latina superintendents exhibit CQ metacognition by promoting cultural proficiency through sharing life experiences. All four Latina superintendents shared that they remained conscious or aware of other cultures because of their own cultural experiences. All four Latina superintendents shared their own experiences and their Latina roots, which included family traditions and multicultural background, when leading their diverse districts. Participants referred to the use of Latina history and Latina core and cultural values when leading their district, validated by a high frequency count of 35 in Theme 1. Participant 3 stated,

You know about their family and what's important for their children that I always think back to my own experience my own family. You know what our values have been as a family. What I take as you know what I take these values into educational leadership, especially thinking about equity, you know, across our decision-making. And I've really tried to identify what are some common

experiences and common points of interest that you know we can have a conversation about.

Similarly, Participants 2 and 4 also shared stories about their educational experiences as minorities. Such stories included experiencing prejudice and racism within the educational setting as students themselves. As a result of their own life experiences, all four participants shared how they continue to remain conscious and aware of the diverse student population when making decisions for the district.

As a result of current challenges in our government related to racial discrimination, there is a need for Latina leaders who use CQ in their leadership when working with diverse populations. Several studies have found the benefit of is a necessary skill when working with diverse populations (Aldhaferi, 2017; Gohar, 2014; Greenleaf & Whitaker, 2017; Grubbs, 2014; Solomon & Steyn, 2017). Latina superintendents have the ability to appropriately respond to the cultural needs of diverse populations within the public school system.

Listening, acknowledging, bringing awareness, and learning from other cultures are necessary practices when working with diverse student populations. Although each participant shared a negative experience related to prejudice based on race, each participant shared how they used these experiences as lessons that influenced their leadership practices. With such demands from advocates and government officials regarding racial discrimination, Latina superintendents exhibit cultural proficiency. In the wake of the death of George Floyd, schools demanded leaders who exhibit the ability to engage effectively with people of different backgrounds (Simpson, 2020). Therefore,

CQ Latina superintendents exhibit leadership skills that meet the needs of individuals from different cultures and create more inclusive school environments.

Key Finding 2: Latina Superintendents Promote Equity and Inclusive School Environments for all Students.

The second major finding from the study was Latina superintendents exhibit CQ metacognition by providing equity to all students and creating inclusive school environments. Four of the four superintendents shared that they create inclusive environments by remaining conscious and aware of individuals of different cultural backgrounds. Throughout the interviews, four of the four Latina superintendents referenced taking pride in being women of color and how this influenced them to remain conscious and aware of other minority students within their district. Participant 1 shared, “I can’t ever forget that I am a brown skinned woman, an immigrant, and English learner. Because that is exactly how people see me all the time they see that, before they see the title.” As a result of their own life experiences of being women of color, all four participants shared how they continue to remain conscious and aware of their minority students.

All four Latina superintendents also shared their life experiences as minority students and using their life experiences to remain conscious and aware of the current minority student experiences within their district. Through the interviews, the Latina superintendents shared their own life experiences related to race and gender. As a result of their own life experiences of being minorities, these experiences changed the way they think and lead. The review of the literature revealed Latina leaders uniquely identify themselves through the term *Latinidad*. This is important for Latina leaders, especially

when connecting with their community. Participants of this study talked about listening to others, learning, building connections, and finding alignment between their culture and the culture of others. CQ cognition is defined as the ability to identify core needs and be responsive to other cultures to achieve trust. This involves finding alignment between their culture and the culture of others while also identifying differences. The literature explained that Latinx leadership consists of finding alignment and differences between cultures. This type of leadership is referred to as *tejiendo los lazos*. According to Bordas (2001), Latinx leadership consists of three dynamics that include *personalismo* (individual preparation), *tejiendo los lazos* (weaving connections), and *desarrollo habilidades* (developing skills). Such skills are needed when working with diverse populations. Therefore, Latina superintendents exhibit high CQ cognition because the foundation of their leadership style involves their Latinx roots such as *tejiendo los lazos*. Participants shared that their ability to build connections originates from their life experiences as minorities in race and gender. Building connections to create inclusive school environments for all minority students was a common theme that emerged from the interviews.

Three of the four superintendents shared their largest minority population was their Latinx students. Advocates and government officials are demanding leaders who will courageously enter crucial conversations with other adults on their campuses whose behaviors are not reflective of the mission to support equity and access (Nittle, 2020; Simpson, 2020). Therefore, with the increase of the California Latinx and multiracial residents, there is a need for multicultural superintendents who exhibit high CQ and recognize all minority groups including race and gender.

Key Finding 3: Latina Superintendents Identify Core Needs, Build Community, Validate Culture, and Build Connections Between Cultures.

The third key finding was that Latina superintendents exhibit CQ cognition by identifying core needs, intentionally building community, validating regardless of culture, and systematically building connections with and between cultures and subcultures. The third key finding emerged from Themes 3, 4, and 5. Latina superintendents shared their method for exhibiting CQ cognition was connecting their own cultural values and heritage with the diverse cultures of their district. Throughout the four Zoom interviews, the Latina superintendents shared how they include their own heritage, connect their own cultural values with other diverse cultures, identify difference, and differentiate their leadership according to the needs of the diverse culture. Participant 3 shared how she uses her own heritage and cultural values within her leadership when intentionally building and validating other cultures. She provides opportunity for cultural pride through cultural celebrations. She further shared,

There's so much pride from the families to share, you know, what those rituals and what the meaning is behind those traditions. So, and we have lots of multicultural events across our district that are hosted at the school sites where the schools bring all the community you know all of the, the different cultures in their community together.

Similarly, Participants 2 and 4 also encouraged cultural pride through cultural celebrations in their diverse districts. As a result of their own life experiences related to race, all four participants shared how they remain responsive to the cultural needs of their

diverse districts through intentionally building and validating these cultures and systematically building connections with and between subcultures.

This ability to identify core and cultural needs of other cultures and remain responsive to the cultural needs of others to build trust originates from Latinx culture. The review of research showed that Latinx's value loyalty and respect, therefore, lead to the establishment of building personal connections (Bordas, 2001; Gándara, 2015). In addition, Latinas share their rich cultural values, heritage, and language when working within an organization. According to Gándara (2015), Latinas bring "considerable assets to the nation" that include their rich heritage (p. 7). Therefore, superintendents who exhibit CQ cognition play an important role when relating to other cultures within diverse districts and when making important decisions.

Key Finding 4: Latina Superintendents Share Their Cultural Experiences To Motivate Staff, Students, and Community.

The fourth major finding was Latina superintendents exhibit CQ motivation by sharing their cultural experiences to motivate staff, students, and their community. Three of the four Latina superintendents use the tool of storytelling to motivate staff, students, and their community to engage with other cultures. The tool of storytelling is used to encourage staff and students to remain empathic and cognizant of other cultures. Participant 4 shared how she creates an inclusive environment for her families to share their stories. Participant 1 explained how she uses the practice of Monday memos to share personal stories of staff members, including herself, to motivate others and create a positive school environment. She shared, "And then I may mention certain people's names. I mention a detail about how I saw a certain behavior play out. . .I use my

Monday memo to point out those models of empathy carrying staff.” Participants 2 and 3 also explained how they share their own personal experiences and stories to motivate others to adapt to other cultures and remain cognizant of other cultures. Similarly, to remaining cognizant of other cultures and their cultural experiences, Participant 4 told how she creates an inclusive environment to motivate others to share their ideas.

The research indicates sharing cultural experiences (story telling) can lead to motivating others to remain cognizant of other cultures and adapt to other cultures. This is especially important when encouraging others to interact with other cultures in a new setting. The review of the literature revealed the motivational aspect of CQ refers to the ability to successfully adapt to a new cultural setting while maintaining cognizance and understating of a culture and feeling motivated to engage others in the new setting (Earley & Ang, 2003). Therefore, adaptation cannot occur without motivation. The literature review revealed motivation refers to the “cognitive processes of drive and choice” (Ang et al., 2014, as cited in Aldhaheri, 2017, p. 7). Latina superintendents are culturally intelligent educational leaders with a multicultural mindset and strategically use this skill when making decisions. CQ leaders are needed in education to develop multicultural mindsets in diverse districts. According to Solomon and Styen (2017), educational leaders become effective leaders by cultivating a multicultural mindset.

Key Finding 5: Latina Superintendents are Approachable and Respectful

Regardless of Language.

The fifth major finding was Latina superintendents exhibit CQ behavior because they are approachable and seek engagement in culturally respectful ways regardless of language barriers. In four of the Zoom interviews, participants described their interest

and motivation to encounter and learn from culturally diverse experiences.

Superintendents referred to being approachable and seeking engagement in culturally respectful ways, validated by a frequency count of 41 in Theme 7. In addition, four of the four superintendents referred to identifying primary language and exploring culturally appropriate communication channels, validated by a frequency count of 33 in Theme 8.

The Latina superintendents described their ability to change verbal and nonverbal actions appropriately when working with diverse cultures. Participant 4 best captured this theme by sharing,

And so, as a team member, it's important to recognize that it is valuable that they speak a language other than English, other than Spanish they speak indigenous languages, and to not shun them or, you know, make them feel small but to actually validate who they who they are and what they bring as a rich and culturally diverse community. When I speak to the parents, that's what it is.

When we speak to our faculty and then when we see students, we like to honor them and to validate who they are as people. And so we do that just through daily interactions about seeing them, and not overlooking them.

Four of the four participants shared the importance of communication, regardless of dominant language and the different communication channels available in their district.

All participants shared how they exhibited high CQ behavior by being approachable and seeking engagement in culturally respectful ways.

Unexpected Finding

Through analyzing the qualitative data, one unexpected finding emerged from the study: Latina superintendents' immigrant status affects their leadership.

Two of four Latina superintendents shared how they immigrated from Mexico as young infants or children. They shared how being an immigrant shaped them into the leaders they are today, how they respond appropriately to cultural situations, and how they use CQ leadership practices when working with their diverse districts. When describing how they exhibit interest and motivation to encounter and learn from culturally diverse experiences, the superintendents shared their own cultural experiences as immigrants of this country, the challenges their families faced, their own educational experiences, and how their own cultural experiences shaped the leaders they are currently. As evidenced in the frequency of responses for Theme 2, the influence being immigrants themselves shaped how they lead their diverse districts. Unlike the other two participant superintendents born in the United States, the immigrant superintendents had to learn the American culture, experienced racial discrimination, learned to adapt to living in a new country, and reached the highest level of leadership in education. Both participants shared how they deeply connected with their diverse districts because of their life experiences related to immigrating to the United States.

Conclusions

The key findings resulted in five conclusions based on the lived experiences of Latina superintendents who used CQ leadership practices when making cultural decisions. The five conclusions have supporting evidence drawn from the qualitative data as well as from the literature.

Conclusion 1

Based on the finding of this study as supported by the literature, it is concluded that Latina superintendents listen, acknowledge, and create awareness of diverse

populations to decrease racial discrimination. With the demands from advocates and government officials regarding racial discrimination and increased sensitivity to racism, the diverse districts within the state of California need superintendents who exhibit CQ metacognition. Latina superintendents exhibit CQ metacognitive leadership practices because of their life experiences related to their Latina roots, family traditions, and multicultural background. Latina superintendents exhibit this strength by appropriately responding to the cultural needs of their diverse districts.

To decrease racial discrimination when working with diverse populations in the public-school system, superintendents must appropriately respond to the cultural needs of their students. According to Aldhaeri (2017), “There is a strong demand” for leaders with skills “necessary to lead culturally diverse populations” (p. 722). Latina superintendents are culturally proficient leaders because of their multicultural background. They bring a unique leadership framework based on their Latina roots. Each Latina superintendent used these life experiences as lessons that influenced the way they led their districts when working with all minority groups. Two of the four superintendents specifically mentioned current challenges related to racial discrimination for their African American, Latinx, and Asian American student populations. After the death of George Floyd, the public demanded changes in our government and in our school systems. The public demanded educators and leaders who have the ability to respond appropriately and engaged effectively with individuals from different backgrounds (Nittle, 2020; Simpson, 2020). Latina superintendents know how to respond appropriately to the cultural needs of diverse districts because of their Latina roots. Four of the four Latina superintendents shared their own personal experiences

related to racial discrimination and how they remained conscious and aware of the diverse student population to create more inclusive school environments.

Conclusion 2

Based on the finding of this study as supported by the literature, it is concluded that Latina superintendents create inclusive school environments by providing equitable opportunities to increase student achievement and school climate changes. With the projected increase of minority students in public education, diverse districts need CQ superintendents who understand how to create equitable opportunities for their most disadvantaged students. The review of the literature revealed the state of California has the largest and most diverse student population in America (Baron, 2019; Ed100, 2018; U.S. Census Bureau, 2019). With the continued increase of diversity among students in California, advocates and government officials are demanding leaders who will courageously enter crucial conversations with other adults on their campus whose behaviors are not reflective of the mission to support equity and access (Nittle, 2020; Simpson, 2020). Three of the four superintendents shared their largest minority population was their Latinx students. With the growing rate of the Latinx population and other diverse populations, the public educational system needs more representation of minority leaders who exhibit CQ leadership practices.

The participants in this study saw their leadership through a lens of personal relationships (personalismo), collectivism, and respect (Avila, 2018; Canul, 2003). The literature pointed out that personalismo, in general, speaks to the importance placed on building and nurturing personal relationships (Avila, 2018; Bordas, 2001; Falicov, 1998; Paniagua, 1998). Three of the four participants gathered data related to equity and

inclusion through personal experiences with their community (informal data). These three participants described how they created inclusive environments by being personal leaders, validating others, and connecting with their community at a deeper level. Embedding one's cultural values to build trusting relationships with a community requires having a clear sense of self. Latina leaders have a clear sense of self, and this allows Latina leaders to see how culture can influence their leadership style (Avila, 2018).

Superintendents are expected to have knowledge, ideas, and strategies to meet the needs of their diverse districts. According to Andreas-Bervel (2019), other research suggested the greatest political issues within a school district are funding, student assessment, the common core, bullying, safety, and teacher evaluation. The ability to exhibit CQ cognition is essential, now more than ever because of the increase and predicated increase in diverse communities, in California. There is a need for leaders with a background and knowledge in equitable practices who are more likely to respond to these complex issues with a sense of cultural fairness and respect. According to Hansell (2017), California superintendents are faced with the issue of "equity and employing a student-focused formula that provides more funding to school districts based on numbers and concentration of high-need students/English learners and low-income and foster youth" (p. 20). As a result, California public schools need superintendents who understand cultural norms and expectations and how to close the achievement gap while meeting the needs of all students.

Conclusion 3

Based on the finding of this study as supported by the literature, it is concluded that Latina superintendents who identify core needs, build community, and establish connections between cultures will establish learning environments where all students will succeed. With the growing rate of Latinx and other minority students in public education, districts need superintendents who exhibit CQ cognition when addressing complex issues related to race and focusing on closing the achievement gap. Districts need leadership in which the superintendent exhibits the ability to relate to all students and understands cultural norms and expectations while providing equal access to resources to close the achievement gap.

In California, Latinx students are identified as one of the disadvantaged cultures and were identified as students with significant needs in the LCAP of each of the four superintendent districts. According to Marzano and Waters (2006), there is a “statistically significant relationship (a positive correlation of .24) between district leadership and student achievement” (p. 3). Therefore, superintendents are responsible for developing and providing specific services to increase student outcomes and close the achievement gap (Andreas-Bervel, 2021). Four of the four Latina superintendents shared how they developed district plans, such as the LCAP, to address the most identified disadvantaged cultures with resource support and funds for intervention opportunities. Four of the four superintendents shared data from their LCAP.

Furthermore, California schools have experienced a demographic shift in which more underserved students and families have increased in population in school districts. As a result, governance teams have been responsible for approving new policies to

address student academic achievement and new disciplinary interventions. As a result of the governance team facing complex issues related to the demographic shifts in education, they work diligently to close the achievement gap and improve school communities for students (Petersen & Fusarelli, 2001). One of the important responsibilities of school boards is to hire superintendents. Now, more than ever, school boards should hire leaders who exhibit CQ leadership practices to meet the needs of diverse school districts.

Conclusion 4

Based on the findings of this study as supported by the literature, it is concluded that Latina superintendents who adapt their leadership to other cultures through understanding the cultural needs and respond appropriately will establish a positive work and learning environment for their district. Public education needs superintendents who understand cultural needs of all students, model engagement with other cultures in new settings, and exhibit appropriate responses to the cultural needs of diverse students. It can be concluded that diverse districts need CQ Latina superintendents who exhibit the ability to adapt appropriately to other cultures. The review of the literature revealed CQ provides leaders with exceptional abilities to assess culturally diverse work environments and adapt their own leadership style (Alon & Higgins, 2005; Livermore, 2015; Mannor, 2008). As a result of their ability to adapt to other cultures through their own cultural experiences, Latina leaders have identified the power of storytelling. According to Denning (2011), storytelling is one of the few ways to handle the principal and most difficult challenges of leadership, which include sparking action, getting people to work together, and leading people into the future. Similarly, CQ motivation was described by

Livermore (2015, as cited in Avila, 2018) as an individual's "level of interest, drive, and energy to 'adapt cross-culturally'" (p. 27). Therefore, Latina superintendents exhibit CQ motivation because of their own cultural experiences and their ability to adapt appropriately to other cultures to cultivate positive school experiences for students of other cultures.

Four of the four Latina superintendents shared their ability to adapt to a new cultural setting while maintaining cognizance and understanding of culture and feeling motivated to engage others in a new setting. During the interviews, all participants shared their own cultural experiences and how they helped them remain cognizant of other cultures. In addition, each participant shared the importance of storytelling to motivate others to interact with other cultures in new settings. As a result of their ability to adapt to other cultures through their own cultural experiences, Latina leaders have identified the power of storytelling. According to Denning (2011), storytelling is one of the few ways to handle the principal and most difficult challenges of leadership, which include sparking action, getting people to work together, and leading people into the future. CQ superintendents exhibit skills necessary to motivate others to engage with people from different cultures and work together. Similarly, Livermore (2015, as cited in Avila, 2018) described CQ motivation as an individual's "level of interest, drive, and energy to "adapt cross-culturally" (p. 27). Therefore, Latina superintendents exhibit CQ motivation because of their own cultural experiences and know how to adapt appropriately to other cultures to cultivate positive school experiences for students of other cultures.

Conclusion 5

Based on the findings of this study as supported by the literature, it is concluded that Latina superintendents who seek engagement in culturally respectful ways will be approachable. Seeking engagement in culturally respectful ways leads to effective communication between the superintendent and the community in which they lead. Selecting culturally appropriate communication channels is key to increase parent and community participation. The Latinx population has become the nation's largest ethnic minority, especially with the expectation that the Latinx population will be 24.6% of the U.S. population by 2060 (Baron, 2019). With the growing rate of Latinx students enrolled within the public education system, districts in California can anticipate a growing rate of non-English speaking students and families. Bilingual or multilingual educators, including superintendents, are needed for non-English speaking students and families when disclosing important district information. Therefore, public education needs CQ superintendents who exhibit interest and motivation to encounter and learn from culturally diverse experiences and change their verbal and nonverbal actions appropriately when working with diverse cultures. CQ superintendents can identify primary language through demographic data and select culturally appropriate communication channels. Bilingual or multilingual superintendents, such as Latina superintendents, are needed for non-English speaking students and families when disclosing important district information.

Throughout the interviews, the Latina superintendents talked about the importance of translating important documents based on the primary language of their diverse community and using different communication channels when sharing important

information. Different communication channels found through an analysis of district websites, LCAP, and district plans included parent friendly apps for messaging, voicemail, translated parent documents sent via mail, YouTube videos with messages from the superintendent and translators, and live presentations from superintendents at the site level or when they are in the community. The participants talked about identifying primary language through student demographics and exploring ways to communicate with all cultures. Latina leaders in the public school system can have a positive impact on student academia because of their culture and background. Latina leaders can positively contribute to the public school system in developing skills necessary to connect to their community through their communication skills. According to Ed100 (2018), nearly half of the California's students speak a language other than English at home, and most California's English language learners speak Spanish at home. Latina leaders use their rich cultural heritage, language skills to communicate with others, and bilingual skills to communicate with populations who speak English and Spanish. One of the major responsibilities of superintendents is communication. Therefore, Latina superintendents are needed in such areas where they can communicate with all cultures within diverse districts.

Several studies have focused on the importance of Latina leaders developing personal connections when working with diverse populations (Barajas, 2001; Bordas, 2001; Gallegos, 2012; Gándara, 2015). The foundation of these skills originates from Latina culture. Latina superintendents use their Latinx roots, such as their foundational skills of the Spanish language, to communicate with other minority cultures. Two of the four Latina superintendents shared how their own personal experience of learning a new

language influenced how they use translators when sharing important district information. Gándara (2015) stated that Latinas bring “considerable assets to the nation” that include their rich heritage and relate to the large Latinx population through communicating in their native language (p. 7). Latina superintendents systematically build connections with other cultures regardless of primary language and persist in addressing complex issues.

Implications for Action

Implication for Action 1: Hire CQ Latina Superintendents

Based on the conclusion that Latina superintendents exhibit CQ leadership practices, it is recommended that California districts act to hire leaders who better represent their ethnicity and culture; balance the disproportionality of gender and ethnicity when hiring superintendents; and make a concerted effort to hire more Latina superintendents because this would represent better gender and ethnic balance as well as provide school districts with more capable CQ leaders. With the projected increase of Latinx students and other minority cultures, districts need CQ leaders who know how to appropriately respond to the cultural needs of their students and the community, and address challenges related to racial discrimination within the educational setting.

Strategies for recruiting CQ Latina superintendents are to use the existing administrative preservice and postservice training and professional development entities to dramatically increase their mentoring and support for Latinx teachers and administrators to become superintendents. Existing organizations such as CALSA, Association of California School Administrators, local county offices of education, and graduate level universities should mutually set goals and develop strategic plans to

recruit, train, mentor and sponsor Latinas to move through their career ladders toward higher level positions up to the superintendent position.

Additionally, current school boards and executive search firms seeking CQ Latina superintendents and leaders need to be connected to organizations such as CALSA, to find CQ Latina superintendents recommend by CALSA's CQ expert panel. School districts need to support current career paths of Latina administrators and other Latina educators pursuing superintendency by designating a current CQ leader as a mentor of Latina educators pursuing superintendency. The designated CQ mentor duties include contacting organizations, such as CALSA and other administrative programs, to recruit CQ Latina educators pursuing superintendency and to support employed CQ Latina educators. To ensure effective CQ Latina superintendents are hired, the designated CQ mentor is recommended to be on the hiring panel and assist in the development of interview questions aligned with the 4 dimensions of CQ. Furthermore, districts are recommended to sustain CQ Latina superintendents by continuing to provide CQ mentors and assigning replacements for retired CQ mentors.

Implication for Action 2: Include CQ training in Professional Development Programs

Based on the conclusion that Latina superintendents exhibit CQ leadership practices when they provide equitable opportunities to all students and when they create inclusive school environments, it is recommended to include CQ training in professional development programs. School districts are to provide professional development opportunities on CQ, how to create more inclusive school environments for all students, and promote equity. Professional development in CQ and implementation will lead to

students having access to daily curriculum reflecting CQ practices and progressive changes in student and staff educational experiences and will promote equity. CQ training needs to be given by a CQ expert such as current CQ leaders within a district, local universities, CALSA, ACSA, and CSBA. Current districts can contract or invite experts in CQ practices. Furthermore, it is recommended CQ practices are maintained through yearly professional development provided by CQ leaders and experts.

Implication for Action 3: Develop Culturally Responsive Communication Plans

Based on the conclusion that Latina superintendents exhibit CQ leadership practices when they seek engagement in culturally respectful ways regardless of language barriers and are approachable, it is recommended that CQ superintendents need to develop a culturally responsive communication plan. The culturally responsive communication plan needs to include district demographic data, identified cultures within the district, primary language of all students, outreach programs, and communication preference. The development of the culturally responsive communication plan needs to be initiated by district designated staff who are experts in CQ, bilingual or multilingual district leaders, district media coordinators, community liaisons, or specialists and lead by a CQ leader. The purpose of the culturally responsive communication plan is for bilingual or multilingual district leaders, community liaisons, and specialists to use when translating important school documents and when communicating important district information in culturally respectful ways. The culturally responsive communication plan needs to be aligned with the four dimensions of CQ and reviewed and updated yearly. The CQ superintendent is the expert and leader who will ensure important district information is shared in culturally respectful ways.

Recommendations for Future Research

The current study added findings and conclusions to the literature regarding Latina superintendents who use CQ leadership practices when making cultural decisions. Although the current study was a snapshot of the lived experiences of Latina superintendents who use CQ leadership practices when making decisions for diverse districts, it has the potential to invite future researchers to further explore Latina leadership and CQ leadership practices. Based on the data from the current study, the following are recommended for future research:

1. This study focused on Latina superintendents who used CQ leadership practices when making decisions for diverse districts within the state of California. A multicase study expanding to other locations, other states with large populations of Latinx and minority students, would give further strength and information to the findings and conclusions of this study.
2. This study used as a multicase study gathering qualitative data from the lived experience of Latina superintendents. A future qualitative multicase study approach that includes data from African American superintendents would add breadth and depth to the data. The review of the literature revealed very little literature regarding minority leadership as a result of challenges and obstacles minorities face when attempting to advance to leadership. Future research in minority leadership can lead to the advancement and opportunities to increase in future minority leadership.
3. A qualitative case study examining Latina leadership and the use of leadership practices that promote equity when working with diverse districts would establish further depth in the very limited Latina leadership research.

4. This study focused on Latina superintendents in public education in California who used CQ leadership practices. Expanding this multiple case study to the lived experiences of school board members would add validity and strength to the conclusions and implications of this study as it relates to the benefits of CQ leadership practices and diverse communities.

Concluding Remarks and Reflections

The current multicasestudy closes with my reflections and concluding remarks concerning the research process. This thrilling dissertation journey has given me the opportunity to explore a contemporary area of interest that is also very limited in research: Latina superintendents and the role that CQ plays in their leadership. The time, commitment, energy, and sacrifice have been worth the gains in contributing to the very limited research in Latina/Chicana leadership. A debt of gratitude is extended to the people who have made this endeavor a possibility: *mi familia*, my extended family, my late mother-in-law and others we have lost during my dissertation process, as well as my mentor, professors, colleagues, and friends.

Although this dissertation journey was cognitively demanding because of the complexity involved in dissertation research, I have gained significantly impactful knowledge and data that can be used for future generations. The dissertation process provides opportunity to expand cognition through critical thinking and analysis. The depth of knowledge I gained through the dissertation process as a Latina educator and the contribution to very limited Latina leadership literature outweigh the challenging sacrifices of being away from family and work demands for the increase of minority representation at the highest level of leadership. I have learned the benefits of using CQ

leadership practices when working with diverse districts and how to continue to improve the minority student school experience and future. Through my dissertation process, I have learned to be a better advocate for all minority students. As a result of selecting the topic of CQ leadership practices, I am an expert in CQ and will use my knowledge in CQ to further assist my district and community.

The Latina superintendents in this study are pioneers who inspire young minority women to achieve their dreams of leadership. Their dedication and passion influence current and future minority women to pursue leadership. The Latina superintendents are leaders dedicated to serving all students, creating equal opportunity and access to all students, creating inclusive and safe school environments, building close and deep connections with families from all cultural backgrounds, and respecting all. These women are leaders willing to learn the unknown and take necessary risks for the betterment of their diverse districts. They serve as role models for all minority students and woman. They are an inspiration and advocate for all who do not have a voice because of their multicultural mindset.

The students from the districts with Latina leadership dedicated to exhibit strong CQ leadership practices are taught cultural competency, cultural awareness, and respect. They are given opportunity for growth and have access to leaders who mirror their demographic. It is imperative that all educational systems seek to understand CQ leadership practices when working with diverse districts and the role this can play on closing the achievement gap and creating a better world for our youth. Educators must understand cultural bias and identify cultural bias within their district to create equal opportunity for all students.

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APPENDICES

APPENDIX A

Invitation Letter

RESEARCH STUDY FOR LATINA SUPERINTENDENTS AND THE ROLE CULTURAL INTELLIGENCE PLAYS IN THEIR LEADERSHIP: EL LÍDERAZGO INTELIGENTE DE SUPERINTENDIENTE LATINAS

January 5, 2022

Dear Prospective Study Participant:

You are invited to participate in a multi-case study about the Latina superintendents and the Role Cultural Intelligence Plays in Their Leadership as they make cultural decisions. The main investigator of this study is Cristina Cortes, Doctoral Candidate in University of Massachusetts Global Doctor of Education in Organizational Leadership program. You were chosen to participate in this study because you are a Latina superintendent in a California school district, who met the criteria for this study because of your known expertise as a Latina superintendent.

Five Latina school district superintendents from California will participate in this study through an electronic interview. Participation in the interview should require about one hour of your time which is entirely voluntary. You may withdraw from the study at any time without any consequences.

PURPOSE: The purpose of this qualitative multi-case study was to describe the culturally intelligent leadership practices used by Latina superintendents based on Earley and Ang's (2003) four Dimensions of Cultural Intelligence CQ (metacognition, cognition, motivation, and behavior).

PROCEDURES: If you decide to participate in the study, you will be sent an email link to meet via zoom. A face-to-face interview (via zoom) will be scheduled that will last approximately one hour. For the interview, you will be asked a series of questions designed to allow you to share your experiences as a superintendent regarding the use of the four dimensions of CQ while you provide leadership within your diverse district. The interview session will be audio-recorded and transcribed.

RISKS, INCONVENIENCES, AND DISCOMFORTS: There are minimal risks to your participation in this research study. It may be inconvenient for you to arrange time for the interview questions, so for that purpose enough time will be given to you to schedule the interview according to your availability.

POTENTIAL BENEFITS: There are no major benefits to you for participation, but your feedback could help identify the benefits of utilizing CQ in your leadership when working with diverse populations and your multicultural perspective when appropriately

responding to diverse populations. The information from this study is intended to inform researchers, policymakers, and educators.

ANONYMITY: Records of information that you provide for the research study and any personal information you provide will not be linked in any way. It will not be possible to identify you as the person who provided any specific information for the study.

You are encouraged to ask questions, at any time, that will help you understand how this study will be performed and/or how it will affect you. You may contact me by email at XXXXX@XXXXX.XXX. You can also contact Dr. Tim McCarty, dissertation chair by email at XXXXX@XXXXX.XXX. If you have any further questions or concerns about this study or your rights as a study participant, you may write or call the Office of the Executive Vice Chancellor of Academic Affairs, UMass Global, 16355 Laguna Canyon Road, Irvine, CA 92618, (928) 246-5268.

Respectfully,

Cristina Cortes

Cristina Cortes
Doctoral Candidate, UMass Global

APPENDIX B

Informed Consent and Confidentiality Form

INFORMATION ABOUT: Latina superintendents who utilize Cultural Intelligence (CQ) practices in their leadership when working with diverse populations

RESPONSIBLE INVESTIGATOR: Cristina Cortes, Doctoral Candidate

PURPOSE OF THE STUDY: You are being asked to participate in a research study conducted by Cristina Cortes, a doctoral student in the Organizational Leadership program at UMass Global. The purpose of this qualitative multi-case study was to describe the culturally intelligent leadership practices used by Latina superintendents to make cultural decisions based on Earley and Ang's (2003) four Dimensions of Cultural Intelligence CQ (metacognition, cognition, motivation, and behavior). This study will strive to discover the vital role Latina superintendents serve within public education consists of applying their unique leadership skills within their organizations. In addition, this study will fill in the gap in the research regarding the increase in student diversity and the projected increase of the Latinx student population, and the importance of leaders within the highest level of education should modify their leadership style to better understand their students of other cultures and adapt to diverse cultures.

By participating in this research study, I agree to participate in an individual virtual audio/video (Zoom)-recorded, semi-structured interview. The interview will take place, online, at a predetermined day and time, and will last approximately 45-60 minutes. During the interview, I will be asked a series of questions designed to answer the purpose of the study.

In addition, I agree to select and provide artifacts such as sample memos, draft proposals, newsletters, district plans, school board reports, school board meeting minutes, and public statements to be reviewed by the researcher. Completion of the interview and artifact review will take place between November through December 2021.

I understand that:

- a) There are minimal risks associated with participating in this research. I understand that the investigator will protect my confidentiality by keeping the identifying codes and research materials in a locked file drawer that is available only to the researcher.
- b) I understand that the interview will be audio recorded. The recordings will be available only to the researcher³ and the professional transcriptionist. The audio recordings will be used to capture the interview dialogue and to ensure the accuracy of the information collected during the interview. All information will be identifier-redacted and my confidentiality will be maintained. All other data and consents will be securely stored for three years after completion of data collection and confidentially shredded or fully deleted.

- c) The possible benefit of this study to me is that my input may help add to the limited research regarding Latina superintendents and the use of CQ leadership practices they use as they make cultural decisions. The findings will be available to me at the conclusion of the study and will provide new insights about the benefits of culturally intelligent leadership practices. I understand I will not be compensated for my participation.
- d) If you have any questions or concerns about the research, please feel free to contact Cristina Cortes at XXXXX@XXXXX.XXX or by phone at XXX-XXX-XXXX; or Dr. Tim McCarty, Advisor, at XXXXX@XXXXX.XXX
- e) My participation in this research study is voluntary. I may decide to not participate in the study and I can withdraw at any time. I can also decide not to answer particular questions during the interview if I so choose. I understand that I may refuse to participate or may withdraw from this study at any time without any negative consequences. Also, the investigator may stop the study at any time.
- f) No information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be so informed, and my consent re-obtained. I understand that if I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Vice Chancellor Academic Affairs, UMASS GLOBAL, 16355 Laguna Canyon Road, Irvine, CA 92618 Telephone (949) 341-7641.

I acknowledge that I have received a copy of this form and the “Research Participant’s Bill of Rights.” I have read the above and understand it and hereby consent to the procedure(s) set forth.

Signature of Participant

Signature of Investigator

Date

APPENDIX C

Interview Guide

Interviewer: Cristina Cortes

Interview time planned: Approximately 45 minutes

Interview place: Virtually Private Zoom meeting

Recording: Zoom Recording

Written: Field and observational notes

Make personal introductions.

Introduction and brief description of purpose/study:

[Interviewer states:] Good Morning/Afternoon/Evening. Thank you for agreeing to participate in this interview. I appreciate your contribution to this study and Latina/Chicana literature! As part of my dissertation research for the doctorate degree in Organizational Leadership at the University of Massachusetts Global in Irvine, California, I am interviewing Latina superintendents in California districts. The purpose of the interview is to describe the culturally intelligent leadership practices used by K-12 Latina superintendents based on Earley and Ang's (2003) four Dimensions of Cultural Intelligence CQ (metacognition, cognition, motivation, and behavior) as they make cultural decisions. The CQ framework helped guide this study [Display definition of CQ (zoom participants) or refer to the copy already sent by mail (phone interview)]. The questions are written to elicit this information. The interview will take approximately 45 min and will include 6 main questions with some follow-up questions, as needed.

Definition of Cultural Intelligence (CQ)

Cultural Intelligence (CQ) was introduced as the ability and skill to interpret and function appropriately in diverse cultures (Avila, 2018; Earley & Ang, 2003; Brannen,

2016; Fellows, Goedde, & Schwichtenberg, 2014). [Display the definitions for each participant via zoom]. CQ is defined as a person's capability to function and manage effectively in culturally diverse situations (Ang et al., 2007). CQ is a multicultural construct, used and demonstrated by an individual when in situations involving cross-cultural interactions that arise from differences in race, ethnicity, and nationality (Ang et al., 2007). Throughout the interview we will be discussing culture. As defined by the CQ framework the focus of today's study and the term culture will be in reference to an individual's race, ethnicity, and nationality.

Informed Consent:

[Interviewer states:] As a review of the process leading up to this interview, you were invited to participate via letter that outlined the interview process and the condition of complete anonymity for the purpose of this study. We will begin with reviewing the Letter of Invitation, Informed Consent Form, UMass Global Participant's Bill of Rights, and the Audio Release Form. Then after reviewing all the forms, you will be asked to sign documents pertinent for this study, which include the Informed Consent and Audio Release Form. Next, I will begin the Zoom recording, to ensure accurate recording of your responses, and ask a list of questions related to the purpose of the study. I may take notes as the interview is being recorded. If you are uncomfortable with me taking notes, please let me know and I will only continue with the Zoom recording of the interview. Finally, I will stop the recording and conclude our interview session. After your interview is transcribed, you will receive a copy of the complete transcript to check for accuracy prior to the data being analyzed. Please remember that anytime during this process you have the right to stop the interview. If at any time you do not understand the questions being asked, please do not hesitate to ask for clarification. Are there any questions or concerns before we begin with the questions?

I would like to remind you any information that is obtained in connection to this study will remain confidential. All of the data will be reported without reference to any individual(s) or any institution(s). If needed, pseudonyms will be used. After I record and transcribe the data, I will send it to you via email so that you can check to make sure that I have accurately captured your thoughts and ideas.

If Interview is over the Phone/Internet: Did you receive the Informed Consent and UMass Global Bill of Rights I sent you via email? Do you have any questions or need clarification about either of these documents? Given the information in those documents, do you agree to participate in this study? [Later ask for an emailed signed copy of the Informed Consent and audio release forms for your records]

Do you have any questions before we begin? [Pause and answer questions]. I've examined your districts resources available online, district websites. The artifacts I have reviewed are the [list the artifacts specific to the interviewer-LCAP, 10 year plan, district demographic data (focus on the top 4 identified cultural groups), and translated parent forms]. While I ask you these interview questions, please focus on your minority students/families/community and EL students/families. Since this study focuses on Latina superintendents and the utilization of CQ in their leadership, I will leave the definitions for display while I ask each question.

INTRO

You are a Latina and you are a superintendent in a diverse community. Please continue to reflect upon your culture and leadership while answering the following questions:

1. Metacognition (CQ Strategy)-Review and Continue to display definition
 - a. After looking at the districts demographic data, how do you ensure you remain conscious and aware during interactions with individuals of different cultural backgrounds?
1. Cognition (CQ Knowledge)-Review and Continue to display definition
 - a. Please describe your methods for identifying the core needs and being responsive to needs of other cultures so that they trust your leadership as you make cultural decisions. Can you give an example of how this influences your decision-making and performance?
2. Motivation (CQ Drive)-Review and Continue to display definition
 - a. Please describe your motivation to understand the key cultural needs of the people you lead.
 - b. Please describe how you remain motivated to engage others in a new setting during interactions with individuals from different cultures.

3. Behavioral (CQ Action)- Review and continue to display definition
 - a. How do you model interest and motivation to encounter and learn from culturally diverse experiences?
 - b. Please describe how you change your verbal and nonverbal actions appropriately when working with diverse cultures.

Possible Probes that can be added to any question, for clarification:

- a. Who was involved?
- b. What happened?
- c. What were the outcomes?
- d. What prompted that decision?
- e. Is there anything else that you wish to share about your CQ practices?

Thank you for your time, dedication to students and families within in your district, and for your contribution to Latina leadership literature!

APPENDIX D

UMass Global IRB September 2021



UMASS GLOBAL UNIVERSITY INSTITUTIONAL REVIEW BOARD

Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.
3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.
4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.
5. To be told what other choices he/she has and how they may be better or worse than being in the study.
6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.
7. To be told what sort of medical treatment is available if any complications arise.
8. To refuse to participate at all before or after the study is started without any adverse effects.
9. To receive a copy of the signed and dated consent form.
10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the UMASS GLOBAL Institutional Review Board, which is concerned with the protection of volunteers in research projects. The UMass Global Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, UMASS GLOBAL, 16355 Laguna Canyon Road, Irvine, CA, 92618.

APPENDIX E

Synthesis Matrix

Sources/Reference List	Women & Leadership	Challenges related to Race and Gender	Underrepresentation of Women in Leadership.	Latina Culture & Preparation for Leadership Roles	Superintendents & Diverse School Populations	Theories of Intelligence & Diverse Populations	Theories of Intelligence	Cultural Intelligence
Kwolek-Folland, 2007	x		x					
Eisenmann, 2002	x	x	x					
Avila, 2018	x	x	x	x				x
Women in the Workforce, 2019	x	x	x					
Barajas, 2016	x	x	x	x				
Chin, 2011	x	x	x					
Eisenmann, 2002	x	x	x					
Catalyst (2017)	x		x					
Larcker & Tayan, 2020	x		x					
Diversity in Leadership, 2018	x	x	x					
Bronars, 2015		x						
Henshaw, 2019		x						

Hill et al., 2016		x						
Kurban, 2014		x						
Eagly & Karau, 2002	x	x	x					
Howe-Walsh & Turn, 2015	x	x	x					
Eagly & Carli, 2007	x	x	x					
Lopez (2007	x	x	x					
Pianta, 2020		x	x		x			
Kowalski, McCord, Peterson, Young, & Ellerson, 2011		x	x		x			
Guo, 2012					x			
American Association of School Administrator s [AASA], The School Superintende nts Association [TSSA], 2015			x		x			
Tallerico, 2000	x	x	x		x			
Peterson & Fusarelli, 2001					x			

Houston, 2000					x			
Edwards, 2007					x			
Hansell, 2017					x			
Marzano et al., 2006					x			
Andress- Bervel, 2021					x			
Zemelka, 2001	x				x			
Brunner, 1998	x	x	x	x	x			
Kawaguchi, 2014			x		x			
Brunner & Grogan, 2007					x			
Zemlicka, 2001					x			
Sharp et al., 2004			x		x			
Glass & Franceschini, 2007			x		x			
AASA, 2010			x		x			
Hansot & Tyack, 1982	x	x	x	x	x			
Angel, Killacky, & Johnson, 2013	x	x	x	x	x			
Gallegos, 2012	x	x	x	x				

California School Boards Association, 2016					x			
Mendez- Morse et al., 2015			x	x				
Lopez, 2013				x				
Bordas, 2013	x	x	x	x	x			
Nogales, 2003			x	x	x			
Ruiz- Williams, 2015			x	x	x			
Facts California Population Article, 2021					x			
Johnson, McGhee, & Mejia, 2021					x			
Hispanic Heritage Month, 2019	x	x	x	x	x			
Baron, 2019					x			
Canul, 2003			x	x				
Earley & Ang, 2003						x	x	x
Gándra, 2015			x	x				
Brannen, 2016						x	x	x
Fellows, Goedde, &						x		x

Schwichtenberg, 2014								
ed100.org, 2018					x			
Freedberg, 2018					x			
Aldhaheri, 2017			x	x	x	x	x	x
Gohar, 2014					x	x		x
Grubb, 2015					x	x		x
Solomon & Steyn, 2017					x	x	x	x
Barkow, Cosmides, & Toobey, 1992						x		
Buss, 1995						x		
Jerison, 1982						x		
Wright, 1994						x		
Sternberg, 1997						x		
Aria, 2021						x		x
Favell, 1963							x	
Ang et al., 2007						x	x	x
Urbina & Dillon, 2021							x	
Livermore, 2015						x	x	x
Van Dyne et al., 2012						x	x	x
Conti, 2021						x	x	
Mayer & Salovey						x	x	

Raz & Zysberg, 2014						x	x	
Wicks, Nakisher, & Grimm, 2021						x	x	
Sheppard, 2018						x	x	
Sternberg & Detterman, 1986						x	x	
Kennedy, 2008						x	x	
Sternberg, 1986						x	x	
Ott & Michailova, 2018								x
Traindis, 1994							x	x
Hofstede, 2001							x	x

APPENDIX F

Alignment Chart

Purpose Statement

The purpose of this qualitative multi-case study was to describe the culturally intelligent leadership practices used by Latina superintendents based on Earley and Ang's (2003) four Dimensions of Cultural Intelligence CQ (metacognition, cognition, motivation, and behavior) as they make cultural decisions.

Research Questions

The central question and four sub-questions were designed to address how Latina superintendents use the four Dimensions of Cultural Intelligence to provide leadership for their school districts.

Central Question

What are the culturally intelligent leadership practices used by Latina superintendents as they make cultural decisions?

Sub Questions

- 1) Metacognition- How do Latina superintendents describe their use of the Cultural Intelligent Dimension of Metacognition in their leadership?
- 2) Cognition- How do Latina superintendents describe their use of the Cultural Intelligent Dimension of Cognition in their leadership?
- 3) Motivation- How do Latina superintendents describe their use of the Cultural Intelligent Dimension of Motivation in their leadership?
- 4) Behavior- How do Latina superintendents describe their use of the Cultural Intelligent Dimension of Behavior in their leadership?

Research Questions (Sub and Central)	Definitions	Corresponding Interview Question	Prompts	Follow-Up Questions	Artifacts
Metacognition (CQ Strategy)- How do Latina superintendents describe their use of the Cultural Intelligent Dimension of Metacognition in their leadership.	Relates to an individual's "consciousness and awareness during interactions" with individuals of a different cultural background and involves "higher order cognitive processes"	1a. After looking at the districts demographic data, how do you ensure you remain conscious and aware during interactions with individuals of different cultural backgrounds?	-Can you provide an example? -What were the outcomes?	-May need to refer back to demographic data. -May need to refer back to cultural connection.	1) Districts Demographic data. 2) LCAP (English and Non-English copies) 3)10-year plan 4)Strategic plans 5)COVID protocols (e.g. access to tech, tech supports) 6) Board meeting minutes. 7)County Demographics 8)Review of district documents related to health, housing, COVID, Mental Health, Dropout rates, students going to college, A-G, ethnic studies board policies, graduation requirements, Walk the talk, section of the community represented on committees, mission and vision of the district (match the cultural intelligent practices of the district), board member ethnicity versus ethnic student representation language sensitivity, DELAC notes
Cognition (CQ Knowledge)- Cognition- How do Latina superintendents describe their use of the Cultural Intelligent Dimension of Cognition in their leadership?	Refers to the procedures one use to gain declarative knowledge about another culture (Fellows et al., 2014). High knowledge CQ demonstrates	2a. Please describe your methods for identifying the core needs and being responsive to needs of other cultures so that they trust your leadership? Can you give an example of how this influences your	-Who was involved? -What were the outcomes?	-Is this reflected in the LCAP? District website? -Is this reflected in the district's mission statement?	1)District demographic data. 2) Translated school information related to student academics and safety (Can include medical-such as information related to COVID-19) 3)LCAP-sections related to curriculum and instruction,

	an individual's capacity to identify similarities and differences among cultures, which influences decision-making and performance (Van Dyne et al., 2006)	decision-making and performance?			academic achievement, and parent involvement). 4)Board meeting minutes.
Motivation (CQ Drive)- Motivation- How do Latina superintendents describe their use of the Cultural Intelligent Dimension of Motivation in their leadership?	Refers to the ability to successfully adapt to a new cultural setting while maintaining cognizant and understating of a culture, and feeling motivated to engage others in the new setting.	3a. Please describe your motivation to understand the key cultural needs of the people you lead? 3b. Please describe how you remain motivated to engage others in a new setting during interactions with individuals from different cultures?	-What happened? -Who was involved? -What prompted that decision? -What were the outcomes? -What methods did you use?	-Do you utilize your bilingual skills? (only ask if the participant shared they are bilingual	1) Districts demographic data. 2) core values and mission statement 3)Check the different channels of communication (district website, social media, etc.) 4)LCAP 5) Board meeting minutes.
Behavioral (CQ Action)- How do Latina superintendents describe their use of the Cultural Intelligent Dimension of Behavior in their leadership?	Fellows et al. (2014) refer to action CQ as "an individual's interest and motivation to encounter and learn from culturally diverse experiences" (p. 24). Livermore (2015) describes action CQ as the ability to change verbal and nonverbal	4a. How do you model interest and motivation to encounter and learn from culturally diverse experiences? 4b. Please describe how you change your verbal and nonverbal actions appropriately when working with diverse cultures?	-Can you please give an example? (prompt to 4a) What happened? -Who was involved? -What were the outcomes?		1)District demographic data. 2)LCAP 3)Strategic plans and teams 4)Diversity teams? (task force)

	actions appropriately when working with diverse cultures				
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APPENDIX G

Field Test Interviewee Feedback Questions

While conducting the interview, the interviewer should take notes of their clarification request or comments about not being clear about the question. After you complete the interview ask your field test interviewee the following clarifying questions. **Try not to make it another interview; just have a friendly conversation.** Either script or record their feedback so you can compare with the other two members of your team to develop your feedback report on how to improve the interview questions.

1. How did you feel about the interview? Do you think you had ample opportunities to describe what you do as a leader when working with your team or staff?
2. Did you feel the amount of time for the interview was ok? Was the pace okay?
3. Were the questions by and large clear or were there places where you were uncertain what was being asked?
4. Can you recall any words or terms being asked about during the interview that were confusing?
5. And finally, did I appear comfortable during the interview. . .(I'm pretty new at this)?

APPENDIX H

Interview Feedback Reflection Questions for Both the Interviewer and the Observer

Conducting interviews is a learned skill and research experience. Gaining valuable insight about your interview skills and affect with the interview will support your data gathering when interviewing the actual participants. Complete the form independently from each other, then discuss your responses. Sharing your thoughts will provide valuable insight into improving the interview process.

1. How long did the interview take? Did the time seem to be appropriate? Did the respondents have ample opportunities to respond to questions?
2. Were the questions clear or were there places where the interviewees were unclear?
3. Were there any words or terms used during the interview that were unclear or confusing to the interviewees?
4. How did you feel during the interview? Comfortable? Nervous? For the observer: How did the interviewer appear during the interview? Comfortable? Nervous?
5. Did you feel prepared to conduct the interview? Is there something you could have done to be better prepared? For the observer: From your observation did the interviewer appear prepared to conduct the interview?
6. What parts of the interview went the most smoothly and why do you think that was the case?
7. What parts of the interview seemed to struggle and why do you think that was the case?
8. If you were to change any part of the interview, what would that part be and how would you change it?
9. What suggestions do you have for improving the overall process?

APPENDIX I

Audio Recording Release & Consent Form

INFORMATION ABOUT: Latina superintendents and the Role Cultural Intelligence
Plays in Their Leadership: El liderazgo inteligente de superentendiente Latinas

RESPONSIBLE INVESTIGATOR: Cristina Cortes, M.A., Doctoral Candidate

RELEASE: I understand that as part of this study, I am participating in an interview
which will be audio recorded as a digital file, per the granting of my permission.

I do not have to agree to have the interview audio recorded. In the event that I do agree
to have myself audio recorded, the sole purpose will be to support data collection as part
of this study.

The digital audio recording will only be used for this research. Only the researcher and
the professional transcriptionist will have access to the audio file. The digital audio file
will be destroyed at the end of the study. The written transcription of the audio file will
be stored in a locked file drawer and destroyed three years following completion of this
study.

I understand that I may refuse to participate in or I may withdraw from this study at any
time without any negative consequences. Also, the investigator may stop the study at any
time. I also understand that no information that identifies me will be released without my
separate consent and that all identifiable information will be protected to the limits
allowed by law. If the study design or the use of the data is to be changed I will be so
informed and my consent obtained.

I understand that if I have any questions, comments, or concerns about the study or the
informed consent process, I may write or call the Office of the Vice Chancellor

Academic Affairs, UMass Global, 16355 Laguna Canyon Road, Irvine, CA 92618

Telephone (949) 341-7641.

I acknowledge that I have received a copy of this form and the Research participant's Bill of Rights

CONSENT: I hereby give my permission to Cristina Cortes to use audio recorded material taken of me during the interview. As with all research consent, I may at any time withdraw permission for audio recording of me to be used in this research study.

Signature of Participant: _____ Date: _____

Signature of Investigator: _____ Date: _____

APPENDIX J

NIH Certificate

Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Cristina Cortes** successfully completed the NIH Web-based training course "Protecting Human Research Participants."

Date of Completion: 05/20/2018

Certification Number: 2824287

