

LEADERSHIP RESPONSE TO REFUGEE STUDENT INFLUX

RESPONDING TO REFUGEE STUDENTS IN K-12 EDUCATION: THE ROLE
PRINCIPALS PLAY IN THE INTEGRATION AND EDUCATION OF REFUGEE
STUDENTS

by

Tsuru L. Bailey-Jones

Copyright © Tsuru L. Bailey-Jones 2018

A Dissertation Submitted to the Faculty of the

DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND PRACTICE

In Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF EDUCATION

WITH A MAJOR IN EDUCATIONAL LEADERSHIP

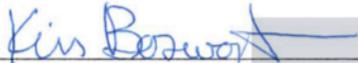
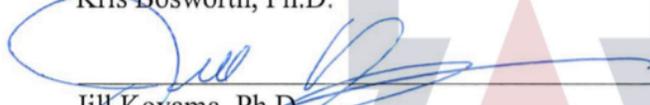
In the Graduate College

THE UNIVERSITY OF ARIZONA

2018

THE UNIVERSITY OF ARIZONA
GRADUATE COLLEGE

As members of the Dissertation Committee, we certify that we have read the dissertation prepared by *Tsuru L. Bailey-Jones*, titled *Responding to Refugee Students in K-12 Education: The Role Principals Play in the Integration and Education of Refugee Students* and recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Doctor of Education.

 _____ Kris Bosworth, Ph.D.	Date: 12/07/2017
 _____ Jill Koyama, Ph.D.	Date: 12/07/2017
 _____ Francesca A. Lopez, Ph.D.	Date: 12/07/2017

Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copies of the dissertation to the Graduate College. ®

I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

 _____ Dissertation Director: Kris Bosworth, Ph.D	Date: 12/07/2017
--	------------------

STATEMENT BY AUTHOR

This dissertation has been submitted in partial fulfillment of the requirements for an advanced degree at the University of Arizona and is deposited in the University Library to be made available to borrowers under rules of the Library.

Brief quotations from this dissertation are allowable without special permission, provided that an accurate acknowledgement of the source is made. Requests for permission for extended quotation from or reproduction of this manuscript in whole or in part may be granted by the head of the major department or the Dean of the Graduate college when in his or her judgment the proposed use of the material is in the interests of scholarship. In all other instances, however, permission must be obtained from the author.

SIGNED: Tsuru L. Bailey-Jones

ACKNOWLEDGEMENT

First and foremost, this dissertation journey was long and arduous. I could not have persevered without the guidance and gentle nudging of my advisor, Dr. Kris Bosworth. You are a blessing to me, and I thank you from the bottom of my heart. To my committee members, I owe you my gratitude for challenging me with questions and alternate viewpoints. To Dr. Jill Koyama, thank you for your insights and continued support and encouragement. Your expertise with refugee issues has been an invaluable resource. To Dr. Francesca Lopez, thank you for providing me another perspective to view my research and inviting me to work with you on a publication.

A special thank you to my husband Wendell Jones and sons Kazuo and Daisan. You supported me during the times I thought I wanted to give up, helped me get through the nights when I stayed up late researching and writing, and celebrated with me when “we” finally completed this dissertation! Yes, this was a family affair because I could not have made it without your sacrifices, continuous love, understanding, and support. To my parents, James and Michiko Bailey, you instilled in me a passion for learning and the belief that I can achieve my dreams. Thank you Dad for encouraging me and letting me know Mom is always watching over me. To my brother, James Bailey, thank you for challenging me to do my best ever since I can remember. I love you Nibon!

And finally to my friends and colleagues, I appreciate your continuous support and words of encouragement especially my team who shared their culture and immigrant/refugee experiences with me: Fardowsa Abdi, Masbil Bulale, Ndabibonye Desire, Bac Dinh, Hem Gajmer, Amina Hussein, Ann Klocko, Yoon Lee, Leonard Muhunga, Lydia Sahyouni, Wadiyah Sarah, NaraPati Subedi, and Joyce Tominaga.

TABLE OF CONTENTS

LIST OF FIGURES AND TABLES.....	9
ABSTRACT.....	10
CHAPTER ONE: INTRODUCTION TO THE STUDY.....	12
Statement of the Problem.....	14
Purpose of the Study.....	16
Research Questions.....	16
Significance of the Study.....	17
Overview of the Methodology.....	17
Researcher Positionality.....	19
Delimitations of the Study.....	20
Definition of Key Terms.....	20
Organization of the Study.....	22
CHAPTER TWO: LITERATURE REVIEW.....	23
History of Refugees in the United States.....	23
Refugee Education.....	28
Diverse Populations.....	28
Homogeneous Grouping.....	33
Pre-resettlement.....	35
Post-resettlement.....	37
Inclusive Education.....	41
Good Practice.....	45
Inclusive Education Strategies.....	48
Targeted Policies.....	49

LEADERSHIP RESPONSE TO REFUGEE STUDENT INFLUX	6
Welcoming Schools.....	50
Culturally Responsive	51
School Leadership.....	52
CHAPTER THREE: METHODOLOGY OF THE STUDY	60
Researcher’s Positionality	61
Research Design.....	63
Research Context.....	63
Data Collection and Instruments.....	68
Participants.....	79
Pilot-Study.....	78
Findings.....	81
Targeted Policies and System of Supports.....	81
Holistic Approach.....	82
Working with Agencies.....	83
Ethos of Inclusion.....	83
Revisions to the Protocol.....	84
Data Analysis.....	84
Summary of Methodology.....	87
CHAPTER FOUR: RESULTS OF THE STUDY.....	89
Working with Agencies.....	93
Holistic Approach for Education and Welfare.....	95
Learning Needs.....	96
Social Needs	99
Acclimate to the School System.....	100

Elicit Community Resources.....	102
Emotional Needs	102
Build Relationships.....	103
Aware of Trauma and Stress.....	105
Targeted Policies/System Support.....	106
Professional Development	106
Refugee School Federal Funds	109
Refugee Welcome Center.....	110
District Liaison for Refugee and Immigrant Students.....	110
Ethos of Inclusion.....	111
Celebration of Diversity.....	112
Social Justice.....	113
Additional Themes Identified.....	115
Summary of Findings.....	116
CHAPTER FIVE: SUMMARY AND DISCUSSION.....	118
Overview of the Study.....	118
Major Findings.....	120
Additional Themes Identified.....	131
Limitations	134
Implications for Practice	135
Recommendations for Future Research	137
Summary	138
APPENDIX A: PARTICIPATE IN RESEARCH RECRUITMENT EMAIL.....	141

APPENDIX B: POTENTIAL SEMI-STRUCTURED INTERVIEW QUESTIONS.....142

APPENDIX C: CONSENT TO PARTICIPATE IN RESEARCH.....143

APPENDIX D: LEADERSHIP ORIENTATION SURVEY PERMISSION TO USE
EMAIL.....146

REFERENCES147

LIST OF FIGURES AND TABLES

Table 1: Top Ten Countries of Origin for the First Seven Months of Fiscal Year 2017..	25
Table 2: Top Ten Countries of Origin for Fiscal Year 2013 & 2015.....	26
Figure 1: Percentage of Refugee Arrivals by Age for Fiscal Year 2015.....	27
Figure 2: ISD Student Demographics by Ethnicity in Percent for 2013.....	65
Figure 3: Student Ethnicity in Percent at Prospective School Sites.....	67
Table 3: Prospective Principal Participants and School Demographics.....	71
Table 4: Participating Principals, School and District Personnel.....	73
Figure 4: Percentage of Refugee Students in ISD by Area of Origin, 2013 to 2016.....	90
Figure 5: Components of Good Practice for Inclusive Education for Refugee Student...	93
Figure 6: Coding Categories for Holistic Approach.....	96
Figure 7: Coding Categories for Targeted Policies/System Support.....	107
Figure 8: Data Coding Categories for Ethos of Inclusion.....	112

Abstract

The United States has a long history of resettling refugees in the country. Research indicates that refugee students enter the country and ultimately schools with varied educational experiences including little to no formal education, language barriers to learning, and discrimination (Block, Cross, Riggs, & Gibbs, 2014; Dryden-Petersen, 2015; McBrien, 2005; Roxas, 2011a; Rutter, 2006; Taylor & Sidhu, 2012). Couple this with the differences of culture, the classroom can be an intimidating place for students newly arriving in the country and the educational system responsible for meeting the learning, social and emotional needs. This qualitative exploratory case study illustrates how principals in a large urban school district responded to the needs of newly arrived refugee students and the strategies employed by the principals to integrate and successfully educate these students. One of the largest school districts in Arizona was selected because of its high number of refugee students. In depth interviews were conducted with six participants from a purposive sample identified by the school district. Using the constant comparative method to analyze the interview data and public documents, this study detailed what actions are currently occurring within this school district.

Using the findings of this study and Taylor and Sidhu's (2012) model of good practice in refugee education, a responsiveness model for refugee education was created. The principals focused on the learning, social, and emotional needs of refugee students within their schools. They did not foster their own partnerships with outside agencies but used the partnerships established by the district. An important strategy was creating a welcoming, supportive environment with an emphasis on social justice and inclusiveness.

Principals concentrated on acclimating students to the school rules and environment, building relationships with students and parents, promoting refugees in a positive light, and trying to find instructional strategies to better meet the learning needs. Clearly, the principal plays a critical role in creating the environment that can be supportive to the social, emotional, as well as academic learning needs of refugee students. An unintended finding of the study revealed principals were not aware of the district supports such as professional development offerings to address refugee needs. One suggestion for practitioners is to address this disconnection in the district with disseminating information as it most likely affects other areas, not just refugee issues. This study adds to the field of research, as there is a dearth of research on K-12 refugee education from the perspective of the principal.

CHAPTER ONE

INTRODUCTION TO THE STUDY

Historically, the ebb and flow of refugees to the United States corresponds with global conflict. With the United States Refugee Act of 1980, a large number of the 207,116 refugees admitted came from Southeast Asia. In the 1990s, waves of refugees came to the United States in large numbers from the former Soviet Union. However, refugee admittance fell significantly to 27,100 in the wake of the terrorist attacks in 2001. Since 2008, the wave of refugees has been trending above 50,000 with a high of 84,994 refugee admitted in 2016 (Zong & Batalova, 2017). With this flow of refugees who are linguistically and culturally diverse, there has been a huge impact upon the social, cultural, political and economic structures of metropolitan areas (Teixeira & Li, 2009). A number of metropolitan areas in California, Texas and New York resettled approximately a quarter of the United States total of refugees in fiscal year 2016. The next six states accounted for approximately 30% of the refugees resettled in the United States: Michigan, Ohio, Arizona, North Carolina, Washington, Pennsylvania and Illinois (Krogstad & Radford, 2017). Refugees admitted into the United States in fiscal year 2016 came from 59 countries with the top five nations of origin being the Democratic Republic of Congo, followed by Syria, Burma, Iraq and Somalia (Krogstad & Radford, 2017). The demographic shift in metropolitan areas is mirrored in public schools as approximately 40% of refugees admitted into the United States are children under the age of 18 years (Mossaad, 2016). To address the extreme varied needs of this population, researchers suggest the growing importance of an inclusive school environment for promoting successful settlement outcomes for refugee students (Block et al., 2014; Pugh, Every, &

Hattam, 2012; Taylor & Sidhu, 2012). The challenge in creating an inclusive school environment for refugee students may be amplified when schools receive a large number of refugee students from unfamiliar cultural or linguistic backgrounds. As a result, educators may be ill-equipped to recognize and respond to the challenges faced by school-aged children who must learn a new language while navigating unfamiliar educational and social systems (Block et al., 2014). Researchers found schools are unprepared to receive the refugee students mainly due to not knowing who will be resettled in their communities (Roy & Roxas, 2011). Due to this lack of information, there is little or no training provided for educators regarding refugee education before and often times after students arrive. Consequently, schools are not able to respond holistically to the needs of refugee students. A holistic approach to refugee education realizes the complexity of the needs of refugee students and supports them educationally, emotionally and socially (Arnot & Pinson, 2005; Pugh et al., 2012; Taylor & Sidhu, 2012). To respond holistically, effective support such as training and resources is needed. For effective support to occur, there needs to be strong leadership in the school (Gardiner & Enomoto, 2006; Pugh et al., 2012; Riehl, 2000, 2008; Taylor & Sidhu, 2012). This is where the leadership of the principal is key to support the learning of the students and the teaching by the teachers (Copland & Knapp, 2006; Leithwood & Riehl, 2003).

From the field of culturally responsive education, there are certain culturally responsive school leadership behaviors that center inclusion, equity, advocacy, and social justice in school (Khalifa, Gooden & Davis, 2016). These behaviors may be applicable in addressing the needs of refugee students. In referencing the work of Khalifa, Gooden and Davis (2016), the emerging body of literature on culturally responsive school leadership

frames the discussion of the work of principals as they significantly influence instruction and student learning (Gardiner & Enomoto, 2006; Khalifa et al., 2016; Leithwood & Riehl, 2003; Riehl, 2000, 2008; Theoharis, 2007). In addition, the culturally responsive leaders directly influence the school environment and the responsiveness to the needs of marginalized students (Gardiner & Enomoto, 2006; Khalifa, 2011; Khalifa et al., 2016; Leithwood & Riehl, 2003; Riehl, 2000, 2008). These leaders responded to the needs of marginalized students by promoting a school climate where the school is welcoming, inclusive and accepting. These characteristics are similar to the holistic approach for inclusive education for refugee students outlined by Sidhu and Taylor (2012), Arnot and Pinson (2005), and Pugh et al. (2012).

This qualitative exploratory case study described and analyzed the leadership practice of principals who have received an influx of refugee students and identified what educational leaders have done to create inclusive learning environments where these students are successful. This study employed the constant comparative method to analyze the data. For this study, “success/succeed” is not an objective measurement but a subjective approach documenting the unique and innovative strategies being utilized in an urban school district located in Arizona, as it prepares refugee students to acculturate to the United States educational setting and achieve academically. Chapter one presents the statement of the problem, purpose of the study, research questions, significance of the study, overview of the methodology, researcher positionality, delimitations of the study, definition of key terms, and organization of the study.

Statement of the Problem

Each year, hundreds of refugee students enroll in school districts throughout the

United States bringing with them challenging educational experiences. Due to their forced displacement and typically abrupt departure from their homeland, refugee students often face difficulty in their adjustment to public school in the United States because of limited or interrupted formal education (Anders, 2012; Block et al., 2014; McBrien, 2003; Roxas, 2011a) and to post traumatic stress disorder and depression (McBrien, 2005; Nwosu & Barnes, 2014; Rah, Choi, & Nguyen, 2010; Xu, Bekteshi, & Tran, 2010). However, the educational experiences of the refugee students and how schools might be structured to improve their adjustment are not explored as much as trauma experiences. According to Rutter (2006), the majority of researchers and education professionals focus on the trauma experiences of refugee children. Few studies focus on what culturally responsive pedagogies with these populations might look like, especially in newcomer centers and school sites with high refugee populations (Roxas, 2011a). However, research has indicated that multicultural education where teachers are actively promoting and encouraging the inclusion of native cultures and languages keep students engaged and successful in school (Fruja Amthor & Roxas, 2016). Instead of taking a deficit perspective, an inclusive, multicultural approach in the education of students, teachers, and school staff helps to promote refugee students' academic success and psychosocial adjustment and thereby their successful resettlement. Also, multicultural education has been found to decrease school personnel prejudices about refugee student populations and decrease the amounts of bullying and discrimination from peers (Osler, 2015).

In looking at how schooling may contribute to social inclusion, Sidhu and Taylor (2012) investigated the role of schooling and its contribution to the successful resettlement of refugee children by outlining inclusive school models for educating

refugees. The researchers discussed what is good practice in refugee education. Their model included a holistic approach focusing on the importance of a welcoming environment, the need to meet psychosocial needs, and linguistic needs (Rutter, 2006). Another holistic model identified as good practice highlighted the importance of promoting positive images of refugees, parent involvement, community links, and working with other agencies (Arnot & Pinson, 2005). To ensure effective support and create a culture of inclusion, the researchers stress the need for strong leadership by the principal (Taylor & Sidhu, 2012).

Purpose of the Study

The purpose of this qualitative exploratory case study was to describe and analyze the leadership practices of principals who have received refugee students. As more students with refugee backgrounds enter schools, delving into the principals' responsiveness in terms of their thinking and the strategies employed to address the integration and education of refugee students may provide guidance to principals who are new to the refugee student experience. This study identified challenges and benefits of having refugee students in public schools and recognized the role that principals play in the integration and education of refugee students.

Research Questions

To explore what role the principal plays in successful refugee integration and education in United States public schools, the Taylor and Sidhu (2012) model of good practice became a model of responsiveness to refugee students to answer the following research questions:

How do principals work with agencies, use a holistic approach for education and welfare, provide targeted policies/support system, and create an ethos of inclusion?

What are the challenges of having refugee students in a large, urban school district?

What are the benefits of having refugee students in a large, urban school district?

Significance of the Study

This study explored how principals in a large urban school district respond to the needs of newly arrived refugee students and the strategies employed by the principals to create learning environments that integrate and successfully educate these students. Using this opportunity to explore successful strategies, this study detailed what actions are currently occurring within a school district and allowed principals the opportunity to add their success stories and concerns for refugee education in the United States. This study presented a rare opportunity for principals to share their viewpoints and expertise on responding to an influx of refugee students. The insights presented may help those principals new to the refugee experience create an environment where refugee students can succeed. This study adds to the field of research, as there is a dearth of research on K-12 refugee education from the perspective of the principal.

Overview of the Methodology

Qualitative research is “a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” and “honors an inductive style, a focus on individual meaning and the importance of rendering the complexity of a situation” (Creswell, 2009). This qualitative exploratory case study explored principals’ practices and perceptions in responding to refugee students enrolling in their school.

Participants were selected from a school district receiving the Refugee School Federal Funds in the 2015-16 school year. This school district is located in an urban city in Arizona. It has over 30 elementary and middle schools with 24,000 students including 479 students with refugee status. Ninety- four percent of the schools have refugee students.

Using interviews, document analysis and field notes, this research described and analyzed the leadership practices of principals as well as strategies and policies within one school district to help refugee students acculturate and succeed in school. Following the protocol for conducting research in the school district, the school district identified schools, which may participate in the study. The participants of this study consisted of district personnel who worked with the refugee population and principals or assistant principals at schools with an influx of refugee students. Once participants were identified, semi-structured interviews were conducted. The interviews were 45 to 60 minutes long and were scheduled based on the participant's availability. Each interview was transcribed and sent to the participant for member checking, to read accounts of what happened and offer input. Document analysis and field notes were a secondary method of data collection.

After the data from the interviews had been collected and prepared, the data were analyzed by coding the responses of participants who worked with refugee students to determine what the data revealed. Using the constant comparative method, themes were explored to help identify associated influences looking for answers that were directly related to resolving the research question. This process involved immersion in the data, repeated sorting, coding, and comparison that characterize the grounded theory approach.

Open coding of individual words or phrases was used to identify categories. Codes and categories were sorted, compared, and contrasted until no new codes or categories were produced (Heppner & Heppner, 2004). Then, between coding and the draft of the analysis, the process of memo writing helped document processes, assumptions, and actions under consideration for coding. Analysis of documents and field notes followed the same procedure of repeat sorting, coding and comparing.

All participants were given a pseudonym immediately upon agreeing to participate in the study. The district and schools also have pseudonyms.

Researcher Positionality

My interest in pursuing this study is based on my experience working in a K-12 school district as the head of the refugee services department. I worked extensively with the schools, resettlement agencies, ethnic based community organizations, faith-based communities and parents and students to advocate for refugee students and families. I participated as a member of the State of Arizona Strategic Planning team for the Office of Refugee Resettlement, was on the steering committee of a grass-roots community network for refugees, organized events for World Refugee Day, and gave presentations at national immigrant and refugee conferences.

Knowing the criteria for the Refugee School Federal Funds, I used the list of participating school districts as the starting point for the selection of possible participants for the study. Although the school district in which I worked has one of the highest refugee student populations, including close to 600 students who have been in the country less than three years, I intentionally did not choose my school district to avoid possible bias by participants in the study and to avoid conflicts of interest. The school district I

chose had close to 500 refugee students who entered the country within the last three years. Prior to interviewing the participants, I did not know anyone in the selected school district.

Delimitations of the Study

Delimitations of this case study are time and resources. Study participants were school practitioners: district staff members and principals whose schools or departments were identified by the school district. Since this study focused on principals' practices and perceptions in responding to refugee students enrolling in the school district, I have delimited the study to those involved in the coordination and administration of school programs for refugee students. The study did not explore the education of immigrants or the English language program.

Definition of Key Terms

Constant comparative is a term that emanates from grounded theory research where the researcher identifies incidents, events, and activities and constantly compares them to an emerging category to develop and saturate the category (Creswell, 2007).

Good practice is a model of refugee education with the key elements identified by Taylor and Sidhu (2012) and Arnot and Pinson (2005) that included targeted policies/system of support; fostering links with parents, local agencies and the community; holistic approach addressing learning, psychosocial and emotional needs; and on inclusiveness and the celebration of cultural diversity.

Holistic model recognizes the complexity of the learning, social and emotional needs of asylum seeker and refugee children (Taylor & Sidhu, 2012).

Inclusive education means that all students in a school, regardless of their differences, are part of the school community and can feel that they belong.

Inclusive organizations value all individuals and empower them to do their best work. It is an organization where people feel a sense of belonging, feel respected, and valued for who they are as individuals.

Principal is defined as the head or director of a school according to dictionary.com (2016), the unabridged version.

Refugee is someone who has been forcibly displaced from his or her country because of persecution, war or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Usually refugees cannot return home or are afraid to do so (UNHCR, 2017). For this study, a refugee is a person who was admitted into the United States under the procedures of the Refugee Act of 1980 (Public Law 96-212).

Refugee Act of 1980 (Public Law 96-212) amended “the Immigration and Nationality Act to revise the procedures for the admission of refugees”, amended “the Refugee Assistance Act of 1962 to establish a more uniform basis for the provision of assistance to refugees, and for other purposes.” (The Refugee Act of 1980, 1980)

Resettlement Agency provides initial resettlement, medical examinations, education, employment, housing, and interpreting services, as well as school enrollment for children and applications for social services. Under mandates of the United States Department of State, these agencies guide refugees during their initial ninety days in the United States (Koyama, 2015).

Volags is the abbreviation for voluntary agencies that have cooperative agreements with the State Department to provide reception and placement services for refugees arriving in the United States.

Organization of the Study

This qualitative exploratory case study is divided into five chapters and an appendix section. The first chapter provided a brief background of the study, statement of the problem, purpose of the study, research questions, significance of the study, rationale for using qualitative methods, a brief statement of researcher positionality, delimitations of the study and definition of key terms. Chapter two presents a comprehensive review of the literature, the third chapter describes the research methods, including how participants were selected, the forms of data collection, how data was analyzed, and the trustworthiness strategies in the study. Chapter four presents the research findings. And, chapter five offers a summary of the results, discussion of findings, and suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

In the past 30 years, the United States has resettled close to 2.2 million refugees, with close to 40% of that number being children. With the influx of refugees who are increasingly culturally and linguistically diverse, education systems in resettlement countries such as the United States are challenged to provide adequate support for these students. How do schools, specifically principals, respond to refugees by way of adequate provisioning of resources and support to meet the needs of these students? Little to no research has been conducted on the role the principal plays in successful refugee education in United States public schools. Although there is research on the education of refugee students in the United States, much of the research has grouped refugees together with immigrants. International research conducted in the United Kingdom, Australia, and Canada has provided case studies on educating refugee students in K-12 settings. Still, a large number of studies focus on the trauma experiences of refugee children as opposed to the educational experiences of refugee students in resettlement countries.

This chapter begins with a brief history of refugee admittance in the United States including current statistics of refugee admissions nationally. Next is a review of the current literature on refugee education. Then, literature on inclusive education, inclusive education specific to refugee students, and inclusive education strategies are presented. Finally, the literature review on school leaders focuses on culturally responsive leadership behaviors and the role of the principal in leading schools with culturally and linguistically diverse students.

History of Refugees in the United States

Admitting refugees into the United States is not a recent phenomenon. The United

States has had a long history of refugee resettlement beginning with the Displaced Persons Act of 1948 to address the large number of people forcibly displaced from their home countries in Europe due to World War II, admitting over 400,000 Eastern Europeans by 1952 (Mossaad, 2016). Subsequently, the United States passed legislation in the form of the Refugee Relief Act of 1953, the Fair Share Refugee Act of 1960, and the Attorney General's parole authority for humanitarian reasons starting in 1956 with Hungarian nationals and ending in the 1970s with Indochinese parolees (Mossaad, 2016). In 1968, the United States ratified the 1967 United Nations Protocol related to the Status of Refugees, which "generally prohibits the United States from returning a refugee to a country where his or her life or freedom would more likely than not be threatened on account of a protected ground," (Mossaad, 2016, p. 1). The United States Congress enacted the Refugee Act of 1980 to comply with the requirements and principles of the 1967 Protocol that established a geographically and politically neutral refugee definition.

The flow of refugees into the United States has fluctuated in response to global conflict. With the Refugee Act of 1980, a large number of the 207,116 refugees admitted came from Southeast Asia. In the 1990s, huge numbers of refugees came from the former Soviet Union. After the terrorist attacks in 2001, the number of refugees admitted into the United States plummeted to 27,100. Since 2008, the wave of refugee admissions has been trending above 50,000 with a high of 84,994 refugees admitted to the United States in 2016 (Zong & Batalova, 2017). Nearly 60% of the refugees entering in fiscal year 2017 are from African and Middle Eastern countries (See Table 1). However, the upward trend appears to have ended with the executive order signed in January 2017 by President Donald J. Trump. Trump reduced the number of refugees allowed in the United States in

fiscal year 2017 from 110,000 to 50,000 (Krogstad & Radford, 2017); But, the projected refugee arrivals for fiscal year 2017 are expected to be slightly higher than the number set in January by 3,500 (Office of Refugee Resettlement, 2017a). For fiscal year 2018, the President has authorized admissions of up to 45,000 refugees (The White House Office of the Press Secretary, 2017).

Table 1

Top Ten Countries of Origin for the First Seven Months of Fiscal Year 2017

Country of Origin	Percentage	Country of Origin	Percentage
Dem Republic of Congo	17.2	Ukraine	6.8
Iraq	14.5	Bhutan	5.5
Syria	14.3	Iran	5.0
Somalia	12.2	Eritrea	2.7
Burma	8.9	Afghanistan	2.6

Note: Data for fiscal year 2017 is partial from October 1, 2016 to April 30, 2017.

Source: MPI analysis of State Department WRAPS data (Zong & Batalova, 2017)

In the recent past, 47 of the 50 states along with the District of Columbia and Puerto Rico received refugees for a total number of 69,629 refugees admitted into the United States from 53 countries of origin for fiscal year 2013 (Bureau of Population, 2015). Nearly 95.3% of the refugee admissions to the United States were from ten countries (See Table 2). Comparatively, there were 69,933 refugees from 59 countries

admitted into the United States in FY 2015. The top ten countries accounted for 90.2% of the total refugee admissions (See Table 2). In FY 2013 approximately 33.8 % of these refugees were less than 18 years of age (Mossaad, 2016). In FY 2015, the percentage of refugees under the age of 18 years old grew to 39.3% (See Figure 1).

Table 2

Top Ten Countries of Origin for Fiscal Year 2013 & 2015

Country of Origin Fiscal Year 2013	Percentage	Country of Origin Fiscal Year 2015	Percentage
Iraq	27.9	Burma	26.3
Burma	23.3	Iraq	18.1
Bhutan	13.1	Somalia	12.7
Cuba	6.0	Dem Rep of Congo	11.3
Iran	3.7	Iran	4.4
Dem Rep of Congo	3.7	Syria	2.4
Sudan	3.1	Eritrea	2.3
Eritrea	2.6	Sudan	2.3
Ethiopia	1.1	Cuba	2.2

Source: Bureau of Population, 2015

As seen in Tables 1 and 2, refugees come from a multitude of countries. Being from various regions of the world, these refugees come with different backgrounds,

cultures, religions and languages. A large percentage of these refugees are young. In fact, the data show 53% of this population is under 25 years old including 39% under the age of 18 (See Figure 1). Consequently, schools will be enrolling these children and will have multiple cultures and languages to deal with as well as educational programming challenges.

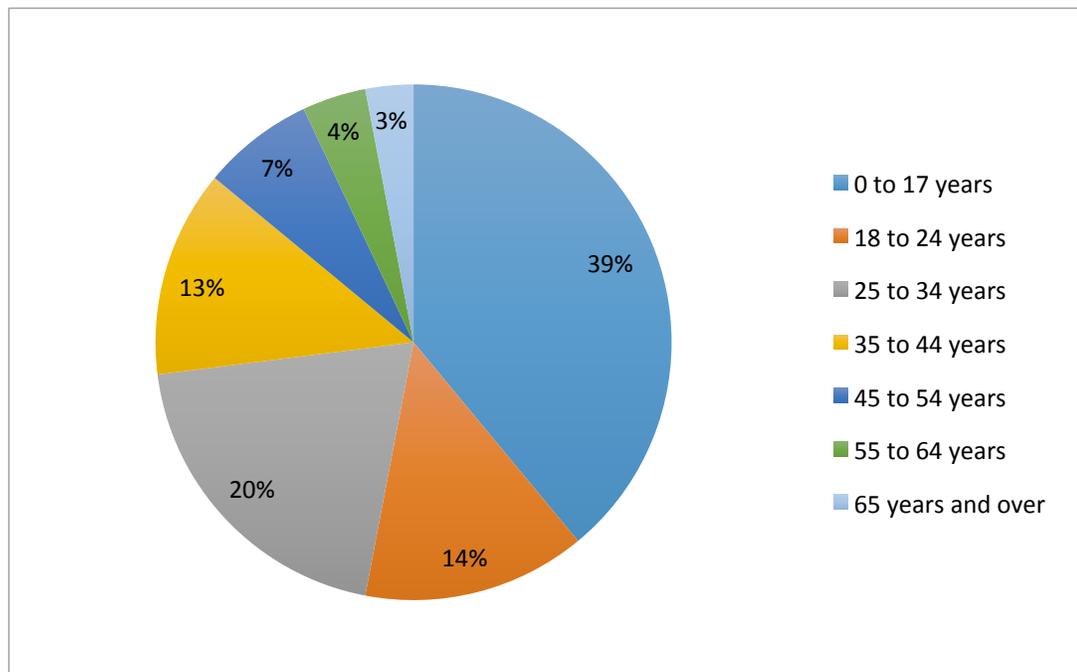


Figure 1.

Percentage of Refugee Arrivals by Age for Fiscal Year 2015 (Mossaad, 2016)

In sum, refugees entering into the United States will continued due to global conflicts. Over the decades, the United States has welcomed large numbers of refugees from European, Southeast Asian, and former Soviet Union countries. Currently, the majority of refugees are being resettled from African and Middle Eastern countries. With over 39% of the refugee population under the age of 18, many schools may experience an influx of refugee students. Consequently, being able to successfully integrate and educate

refugee students from a multitude of cultural, linguistic, and religious backgrounds will become a focal point for schools.

Refugee Education

In the state of Arizona, students are enrolled in public schools based on attendance boundaries. Therefore, the demographic of the student enrollment is dependent in part to the housing choices of the parents. In the case of newly arriving refugees, the housing choices are made by the resettlement agencies and the availability of affordable housing (J. D' Andrea, personal communication, June 6, 2015). The school district leadership does not have a choice of who moves into the attendance area. As a result, the school may experience an increase in refugee students it may not be familiar with or may not have the immediate resources to address the cultural, linguistic, or educational needs (J. D'Andrea, personal communication, July 24, 2015).

The data show that the number of refugees under the age of 18 years old is increasing. This directly impacts schools in educational programming such as English language development classes, human resource allocation, and services to address the needs of this challenging population. While the literature on refugee education has been growing, much of the strategies for refugee education have developed from literature on addressing changes to school demographics, culturally diverse populations, immigrants, or on refugees as a homogeneous group.

Diverse Populations

Exploring the dynamics of district policy making is important when there is a large demographic shift. Although Turner's (2015) study is not specifically refugee related, it was a comparative case study of policy making between two demographically

changing, medium sized urban school districts in Wisconsin. These districts experienced rising poverty, growing immigrant population, and increasing populations of students of color. Although both districts have similar shifts in demographics, they differ in the political and economic contexts. The case study used in-depth interviews with 37 school board members, superintendents, and central office administrators. Turner (2015) discussed the cultural deficit framework and district policies that focused on addressing minority students' or teachers' cultural problems. Turner's findings indicated the frameworks for both district policymakers used to explain educational inequity focused on individual and cultural explanations of inequality. With district policymakers racial sense-making was in essence relegating the students of color as invisible in the classroom and school district.

While Turner's study focused on school districts, Scanlan and Lopez (2012) examined how school leaders can meet the needs of their culturally and linguistically diverse students. Even though this study is not specific to refugees, it is applicable as it highlighted the growing population of students from culturally and linguistically diverse families and stressed they are among the most marginalized population in schools. The authors presented a narrative synthesis of 79 empirical articles published from 2000 to 2010 to guide school leaders in promoting educational equity and excellence through effective and inclusive service delivery models. The inclusive service delivery models examined were asset oriented and embraced native language as a resource to foster. Using the narrative synthesis approach, three core dimensions of an effective service delivery model for culturally and linguistically diverse students were identified. These dimensions were cultivating language proficiency, ensuring access to high-quality

curriculum, and promoting sociocultural integration. These three dimensions can assist school leaders in promoting effective schools for culturally and linguistically diverse students. Scanlan and Lopez (2012) accentuated the significant power building leaders possessed in shaping the way that students are perceived and embraced in the schools. The literature exposed the lack of awareness as the pervasive factor inhibiting the implementation of best practices and revealed many school leaders were underprepared to serve the growing population of diverse students.

As the districts in Turner's (2015) study examined the response to the shift in demographics and Scanlan and Lopez (2012) presented the inclusive service delivery models for bilingual students, Suarez-Orozco, Yoshikawa, and Tseng (2015) examined the intersecting sources of inequality for immigrant-origin children and youth. The research indicated most immigrant-origin youth were at risk students due to multiple types of disadvantages. Suarez-Orozco et al. explored how inequality operated in these six dimensions of disadvantage: low parent education and employment, poverty, generational and newcomer status, racialization, language barriers, and undocumented status. She also outlined how improving educational context and enhancing family contexts can mediate the unequal outcomes and opportunities.

In contrast to the research on the inclusive service delivery models for linguistically diverse students, the State of Arizona has mandated English-only instruction that segregates English language learners (ELL) for the majority of the day and denies them access to the core academic content (August, Goldenberg, & Rueda, 2010; Rios-Aguilar, Gonzalez-Canche, & Moll, 2012);. In 2006, the Arizona English Language Learners (ELL) Task Force was established to create state-wide Structured

English Immersion (SEI) models for ELL instruction and identify the minimum amount of time for English language development per day (Davenport, 2011). In 2010, Arizona school districts were operating two types of ELL programs to meet the requirements of the SEI models. Initially, students are identified by a home language survey and then tested using the Arizona English Language Learner Assessment (AZELLA) to determine English proficiency. There are five AZELLA proficiency levels: pre-emergent, emergent, basic, intermediate, and proficient (Arizona Department of Education, 2014). A student whose composite AZELLA score is classified as proficient is neither considered an ELL nor placed in an SEI classroom. However, students in pre-emergent through intermediate levels are considered ELLs and placed into their own classroom for four hours of English language development instruction in oral English and Conversation, Grammar, Reading, Writing, and Vocabulary. If a school has 20 or fewer ELL students within a three-grade span, the school could create individualized language learner plans (ILLPs) for those students. The ILLPs detail how each individual student will receive the four hours of English language development instruction in the mainstream classroom with English-proficient students (Davenport, 2011).

Students remain in the English language development classrooms until they are reclassified as fluent English proficient by taking the AZELLA. These students are retested on the AZELLA for two years and will return to the ELL program if they do not demonstrate on the AZELLA they are still proficient (Lillie et al., 2010).

The goal of the Arizona law is for ELLs to become fluent English proficient in one year. Therefore, the focus in these SEI classrooms is not on content (Lillie et al., 2010), but on the acquisition of English through full English immersion using English

only materials and instruction (Arizona Department of Education, 2014). On the contrary, research has suggested that it takes at least three to five years to develop basic social English proficiency and between four and seven years to develop strong academic English (Hakuta, Butler, & Witt, 2000).

According to Gandara and Orfield (2010), the Arizona SEI classroom model is harmful to the achievement of ELLs and negatively impacts their social and emotional wellbeing. Jimenez-Silva, Gomez and Cisneros (2014) asserted, “the model is especially problematic for older students who are required to pass standardized writing and content-based exams in order to graduate high school” (p. 186). With the four hours of English language development instruction, there are not enough periods in the day to take the core academic classes needed for graduation.

In sum, the Arizona SEI models are based on the assumption that an English-only instructional environment will help ELLs quickly achieve English proficiency (Mahoney, MacSwan, Haldyna, & Garcia, 2010). However, the SEI models of instruction created by the Arizona ELL Task Force flies in the face of research of second language acquisition as there is “currently no body of scientifically based research that recommends the isolation of ELLs for the majority of the school day in English language classes” (Jimenez-Silva et al., 2014). In the meantime, educators can focus on both effective communication and grade-level content in an attempt to combat the negative impact of isolation and marginalization ELLs experience due to the SEI models (Lillie et al., 2010).

In a different context, McBrien’s review identified insufficient literature separating the needs of immigrant students in general from the needs of refugee students.

“Without comparative studies, teachers, administrators, and policy makers have no valid or reliable information to differentiate teaching and services to provide best practices to these groups.” (2005, p. 357). She revealed most of the studies look at pan ethnic composites or broader categories. Although these general studies are important in highlighting similar psychosocial adjustment, language acquisition needs, and discrimination, there is a need to research specific refugee groups to discover their particular needs as their experiences and acculturation processes of resettling in the United States are very different (McBrien, 2003, 2005).

Although literature on the academic achievement of immigrants and students of color, such as African American and Hispanic, are prevalent, specific research in ways to boost refugee students’ achievement in the United States is not as prevalent (McBrien, 2005). The literature review indicates a need for more research to provide strategies to overcome obstacles and ensure success of the refugee students who are changing the demographics of schools and districts.

Homogeneous Grouping

Often, much of the research on refugee students has been consumed within the research focusing on migrant and multicultural education (Taylor & Sidhu, 2012) and has failed to address the experiences of refugees as distinct from those of other migrants (Pinson & Arnot, 2007). For example, Moinolnolki & Han (2017) documented the current state of school support in the United States for refugee children. By reporting data grouping refugee and migrant children together, Moinolnolki and Han (2017) found that refugee and migrant children lag behind native-born United States students and have double the dropout rate of United States born students. Researchers have suggested

acculturation stress, poverty, unsafe neighborhoods, discrimination and the lack of psychological as well as academic support before entering the United States as factors that contribute to refugee and immigrant students' high dropout rates (Betancourt, Frounfelker, Mishra, Hussein, & Falzarano, 2015; Reed, Fazel, Jones, Panter-Brick, & Stein, 2012). However, in grouping refugee children with immigrant/migrant children, the particular needs of refugee students have been ignored by education policy-makers and by research (Taylor & Sidhu, 2012). This invisibility in policy and research "has worked against their cultural, social and economic integration" (Taylor & Sidhu, 2012, p. 42).

At other times, research focused on refugee students but tended to treat them as a homogeneous group with the generalizations limiting the work in the field (McBrien, 2005; Rutter, 2006). Rutter (2006) conducted research from the United Kingdom context and examined pre-migration and post migration factors that were relevant to understanding the particular needs of refugees and developing appropriate educational support. Education is a way back to a sense of normalcy for refugee children who have experienced a multitude of trauma and disruption in their lives (Strekalova-Hughes, 2017). Yet, schools are not familiar with the distinctly different learning needs and sociocultural adjustments faced by refugee children. As a result, the education of refugee children in the resettled country often has no connection to their prior knowledge and experiences (Dryden-Petersen, 2016; Strekalova-Hughes, 2017). This disconnect can lead teachers to misinterpret the psychological needs of some refugee children as disruptive classroom behavior. The disconnect can also cause the teacher to harbor negative feelings toward the child, such as frustration and anger (Blackwell & Melzak, 2000; Strekalova-Hughes, 2017).

Since the influx of refugees into the United States, research studies have been conducted on the social and psychological adjustment of refugees (Ascher, 1985; Eisenbruch, 1988; Gitlin, Buendia, Crosland, & Doumbia, 2003; Rudmin, 2003). In addition, there has been research that groups refugees together with immigrants (McBrien, 2005). However, McBrien stressed that the differences between refugees and other immigrants make the refugee group most vulnerable for school failure. The most significant difference is that refugees have been forcibly displaced and most likely have suffered from trauma and physiological illnesses (Dryden-Petersen, 2015; Fruja Amthor & Roxas, 2016; McBrien, 2005; Roxas, 2011b; Rutter, 2006).

Pre-resettlement

While schools scramble to meet the varied needs of these refugee students, it is important to understand the specific education related experiences that these students bring with them upon resettlement. In particular, four details of the refugee educational experience in first asylum countries are significant for educators to know (Dryden-Petersen, 2015). The first detail is limited and disrupted educational opportunities. Refugee students experience many barriers to accessing education, including violent conflict, discriminatory laws and policies, and constant migration, which can cause children to enter school late and/or experience interrupted schooling (Dryden-Petersen, 2015). The second is language barriers to educational access. Due to the disproportionate time learning languages, refugee students fall behind in age-appropriate academic content (Dryden-Petersen, 2015). Often, students are placed in classes with younger children as a method of learning the language. This in turn, reduces the opportunity to learn age-appropriate academic content. The third is inadequate quality of instruction due to

insufficient resources for teaching and learning. Inadequate learning materials, poor teacher training, and overcrowded classrooms facilitate teacher-centered pedagogy (Dryden-Petersen, 2015). Consequently, refugee students enter schools in the United States unfamiliar with child-centered instruction and activities or with teachers' expectations for their successful completion. The fourth is discrimination in school settings. "Refugee children and their parents may be understandably wary of US schools and teachers if they have had previous educational experiences laced with discrimination" (Dryden-Petersen, 2015, p. 15). Reaction to discrimination can manifest itself in problem behaviors, aggression, depression, and racial mistrust. However, becoming aware of these four aspects and filling the gaps in understanding about resettlement histories can positively affect refugee student's sense of belonging and relationships with teachers and peers, as well as providing adequate academic and psychosocial services (Dryden-Petersen, 2015).

Because resettlement experience is different for refugees, knowing the pre-resettlement experience may help with developing an understanding of what refugees have endured and how it may impact their acculturation. In a study of pre-resettlement experiences of refugees in their countries of first asylum, Dryden-Petersen (2016) determined the pre-resettlement experience of refugees was mostly an unknown factor in their post-resettlement education in countries such as North America, Europe and Australia. This study analyzed the data from the United Nations High Commissioner for Refugees, key informant interviews in 14 countries of first asylum, and ethnographic fieldwork and interviews in four countries. Dryden-Petersen (2016) argued that contemporary conditions of conflict inform the conceptual understanding of refugees

globally. This included the types of schools that refugees have access to in countries of first asylum. Three empirical themes were identified as common to the educational experiences of refugees in the countries of first asylum. They were language barriers, teacher-centered pedagogy, and discrimination in school settings. In examining the pre-settlement educational experiences, almost all of the refugee children have previous educational experiences but learning about those experiences are hidden by language barriers, privacy concerns, cultural misunderstanding and stereotypes (Arnot & Pinson, 2005; Taylor and Sidhu, 2012). Consequently, these pre-settlement educational experiences became a void or “black box” because most of the existing literature in the education of resettled refugee students explored the characteristics of refugee children at the time of their arrival.

Post-resettlement

McBrien’s (2005) review of the literature on refugee students in the United States was to gain an understanding of the unique needs, the obstacles to success, and the intervention that were promising for overcoming the barriers refugee students face upon resettling in the United States. McBrien searched the existing literature using general terms “refugees, immigrants, acculturation and Muslim in combination with academic achievement, students, and education.” She narrowed the scope of the review to refugee students resettled in the United States. To a large extent, the literature on refugee students in the United States centered on children from Southeast Asia. However, McBrien (2005) included research on refugee students from Cuba, Central America, Eastern Europe, and Africa. She also did not include medical journal articles or studies published before 1980.

McBrien (2005) summarized the psychosocial adjustment and language acquisition of refugee students affected by experience of trauma and the availability of parental and social support. She reiterated language is a major barrier to learning and indicated, “recent researchers consider school settings that do not require rapid language and cultural acquisition to be the best settings for refugee children” (2005, p. 344). She suggested improving school resources, the need for administrators to look at the research on language acquisition and the need for teachers to become aware of the refugee experience. In exploring the obstacles to success for the refugee student, McBrien (2005) listed parental factors of misunderstanding, conflicting cultural beliefs, and language difficulties. She reinforced that these obstacles embody the concept of dissonant acculturation (Rumbaut and Portes, as cited in McBrien, 2005). Dissonant acculturation occurs when the acquisition of language and culture of the parents lag behind that of their children in the new country. She also listed discriminatory practices from teachers and peers as obstacles. These discriminatory practices increased the refugee students’ isolation. According to the researchers, the discrimination originated from a lack of accurate information and from cultural misunderstandings (Block et al., 2014; Fruja Amthor & Roxas, 2016; McBrien, 2005; Pugh et al., 2012; Taylor & Sidhu, 2012). To overcome these obstacles, McBrien (2003, 2005) posited the importance of teacher and administrators understanding the refugee experience. The emphasis was on understanding the role of trauma in the manifestation of behaviors in refugee students, the cultural differences, the dire situations of parents, and the best practices in language acquisition to address the discriminatory attitudes that school personnel may have due to their misunderstandings.

McBrien (2005) reported embarrassment, shame or depression affect refugee students in classrooms where the teachers do not understand the issues the students' experience (Trueba, as cited in McBrien, 2005). In contrast, refugee students who learn academic English and are accepted by their teachers and classmates perform better in school. Refugee students can thrive in a school where the environment is welcoming, where their differences are valued by administrators, teachers and native students (McBrien, 2003). Creating an inclusive school environment can promote the successful settlement outcomes of refugee students by recognizing and embracing diversity (Block et al., 2014).

Based on a large study conducted in 2009-2010, Roxas (2011) critically examined the reality of building community in public schools and identified the obstacles faced by teachers who try to create community with refugee students. This larger study consisted of 20 school stakeholders who worked at a newcomer center for refugee children in the Denver Public Schools. Using snowball sampling, the identified teachers participated in multiple, semi-structured interviews. The purpose of the 2011 case study was to analyze the work of one teacher who was trying to build community through culturally responsive pedagogies for the refugee students and families in her classroom. Roxas (2011) highlighted several strategies such as explicitly focusing on instructional efforts on the building of community within the classroom environments to foster refugee students and their families a sense of belonging and connectedness to local communities, school, and classroom peers. According to Roxas (2011), this explicit effort gave the teacher the chance to connect to the lived experiences of her children and have them connect with one another through shared experiences as refugee youth. The building of community

gave the students and families an opportunity to connect with the school and be included in the school. This is in contrast to the existing research from Candappa (2000) and Goodwin (2002) that show refugees are often disconnected from the local communities and their children's new schools.

Often, schools blame students and families for the problems in education (Flessa, 2009; Khalifa et al., 2016). Drawing from two studies with Somali Bantu refugee families in South Texas and Michigan exploring the deficit practices of educators and schools that are based in notions of meritocracy, perceived attitudes of motivation, a perceived lack of value in education, and biased testing practices, Roy and Roxas (2011) provided a counter-story to the deficit viewpoint of Somali Bantu refugee students and their families by having them tell about their experiences in learning how to do school and how they valued education. The researchers collected data in two research sites for one year using ethnographic methods of participant observation in the school and community settings. Eleven Somali Bantu families were interviewed in order to understand the families' educational experiences. They also interviewed teachers, administrators, community members and counselors. Roy and Roxas (2011) agreed with the findings of numerous researchers that schools were unprepared to address refugee families' psychological, linguistic, cultural, and educational needs due to limited preparation time given to the receiving communities and schools (Block et al., 2014; Fruja Amthor & Roxas, 2016; Pugh et al., 2012; Strelakova-Hughes, 2017). In particular, little or no training was provided for educators regarding refugee education. As a result, school practices employed by educators often supported deficit notions of refugee students rather than dispelling them. These challenges can be overcome by holding

courageous conversations about the common deficit notions held about refugee students and deconstructing the deficit discourse (Cooper, 2009; Gardiner & Enomoto, 2006; Khalifa et al., 2016; Roy & Roxas, 2011).

In summarizing the literature on refugee students educational experiences, there are numerous factors affecting refugee students in the classroom. From trauma, language barriers, discrimination, and unfamiliarity with the host country's culture and customs, refugee students' needs may be quite a challenge for the educational setting. Although it may be easier to blame the families for the problems in education (Flessa, 2009), it is a barrier to equitable learning environments that benefits no one. To address the varied needs of the refugee students and provide an equitable learning environment, schools can create inclusive, welcoming environments that appreciate the differences and positively acknowledge that people have a multitude of attributes, challenges, and ways of knowing (Cooper, 2009).

Inclusive Education

One of the biggest challenges throughout the world is how to develop more inclusive education systems that support and welcome diversity among all learners (UNESCO, 2001). According to Ainscow and Sandill (2010), a belief that education is a basic human right and the foundation for a more just society is needed to address the policies and practices to eliminate social exclusion of children to access school because of race, social class, ethnicity, religion, gender and ability. Drawing on research evidence and ideas from international literature, Ainscow and Sandill (2010) claim that a vital component in steering education systems toward inclusive values and bringing sustainable change is leadership practice. But how to proceed in the best way is uncertain.

Using research evidence, an organizational condition for fostering inclusive policies and practices and how it applies to the role of leadership was examined. The development of inclusive practices involved social learning processes of the work culture that influences the actions of people and the thinking that informs these actions (Ainscow & Sandill, 2010). The two parts to the social learning process described are development of practice and development of a common language. Both of these require developing people by providing intellectual stimulation that is a core practice of effective leaders (Riehl, 2000; Leithwood and Riehl, 2005). Some of the organizational conditions that can help foster social learning are distributive leadership, high levels of staff and student involvement, and a commitment to inquiry which produce more inclusive responses to diversity (Ainscow & Sandill, 2010) as well as focusing on the needs of the individual child and giving teachers freedom to take initiatives (Gardiner & Enomoto, 2006).

In addition to organizational conditions, cultural factors must be examined to ‘disrupt modes of school’ and have professional learning for educational leaders where they ‘learn new things’ and not only ‘do new things’ (Ainscow & Sandill, 2010). Essentially, this involves stakeholders converging on a common agenda to guide their discussions of practice and work through disagreements to establish ways of functioning that enable them to collect and find meaning in different types of information. In schools, the role of the principal in providing leadership is crucial to encourage the social process of learning (Riehl, 2008).

Although Riehl’s (2000) research is not specific to refugee students, the social process of learning may be applicable in responding to refugee student needs. The extensive review of the theoretical and empirical literature was used to develop a

comprehensive approach to school administration and diversity. Riehl (2000, 2008) explained one of the central tenets of organization theory is that tasks are primary elements around which organizational structure and culture can be effectively designed. These tasks are foundational for understanding the work of individuals. In terms of creating inclusive schools, Riehl identified the three tasks of sense making, promoting inclusive culture and practices in schools, and building positive connections between relationships outside the school (Riehl, 2000, 2008). Like Ainscow and Sandill (2010), Riehl (2000, 2008) asserted school reform does not take hold unless all stakeholders understand and invest in the changes. Therefore, school culture and leadership played an important role in organizational sense making. Riehl (2000, 2008) posited principals are in an influential position to define situations and their meanings through such things as official ceremonies, public relations events, meetings and changing the routine ways things are done and how the school organization is designed (Riehl, 2000, 2008).

Equally important is the principal's role in creating inclusive practices in school. This is accomplished in two ways: molding inclusive school cultures and promoting inclusive teaching and learning. One strategy principals can use to directly impact the school culture is adopting a viewpoint that advocacy is a critical component of an inclusive school culture (Kose, 2009; Riehl, 2008; Taylor & Sidhu, 2012). Taylor and Sidhu (2012) explain that advocacy is an important and practical way to demonstrate the school cares about the students; is a role schools must play as people and groups are disempowered; and is an approach to address discrimination or inequity.

The second way to create an inclusive school is to promote inclusive teaching and learning.

Teachers promote learning among culturally diverse students when they honor different ways of knowing and sources of knowledge, allow students to speak and write in their own vernacular and use culturally compatible communication styles themselves, express cultural solidarity with their students, share power with students, focus on caring for the whole child, and maintain high expectations for all. (Riehl, 2008, p. 188)

As instructional leaders, principals can influence teaching and learning by considering the impact of different organizational initiatives that may restrict access to instruction and on student achievement and by making appropriate changes promoting both equity and excellence for all students (Riehl, 2008). Specifically for refugee students, principals can foster inclusive practices by providing opportunities for refugee students to access the mainstream curriculum and be part of the school community (Taylor & Sidhu, 2012).

Like the first two tasks identified by Riehl (2008), the last task relies on the leadership of the principal to build relationships between schools and communities. Building connections between schools and communities involves the principal's leadership skills in mobilizing the school "within processes of community development and working with other organizations to deliver coordinated services to children" (Riehl, 2008, p. 189). Similarly, Ainscow and Sandill (2010) discuss the importance of building relationships with the community in what they refer to as "networking". The role of networking is to share expertise and resources between schools and the community to support the learner, in this case, the refugee student. By building and strengthening community partnerships in supporting refugee students' social and emotional needs, the principal can influence the neighborhoods and community partners to create a more welcoming and inclusive environment (Ainscow & Sandill, 2010; Arnot & Pinson, 2005; Block et al., 2014; Johnson, 2006; Riehl, 2000; Taylor & Sidhu, 2012).

Adding to the discussion on leadership and creating inclusive environments, Ryan (2006) introduced a framework for inclusive leadership. He described the characteristics of an inclusive leader as the ability to advocate for inclusion, educate participants, develop critical consciousness, nurture dialog, and emphasize student learning and classroom practice. To accomplish an inclusive environment, Ryan (2006) posited distributed leadership brings in a variety of people who work together to secure a multitude of different resources. He also described distributed leadership as a collective process. One of the elements of an inclusive environment is to include everyone in the social processes needed to create environment where the school community promotes everyone's interests, not just the dominant group (Ainscow, 2005; Ryan, 2006).

Good Practice

Narrowing the scope of inclusive education from the general population to refugee students, there are several studies that intersect the concepts of inclusive education with good practice for refugee students. Arnot and Pinson (2005) reported the result of a small-scale research project to investigate how local educational agencies (LEA) provide for asylum and refugee children, the support offered to schools and the underlying assumptions and approaches associated with the LEA and school policies, practices and strategies for the inclusion of this group. The research was conducted in three phases. The first phase investigated the national context through government reports, secondary sources and interviews. The next phase collected data from 58 LEA's in England. And lastly, the research focused on three case study LEAs that were selected based on their commitment to developing a holistic model of good practice. Under challenges for the schools and LEAs, the project identified four policy areas for

consideration. First was developing a targeted policy to make the presence and needs of asylum-seeker and refugee students visible or to treat all pupils as equal without any special targeted policy and provisions. Second, determining the form of data monitoring to collect information on asylum-seeker and refugee pupils without incurring any hostility to special provision or labeling these students in negative ways. Third, deciding how to monitor educational achievement and what data to use in determining school and LEA performance results since there was no official data disaggregated in terms of asylum seeker or refugee status. And fourth, funding priorities to ensure the support for these children were available. To meet the challenges described above, the report expounded on the holistic approach focusing on the notions of social inclusion, safety and happiness of the student. To support these notions, strong parent-school and community relations as well as a multi-agency approach were established. In addition, promoting positive images of asylum-seeker and refugee students, establishing clear indicators of successful integration, an ethos of inclusion and the celebration of diversity, a holistic approach to provision and support, and a caring ethos and the giving of hope were described as components of good practice.

Continuing with the idea of good practice, Taylor and Sidhu (2012) conducted a case study of four schools from a larger study on globalization and refugee education in Queensland. The four schools were a purposive sample looking at how schooling may contribute to the social inclusion for refugee students in school and the broader community. Following Arnot and Pinson (2005), this study was interested in how schools met the needs of refugee students and the values that underpinned the schools' approaches. Key elements of 'good practice' for refugee students and families identified

by Taylor and Sidhu (2012) and Arnot and Pinson (2005) included targeted policy, holistic approach, parent involvement, a multiagency approach and community involvement. The findings documented features of successful practices to support the schooling of refugee youths such as strong school leadership and an inclusive approach. A commitment to justice was also an important feature of inclusive school practices.

Block et al. (2014) presented the results of an evaluation of the School Support Programme (SSP) in schools in Australia. A mixed method approach was used for data collection and analysis to determine the extent of change associated with the program in 38 schools, strengths of partnerships developed, and experiences and perceptions of program impact from 34 stakeholders. The aims of SSP were to support refugee students and parents by promoting an inclusive whole-school approach. The researchers concluded that SSP was appropriate and feasible in providing an inclusive education model for refugee students. Block et al (2014) concurred with the literature suggesting that good practice comprised a holistic model addressing learning, social and emotional needs of refugee students with a focus on inclusiveness and celebration of diversity. The whole-school approach and holistic model of SSP incorporated each of the key elements (Arnot & Pinson, 2005; Taylor & Sidhu, 2012) and further confirmed the SSP schools' capacity to provide appropriate support to refugee students.

Pugh, Every and Hattam (2012) explored school structural reforms in a South Australian primary school comprising 80% of the students coming from non-English speaking backgrounds. Using an ethnographic study approach, the researchers interviewed school leadership and teachers, conducted classroom and staff meeting observations, and analyzed documents. Examples of good practice for the successful

education of refugee students were identified. The whole school approach incorporated several components of successful refugee education from funding and government policy to school leadership and classroom instruction. Pugh, Every and Hattam (2012) argued that whole-school reform involves strong leadership to achieve equitable education for students with refugee experiences in combination with a welcoming attitude that promotes diversity and positive images of refugee students. Curriculum and professional development were also areas for consideration. The research highlighted policy changes that would further the structural reforms such as increased funding for support, funding for decreased class size, curriculum that approaches refugee education holistically to meet the psychosocial, emotional and learning needs.

In summarizing the literature on inclusive education, the idea of creating an environment where the policies and practices are in place to eliminate social exclusion can be accomplished through strong leadership. Creating a holistic approach that celebrates diversity and engages the community is the charge of strong principals who believe and positively promote the viewpoint that students and families are unique, competent, and valued members of a diverse cultural community (Lindsey, Robins, & Terrell, 2003). To achieve this, principals will need to provide teachers with a variety of inclusive education strategies to meet the educational, psychosocial, and emotional needs of the refugee children in their schools.

Inclusive Education Strategies

The international definition of inclusive education has moved away from the discussion of special education to a definition encompassing all students in a school. Regardless of their differences, all who are part of the school community and can feel

that they belong (Ainscow, 2005). In terms of refugee students, several researchers have focused on the strategies of targeted policies, welcoming schools, and culturally responsive approach.

Targeted Policies. As the number of refugee students in schools increase, specialized support specifically targeted to assist refugee students and parents with acculturation, integration, and school success is needed (Kanu, 2008; Strekalova-Hughes, 2017). In a study of multicultural approaches that may be beneficial for newcomers, Fruja Amthor and Roxas (2016) discussed the systematic and purposeful initiatives that affirm the presence, contributions and languages of a diverse student body. Targeted policies should be aimed at the commitment to allocating resources towards both academic and cultural initiatives to ensure the successful acculturation and integration of refugee students (Fruja Amthor & Roxas, 2016).

Correspondingly in the research by Arnot & Pinson (2005), a way to assist refugee students in school is to have targeted policies addressing their specific needs. A challenge that was uncovered in the research was the decision to develop a targeted policy for refugee students or separate provisioning within an existing system. Either way, Arnot & Pinson (2005) stressed the need for funding priorities to appropriately allocate resources for the successful education and integration of refugee students.

Much of the research stressed allocating resources for programs that have an inclusive approach. Effective programs adopted whole school approaches to learning where students were not marginalized and isolated in the form of separate tracking (Pugh et al., 2012; Taylor & Sidhu, 2012). For example, the research on good practice indicated English language learners were better off in age-appropriate classes

with native English speaking peers, even if they are not academically prepared for the material. The rationale for this approach was that isolating them widened the gaps and inhibited acculturation (Pugh et al., 2012; Taylor & Sidhu, 2012).

Welcoming Schools. Researchers have correlated a positive and welcoming school environment with higher levels of self-esteem and confidence for refugee students (Birman, Trickett, & Buchanan, 2005; Block et al., 2014; Pugh et al., 2012; Taylor & Sidhu, 2012) and strong home-school connections (Block et al, 2014; Taylor & Sidhu, 2012). Refugee students and families feel more connected to the school if schools have access to liaisons and interpreters (Block et al, 2014) as well as being more understanding of cultural differences and the experiences of their students and families (Cooper, 2009).

In contrast, the study of schooling of Somali Bantu students (Roy & Roxas, 2011), did not take the cultural capital of the students and families into consideration. The educators took a deficit notion in their interactions with the Somali Bantu students and families. The educators interviewed expressed their desire for the Somali Bantu students to achieve success in school; however, they placed success or failure squarely in the hands of Somali Bantu parents and students as opposed to what the school was lacking in terms of knowledge and resources in meeting the educational needs of the Somali Bantu students being discussed by a few educators. The study participants focused on the perceived problems such as behavior issues, intrinsic motivation and attitude. The teachers related culture to valuing, and in the case of their Somali Bantu students and families culture as not valuing the educator or the school. The educators did not attempt to understand the motivation or attitudes of the families in terms of the value

of school and did not engage the cultural capital. As a result, the school became a place of marginalization instead of empowerment (Roy & Roxas, 2011).

Culturally Responsive. A holistic approach to education and welfare has been found to be successful for refugee students (Taylor & Sidhu, 2012; Arnot & Pinson, 2005; Block et al, 2014; Pugh et al., 2012). The holistic approach looks at the needs of the child and the family. For the child, the school addresses the psychosocial, emotional and learning needs to maximize success in the educational setting. For the parents, the school partners with community agencies to ensure the family needs are met.

As part of the holistic approach, refugee students who are culturally and linguistically diverse may benefit from schools employing culturally responsive strategies. According to Strekalova-Hughes (2017), refugee children can benefit from culturally responsive teaching (Gay, 2010) as it decreases dissonance between students who are culturally diverse and the traditional curriculum traditionally based on the dominant culture. Culturally responsive teaching is an ability to recognize and integrate relevant cultural differences (Gay, 2010). Among culturally diverse student populations in the United States, refugee students are dependent on culturally responsive teaching the most (Strekalova-Hughes, 2017). Many refugee students face injustices and challenges of being newly arriving immigrants and of being from traditionally marginalized minority groups. The forced migration, sudden and unplanned displacement from their home due to life threatening conditions, may add to stresses and challenges not experienced by children of planned migration. Refugee families often resettle in the low socioeconomic status neighborhoods resulting in housing and educational segregation (Rutter, 2006) and face the same challenges as local children in poverty. Hence children who are refugees

enter urban schools in the US with limited English language knowledge, possible pre-displacement related trauma, and probable post-displacement economic and racial/ethnic marginalization which makes their needs more complex.

Culturally responsive teaching has the potential to connect school to lived experiences and cultural frames of reference for refugee students. This has the potential of making sure that academic knowledge and skills are presented in a more personally meaningful way, which may be learned more easily and thoroughly (Gay, 2002). This approach can help some children overcome their classroom behaviors associated with trauma they experienced. A classroom that is more personally meaningful and interesting may address traumatized refugee children's "need to be completely captivated by and engrossed in whatever they are doing in order for their minds not to wander back to their past, or to current anxieties" (Blackwell & Melzak, 2000, p. 5).

In conclusion, a holistic approach employs various strategies to meet the various needs of refugee students and build on the unique strengths of children and their families. It also provides resources to enable integration into mainstream classrooms, partners with communities and agencies to meet the learning, social and emotions needs of both children and families, and promotes a culturally responsive/inclusive environment. However, to affect meaningful and sustained change inside schools, the role of school leaders is key (Cooper, 2009; Ishimaru, 2013; Khalifa, 2010, 2012; Khalifa et al., 2016; Madhlangobe & Gordon, 2012).

School Leadership

Strong school leaders are integral in the creating an inclusive school where refugee needs are met (Cooper, 2009; Gardiner & Enomoto, 2006; McBrien, 2005;

Taylor & Sidhu, 2012; Arnot & Pinson, 2005; Pugh et al.; Block, 2014). Strong leaders develop teachers who are responsive to their students' needs, promote an inclusive school environment, and engage with students, parents and the community. Therefore, effective leaders must be capable of promoting and sustaining an environment to attract, maintain, and support the development of good teachers (Khalifa et al, 2016) who understand the needs of culturally and linguistically diverse students, including refugee students.

Khalifa et al. (2016) conducted a synthesis of the literature on culturally responsive school leadership. This emerging body of literature as it relates to the work of principals was pulled from literature on leadership, social justice, culturally relevant school, and students/communities of color. The purpose of the study was to describe culturally responsive school leaders behaviors. A search of articles from 1989 to 2014 found 37 journal articles and eight books in which best practices and strategies were noted. However, the search was expanded as there were a number of sources that did not include the terms "culturally responsive" or "leadership" but related to the study's topic. A broader search was conducted which produced 13 more sources. Only articles that were empirical and focused on leadership behaviors used with students in any area of difference or with minoritized populations were selected. Then, all of the leadership behaviors that directly impacted the school climate, curriculum, policy, pedagogy, and student achievement were compiled. The guiding framework for this literature review was the influence principals have on the school environment as they can "shape growth-enhancing climates that support adult learning as they work to manage adaptive challenges" (Drago-Severson, 2012, p. 1 as cited in Khalifa et al, 2016) and can serve as

transformational leaders (Cooper, 2009; Shields, 2010). From the synthesis of articles, four behaviors of culturally responsive school leaders emerged.

The first behavior was the ability to critically self reflect on leadership behaviors (Gooden & Dantley, 2012; Johnson, 2006). Leaders needed an awareness of their own values, beliefs, and dispositions when it comes to serving linguistically and culturally diverse students, including poor children of color (Theoharis & Haddix, 2011). They “must have an awareness of self and an understanding of the context in which they lead” and must use this “understanding to envision and create a new environment of learning” for students in their buildings who have been marginalized because of race and class (Khalifa et al., 2016, p. 1281). A few ways leaders exhibit this behavior is through their continuous learning of cultural knowledge and context (Gardiner & Enomoto, 2006), by utilizing input from parents and community to measure cultural responsiveness in schools (Ishimaru, 2013), and from their social just and inclusion approach as a transformative leader (Gooden & O’Doherty, 2015; Shields, 2010).

Although holding high expectations for everyone in their buildings to support the learning of both their students and teachers, not all principals have the preparation to lead this charge in a diverse school setting. The exploratory qualitative study by Gardiner and Enomoto (2006) used a cross-case analysis to describe what six urban principals do in regards to multicultural leadership. The researchers highlighted leadership behaviors such as critical self-reflection, development of culturally responsive teachers, and promotion of an inclusive school environment. The findings concluded that all six of the principals lacked formal multicultural preparation, but some did engage in work that promoted diversity. Recommendations included supporting principals in their work as not all

principals held high expectations for all and not all shared the awareness that affirming diversity and student achievement are interconnected.

The second behavior was the development of culturally responsive teachers through the articulation of a vision that supports the development and sustainability of culturally responsive teaching (Khalifa et al, 2016). This can be accomplished through collaborative walkthroughs and modeling culturally responsive teaching (Madhlangobe & Gordon, 2012) as well as encouraging the examination and restructuring of the school curriculum to be more culturally responsive (Sleeter, 2012). As much as it is the responsibility of the principal to develop culturally responsive teachers using these various strategies, it is also the role of the culturally responsive principal to counsel out those teachers who resist becoming culturally responsive (Khalifa et al, 2016).

The third culturally responsive behavior was the ability of the principal to promote an inclusive school environment (Riehl, 2000; Ryan, 2006). Both Ainscow (2005) and Riehl (2000) discussed the importance of principals leveraging resources to foster an inclusive school environment where diversity is embraced. To foster this welcoming, inclusive environment, building relationships with students and families (Madhlangobe & Gordon, 2012; Gardiner & Enomoto, 2006) and having a vision for inclusive practices as well as behavioral practices grounded in the understanding of the backgrounds of the students (Gardiner & Enomoto, 2006; Johnson, 2006) was a necessity. As a component of an inclusive school environment, the examination of disparities in academic and disciplinary trends must be discussed by having courageous conversations about the inequities (Theoharis, 2007).

The fourth behavior identified by Khalifa et al. (2016) was the engagement of student and parents in community contexts in culturally appropriate ways. Once again, this engagement was predicated on the ability of the principal to development meaningful, positive relationships with the community (Gardiner & Enomoto, 2006; Johnson, 2006). In addition, the ability for the principal to understand and advocate for community based causes in the school and the community (Johnson, 2006; Khalifa, 2012) showed that the principal cared for others and was willing to combat the deficit images of students and families (Madhlangobe & Gordon, 2012; Flessa, 2009).

Madhlangobe and Gordon (2012) used a combination of interpretive and grounded theory for the case study on how a culturally responsive leader performed her role with teachers, students and parents. In addition to the principal, six teachers and nine parents participated in the study. Themes emerged from the study relating to inclusive school environments, parent engagement, and developing culturally responsive teachers. The findings revealed several ways leaders made the school more culturally responsive such as the development of personal relationships, which opened communication channels with students and teachers. This reduced anxiety among both teachers and students and inspired trust and respect. The principal demonstrated a caring for others and a willingness to share information. Thus, she encouraged engagement by students, parents, and the community. Her continuous presence and strategic communication focusing on creating a culturally responsive school environment was supported by collaborative walkthroughs to share ideas and develop her teachers. The findings also revealed the principal modeled promoting inclusive curriculum and instructional programs as well as providing professional development to develop in the teachers the

ability to succeed with culturally and linguistically diverse groups (Madhlangobe and Gordon, 2012).

The themes of parent engagement and inclusive education were present in the ethnographic study conducted by Khalifa (2012). This two year study involved participant observations, interviews, and descriptive and interpretive memoing. The purpose was to examine the impact of the principal on school-community relations and student achievement. The site was an alternative high school in an urban setting. This site was selected as the researcher was interested in effective leadership practices for marginalized and at-risk middle and high school students (Khalifa, 2012). The principal built trust and rapport with the community by establishing a school-community overlap: “The principal was able to understand the community’s concerns and thus place them at the center of the relationship” (Khalifa, 2012, p. 440). Another way the principal fostered trust was to advocate for community causes. The findings suggested when principals show concern and advocate for the community, parents who may have been skeptical or distant begin to trust and support the principal (Khalifa, 2012). And finally, the findings indicated the positive impact the principal had on students’ self-concepts, behavior and academic achievement. By serving as both a school and community leader, the principal was able to improve the academic and social lives of students because of the rapport and trust he had fostered with community of students and parents.

In a comparative case study of two North Carolina elementary schools that experienced a change in demographics, Cooper (2009) focused on the school leaders and the effects of transformational leadership for social justice. The study initially explored the success and challenges that educators and families faced in developing school-family

partnerships that were beneficial to student learning. But, the focus changed to examining how educational leaders, as transformative leaders, perform cultural work in demographically changing schools. Cooper (2009) defined a transformative leader as a person who maintains political clarity, evinces courage, and takes risks to advance social justice. The data highlighted the cultural tensions among educators and families in engaging families to participate in the school-family partnership. Although the principals in the study were equity-oriented and strived to serve their diverse populations well, Cooper (2009) claimed they fell short of exemplifying cultural work. For example, their families were separating themselves from and not interacting with families who were culturally different even though the principals perceived their schools were inclusive. Cooper (2009) conceded the data from the schools were disturbing but pointed out the opportunities for the principals to be transformative leaders to work within the social and cultural rift to build inclusive and well-integrated schools and communities.

Theoharis (2007) focused on identifying principals who were social justice advocates and guided their schools towards an inclusive environment where the culture, curriculum, pedagogical practices and school wide priorities benefited marginalized students. The purpose of this empirical study was to develop a theory for social justice educational leadership. Seven public school leaders with a social justice orientation were studied through interviews. The findings provided a description of how principals enacted social justice, the resistance they faced and the personal toll and persistent sense of discouragement they endured. The study also described the proactive strategies the principals developed to sustain their social justice work. These strategies included communicating purposefully, developing a supportive administrative network,

prioritizing their work, engaging in professional learning, and building relationships. The researcher concluded principals who lead for social justice go to great lengths to create more equitable and just schools and are met with tremendous resistance (Theoharis, 2007). However, they continued their social justice work by being upfront about the resistance and employing countermeasures to address the physical and emotional toll. In closing, Theoharis (2007) cautioned that decades of good leadership sanctioned unjust and inequitable schools. He posited good leadership should encompass the ideals of leadership being centered on enacting social justice and leadership creating equitable schools (Theoharis, 2007).

In summarizing the role of school leaders, the literature exemplified the importance of having strong school leaders who are capable of promoting and sustaining an inclusive school environment. Principals have served as transformational leaders and social justice leaders where they have successfully promoted environments with strong relationships, inclusive visions and goals, and a sense of community. These principals continually self-reflect on their leadership, focus on providing targeted support including professional development opportunities to build teacher capacity, promote inclusive school environments, and engage students, parents and the community. All of these behaviors of leadership emphasize the important role of the school leader in creating inclusive school environments that embrace diversity.

CHAPTER THREE

METHODOLOGY OF THE STUDY

Research indicates that refugee students enter the country and ultimately schools with varied educational experiences including little to no formal education, language barriers to learning, and discrimination (Block et al., 2014; Dryden-Petersen, 2015; McBrien, 2005; Roxas, 2011a; Rutter, 2006; Taylor & Sidhu, 2012). Couple this with the differences of culture, the classroom can be a daunting place for students newly arriving in the country and the educational system responsible for meeting the students' psychosocial, linguistic, and learning needs. This study explored the practices of principals that may help refugees succeed in the United States public schools.

Researchers have suggested the active and supportive leadership is a vital part of good practices for inclusive education for diverse student (Ainscow, 2005; Ainscow & Sandill, 2010; Riehl, 2000; Ryan, 2006) and specifically for refugee students (Pugh et al., 2012; Taylor & Sidhu, 2012). In a study of the approaches of four schools to meet the needs of refugee students, Taylor and Sidhu (2011) found inclusive schools that are supportive of refugee students incorporate four themes: targeted policies/support systems, holistic approach, parent engagement/working with agencies, and an ethos of inclusion and celebrating diversity.

The purpose of this study was to describe and analyze the responsiveness of principals in a large, urban school district in terms of their thinking and the strategies employed to address the integration and education of refugee students. The study also identified challenges and benefits of having refugee students in public schools and recognized the role that principals play in the integration and education of refugee

students. In addition, the study presented a rare opportunity for principals in an elementary school district to share their viewpoints on the challenges and benefits of having refugee students in their schools.

Using the Taylor and Sidhu (2012) themes to explore principal responsiveness to refugee students, this study seeks to answer the following questions:

How do principals work with agencies, use a holistic approach for education and welfare, provide targeted policies/support systems, and create an ethos of inclusion?

What are the challenges of having refugee students in a large, urban school district?

What are the benefits of having refugee students in a large, urban school district?

This chapter is divided into several sections addressing the choice of research design, the data collection and instruments, the participants, the pilot-study, the data analysis and a summary of the methodology.

Researcher's Positionality

Having been the director of the refugee services department at a large urban K-12 school district, I learned a lot about the challenges and benefits of having refugee students in our schools. I experienced the language barriers, discrimination, misunderstanding of the educational system and laws, cultural dissonance, and segregation into English language learning classes. I listened to the frustration of teachers trying to communicate and build relationships with the students, as well as principals struggling to find resources to meet the needs of the students. However, I also experienced the strength of the families and their pride in their culture, language and religion. Over the four year and a half years, I witnessed refugee students who came in

with little English proficiency graduate as valedictorian of their high schools, become doctors, and ballroom dancers. I see myself as an advocate to promote positive images of the diverse refugee community.

My interest in pursuing this study is based on my experience working in a K-12 school district as the head of the refugee services department. I worked extensively with the schools, resettlement agencies, ethnic based community organizations, faith-based communities and parents and students to advocate for refugee students and families. I was involved with refugees at the state and local level. At the state level, I participated as a member of the State of Arizona Strategic Planning team for the Office of Refugee Resettlement. At the local level, I was on the steering committee of a grass-roots community network for refugees, organized events for World Refugee Day, and gave presentations at schools and at national immigrant and refugee conferences.

Knowing the criteria for the Refugee School Federal Funds, I used the list of participating school districts as the starting point for the selection of possible participants for the study. Although the school district in which I worked had one of the highest refugee student populations, including close to 600 students who have been in the country less than three years, I intentionally did not choose my school district to avoid possible bias by participants or me in the study and to avoid conflicts of interest. The school district I chose to conduct this study has close to 500 refugee students who entered the country within the last three years. Prior to interviewing the participants, I did not know anyone in the selected school district. However, I was aware the school district had a district person who worked with refugees.

Having a background in providing support to refugee students, families, and the school that serve them, gave me a mental framework that few researchers may have studying this phenomenon. With this in mind, this mental framework may have had an effect on the data at multiple stages of the process.

Research Design

Because the research questions were framed by “how” questions, a qualitative case study approach was selected as the appropriate method for the study on principals’ responsiveness to refugee students in K-12 education. A case study is “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (Yin, 2003). Moreover, the case study method of research is the preferred strategy when descriptive questions or explanatory questions are being posed and favors the collection of data in natural settings (Yin, 2012). The study gathered data from interviews with four principals and two school district personnel from an Arizona school district.

The strength of the case study method include, but are not limited to, in-depth examination of the phenomenon using evidence obtained from interviews, observations, and analysis of documents and artifacts (Yin, 2003). In terms of the use of open-ended questions and providing an in-depth understanding of the phenomenon, the qualitative case study approach was a better match than using a quantitative approach (Marshall & Rossman, 2006).

Research Context

Independence School District (ISD) is one of the largest school districts in

Arizona with over 100 years of providing education to the children of this large urban city. It is located in a large metropolitan area. According to the Bureau of Labor Statistics (2017), the five major industries are trade, transportation and utilities; professional and business services; education and health services; government; and leisure and hospitality. The unemployment rate for the metropolitan area is 3.7%, which is slightly lower than the 3.9% unemployment rate for the United States. And, the average weekly wages for all industries in the area is \$1,041 compared to \$1,111 for the United States. The median household income is \$42,800.

The Arizona Department of Education released letter grades for school districts for 2016-17. ISD earned a B letter grade on an A-F scale. All of the schools invited to participate in the study earned letter grades of C, except for Franklin Elementary which earned a D. According to ISD's website, the district is proud to serve a diverse population (See Figure 2). There are 24,000 students in ISD with 14.6% of the enrollment identified as students with limited English proficient, 14.9% identified as students with disabilities, and 6.9% identified as being in the Gifted and Talented program. Also, ISD is a Title 1 school district with all of its schools qualifying for Title 1 status. The Free and Reduced-price lunch percentage is 81.1% (OCR Data, n.d.).

ISD offers English language learners the services mandated by *Lau v. Nichols*, *Flores v. Arizona*, and Arizona Proposition 203 called the English Language Education for Children in Public Schools (ISD Website) at all of their schools. The Arizona law requires students identified as English language learners be placed in SEI classrooms or in a mainstream classroom with the mandatory four hours of English instruction detailed in an ILLP.

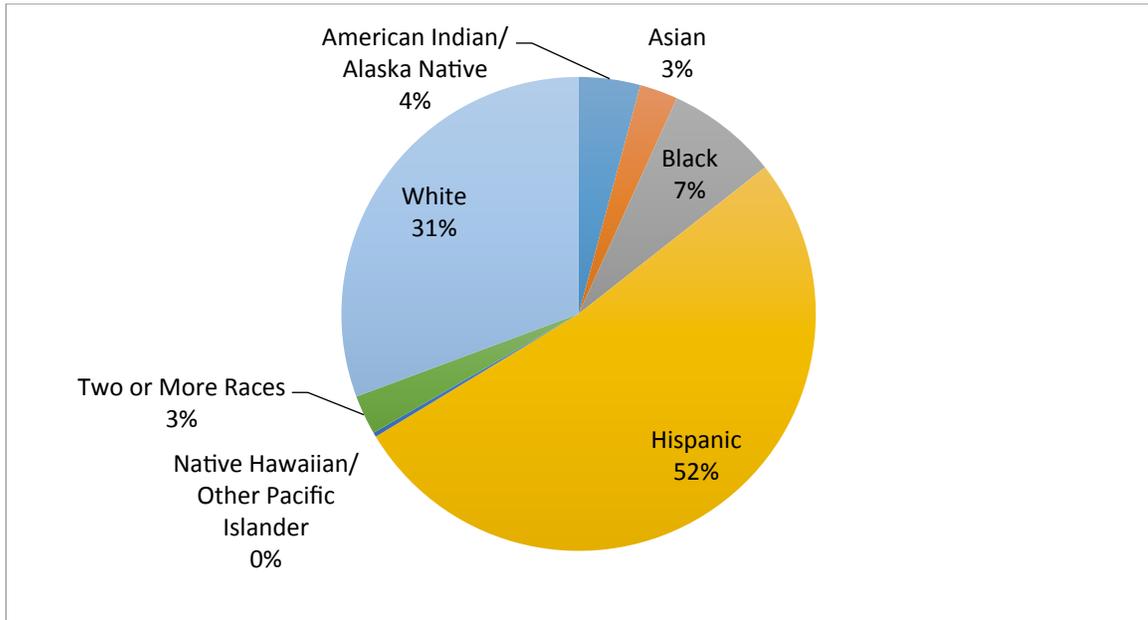


Figure 2

ISD Student Demographics by Ethnicity in Percent for 2013 (OCR Data, n.d.)

Note: Percentages are rounded to the nearest whole number. Native Hawaiian/Other Pacific Islander is 0.3%.

To meet the needs of its community, ISD has a central registration site. According to the district website, the centralized location provides one location for families to register their children. The Welcome Center has extended hours and provides bilingual staff to assist families during the registration process. Also located at the Welcome Center is the Refugee Welcome Center. At the Refugee Welcome Center, refugee families register their children for school; receive school orientation, hygiene supplies, school supplies, and native language picture dictionaries; and are provided native language interpreting services.

The Refugee Welcome Center is funded in part through the Refugee School Federal Funds. The Refugee School Federal Funds is a grant funded federally but distributed through the states “for activities that lead to the effective integration and education of refugee children” (Office of Refugee Resettlement, 2017b). Allowable activities targeting refugee students between the ages of 5 and 18 who have been in the country less than three years include English as a Second Language Instruction, after-school tutorials, programs that encourage high school completion and full participation in school activities, after-school and/or summer clubs and activities, parental involvement programs, bilingual/bicultural counselors, or interpreter services. For ISD, there were 536 students eligible to benefit from the Refugee School Federal Funds in the 2016-17 school year and 479 students eligible as of October 1, 2017. In the past, ISD had a large Vietnamese refugee population. Then it transitioned to receiving refugees from Europe, from countries such as Romania and Bosnia. Now, the majority of refugees enrolling in ISD are from Middle Eastern countries such as Syria, Iraq and Afghanistan according to the district liaison for refugee and immigrant students.

Each of the three schools in the study has a diverse population (See Figure 3). Two of the schools employed the four hour SEI classroom because they have a large number of English language learners in each grade level. One of the schools employed the four hour SEI classroom in the primary grades and had ILLPs for their English language learners in the intermediate grades. This school also housed one of the ISD’s self-contained special education programs.

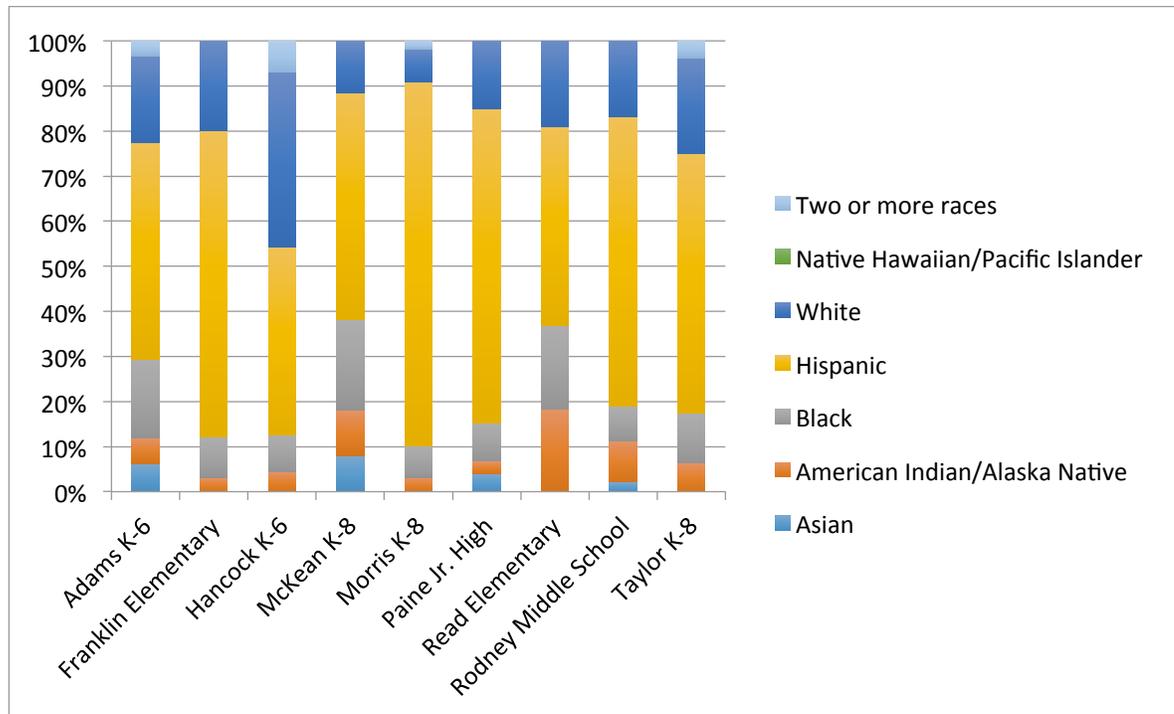


Figure 3

Student Ethnicity in Percent at Prospective School Sites (Arizona Department of Education, 2017)

In all but two of the schools, 100% of the students qualify for free or reduced priced lunch. Rodney Middle School and Hancock K-6 have 99% of their students qualifying for free or reduced price lunch.

Also, all of the schools are located in residential areas with a number of apartment complexes in their attendance boundaries. Many of the refugee students are bused into the school from various apartment complexes, as well as students who are not refugees. Specific information regarding the percentage of refugee students at each school and the total school enrollment is included in the section describing the participants.

Data Collection and Instruments

Following approval by the University of Arizona Institutional Review Board, I contacted the Assistant Superintendent of Independence School District to get the procedures for conducting research projects in the school district. At the beginning of the summer, the form was submitted with a copy of the research proposal. Due to staff changes in Independence School District, the proposal was not reviewed until August. Approval to conduct research in the district was granted in September. An email was sent to Ms. Gold, the district liaison for refugee and immigrant students, requesting a list of schools with the highest refugee enrollments. Ms. Gold replied with an email listing nine schools. Emails were sent to the principals of the nine schools describing the purpose of the study and inviting them to participate. A follow up phone call was made to each of the principals. Five principals responded to my invitation request. Each participant received and signed the informed consent form prior to the interview.

The primary method for data collection was in-person interviews and phone interviews at a time and location of the participant's choosing (see Appendix A). Interviews utilized open-ended questions, which allowed the researcher to gain an understanding of the phenomena surrounding the concept explored (Seidman, 2006). The interviews were semi-structured to allow the participants the freedom to express their views on their own terms and provide the researcher reliable, comparable qualitative data (Creswell, 2009). With the likelihood that only one interview may occur with the participant, the semi-structured format seemed the most beneficial.

Secondary data sources included examination of public documents provided by participants or retrieved from the school district website. Documents included minutes of

meetings, newspaper articles, and handbooks. Another method used to collect data was field notes of the observations. The field notes captured the overall setting to provide rich context of the study. They were used to document sights, sounds of the physical environment, and researcher impressions shortly after they occurred. Field notes for the interviews were recorded immediately while a recursive process was used in contextualization of the study with relevant information added based on participant comments (Phillippi & Lauderdale, 2017). In addition, the field notes were used to document critical reflections of the interviews.

A written interview protocol was established and followed for each interview (Appendix B). The interview protocol was generated from the literature review and research questions guiding this study. However, participants were encouraged to freely talk about their experiences. The interviews were approximately 45 minutes in length. Interviews were recorded using a Livescribe smart pen and a digital recorder as backup. Notes were taken using the smart pen that allowed both a digital audio recording and digital record of the notes. Following the interview, the digital recording was transcribed to a text format. A copy of the transcript was sent to each participant for review. After transcribing the interviews and field notes, the next step was to analyze the data. Two of the participants emailed comments on their transcripts.

Participants

Purposive sampling was used in selecting the participants. Purposive sampling is a method of sampling where the researcher selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study (Creswell, 2007). This type of sampling takes a subset of

participants from a larger population of interest and lends credibility to a study. The choice of using purposive sampling was driven by the research questions, time frame, and resources available.

The first step in identifying a school district receiving an influx of refugee students was to look at the school districts that received the Refugee School Federal Funds in 2015-2016. The Refugee School Federal Funds provides funding for activities that lead to the effective integration and education of school-age refugees who have been in the country less than three years. (Office of Refugee Resettlement, 2017c).

Independence School District (ISD) is a school district located in an urban city in the southwestern United States. ISD is one of the largest school district in the state with nearly 24,000 students in over 30 schools and “is proud to serve a diverse population” (Handbook, 2017). This district comprises 67.3% minority student enrollment and approximately 13.5% of the total population is identified as Limited English Proficient (OCR Data, 2013). As of October 1, 2017, there were 479 refugee students enrolled in the district who entered the country in the past three years (Ms. Gold, personal communication, October 6, 2017). In addition, ISD serves a population that speaks 50 different languages (ISD Website).

Once the school district was selected, the criteria for participant selection were based on the following. The participant must be a principal or assistant principal of a school with a refugee population in ISD. In addition to principals, participation of at least one person at the district level knowledgeable about refugee programming as well as at least one school personnel was solicited to increase trustworthiness of the data.

From a list of the district data, the school district liaison for immigrant and refugee students identified nine schools with the highest refugee populations (see Table 3).

Table 3

Prospective principal participants and school demographics

School	Principal	Response to participate	Total Enrollment	% English Language Learner	% Refugee *
Adams K-6	Colton	No response	706	22.7	13.0
Franklin Elementary	Ms. Moreno	Agreed	400	23.5	7.0
Hancock K-6	Ms. Sidney	Agreed	615	12.6	2.8
McKean K-8	Mr. Nelson	No response	825	21.5	6.8
Morris K-8	Ms. Jesse	No response	1434	29.6	1.5
Paine Jr. High	Mr. Montgomery	Agreed	948	9.8	4.1
Read Elementary	Ms. Abigail	No response	570	9.5	3.5
Rodney Middle School	Mr. Walter	Declined	477	9.5	5.5
Taylor K-8	Ms. Catlin	Declined	1003	13.7	2.2

Source: www.azed.gov/accountability-research/data/

*Source: Number of refugees with US entry dates between August 9, 2014 to October 1, 2017 (Ms. Gold, personal communication, October 6, 2017)

A recruitment email was sent to the principals of the nine schools: two K-5 schools, two K-6 schools, three K-8 schools, and two middle/junior high schools. A follow-up phone call was made after five days. And one more phone call was made three days later.

Of the five principals who responded to the recruitment email, two declined to participate. Mr. Walter declined stating he was a first year principal and did not feel he could provide meaningful information as his experience with refugees was limited. Ms. Catlin declined saying she usually would be a willing participant, but “time is not on my side in this position, at least not right now.”

I conducted in-person interviews with two principals and one assistant principal. One of the principals asked if her assistant principal could participate in the interview as the principal had a prior engagement and may not be able to complete the interview. For this interview, both the assistant principal and principal were present and the interview was completed before the principal had to leave. I conducted the third interview over the phone due to driving distance and time constraint.

For each of the in-person interviews, I was given a school tour. During one of the school tours, I met a social worker who was willing to participate in the study. I interviewed her the same day. I also interviewed the district liaison responsible for refugee services at the district office. Table 4 shows the names of the participants with percentage of refugee students in their schools. To ensure confidentiality, pseudonyms were used for all names in this study and the assistant principal has been referred to as principal hereafter.

The population of the schools in October, 2017 ranged from 380 students to 970 students. Each principal mentioned the student information system does not disaggregate

refugee student status. As a result, the principals estimated the percentage of refugee students on their campus to be around five to ten percent of the total population.

Table 4

Participating principals, school and district personnel

Name	Gender	Position	Location	Principal's estimated % of refugees
Ms. Moreno	F	Principal	Franklin Elementary	Less than 10
Ms. Sidney	F	Principal	Hancock K-6	Less than 5
Mr. Montgomery	M	Principal	Paine Jr. High	Less than 10
Ms. Candle	F	Assistant Principal	Hancock K-6	Less than 5
Ms. Alex	F	Social Worker	Hancock K-6	-
Ms. Gold	F	Liaison for Refugee & Immigrant Students	District Office	-

Participant #1. Ms. Sidney is the principal of Hancock K-6 school. Before becoming principal, Ms. Sidney was the assistant principal at a K-8 school in the district

with a large percentage of students in the four hour SEI model, including refugee students. Prior to that, she was the English Language Learning Coordinator for the district for several years. As part of her responsibilities, she helped implement the four hour SEI model in the school district.

Ms. Sidney was warm and welcoming. Ms. Sidney explained that the K-6 school is unique with a special needs preschool head start and a school within a school with the cross-categorical behavior program. She is proud to say, “the diversity on our campus is large and the acceptance for that diversity, I think, is ingrained in our culture.”

Participant #2. Ms. Moreno is the principal of Franklin K-5 school. She spent five years as an assistant principal and is going on her twelfth year as principal. She worked with immigrant students, mostly from Mexico, as a teacher 29 years ago. In terms of the refugee population, she has worked with them the last five years in the capacity of principal. Ms. Moreno met me in the front office and welcomed me to the school. Then, we walked to her office. Along the way, there were two students seated at a table doing math work. Ms. Moreno stopped to briefly speak with each one. Her exchange was positive and upbeat. The students continued working on their math as we entered Ms. Moreno’s office.

Ms. Moreno has a positive outlook and holds high expectations for all of her students. When I asked her to tell me about a regret story about refugee students, she paused for quite a while and then said, “I can’t think of one...because, they’re amazing at how they make so much progress so fast. It’s unbelievable. It’s really exciting to see them grow!” Later in the interview, she did remember a situation with a kindergarten boy whose mother had passed away. She could not get the father to agree to do any kind

of counseling for the boy. The boy also had health issues. “It was a real struggle” to get the father to get any kind of help for the child. He finally did get surgery for the health issue. But, Ms. Moreno felt that not being able to get any kind of counseling or support for the student was “probably our greatest failure.”

Participant #3. Mr. Montgomery is the principal of Paine Junior High School with just under 1000 students in grades 7 and 8. He is in his seventh year as principal, but his first year at this school. Mr. Montgomery apologized for responding to me after a two-week delay, but said he would be willing to participate. He was very accommodating, agreeing to conduct the interview over the phone. Mr. Montgomery shared that the previous six years he was the principal “in a high SES area, very low diversity.” The school he is at now has “close to 20 languages” and has an ELL teacher for every level. Although he has only been at this school for three months, he shared examples of building relationships with students and parents. He talked about building a relationship with a limited English speaking student through morning greetings and his experience helping a Syrian family fill out paperwork for 45 minutes during back to school night. For Mr. Montgomery, being in this new environment has made him more aware of how he is communicating things and “more sensitive to students’ needs.”

Participant #4. Ms. Candle is an assistant principal of Hancock K-6 school. She accompanied Ms. Sidney for the interview. Ms. Candle is friendly and knowledgeable about the student population and needs of the students. Ms. Candle took me on a tour of the school and introduced me to the school social worker. Ms. Candle was an ELL teacher, “going back 30 years. The refugee population has changed in this area.” When Ms. Candle was teaching middle school ELLs, it was predominately Vietnamese refugee

students. Ms. Candle mentioned seeing the school becoming more diverse and attributing this change to the stronger economy. She said that she has noticed more people are able to move into more affluent areas and this is good for the families. With the diversity come challenges with language and cultural issues. But, Ms. Candle works hard to build relationships with the students and parents. She also highlights the importance of understanding the culture of the family especially when dealing with discipline issues.

Participant #5. Ms. Alex is a social worker at Hancock K-6 school. I met Ms. Alex while on the school tour with Ms. Candle. Ms. Candle and Ms. Sidney made several references to the refugee students working with the social worker. Ms. Alex was knowledgeable about the social and emotional needs of the students at the school. “Our population at this specific elementary school is pretty high in the immigrant aspect not necessarily much in the refugee.” But, she did have several examples of students who are refugees with whom she works. At the moment, she said she is working with three students from Iraq whose “English is not that well developed.” She discussed the language barriers and the need to use translators. Her preference is to use district translators instead of telephonic translators because she feels it produces a safer feeling. It is “better coming from a staff member in our district who has been trained. And it’s a better feeling for the students specifically rather than just a monotone person” they can’t interact with. She also spoke passionately about knowing the culture of the family especially in discussing discipline issues and not wanting to criticize the family because “a lot of it is parenting styles.” But sometimes it seems like the school is competing with the parents especially if the kids “don’t have that routine or that structure within the home

and you are trying to establish that within the school.” For her, that is a difficult position to be in.

Participant #6. Ms. Gold is the ISD liaison for immigrant and refugee students. She came to the United States from Europe 20 years ago. Entering as a refugee, she understands the resettlement challenges that refugees encounter. She has worked with refugee and immigrant students in ISD since 2000. She is familiar with the refugee resettlement process as she worked as a case manager for a resettlement agency prior to working for the school district. She has a doctorate in behavioral health and psychiatry. Ms. Gold is responsible for creating the Refugee Welcome Center and creating the Additional School Orientation Handbook for Refugee Students and Parents. Ms. Gold is knowledgeable about the system support available through the school district and through the resettlement agencies and/or volags. I interviewed Ms. Gold in her office at the central district location. Each of the principals referenced Ms. Gold as a go to person when they need assistance with the refugee students and/or parents. Ms. Gold explains, principals feel comfortable contacting her for issues ranging from enrolling the student to professional development for the teachers and staff, “they like me to do that [professional development]”. From the various comments by the principals, assistant principal, and social worker, Ms. Gold is highly regarded and is a valuable resource for the schools.

In summary, the selection of the participants was based on purposive sampling to focus on particular characteristics of the principals who have refugees in their schools which best enabled me to answer my research questions. Having the perspective of the district liaison and social worker assisted in increasing the trustworthiness of the data. A key consideration in determining sample size in qualitative research is saturation, when

the collection of new data does not provide any additional information (Creswell, 2003). However, other factors can dictate how quickly saturation is achieved in a qualitative study. Several factors that might affect sample size include heterogeneity of the population, number of selection criteria, types of data collection methods used, and budget and resources available (Ritchie, Lewis, & Elam, 2003). Charmaz (2006) suggested the aims of the study are the ultimate driver of the project design and sample size. And since the intent of qualitative research is not to generalize from the sample to a population but to explain, describe and interpret, Creswell (2009) suggested a sample size of four to five cases for a single case study, in addition to other types of data. The maximum number of participants in this study was set at 10 with the goal of obtaining a minimum of 5 participants. The sample of six participants was adequate to provide a manageable amount of data to answer the research questions.

Pilot-study

A pilot study was conducted in November 2016. It provided an opportunity to test and refine the research question and estimate how much time and resources would be needed to complete the full-scale study. And, it allowed for the redesign of parts of the study to overcome difficulties the pilot study revealed.

The goal of the pilot study was to answer the question, “How do principals respond to an influx of refugee students?” through the lens of their leadership orientation. In addressing this question, two protocols were used to collect data. The first protocol was the Leadership Orientation Survey (Bolman & Deal, 2003). Bolman and Deal’s Leadership Orientation Survey has been used by multiple researchers. This survey has a reliability index, which will help improve the validity of the data results. The principal

participant took the Self Survey and was used to triangulate with at least two staff members at the school who completed the Other Survey. Administering both the Self and Other survey increased the validity of the findings related to the principals' leadership orientation. Interview questions elicited the principals' thinking and strategies on how they responded to the challenges and benefits of having an influx of refugee students.

The four frames of Leadership Orientation were first described in the 1970's and 1980's by researchers of leadership Bolman and Deal. Since then, the four frames have been explored and adapted by other organizational scholars (Bolman & Deal, 2003). Bolman and Deal (2003) suggest that leaders display leadership behaviors in four orientations or frames: Structural, Human Resource, Political or Symbolic. They suggest leaders should not rely on just one of the frames but should employ all four frames to be most effective: "Each of the four frames offer a distinctive image of the leadership process. Depending on the leader and circumstance, each view can lead to compelling and constructive leadership images, but none is right for all times and all season" (Bolman & Deal, 2003, p. 348).

A second protocol was used during the interview process. Using the Seidman Interview Protocol (Seidman, 2006), the first interview focuses on life history. This interview elicited information to help "reconstruct and narrate the range of constitutive events: in the participants; past family, school and work experience (Seidman, 2006, p.18). This was used to place the principals' participation with refugee students in context of their lives. Interview two is the details of the experience. In this interview, the purpose is to "concentrate on the concrete details of the participant's present lived experience in the topic area of the study" (Seidman, 2006, p. 18). Interview three is the reflection on the

meaning. This interview “addresses the intellectual and emotional connections between the participants’ work and life” (Seidman, 2006, p. 18). For the pilot study, interviews one and two were combined. Interview three was conducted based on the participant’s availability.

The Leadership Orientation survey was used to describe and analyze the leadership orientation of principals and explore the relationship of their leadership orientation to how they responded to an influx of refugee students. The semi-structured interviews allowed the researcher to elicit the principals’ thinking and strategies on how they responded to the challenges and benefits of having an influx of refugee students.

The pilot study was conducted in a school district of 48,000 students including 1009 students identified as refugee students. The two principals participating were selected based on a convenient sample and because there was an influx of refugees at their schools. Ms. Gerhardt was the principal of a K-8 school. She had nine years of experience as a school administrator with four years as the principal of the present school. Ms. Pennings had two years of experience as a school administrator with both of those years as principal of the present school.

The pilot study tested the interview questions and procedures. Information was gathered through interviews and surveys from the principals and at least two school staff members who work with the refugee student population. In addition to the interview questions, both principals filled out a leadership inventory questionnaire as well as provided a questionnaire to their staff to gain their perceptions of the principals’ leadership style. The transcriptions of the pilot interviews were used to code for themes. An analysis of the individual principal data sources and triangulation of the data from the

input of staff was conducted to see where the information coincided, contradicted, or provided new information. Due to the analysis of the pilot study, some questions were modified. Even though the Leadership Orientation Survey identified the dominant leadership behavior, Human Resource orientation for Ms. Pennings and Symbolic orientation for Ms. Gerhardt, it did not yield insights on how these principals responded to an influx of refugee students. As a result, the Leadership Orientation Survey was not used in this case study.

Findings. The Taylor and Sidhu components of good practice based on the review of the literature on the models of inclusion for refugee students were prevalent in the findings from the pilot study: the need for targeted policy and system of supports; a holistic approach; working with agencies; and an ethos of inclusion.

Targeted Policies and System of Supports. Both principals were leading schools that received an influx of refugee students, mainly from Africa and the Middle East, in the 2016-17 school year. The lack of district policy to reallocate resources to meet the needs of the schools was mentioned as a barrier in recognizing the needs of the refugee population.

Ms. Gerhardt's school had a student enrollment of 565 students with fewer than 30 refugee students at the end of the 2015-16 school year (SY). In the first quarter of the 2016-17 SY, Ms. Gerhardt experienced an influx of refugee students, which increased the number of refugee students to 95. For Ms. Gerhardt, the challenges of receiving an influx of refugee students were physical space and creating a good system for the cafeteria.

Ms. Gerhardt explains, "One of the things that happened was we knew the families were arriving...but we can't provide you (teachers) until the warm bodies are

there.” She kept the district abreast of the enrollment numbers over the summer but there was no additional teachers added to her budget. She said she was told, “We can’t do anything until the bodies actually drop (enroll)”. Then the first day of school came and “I had to open four more classrooms!”

Ms. Pennings’s school had a student enrollment of 355 students including 4 refugee students at the end of 2015-16 SY. Ms. Pennings experienced a fourfold increase of refugee students in the first quarter of 2016-17 SY to a total of 16 refugee students. Although the increase seems marginal, twelve more students impacted the pull-out model for English language development. Ms. Pennings felt the teacher was “getting a little overwhelmed.” She called on the district support services for refugees and language acquisition to assist with the influx.

Holistic Approach. Ms. Pennings and Ms. Gerhardt both expressed the need to meet the psychosocial, emotional and educational needs of their refugee students. Ms. Pennings expressed understanding that the students will come in, sit, and watch: “When you are new, before you say anything or do anything, you really watch the dynamics of the classroom, the dynamics of your community.” She also stressed the importance of a welcoming environment and the expectation that she and her teachers build relationships. For Ms. Gerhardt, she takes a wrap-around approach and emphasizes making her families feel at home at the school. From the time the families first enroll in the school, they get a school tour and explain the school expectations. Ms. Gerhardt also reached out to the district refugee department and provided a language accessible group orientation with the students and families. She explained, “We did that and that actually did quite a bit to teach our kids and our families on what our expectations are.” She also emphasized that

having people from the refugee department who spoke the languages of her families were an asset as she found out “what were some anxieties of some of the families” and was able to address them during orientation.

Working with Agencies. Although each school worked with agencies, this was not a large part of the discussion. Ms. Pennings uses the partnerships provided by the refugee department for services for her community. In contrast, Ms. Gerhardt utilizes a large network to assist her students and families as she follows the community schools model. Being a school that embraces wrap around services, Ms. Gerhardt highlighted the 60 partnerships with agencies she has at her school. Some of the advantages of these partnerships were a schools supplies and backpacks for all of her students, monthly food pantries and English language classes for the adults.

Ethos of Inclusion. Having a diverse community of learners was an asset to the schools. Both take a value added approach in what the refugee families and children bring to the school. The diversity provided tremendous learning opportunities for their students. Ms. Pennings chimed, “It’s learning new cultures and becoming a family with it.” For Ms. Gerhardt, it is important to promote a positive image of the refugee students and families. One way she does this is to embrace the assets that the families are bringing.

Both principals also advocated for their children. In the case of Ms. Gerhardt and the beginning of school, she said she told the district she need teachers hired and not substitutes, “because my kids deserve more than subs!” Similarly, Ms. Pennings spoke about constantly voicing the needs of her refugee population to the district office. In her advocacy role, she felt it was important for her to speak for her community of learners.

The findings of the pilot study reinforced the use of the Taylor and Sidhu (2012) components of good practice for the main study. These components were used to elicit the principals' response to an influx of refugees and were a way to categorize their thinking.

Revisions to the Protocol

After conducting the two principal interviews and reviewing the leadership orientation questionnaires completed by both the principals and their staff, I discovered that the leadership orientation questionnaires did not reveal much information on leadership styles that may be more conducive to creating inclusive environments. As a result, the leadership orientation survey was not used in the main study.

However, the interview instrument yielded information on how these principals responded to refugee students at their schools. In analyzing the interviews, several questions elicited responses that were duplicated by other questions. As a result, the interview instrument was revised, decreasing the number of questions and moving some questions to be used as prompts.

Data Analysis

This section outlines the data analysis procedure by providing an explanation of how the data was reduced, of the decision on how to report and display the reduced data, and how the data was interpreted. To begin the data analysis process, the raw data was organized and prepared for analysis. This involved transcribing interviews, scanning materials, and typing up field notes. All transcribed interviews were read through to get a general sense of the data. The transcriptions provided the cornerstone for the identification of relevant codes and themes. Although "the traditional approach in social

sciences is to allow the codes to emerge during the data analysis”, it is often helpful to use predefined codes “that address a larger theoretical perspective in the research” (Creswell, 2009, p. 187). Following this thought, the coding procedure for this study used the components outlined in Taylor and Sidhu’s (2012) study on good practices for refugee inclusion as a starting point for the iterative process. The components were targeted policies/system of supports, a holistic approach, parent involvement and working with agencies, and creating an ethos of inclusion and celebrating diversity.

According to Creswell, “qualitative research is interpretative research” (2009, p. 177). After categorizing and presenting the interview data, the researcher interprets the meanings of the coded data and compares these findings “with information gleaned from the literature or theories” (Creswell, 2009, p. 189). Throughout the coding process, memos were written to help document assumption and actions that were pertinent in comprehending the data and refining relationships among the categories (Hepner & Hepner, 2004).

To begin the coding process, the method of marking passages of text that say the same thing or concept was completed for each interview. These similar words or phrases were given a label or code. The reason for coding is to break a complex mass of information into smaller more comprehensible parts (Strauss, 1987). Between coding and the draft of the analysis, the process of memo writing helped document processes, assumptions, and actions that were considered during the coding process.

Using the components of good practice for refugee inclusion (Taylor & Sidhu, 2012), I developed a storyline to unite and integrate the data (Creswell, 2007). In developing this storyline, I used the research sub question, “What can leaders do

to create positive learning environments to help refugee students succeed in school integration and education?” This story line helped me decide what concepts and themes to focus on and how the data should be organized and coded initially. Then, using the constant comparative method, themes were explored again to identify associated influences looking for answers that were directly related to resolving the research questions.

The constant comparative method was the research tool selected to analyze the data as this method is employed by some researchers who gather data through interviews, observations and examination of documents (Grove, 1988). This method involves sorting pieces of data such as words, sentences and paragraphs into intuited, unnamed categories. As the sorting process continues, categories become more definitive with specific rules for inclusion.

The process began with the selection of one transcript. The interview data was broken into groups based on a broad interpretation of the components of good practice for refugee students garnered from the literature. The interview data was broken into these groups by highlighting the transcript according to “look alike, feel alike” qualities (Lincoln & Guba, 1985). The first interview was read four times, focusing on one theme during each read. After each interview was coded, every highlighted data were reviewed and preliminary rules for inclusion was determined. Data that did not seem to fit the four categories were assigned the category of “to be determined.” Then the remaining interview transcripts were coded and highlighted based on the rules of inclusion. The five categories used initially were targeted policies/system support, holistic approach,

parent involvement/working with agencies, ethos of inclusion and celebration of cultural diversity, and to be determined.

The first refinement of the broad categories generated subcategories such as advocacy and inclusive school environments under ethos of inclusion. Category refinement remained an ongoing process in the data analysis process. There was a continuous examination of relationships between categories to combine or to subdivide further. Throughout this process, rules of inclusion were reviewed and modified as needed. Then the data in the to be determined category were reviewed to see if the data met the inclusion rules for the defined subcategories. After the interviews were completely coded and categorized, the rules for inclusion were applied to analyze the documents and field notes.

Summary of Methodology

The qualitative exploratory case study design was an in-depth analysis of principal's responsiveness to refugee students in their real work context using the constant comparative method to analyze the data. Each semi-structured interview was read and re-read reducing the data into smaller pieces to place into the categories or subcategories. Then, the constant comparative method was applied to the documents and field notes. Using the documents and field notes aided in a better understanding of the participants' daily life and interactions with students, teachers, and parents during the observations. Once all of the data were placed in the appropriate categories and subcategories, the final step in the data analysis process was interpreting the data to answer the research questions, capture the viewpoints of the principals, and explain the role they play in responding to refugee students in public schools.

The case study approached was selected for this study as it favors the collection of data in natural settings (Yin, 2012). Thus, the case study approach provided the best avenue to answer the research questions and capture the viewpoints of the principals and explain the role they play in responding to refugee students in public schools.

CHAPTER FOUR

RESULTS OF THE STUDY

The purpose of this case study is to describe and analyze the leadership practices of principals who have received refugee students. As more students with refugee backgrounds enter schools, delving into the principals' responsiveness in terms of their thinking and the strategies employed to address the integration and education of refugee students may provide guidance to principals who are new to the refugee student experience. Another key feature of this study is the identification of the challenges and benefits of having refugee students in public schools through the perspective of the principals. In addition, the role that principals play in the integration and education of refugee students is explored. The insights presented may help those principals new to the refugee experience create an environment where refugee students can succeed. This research study adds to the body of knowledge, as there is a dearth of research on K-12 refugee education from the perspective of the principal.

The participants for this study were a purposive sample of principals from Independence School District, located in an urban city in the southwestern United States. It is one of the largest school districts in the state serving nearly 24,000 students. The demographics of the district are approximately 67.3% minority with approximately 13.5% of the students identified as Limited English Proficient (2013 OCR data, n.d.).

The school district is the recipient of the Refugee School Federal Funds. Using district data reported in September 2016, there were 536 refugee students meeting the Refugee School Federal Funds criteria (See Figure 4). The majority of the refugee students are from Middle Eastern or African countries. Eligible students include those

who hold refugee or other qualifying status as defined by the Office of Refugee Resettlement and are between five and 18 years of age and have been in the United States for three years or less.

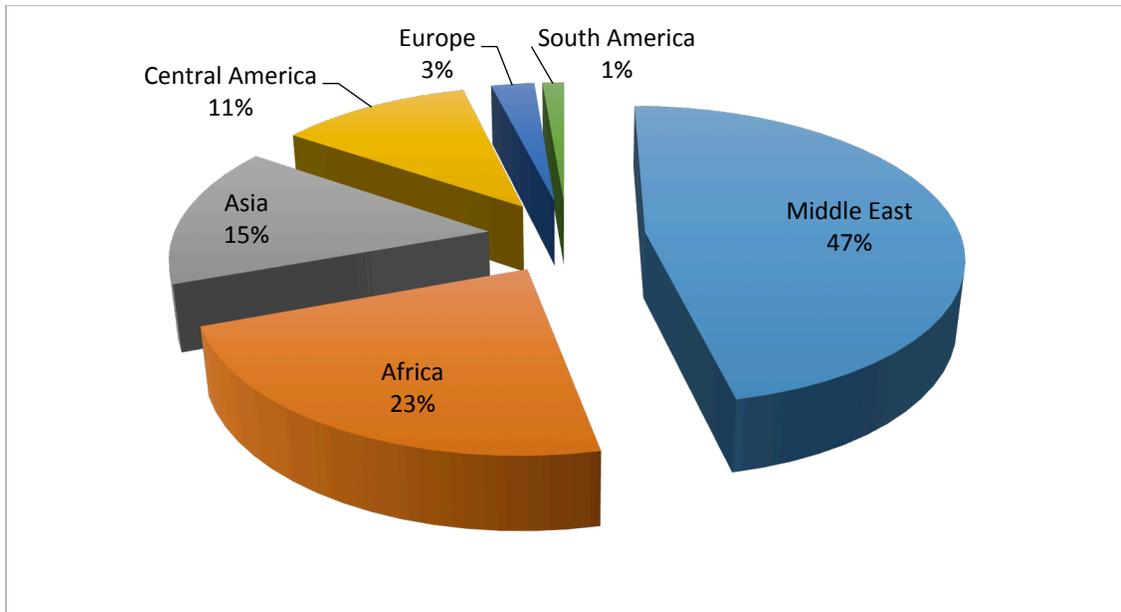


Figure 4.

Percentage of refugee students in ISD by area of origin, 2013 to 2016, N=536

(Independence School District, 2016)

The Refugee School Federal Funds provides monies to support the enrollment process and strategies to support the academic success of newly arriving refugee students.

As part of the grant, ISD created a Refugee Welcome Center that provides a welcoming place where newly arrived students and their parents receive school orientation, hygiene packets, school supplies, native language and picture dictionaries, and hearing and vision tests for students. Additional outreach supports are provided to refugee parents to involve them with their child's education. Moreover, information

regarding community resources is provided to students and family members to help with “family integration into the neighborhood and school community.” The grant also provides for monthly refugee parent support groups at a designated school as well as social skills and cultural integration group sessions.

To describe and analyze the responsiveness of principals in a large, urban school district in terms of their thinking and the strategies employed to address the integration and education of refugee students, six interviews were conducted to answer the research questions. The Taylor and Sidhu (2012) components of good practice developed into a model of responsiveness to explore principal responsiveness to refugee students to answer the following questions:

How do principals work with agencies, use a holistic approach for education and welfare, provide targeted policies/support systems, and create an ethos of inclusion?

What are the challenges of having refugee students in a large, urban school district?

What are the benefits of having refugee students in a large, urban school district?

The interviews with three principals and one assistant principal at schools with refugee populations provided insight on their responsiveness to refugee students and strategies they employed to meet the diverse needs. In addition, the interviews gave the principals the opportunity to identify the challenges and benefits of having refugee students in their schools. The interviews of the district liaison for refugee and immigrant students enabled me to gain a district viewpoint on the challenges and benefits of having refugee students in the schools. And finally, the interview with the social worker provided another

perspective to help tell the story of the challenge and benefits of having refugee students in schools.

Interview findings were analyzed using the components of good practice for refugee inclusive education (Taylor & Sidhu, 2012). I developed a storyline to find out what can leaders do to create positive learning environments to help refugee students succeed in school integration and education. This storyline helped me decide what concepts and themes to focus on and how the data should be organized and coded initially. Then, using the constant comparative method, themes were explored again to identify associated influences looking for answers that were directly related to resolving the research questions.

The findings were coded into 11 identified subcategories and one category for “Other themes” that did not fit the rules for inclusion generated by the constant comparative method. This chapter presented the findings. In the next chapter, I will discuss and analyze the findings in relation to the literature on the role of the principal in creating inclusive learning environments for refugee students.

The first refinement of the broad categories of good practice in Figure 5 generated subcategories such as professional development, district resources, discipline issues, resettlement agencies, working with parents, awareness of student’s background, linguistic needs, and diversity with respect to the research questions. Category refinement remained an ongoing process in the data analysis process. There was a continuous examination of the relationship between categories to combine or to subdivide further. Throughout this process, rules of inclusion were reviewed and modified as needed.



Figure 5.

Components of good practice for inclusive education for refugees (Taylor & Sidhu, 2012)

Through several iterations of the constant comparative method, the following 11 themes emerged from the data as distinct categories. The results for each research question is presented in this chapter and discussed in the following chapter. Each research question is answered in relation to the emergent themes and how it connects to the literature review.

Working with Agencies

Working with agencies is one of the features of good practice for refugee students. The collaboration with the resettlement agencies is one of the most important in the integration and education of refugee students and families. All six participants of the study mentioned working with the resettlement agencies. Ms. Gold has the most experience partnering with the resettlement agencies. She collaborates with the volags to find employees for the schools, to be guest speakers, and for translators.

We have excellent relationships with agencies. Because they are always bringing the kids and the families and translators to the enrollment center...when I am teaching, I actually bring them as a guest speaker. So we have really good collaboration. Because we have a need for teachers and some employees, we invited the refugee directors and job case managers to come to our district. We actually talk (how) they can bring refugees to become our employees...we just hired one refugee for Adams school. Ms. Gold

With the strong partnership Ms. Gold has made with the community to assist with the refugee students and families, schools are not always fostering their own partnerships. The ISD's strategic action plan related to community engagement states, "We value building relationships between each school and the community it serves." Though, in Mr. Montgomery's case, he has not connected with community partners to assist with the refugee students and families but takes advantage of the resources the district has.

We haven't made any connections outside of what our district has. A lot of those connections were already established. And so they provided the resources for us...At the school, we haven't established any (community partners) for that specific group of students. But, we do have those resources that the district provided and established. Mr. Montgomery

Nevertheless, Mr. Montgomery appreciates the partnerships that have been established between the school district and the resettlement agencies stating, "They help a lot with working with parents and students."

Ms. Moreno concurs with Mr. Montgomery regarding the help she receives from the resettlement agencies. She does not hesitate to directly contact the resettlement agencies who support the families if she has a difficult time getting a hold of the parents stating, "if you can't get them (parents), you contact their agency person to talk to them." However, Ms. Moreno stresses, "We really try to connect with the parents ourselves."

On the other hand, Ms. Sidney and Ms. Candle reflected on the partnerships with the resettlement agencies, prior to the implementation of the registration center, in

discussing how to be better prepared to serve the refugee population. Ms. Candle reveals the benefits they no longer receive due to the central registration process. She explains when the resettlement agency person would come to the school “for registration, we would be able to know the background.” She continues, “Yeah, that was helpful. It seems to be kind of...it’s a shock now who shows up. That’s been different.”

Ms. Sidney discloses, “we don’t do as much with the resettlement agencies” especially with the central registration process.

We have a central registration location now. So, where we would interact with the family and the refugee agency as a point of contact, that’s all happening at our registration now...When they use to register at the school, we used to have much more interaction and we kind of knew who the resettlement agency person was in our area. Ms. Sidney

Ms. Alex also works with the agencies to provide social and emotional services to the students and families. In her position as social worker, Ms. Alex tries “to pinpoint and have resources available.” She accomplishes this by connecting “with other outside resources just like the IRC (International Rescue Committee).” She uses these partnerships to ensure the students and families are “really getting what they are needing.”

As shown above, the discussion of working with agencies revolves around resettlement agencies. Even though working with agencies is a component of good practice for refugee inclusion, it did not seem to delve into other partnerships such as social services, faith-based, or civic organizations. The discussions were limited, for the most part, to the resettlement agencies by the majority of the participants.

Holistic Approach for Education and Welfare

In the broad category of holistic approach, the data were subdivided into seven

subcategories to explain how the leaders were utilizing the holistic approach to education and welfare to address the learning, social, and emotional needs of their refugee student population. Figure 6 shows the flow of analysis from the broad theme of holistic approach to the specific themes.

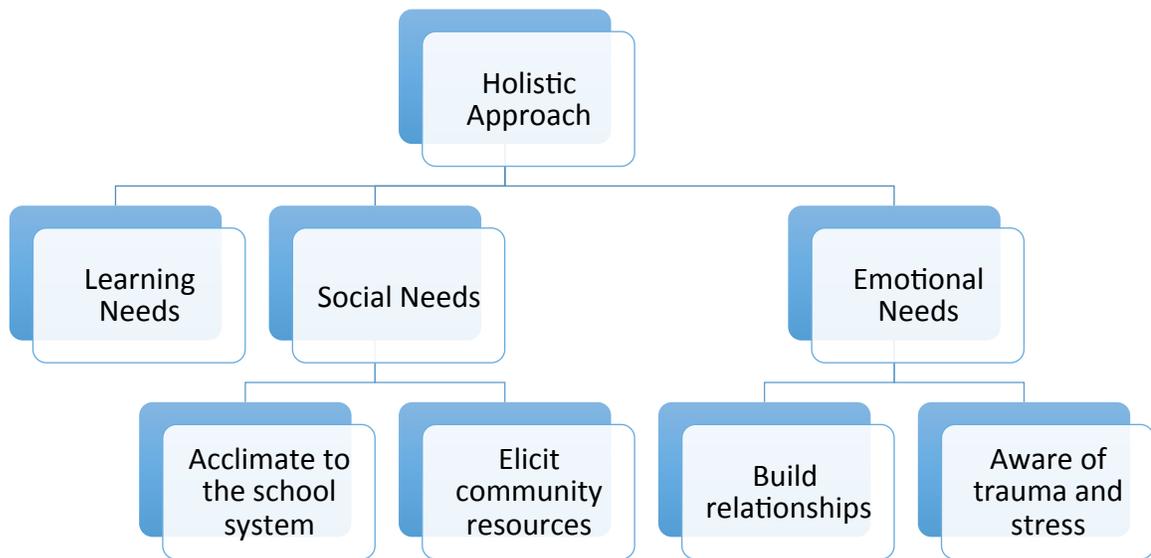


Figure 6.

Coding categories for holistic approach

Learning Needs

Linguistic needs seem to come up frequently in each of the six interviews. Linguistic needs range from translators for parents to students learning the language or language barriers. For the parents, ISD has a translation services department and contracts with Language Line to provide language assistance. To address the English language acquisition of its students, ISD has a district-wide English language learner

program supporting students from more than 50 different language groups (ISD Website). Each school either provides and a four hour SEI classroom or an Individual Language Learner Plan (ILLP). Providing academic support is accomplished through the English Language Learning program.

The four hour SEI classroom provides “more exposure and more focused attention on language and conversation than in the regular room, but that’s about the only difference” according to Ms. Candle. At Franklin Elementary, the four hour SEI classroom is at every grade level. Ms. Moreno feels that it is the good instruction of the teacher that helps the students with language acquisition.

When the majority of your kids are intermediate, you can go to a 3-hour block. Especially our new kids, they are going to be preemergent/emergent, basic. You have to have the four-hour block. Do I think the blocks help? No, I don’t think it makes a difference. It’s just good instruction. It may have brought more awareness to the importance of the conversation piece. But, that’s about it. Ms. Moreno

At Paine Jr. High, there is a large ELL population from pre-emergent, emergent, basic to intermediate that need to be in the English language development block.

According to Mr. Montgomery, “We actually have an ELL teacher for every level.” Since the students’ needs vary according to the level of English language proficiency, the school receives “extra staffing because of our ELL program to try to meet their needs.”

Although the SEI classroom seems to address the issue of linguistic needs, not all of the schools provide the four hour SEI classroom at all grade levels. At Hancock K-6, the four hour SEI classroom is in kindergarten through second grade. For third grade on, the administration uses ILLPs because most of the students have “exited out” of the English language development program. Ms. Sidney states at the upper grades, “Even in a three grade block, we don’t have the number of children that would constitute a

homogeneously grouped SEI classroom.” Under these circumstances, the administration team has had to do creative things with teachers, such as pairing with an ELL teacher, to ensure students’ linguistic needs are met.

In the schools, it almost the more English language learners you have, the more programs you have. I think they might end up learning quicker at the younger age, but they are not in a blocked class. But like in our school, the blocked English language learning stops in about second grade. And it’s individual plans for third grade on. So, you don’t quite get as much intensive. So if they settle in an area where they have those blocks all the way up the grades, they’ll get that kind of instruction. Where we do creative things. Ms. Candle

In order to support the learning needs of refugee students, two of the three principals mentioned the expectation they have of their teachers to scaffold activities, use manipulatives, and provide effective Tier One instruction so the students will be able to participate in grade-level standards.

Even without the language, we have to do our best to make sure that grade level standards and grade level curriculum opportunities are being affording at an appropriate level. When there is something that is clearly frustrating them, they (teachers) try to supplement that with other resources that they have...Expectations to scaffold, so it’s obtainable, also to strengthen tier one instruction. You are structuring your tier one so you’ll have small groups to intervene and reteach. Ms. Sidney

Our expectations in the classrooms are differentiated among them just based on where they are at with their English level and our ELL programs. Obviously, we differentiate those learning expectations based on where they are coming in at and trying to meet their needs. Mr. Montgomery

Another way to meet the learning needs is to understand that it takes time for students to feel comfortable and start to engage with the language. The teachers and staff work with the students and have an expectation that the students will participate in grade level activities. However, the teachers understand that it may take time for the students to start engaging and will utilize various strategies to engage the students.

For example, in the beginning, they'll work with them and realize they have their silent period because they can't speak the language. They'll try to provide more hands on experiences for them, (using) manipulatives and things like that to help them. Ms. Moreno

Moreover, the principals talked about the ways they use the ELL tester to meet the language learning needs of the refugee students. In all three schools, the district has provided an ELL person who is able to pull students and give them additional help with language acquisition on Rosetta Stone or in small groups. Ms. Moreno, Mr. Montgomery, and Ms. Sidney shared they use this resource as well as other staff members in their schools to provide additional interventions.

In brief, the linguistic needs that fall under the category of learner needs appear to be addressed through the English language learner block for students. Getting newly arrived students placed in the correct English proficiency level and providing the necessary scaffolding of activities to ensure the grade level activities are attainable appear to be a system that is in place for English language learners at the three schools of the study. Moreover, the language barrier was mentioned by all participants of the study as a challenge to communicating with and parents. However, the participants are aware of and use the district translation services department or the Language Line to bridge the language gap to communicate with parents and students.

Social Needs

Refugee students enrolling in ISD represent a multitude of pre-resettlement experiences. Since each pre-resettlement experience is unique, getting to know the particular background will help schools provide the social support that may help the students and parents transition more easily into schools and communities.

Acclimate to the School System. According to the strategic action plan, ISD “values the health, safety and welfare of our students, parents, community and staff.” With this in mind, ISD created a central registration location for all families to complete the registration process. Understanding that refugee students and parents may have challenges with acclimating to a new country and new school system, the central registration location houses the Refugee Welcome Center to provide a welcoming environment where the students and parents receive information about school policies, fill out enrollment paperwork, and get school supplies.

We created that center to really help refugees feel safe and involved since day one. The agencies bring the refugee parents and students with a translator to enroll in the school. Then after they finish the paperwork, they go in the next room, which is the refugee welcome center. They need to get help in the adjustment process. They need school orientation in the beginning to know what to expect to make them stress out a little bit less. Ms. Gold

On the other hand, there is a disadvantage to the schools by having the registration occur at a central location. The relationship with the resettlement agencies has decreased because the schools are not aware of who the family’s caseworkers is because the caseworker no longer bring the students and families to the school for registration. Ms. Sidney lamented, “When they use to register at the school, we used to have much more interaction. And we kind of knew who the resettlement agency person was in our area.” Now, the schools rely much more on Ms. Gold.

However, the district strategic plan outlines that each school “is viewed as a center of the community, a welcoming place for students, parents and communities.” To create a welcoming place, an understanding of social norms is paramount. For each of the principals, understand how school works is a challenge when working with students and families from different cultural and religious backgrounds.

The biggest need, I think, when they first arrive is the need to learn social rules. How we function, what's acceptable, what is not acceptable. That's been the hardest thing. How they interact, some of them when they first arrive can be a little bit physical and aggressive. So, we have to work with them on those [behaviors] hands off, no touching. Ms. Moreno

Mr. Montgomery concurs that students need to learn, "what school is, how we do school, and the procedures and the norms."

Knowing the background of the family, where they are from, helps in meeting the social needs of students as well as the family. Ms. Moreno stresses the importance of speaking with the family to find out about their refugee camp experiences and their educational experiences.

You can tell the difference if they have some education in their country. They transfer a little easier and they do know some of the social norms and rules of a school even though the school setting may not be exactly the same. It's a little bit easier for them to settle in as well if they have had some experiences. Ms. Moreno

Likewise, having a structured, welcoming environment can help acclimate students to the new environment. A new environment can be confusing but once a routine is established, refugee students can adapt quickly.

Here it is so nice and structured and not chaotic. When you come from some chaos, once you get the system, once you understand the predictability, at school and your day, it's comforting. It takes a while to understand that. Because it seems like you're moving around all the time and when you're not understanding the language but once you know...you play, you come in, you eat, you do some work, you go to art...they just can really thrive! Ms. Candle

In sum, helping students and families acclimate to the school system has a lot to do with the welcoming environment created by the district and schools. It also includes teaching the students about the rules and social norms as well as talking with the students and families to learn about them as individuals. And finally, as Ms. Moreno states, "It's really just integrating and working with the other kids in the class so they (refugee students) can see what is expected."

Elicit Community Resources. The principals in the study used their site-based social worker and the district liaison for refugee and immigrant students to connect with community resources to meet the needs of the refugee students and families. Franklin K-5, Hancock K-6 and Paine Junior High have site-based social workers available for all of their students. One of the responsibilities of the social worker is to meet the social-emotional needs of the refugee students.

The social worker at Hancock K-6, Ms. Alex, uses various community resources to provide social-emotional needs to both students and families. She connects with outside resources such as the International Rescue Committee to fill the needs of the child and family. She works with the various resettlement agencies and businesses to provide school supplies, as well as referring families for social services.

Using her business and faith-based community contacts, Ms. Gold is able to provide material assistance. She is able to provide backpacks, school supplies, clothing and hygiene products. She also reaches out to the community for speakers for the various refugee parent support group meetings and the annual refugee parent event. She also works with social services agencies such as food banks, job centers and providers of GED classes and citizenship classes.

In short, collaboration with community organizations may supplement support services that are not readily available at the school or district level. Working with partners who have knowledge of the refugee experience may help students and families get the additional assistance with transition support.

Emotional Needs

Many refugees recently resettled in the United States will experience trauma and

emotional stress during their acclimation to the new school system (Ascher, 1985; Eisenbruch, 1988; Gitlin et al., 2003; Rudmin, 2003). They may experience isolation due to the language barrier and may find it difficult to adjust to the different surroundings. Although there are a multitude of emotional needs refugee students may have, the two themes of building relationships and awareness of trauma and stress emerged from the data to address the emotional needs.

Build Relationships. Building trust through the relationships fostered with the refugee students and families is an important part of meeting the emotional needs. Getting to know the students and their needs will provide emotional support during this stressful time of acclimating to a new environment. Relationship building is not just between the teachers, staff, administrators and students. Building a relationship with the parents is just as important in meeting the emotional needs of the students and well as the family.

What I found is that they need assistance in building trust with understanding of the dynamics of the school and leadership. Because so many of them come from places where they are treated a lot differently at school. Where leadership can be a lot more harsh than it is here. Mr. Montgomery

For Ms. Moreno, communicating with the parent is important, especially if there are behavior concerns. She will contact the resettlement agency if needed to have them talk with the parents. Then for the students, it is more of a good teaching moment than a discipline discussion, especially when the refugee students are new to the school.

If you can't get them, you contact their agency person to talk to them. You have them talk with the parent. I guess you try to do more teaching for them, especially if they are behavioral concerns, which is what I am going to deal more with them. You're going to try to make it more of a good teaching moment than discipline.
Ms. Moreno

Ms. Moreno adds, "Communication is key in building relationships with families."

I think trying to do the best to find ways to communicate with the families. And it's not just the kids at your school, it's the whole family. And when you are able to meet with the parents and share concerns, they are very supportive and very helpful. Ms. Moreno

Even if there is a language barrier, it is possible to foster a positive relationship with students. Mr. Montgomery shared his experience with a student whom he was building a relationship through daily greetings and his realization that his attempts to communicate with her was very different than what she previously experienced with school administrators.

This particular student with limited English, when I see her around campus she had been trying to say, "Hi Mr. Montgomery." Trying to build our relationship. It took about a month before she called me Mr. instead of Mrs. We were working on that trying to build our relationship through our greetings.

However, there was an incident in a classroom and a person who was tutoring the student called Mr. Mr. Montgomery to tell him about it. He continues with his story:

I've been trying to build this relationship. As limited as it is. But after that conversation (with the tutor), I saw definitely a difference. I went up to her and tried to explain to her if there are any concerns you have, make sure you come and talk with me at any time. Just the look on her face. She is one of the students who...the person that I was talking to was saying that where they come from the administration is very different on how they deal with students. A lot harsher and so she said that was hard for her. But I've seen a change just over the daily trying to say hi and communicating with her. All warming up for her. So, small success story I guess...only a couple of months in.

This example highlights the importance of building relationships and the positive impact it can have on the emotional wellbeing of students, in spite of the language barrier.

In summary, building relationships with students and parents is important in an holistic approach to address the emotional needs of refugees. The connections these relationships nurture may help to ease the transition into the new environment and may help reduce isolation due to the language barrier.

Aware of trauma and stress. To meet the needs of students and families, ISD has assigned school based social workers at 78% of the schools. The principals, social worker and district liaison stress the importance of knowing the background of the students so there is an awareness of trauma or stresses that may affect the student at school. Last year, the administrators and social workers received training in trauma sensitive care. Although it is not necessarily geared towards refugees, it is child specific and can be applied to them. For Ms. Candle, she says, “it is the biggest initiative that would be helpful” in meeting some of the emotional needs of the refugee students.

An awareness of possible trauma and stress can help teachers address negative behaviors that may manifest in the classroom. Ms. Gold explains when refugees first arrive the need is high but it is important to have an understanding that these children may have been exposed to various stressors. Because for many of these children, the introduction into a new environment is “like just one more drop in the full glass.”

For sure they are challenging at the beginning. They are the most needy in the beginning. We have to really include all the teachers, support staff, tutors, and volunteers. It is not easy to find all those people the help. And also, it’s hard for the kids to adjust because they’ve been exposed to trauma and chronic stress. It’s not just even being in school and there is a totally new environment where there is a language barrier, culture barrier. They are all barriers. Then dropping the child who has chronic stress from being in refugee camp not having enough food, not having education, not having a house. Then traveling here is a stress because they left family and friends in the refugee camp. Then going to school, there is a totally new environment. It’s kind of like just one more drop in the full glass. So then kids actually being exposed to really huge stress they might have some kind of behavioral issue. We need to recognize that and help them from the beginning. Not wait until something happens and then intervene. In my work, prevention is the most important thing. I am trying to really know each child and each parent. I like the kids to be safe in school and also I like the parents to feel safe to send the child to school. Because, they haven’t been safe for a while. Ms. Gold

Along with the stresses of being in a new environment, Ms. Sidney explains how fire drills, lock down drills, or emergency vehicles coming on campus may re-traumatize

the refugee students. She emphasizes, “Be conscious of different things happening on your campus with emergency type procedures that are often very scary.” Students may not know what is happening and may respond with outbursts or negative behaviors. The emotional needs of the refugee students are diverse. Hence, being aware of the effects of trauma and stress and how it may manifest in the behaviors exhibited in the classroom is the first step in providing interventions.

In conclusion, when refugee students arrive in the United States, they represent a multitude of educational and linguistic backgrounds with different social and emotional needs. The holistic approach to education and welfare attends to the learning, social, and emotional needs of refugee students and families. By meeting these needs, the schools can create an environment for the successful education and integration of refugee students.

Targeted Policies/System Support

Another broad category is targeted policies/system support. Figure 7 illustrates the various categories that were fleshed out under targeted policies/system support.

Professional Development. According to the strategic action plan, ISD values “professional development that directly impacts student achievement.” However, the data reveals the contrary in terms of training provided to meet the learning needs of refugees.

We want to make sure that we are meeting such diverse set of needs, a unique set of needs. I don’t know that our staff is always totally trained and qualified to do. Because, it is not just academic. They bring so many other things with them. Mr. Montgomery

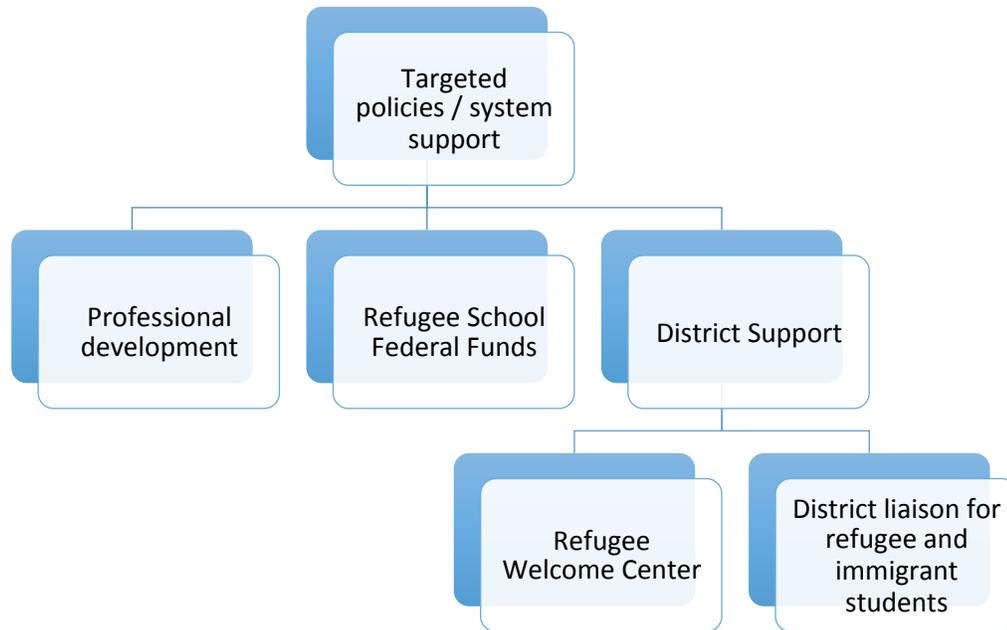


Figure 7.

Coding categories for targeted policies/system support

When asked specifically about what type of diversity training or refugee training the principals and/or their teachers received, the principals indicated they have not received any training recently.

I can't speak to what's been done in the past. Being new, there wasn't any diversity training for me. And none for our staff this year except for what we provided here at the school site. But, there may have been in the past that I'm not aware of. Mr. Montgomery

I'm going to tell you nothing. They use to have a language line and they had somebody come out and (had) culture grams, something like that. They had this program and once in a while they would come out and talk about it. And you could look up a country online and get information about it. I don't even know if we still have it or not. That's about the most we've ever gotten. So if it is...it is really up to us to kind of learn how to work with the students. Ms. Moreno

We used to really talk about all the departments in the district, shared resources in depth in the beginning of the school year. Ms. Candle

However, Paine Junior High provided their own diversity training by having the teachers present on the students in their classroom. Mr. Montgomery explained that this was a way to help the entire staff understand the diversity of the school and the needs.

For us at the beginning of the year, something we did new this year was because we have such a diverse campus not only with our immigrant/refugee students but also the different special education programs and we have a lot of students that fall under homeless designation. So one of the things we did early in the year that I think helps with the acculturation is to make sure teachers understand who our students are. We had people present at the meeting at the beginning of the year with our staff on basically who is on campus. People from every group presented on their group of students to help all of our staff know and understand the diversity we have on our campus. And that we can help meet their specific needs. Like our ELL group of teachers presented on the different groups that we have of students that as teachers and staff how can we be sensitive to their needs. And how can we help them as a whole, even though you may not have them in your class. You interact with them throughout the day. You see them on campus. How can we help meet their needs? We did that for every group of students that we have on our campus. As a way to help our whole staff understand our diversity and what they need. So, that would be something that we implemented this year to try to help with that. What we find is that if you don't know a student has these troubles or challenges, it makes it harder for you to accommodate those challenges when you are not aware of them. So we make sure that our staff knows all the different ELLs, we were trying to address all of our different student groups' needs. Mr. Montgomery

Moreover, Ms. Moreno expressed a desire to “get more support for my teachers. Strategies, instructional strategies and how to help them deliver content in a more meaningful way to them (the students) specifically if their language is not good.”

On the contrary to what the principals have said, Ms. Gold says staff in the schools are trained. She provides presentations to schools about refugees.

Our district, every Wednesday we have early release for the students. In the afternoon, we are doing PLCs (professional learning communities). For that part, I've been called by many schools to do presentations to their staff about refugees. So I am talking about how they got here. I explain different behavioral patterns that refugees have. I explain to teachers why is that and how we need to teach them. Because they learned because of survival issues that they had in their refugee camps. They need to learn another way of communication, behavior, and

everything. Any learning takes time. So that learning also takes time. So then I am using kind of like a game with those staff to really have them feeling how that looks like when you have to flee because of bombing and you have to run. And what to bring with you and then what's the life in the refugee camp. It's very effective. So our staff in the school district, they are trained. There is a training from me about refugee every year, most of the schools. Ms. Gold

Interestingly, this training is provided upon request each year. And, Ms. Gold just completed a presentation for special education, speech therapists, and psychologists.

In brief, professional development to increase knowledge about refugees and strategies to meet their learning, social, and emotional needs is available in ISD.

However, the principals do not seem to be aware of this resource.

Refugee School Federal Funds. According to the description of ISD's Refugee School Federal Funds proposal, "The primary focus of the refugee grant is to help refugee school-aged children who face major initial adjustments and persistent and continuing challenges in school." The funds provides support with the enrollment process and strategies to support the students' academic success. "These services are vital to the success of the refugee student," according to the ISD grant description. The Refugee School Federal Funds addresses the timely and welcoming school enrollment of refugee students who are often faced with a variety of barriers due to a lack of previous school experience or a lack of English proficiency.

Additionally, Independence School District utilizes the Refugee School Federal Funds monies to work with families to provide services to assist families in their orientation to the education system to avoid misunderstandings or miscommunication as their children adapt to the new environment. Research has supported the need for a welcoming and safe environment (Arnot & Pinson, 2005; Block et al., 2014; Rutter,

2006; Taylor & Sidhu, 2012). The Refugee School Federal Funds helps create the welcoming and safe environment to assist students during their initial transition to the new school system.

Refugee Welcome Center. As mentioned earlier, the Refugee Welcome Center provides a safe, welcoming place for newly arrived refugee students and parents.

We created that center to really help refugees feel safe and involved since day one. The agencies bring the refugee parents and students with a translator to enroll to enroll in the school. Then after they finish the paperwork, they go in the next room, which is the refugee welcome center. Ms. Gold.

At the refugee welcome center, Ms. Gold uses the “translator to introduce the parent-student handbook to the parents and to the student.” This handbook is the Additional School Orientation Handbook for Refugee Center Parents. Ms. Gold created this book because the Parent-Student Handbook that each student receives at the school is written in English and Spanish. “It is very hard for the refugee parents to understand. So a few years ago, I got an idea to really simplify that book. Put more in visual form but cover everything.” There is a page with hello written in various languages. Ms. Gold says the parent can point to their language. The remainder of the book is written in English with accompanying pictures. Ms. Gold uses the translator to go over the book, and she says parents write notes in the book and take it home with them.

District Liaison for Refugee and Immigrant Students. Each of the principals mentioned Ms. Gold as a resource. Ms. Gold is the district liaison for refugee and immigrant students. According to Ms. Moreno, Ms. Gold is a “good resource in communicating with the family.”

One of Ms. Gold’s responsibilities is to engage parents. As part of ISD’s commitment to involve and educate parents, the district supports the annual Refugee

Parent Partnership Event each spring. The event is held at one of the schools. The district provides buses to transport the parents and children. Ms. Gold assists with coordinating the event. There are vendors from the community that represent their programs, guest speakers, as well as workshops for parents.

We have four different workshops. One is about education including preschool, elementary, secondary and higher education from someone from the district with a master in education and a huge experience working with ELLs. And the second one is about children from the Refugee Children Health Clinic (from the county health care system). Their director talks about kids' health. She always has her physician come with her... The third one is safety. We have a police officer... he talks about safety issues, not just in school but in general. What to do in certain situations? What are you supposed to do when they've been stopped in the street? Why a fire detector has to have a battery all the time. And then we have an agency resource or community resource. We are talking about what are other resources in the community and at the agencies for the refugee parents. For example, where they can get a GED, get a license to be a caregiver like childcare or other things. Where are the job fairs? Last spring there were 96 parents and 120 kids in attendance.

Ms. Gold seems to be a wealth of knowledge and has strong partnerships in the community. Having her as an advocate for refugee students and families is a benefit for the schools. And, schools call upon her when they have an issue or concern with refugee students or families.

Ethos of Inclusion

Creating an inclusive school environment where cultural and linguistic diversity is considered an educational resource can be a powerful positive learning environment. Figure 8 illustrates the two data coding categories generated under ethos of inclusion. When examining what principals can do to create positive learning environments for refugee students, celebrating diversity and leading with a social justice approach are two areas that must be considered.

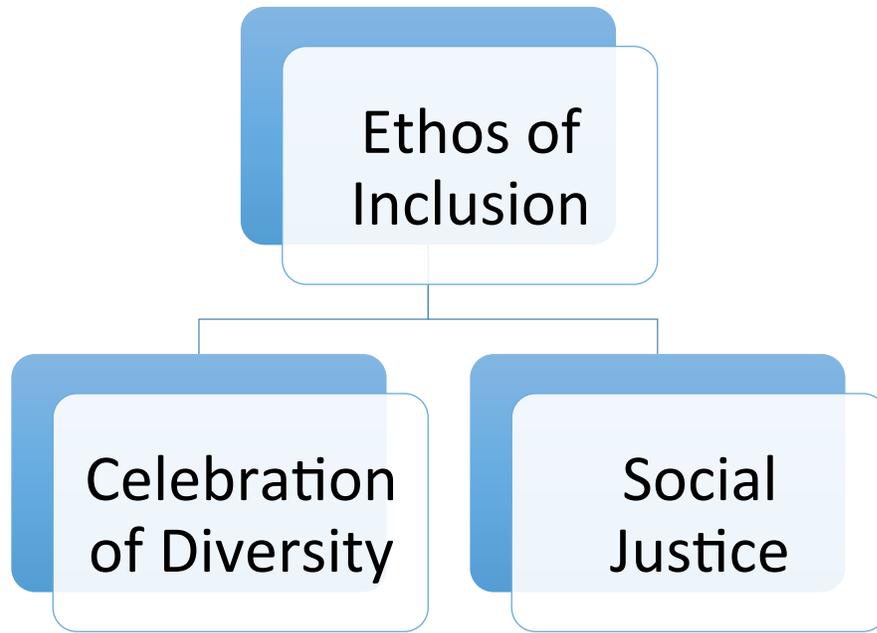


Figure 8.

Data coding categories for ethos of inclusion.

Celebration of Diversity. In this study, each of the principals expressed how the diversity on their campus provided tremendous learning opportunities for their students.

Having refugee students on campus is just huge for our students. When the students do talk, even within the ELL population, those students are with students from a lot of different cultures and they interact with students from different cultures. It's just huge for sensitivity and empathy development and global perspective. Personally, I think it is great to have all of these students on our campus. For me, I think probably the students I love to interact with the most are our refugee students. Just to learn about them and where they are coming from and they tend to have a different, tend to have a little bit more excitement, if you will, about school than our students who are disillusioned by it already by the time they get to middle school here. Mr. Montgomery

Ms. Moreno revealed a more self-reflective answer in talking about the diversity on her campus. She says, "I have learned more about culture and dealing with people from different cultures and being more accepting and open to them." She adds that her school has had

experience working with diverse populations and that may be a factor in the attitude of acceptance for the refugee students.

We've dealt so much with immigrant students here from Mexico or South or Central America, that maybe it was a little bit easier for us to accept the refugee students because we have had experience working with children that we don't speak their language. So I don't know if that made it an easier transition for us than maybe another school that didn't have that. Maybe they would find it harder. So, we knew there were things that we need to do to work with kids who don't speak our language and that might have made it a little easier and more accepting. Ms. Moreno.

Having experience working with diverse populations is one of the findings in the study by Arnot and Pinson (2005).

Ms. Sidney commented several times on the diversity of Hancock. She believes acceptance is a part of the culture of the school. "I am proud to say that the diversity on our campus is large and the acceptance for that diversity I think is ingrained in our culture." In addition, Ms. Sidney expresses a value added mindset when she said, "All of our students add something special to our community. The more diversity you have, the better you are to navigate the real world."

And finally, when asked about the benefit of having refugee students in the school district, Ms. Gold exclaims, "We are rich! We have diversity. And that's wonderful!"

Social Justice. Social justice is a key factor influencing the support of educational needs of refugee students (Arnot & Pinson, 2005; Taylor & Sidhu, 2012). Principals can reach out to the community and marginalized families to address issues that may place them at a disadvantage. Interestingly, Mr. Montgomery mentioned many immigrants and refugees are in low income housing. He believes for some of the students, their housing situation negatively impacts their acclimation to the new environment.

I want to go back to your earlier question to one of the challenge. This is not at school but this affects us. We find that a lot of the immigrants/refugees that come end up in some really low income housing that is not the best environment. I think that is a challenge for them. I look at some of the students, without knowing their background. I think some of those students may have come from backgrounds where they had it better where they were at. And now, they are put in low income housing where it is not the best environment for them. While they have opportunity now, I think that is a huge transition and struggle for them to adjust to that. Mr. Montgomery

Various comments by the principals reveal a social justice approach as they use terms such as valuing uniqueness, celebrating diversity, acceptance and responsibility for all. For example, Ms. Sidney states, “every child is an individual and we have a real emphasis on making sure that we are servicing the whole child.” Similar language is used in the mission statement, “We will work cooperatively to provide child-centered instruction that challenges and guides each student on a pathway toward his or her individual potential.” Moreover at Hancock, there is an effort to make sure to be sensitive to the culture of the students. So they are always open to make changes to a project that a teacher is doing if there is something that might be culturally taboo or not appropriate. For Ms. Sidney, it is a respect and acceptance of the culture of the students. And it is her responsibility to be proactive, “so we don’t do anything that is offensive.”

Theoharis (2007) posited marginalized students do not receive the education they deserve unless purposeful steps are taken to change schools on their behalf. To facilitate change, people have to examine their views and prejudices. They need to be addressed and reflected upon. As Mr. Montgomery elucidated, “We all have prejudices and preconceived ideas that I think in some way time to be able to reflect on your own. I think would be beneficial.”

In conclusion, the research supports Mr. Montgomery's statement of self-reflection. The ability of educational leaders to critically self-reflect about their biases and their practice is integral to both transformative and social justice leadership (Cooper, 2009; Gardiner & Enomoto, 2006; Shields, 2010). Given that, it is within the principals' purview to create inclusive education environments where refugee students are successfully integrated and educated.

Additional Themes Identified

In following the constant comparative method to analyze the data, several themes emerged in the data that did not fit the existing rules for inclusion. These themes are presented in this section.

Having refugees on campus has impacted the principals in different ways. For Ms. Sidney, it is being deliberate in how she discusses discipline issues with parents so it does not negatively impact the family.

It is very much offensive to our families when a child has to be discipline. I had a father come in and want to share with me all of his military accomplishments. And I said, "Sir, I am not suspending you. Although I appreciate our time together, I applaud you for your accomplishments. I am not suspending your, nor am I changing my mind." He really needed that time with me to make sure that I didn't think poorly of the family. It was really challenging. And so, I try really hard to be clear on the specific behavior that we need to change and need to partner together and that tomorrow's a new day. And, we'll make better choices. But boy, that's happened to me several times. Ms. Sidney

Ms. Moreno is more accepting and open. But, professionally, it has been a struggle for her as she tries to meet the academic needs of the students. Despite the struggle, she expresses a positive mindset when talking about her refugee students.

I think it has made me more enlightened and aware. I think I have learned more about cultures and dealing with people from different cultures and being more accepting and open to them, personally. Professionally, it's been a lot more of a

struggle just trying to meet their academic needs. Trying to work with the kids that are in that room and trying to meet their needs when they are not quite there at the same level. So it's a lot harder. And it has impacted, I think, our scores. How can we get them to take a test at a certain grade level, and they can't even speak English. These poor little guys are stuck being expected to do things and they just aren't ready. Not that they aren't trying and not that they aren't learning. I mean they are making leaps and bounds. Ms. Moreno

With this being Mr. Montgomery's first year in a school with a large refugee population, he has become more reflective on how he is communicating.

Being new to the environment, it's a lot different from where I was prior as a teacher and administrator. So, it's definitely made me more sensitive to their needs and the different needs that the students are coming in with. Making me sensitive to how we're communicating. Especially in light of the incident that happened in the classroom and the student understood it a certain way and that you're just maybe more sensitive to how or making sure you are communicating things in the right way, or as best as we can. That students all understand (what is said). Not that all of the students understand everything that we're communicating to them, either in the classroom or at the school. More sensitive to students' needs. Mr. Montgomery

Another theme that emerged was having conversations with the men from different cultures where women do have serve in leadership positions.

My biggest challenge is sometimes having to have tough, difficult conversations with the men. I think delivering that message as a woman sometimes is rough. Whether I am correcting behaviors in our dropoff/pickup in the morning or I'm having to share a particularly poor choice that a child made. It is coming from a woman. Ms. Sidney

Summary of Findings

In summary, the components of good practice for refugee inclusive education (Taylor & Sidhu, 2012) became a model of responsiveness to develop a storyline that united and integrated the data (Creswell, 2007). The storyline, "What can leaders do to create positive learning environments to help refugee students succeed in school integration and education?" helped determined what concepts and themes to focus on and

how to organize and code the data initially. Then, using the constant comparative method, themes were explored again to identify associated influences looking for answers that directly related to resolving the research questions.

The interviews with three principals and one assistant principal at schools with refugee populations provided insight on their responsiveness to refugee students and strategies they employed to meet the diverse needs. In addition, the interviews gave the principals the opportunity to identify the challenges and benefits of having refugee students in their schools.

Moreover, the interview with the district liaison for refugee and immigrant students enabled me to gain a district viewpoint on the challenges and benefits of having refugee students in the schools. And, the interview with the social worker provided another perspective to help tell the story of the challenge and benefits of having refugee students in schools. Finally, the analysis of documents and field notes provided additional data to add to the credibility of the study.

The findings were coded into 11 identified subcategories and one category for “Other themes” that did not fit the rules for inclusion generated by the constant comparative method. This chapter presented the findings of the study. In the next chapter, I will discuss and analyze the findings in relation to the literature on the role of the principal in creating inclusive learning environments for refugee students.

CHAPTER FIVE

SUMMARY AND DISCUSSION

Recent data on refugee arrivals into the United States reveal approximately 40% of the refugees entering the country are under the age of 18 years (Mossaad, 2016). Public schools are enrolling more refugee students with varied educational experiences; are dealing with unfamiliar cultures, languages, and religions; and are often lacking adequate funding and support to meet the needs of this growing population. As more students with refugee backgrounds enter schools, delving into the principals' responsiveness in terms of their thinking and the strategies employed to address the integration and education of refugee students may provide guidance to principals who may be receiving an influx of refugee students.

This chapter is divided into five sections. The first section will be an overview of the study. The second section will summarize the findings. In section three, I will interpret the findings in relation to the literature. I will discuss implications in section four. Finally, I will end this chapter with recommendation on ways to improve practice and suggestions for future research.

Overview of the Study

Hundreds of refugee students enroll in school districts through the United States every year. Research on refugee students indicates that many of these students enter the country and ultimately schools with varied educational experiences including little to no formal education, language barriers to learning, and discrimination (Block et al., 2014; Dryden-Petersen, 2015; McBrien, 2005; Roxas, 2011a; Rutter, 2006; Taylor & Sidhu, 2012). Due to their forced displacement, they may also suffer post traumatic stress

disorder and depression (McBrien, 2005; Nwosu & Barnes, 2014; Rah, Choi & Nguyen, 2010; Xu, Bekteshi, & Tran, 2010). Couple this with the differences of culture, the classroom can be an overwhelming place for students newly arriving in the country. Educational systems responsible for meeting the refugee students' social, emotional, linguistic, and learning needs may also be overwhelmed due to the challenges of providing adequate support (Strekalova-Hughes, 2017).

In examining how schooling may contribute to the successful integration and education of refugee students, Taylor and Sidhu (2012) outlined a model of good practice in refugee education that features an inclusive approach, an ethos of inclusion and celebration of diversity, a commitment to social justice, working with agencies, a holistic approach to welfare and education, targeted policy and system support, and leadership. Various researchers have recognized the role of the school leaders to foster a climate of inclusion. Strong leadership by the principal is needed to ensure effective support and create a culture of inclusion for refugee students (Gardiner & Enomoto, 2006; Pugh et al., 2012; Taylor & Sidhu, 2012). Building on the model of good practice in refugee education (Taylor & Sidhu, 2012) and findings of the study, I developed a responsiveness model to explore principals' responses and reflections in addressing the refugee issues affecting their schools.

This qualitative exploratory case study was conducted in one of the largest school districts in Arizona. Independence School District has refugee students enrolled in all of its schools. The district was awarded the Refugee School Federal Funds in 2015-16 and as of October 1, 2017, there were 479 refugee students meeting the Refugee School Federal Funds criteria. Since this study is about principal responsiveness and reflection

regarding refugee students, I chose to use a purposive sample. All of the participants in the study were in schools with a high refugee population, as identified by the school district. The participants included three principals, one assistant principal, one school-based social worker, and the district liaison for refugee and immigrant students.

The primary method of data collection was interviews. The secondary method of data collection was analyzing public documents and reviewing field notes. Documents analyzed for this study included district webpages, minutes of governing board meetings, district and school mission and vision statements, district strategic action plan, student handbooks, calendars, and news articles from the district website. The constant comparative method was used to analyze the data.

To explore principal responsiveness to refugee students, this study sought to resolve the following questions:

How do principals work with agencies, use a holistic approach for education and welfare, provide targeted policies/support systems, and create an ethos of inclusion?

What are the challenges of having refugee students in a large, urban school district?

What are the benefits of having refugee students in a large, urban school district?

Using the responsiveness model, I was able to answer the research questions and describe what educational leaders do to create positive learning environments to help refugee students succeed in school integration and education.

Major Findings

The results of this study produced findings about principal responsiveness to refugee student integration and education that builds on the literature of inclusive

education for refugee students (Arnot & Pinson, 2005; Block et al., 2014; Pugh et al., 2012; Taylor & Sidhu, 2012). Most of the literature on inclusive education for refugee students reference models of good practice reported in Arnot & Pinson's (2005) research project and subsequently outlined in Taylor & Sidhu's (2012) case study of four Australian schools. However, these models were not specifically focused on how principals respond to an influx of refugee students and how they address the refugee issues affecting their schools.

Strong leaders are integral in creating an inclusive school where refugee needs are met (Arnot & Pinson, 2005; Block et al., 2014; Cooper, 2009; Enomoto, 2006; McBrien, 2005; Pugh et al., 2012; Taylor & Sidhu, 2012). One way principals take care of the needs of the children in their schools is by partnering with community and social service agencies (Arnot & Pinson, 2005; Gardiner & Enomoto, 2006; Taylor & Sidhu, 2012). Being able to tap into various agencies such as the resettlement agencies, faith-based communities, ethnic community based organizations, social services, and civic organizations can provide support to the refugee students and families as they transition into a new environment. Partnering with other agencies can also help schools provide material assistance in the form of clothing, food, educational materials, excursions, and tutors for homework centers (Taylor & Sidhu, 2012). In this study, all six of the participants talked about their experiences working with agencies. The district liaison for refugee and immigrant students had the most to share about working with agencies. She is in constant communication with resettlement agencies and community organizations. With her relationship with community organizations, she is able to secure material support for students and families that she is not able to purchase with school funds or the

Refugee School Federal Funds. She also uses her connections to secure guest speakers and help parents with English language acquisition and finding jobs.

As part of her job, the social worker looks for resources available for the students, families and school. She talked about working with social services and resettlement agencies to meet the social and emotional needs of the students. She highlighted the importance of these partnerships as she uses them to ensure the students and families are “really getting what they are needing.”

Since the district liaison for refugee and immigrant students has developed strong partnerships with numerous agencies around the metropolitan area, the principals are not always fostering their own partnerships. The ISD’s strategic action plan relating to community engagement states, “We value building relationship between each school and the community it serves.” However, not all of the principals do this with the refugee community and rely on the partnerships the district already has.

We haven’t made any connections outside of what our district has. A lot of those connections were already established. And so they provided the resources for us...At the school, we haven’t established any (community partners) for that specific group of students But, we do have those resources that the district provided and established. Mr. Montgomery

Even though working with agencies was prominent in the literature review for inclusive refugee education, three of the six participants did not seem to be fostering these relationships. Regardless of the relationship fostered at the district level, it was interesting to note the interview data and document analysis revealed how little was discussed about working with agencies. This is one area that the principal leadership can shine, especially since principals can create a warm and welcoming school climate by reaching out to the community to meet the needs of marginalized students and families

(Theoharis, 2007). Unlike the district liaison and social worker, only one of the principals talked about partnering with an agency other than the refugee resettlement agency.

Working with agencies to meet the needs of refugee students and families is an area that principals can improve upon.

Another finding of the study was how principals respond to the linguistic needs of the parents and students. First, ISD has a translation services department and contracts with Language Line to provide language assistance for parents. When there is a challenge with communication due to language differences, all participants affirmed the availability of either in person or telephonic interpreting services. Second, for the students, ISD has highlighted on its website the district-wide English language learner program supporting students from more than 50 different language groups. Not surprisingly, English language acquisition was mentioned as one of the learning needs of newly arriving refugee students. To meet this need, refugees who are classified as ELLs are placed in the four hour SEI classroom that solely focuses on English language development. Both Franklin Elementary and Paine Junior High operate the four hour SEI classroom. At Hancock K-6, the four hour SEI classroom is in the primary grades. In the third grade, ILLPs are used because most of the students have exited out of the English language development program. The research on Arizona's SEI models indicated the impact of isolating students who are not English proficient is detrimental to their social and emotional wellbeing (Gandara and Orfield, 2010). Although the Arizona SEI models are based on the assumption that an English-only instructional environment will help ELLs quickly achieve English proficiency (Mahoney et al., 2010), research suggests that it takes at least three to five years to develop basic social English proficiency and between four and

seven years to develop strong academic English (Hakuta, Butler, & Witt, 2000). Lillie et al., (2010) suggested educators can focus on both effective communication and grade-level content in an attempt to combat the negative impact of isolation and marginalization of ELLs due to the SEI models.

In describing the four hour SEI model at her school, Ms. Moreno supports the view that effective communication is important and the strength of good instruction is what makes the difference in students learning English: “Do I think the block helps? No, I don’t think it makes a difference. It’s just good instruction. It may have brought more awareness to the importance of the conversation piece. But, that’s about it.”

Ms. Candle comments the four hour SEI model provides “more exposure and more focused attention on the language and conversation than in the regular room, but it’s about the only difference.” She also substantiates that “Arizona has such ingrained English language learner laws” that the refugee students “get swept into the English language learner system.”

In contrast to the holistic approach for education and welfare that focuses on meeting the academic learning needs of refugee students, the Arizona SEI classroom model has negative implications in terms of social and emotional wellbeing (Gandara & Orfield, 2010) and access to the core academic curriculum (August et al., 2010; Rios-Aguilar et al., 2012). Because of this reality for ELLs, principals need to find creative ways to provide equal education opportunities and a high-quality education (Cooper, 2009). Being able to access grade-level core curriculum is a necessity to prevent the ongoing marginalization of refugee students as well as any ELL student.

In exploring what emerged from the data in the area of social needs, acclimating to the school system and eliciting community resources were important. For each of the principals, a challenge when working with students and families from different cultural and religious backgrounds is understanding how school works in the United States. Getting students to know the social rules of school is one of the most important factors for acclimation.

- “The biggest need, I think when they first arrive is the need to learn social rules. How we function, what’s acceptable, what’s not acceptable.” Ms. Moreno
- Students need to learn “what school is, how we do school, and the procedures and the norms.” Mr. Montgomery
- It “is a totally new environment” Ms. Gold
- “When you come from some chaos, once you get the system, once you understand the predictability, at school and your day, it’s comforting. It takes a while to understand that.” Ms. Candle

Fruja Amthor and Roxas (2016) suggested educators need to remain attuned to the cultural and psychological variable that impact refugee students’ academic and personal transitions. The principals’ responses in this study reveal they are aware of how cultural and psychological factors can impact acclimation to the new environment. Perhaps the interaction with the refugees and how principals dealt with discipline issues influenced their focus on making sure refugee students are taught the social norms of school.

Eliciting community resources is another way principals respond to the social needs of refugee students and families. Although eliciting community support may help supplement support services that are not readily available at the school or district level, it

was only mentioned by Ms. Gold and Ms. Alex. Similar to working with agencies, this finding revealed the principals are not reaching out into the community to garner resources for their students and families. This task appears to be left to the district liaison for refugee and immigrant students and school social workers.

According to research on culturally responsive school leadership, principals can build relationships with the community by engaging students and families to develop a positive understanding of the community in which they serve (Gardiner & Enomoto, 2006; Khalifa et al., 2016; Lindsey et al., 2004). In this study, building relationships and being aware of trauma and stress are emotional needs the principals mentioned. For the participants, getting to know the students and their needs help the adults in providing emotional support during the stressful time of acclimating to a new environment. When refugee students first enroll in school, there is usually a language barrier. However, making an effort to communicate with the students and build a positive rapport can have a positive impact on the emotional wellbeing of students. Mr. Montgomery shares his experience of building a relationship with a refugee student through daily greetings and how this small interaction had a huge impact. When there was an issue in the classroom, he was able to speak with the student and explain that he was there to help her if there were any concerns. In reflecting, he realized his attempts to communicate with her were very different than what she had experienced previously with school administrators. He learned through a community contact that school administration where she comes from is a lot harsher and it took a while for her to feel comfortable speaking with him. However, he exclaims, "I've seen a change just over the daily trying to say hi and communicating with her...so, small success story, I guess...only a couple of months in."

Building a relationship with students also helps the school staff become more aware of trauma and stress that may negatively impact their integration and education in school. The principals, social workers, and district liaison emphasize the importance of knowing the background of the students to be able to deal, proactively, with trauma or stressors that may affect the student at school. Administrators and school social workers have received training in trauma sensitive care. Although it is not refugee specific, having an understanding of how chronic trauma and various stressors affect students can help meet the emotional needs of the refugee students. Interestingly, the principals did not focus on post-traumatic stress. However, Ms. Sidney explained how fire drills, lockdown drills, or emergency vehicles coming on campus may re-traumatize the refugee students. She emphasized principals need to “be conscious of different things happening on your campus with emergency type procedure that are often very scary.” Refugee students may react to these situations with outbursts, shutting down, or negative behaviors.

Targeted policies/system support envelopes professional development, Refugee School Federal Funds, Refugee Welcome Center, and the district liaison for refugee and immigrant students. The importance of targeted policies for refugee students is to encourage school districts to provide targeted support aimed at addressing the specific needs of refugee students. Research indicated much of the policies surrounding refugee students are an outcome of policies specifically addressing language acquisition (Arnot & Pinson, 2005). The research also discussed a lack of funding for schools to meet the specific needs of integrating and educating refugee students (Strekalova-Hughes, 2017). Kanu (2008) revealed how an increase in the number of refugee students in schools does

not always correlate with the appropriate educational and other support specifically targeted to assist the acculturation of refugee students.

In terms of professional development, the ISD strategic action plan highlights the district values “professional development that directly impacts student achievement.” However, the findings of this study reveal the contrary. Ms. Moreno emphasizes the need for professional development to help her teachers meet the needs of the refugee students. She shares, “I would like to get more support for my teachers. Strategies, instructional strategies and how to help them deliver content in a more meaningful way to them (students) specifically if their language is not good.” Moreover, Mr. Montgomery discloses that his school has “a unique set of needs. I don’t know that our staff is always totally trained and qualified...”

The research on culturally responsive school leaders suggested principals can develop culturally responsive teachers (Gardiner & Enomoto, 2006; Khalifa et al., 2016; Madhlangobe & Gordon, 2012). To meet the growing challenges schools face in the 21st century, the ability of school leaders to help teachers and staff respond to language and cultural diversity is critical. But, principals in this study were unaware of the refugee trainings Ms. Gold conducts yearly or the professional development opportunities provided by the International Rescue Committee. None of the principals were new principals. The number of years as principal varied from seven to over twenty. Given this fact, it was interesting that these three principals and one assistant principal did not mention the refugee training provided by the district. But, this study only interviewed principals who were willing to participate. Perhaps one or more of the principals who

were solicited to participate and did not respond may have been aware of the refugee training opportunities.

The refugee experience is varied and unique. ISD is fortunate to receive funding from the Refugee School Federal Funds and have a district person dedicated to refugee and immigrant students. ISD uses the Refugee School Federal Funds to address the initial adjustment and persistent and continuing challenges refugee students face in school due to the forced displacement from their home country. To meet these challenges, the district opened the Refugee Welcome Center and employs the district liaison for refugee and immigrant students. While I was conducting interviews, ISD was advertising for a person to work with Ms. Gold. Mr. Montgomery expressed his excitement at having a person dedicated to refugees on his campus at least one day a week.

In this study, the target policies/system of support involves resources for professional development specifically for the issues surrounding refugee student integration and education, funding from the Refugee School Federal Funds, and support through the district liaison for refugee and immigrant students. Although the research stressed the need to be explicit about policies and funding for refugee students (Arnot & Pinson, 2005; Taylor & Sidhu, 2012), ISD does not appear to follow these recommendations. Even though there is a Refugee Welcome Center and personnel specifically for refugee students and families, ISD does not have district policies nor a plan to address the educational disadvantage refugee students experience. In their study, Fruja Amthor and Roxas (2016) posited schools can be receptive and engaging places for newly arriving refugee students by evincing positive and involved leadership along with systematic and purposeful initiatives to promote the positive images of the contributions

and languages of a diverse student body. Fruja Amthor and Roxas (2016) accented the need to commit to the allocation of resources for academic and cultural initiatives that will assist in the successful integration and education of refugee students. Likewise, the findings of this study highlight the need for a specific strategy to address the integration and education of refugees, especially if federal funding for refugee students goes away.

And finally, creating an inclusive school environment where cultural and linguistic diversity is considered an educational resource is encompassed in an ethos of inclusion. In this study, each of the principals expressed how the diversity on their campus provided tremendous learning opportunities for their students and their staff. Each principal described the benefits of having refugee students on campus as these students enhanced the diversity of the schools. They did not see the refugee students' culture, language, or religion as negative or a deficit. Findings from the study suggest an excitement and understanding: "We're all very different but at the same time, we are all very similar" and Ms. Sidney who exclaims, "I am proud to say that the diversity on our campus is large and the acceptance for that diversity, I think, is ingrained in our culture."

Supporting the view that principals demonstrate cultural sensitivity and appreciation of the cultural diversity of refugee and immigrant students (Gardiner & Enomoto, 2006), the principals exhibited a social justice approach. As indicators of a social justice approach, the findings of this study indicate multiple uses of the following phrases by the principals: Unique, valuing uniqueness, celebrating diversity, acceptance, and responsible for all. In analyzing documents, the mission and vision statements of the district and schools also used similar language stressing a celebration of diversity,

working with the individual child, sensitivity to the culture of the students, and positively addressing the language or disability of students.

In the study by Taylor and Sidhu (2012), a commitment to social justice was a key factor influencing the support of educational needs of refugee students. Principals can reach out to the community and marginalized families to address issues that may place them at a disadvantage. Khalifa (2012) declared that principals play a central role in the development of the whole child, which is crucial to the child's academic success. For example, Khalifa (2012) explained how principals advocate for improvements in the neighborhood, which directly improves the lives of students. The findings highlight the beliefs of one principal that the housing situation of students negatively impacts their acclimation to the new environment. Mr. Montgomery realizes that many refugees are in low income housing and that environment is not the best. At least he is aware of this situation. The next step is to advocate on behalf of the marginalized community to seek changes which would benefit the students and ultimately improve their academic success. Mr. Montgomery appears willing to learn on the job which will enable him to better address the needs of his diverse population.

Additional Themes Identified

Other themes emerged from this study came from the answers to the question about the challenges of having refugee students at the schools. First, responding to discipline issues of newly arriving refugees were mentioned by all three principals. Being deliberate in how you discuss discipline issues with a parent is important, especially when communicating with refugee parents. Ms. Sidney stressed that she

makes every effort to ensure the discipline meted out to a student does not negatively impact the family.

It is very much offensive to our families when a child has to be discipline. I had a father come in and want to share with me all of his military accomplishments. And I said, "Sir, I am not suspending you. Although I appreciate our time together, I applaud you for your accomplishments. I am not suspending your, nor am I changing my mind." He really needed that time with me to make sure that I didn't think poorly of the family. It was really challenging. And so, I try really hard to be clear on the specific behavior that we need to change and need to partner together and that tomorrow's a new day. And, we'll make better choices. But boy, that's happened to me several times. Ms. Sidney

Principals need to be attuned to the cultural and psychological variables that impact refugee students' transition to the new environment (Fruja Amthor & Roxas, 2016). It is also important for principals to have an understanding and appreciation of the culture of the parents and students with whom they are speaking.

Another theme that emerged was being culturally sensitive. Ms. Sidney shared her experiences having conversations with men from different cultures where women do not serve in leadership positions. In her school, the administrators consist of Ms. Sidney and Ms. Candle. Both mentioned how they have had difficult conversations with men. Ms. Sidney says, "I think delivering that message as a woman sometimes is rough." However, this issue only surfaced once, when asking about the challenges.

Finally, in creating an inclusive environment the successful integration and education of refugee students, principals need to have a positive mindset and critically self-reflect on their leadership behaviors. Based on the responses of principals in this study, they have a positive mindset and see the benefits and strengths refugee students and families add to the school. They also take time to self-reflect on their leadership behaviors. They are committed to continuous learning about the diverse populations on

their campus; even if they have to conduct their own professional development sessions as Mr. Montgomery did with his teachers explaining the needs of their students to the rest of the staff. And finally, these principals are mindful of the learning, social and emotional needs of their refugee students and try to create a warm welcoming school environment where students can thrive.

My first interpretation of the findings was looking at the responsiveness model and supporting evidence of what principals do to create an environment for the successful integration and education of refugee students. What I found was that these principals understand that refugee students may enter school with a language barrier or limited education. However, all the participants of this study focused on the strengths that these students bring to the school. By using the SEI model to address linguistic needs, nurturing the acclimation to the new environment, and building relationships and understanding trauma, all of the principals are employing the holistic approach for education and welfare. Although there is work needed in the area of professional development and working with agencies, ISD appears to be moving in a positive direction in responding to refugee students and families.

Given that, there appears to be a disconnect across the district in disseminating and funneling information to its principals. Near the end of our interview, Mr. Montgomery shared suggestions he would give to a principal getting ready to receive an influx of refugee students. He suggests talking with the teachers in the ELL program “to see what challenges they see from their perspective” and to know “what type of resources are available and what type of trainings are available.” Reflecting the disconnect in the dissemination of information regarding resources and training for refugee students, Mr.

Montgomery proffers, “Unfortunately when you are new, you find out things because there is a need. Sometimes, you are not given that information until there is a need. So having those tools given ahead of time, what are our resources and what is available would be beneficial.”

Limitations

There are several limitations. First, the findings from this sample are not generalizable due to the limited number of participants. The purpose of this study was not to generalize to other principals or school district but rather to understand the responsiveness of principals who have a received an influx of refugee students. Even though these findings are not generalizable, they add to the literature on inclusive education of refugee students. For my study, the findings and literature review was used to develop a responsiveness model. I described and analyzed the responsiveness of principals in creating an environment where refugee students can succeed which led to the creation of the responsiveness model for refugee education.

Second, the principals self-selected participation in this study. The initial list of principals was a purposive sample. The principals received a recruitment email and were familiar with the purpose of the study. Hence, this group of principals who ultimately participated in the study may have been more comfortable working with diverse populations, including refugee students.

Third, with my background as the director of refugee services in a K-12 school district, I have had experience working with principals and schools to create an environment where refugee students can succeed. It is my experience and belief that working with resettlement agencies, faith-based organizations, ethnic community based

organizations and social service agencies are critical in the successful integration and education of refugee students. As mentioned earlier, my background with refugee students provides me with a mental framework few researchers of this topic have. However, I have made every effort to minimize bias in the collection and analysis of the data. Nonetheless, my personal bias may have influenced this study.

Implications for Practice

Using the responsiveness model developed with the findings and literature, principals will have a guide to create positive learning environments to help refugee students succeed in school integration and education. Much of the literature on good practice in refugee education focused on the school environment and not necessarily on the actions of the principals. Since schools are key in the resettlement process for refugee students (Taylor & Sidhu, 2012), the principal can ensure a positive and welcoming school climate by understanding the needs of the refugee students. Building a relationship with the refugee resettlement agencies and other organizations familiar with the refugee needs should be one of the first things principals who are new to the refugee experience should do.

By describing and analyzing the responsiveness of the principals in this study, their thinking and strategies employed to address refugee students reveal there are a number of challenges in educating refugee but the benefits of having these students on campus is even greater. Even with the restrictive four hour SEI model, these principals have tried to provide students the opportunity to learn core content standards and become a part of the school. These principals have found ways to transcend language and culture by creating a warm and welcoming school environment, building relationships, and

understanding cultural differences where students and families feel like they belong. For principals, making an effort to communicate with students and parents, even by starting with greetings, will help foster a welcoming school environment.

On the other hand, this study uncovers a disconnect in the dissemination of information from the district to its principals. For district leaders, the findings in this study are important as it shows a need to have an explicit method to provide information regarding trainings and resources. The principals reveal that they were not familiar with the resources and training provided by the district. To help improve practice, one suggestion is that district leadership create a mechanism to distribute information regarding initiatives, trainings, and resources to principals and school personnel.

Recommendations for Future Research

This qualitative exploratory case study described and analyzed principal responsiveness in terms of their thinking and strategies to create an environment where refugee students can succeed. This study was a responsiveness and reflection study as oppose to a study on good practice in refugee education. However, the findings of this study along with the literature on good practice in refugee education (Taylor & Sidhu, 2012) were used to develop the responsiveness model. Applying the responsive model to more principals in various settings could be helpful.

Another area for further study could be expanding the culturally responsive school leadership (Khalifa et al., 2016) literature looking specifically at principals working with refugee students. With nearly 40% of the refugees 18 years old or younger, more schools will be receiving students with refugee backgrounds. The literature on culturally responsive school leadership currently focuses on diverse population but could

be expanded to study the leadership behaviors of principals who are serving in high refugee population schools. This research would contribute significantly to the field of refugee education in the United States.

Summary

This study explored how principals in a large urban school district addressed the needs of newly arriving refugee students and the strategies employed by principals to integrate and successfully educate these student. Using this opportunity to explore strategies, this study detailed the actions occurring in ISD and allowed principals the opportunity to add their success stories and concern for refugee education in the United States. This study presented a rare opportunity for principals to share their viewpoints and expertise on this subject.

The findings of this study were used to develop a principal responsiveness model. In this model, the actions of principals were explored. Eleven themes were identified from the interviews and document analysis. The findings indicate a holistic approach for education and welfare and an ethos of inclusion are the dominant themes that emerged from the data. Being able to meet the learning, social, and emotional needs are a focus for the principals. Also, valuing the cultural diversity and taking a social justice approach prevailed under the ethos of inclusion. However, when discussing the refugee issues affecting their schools, the principals mentioned the need for professional development to assist with strategies for working with refugees and using district resources to address the needs of refugee students and families.

The findings of the study also reveal what principals think about parent communication and discipline issues. For parent communications, each of the

participants highlight the language barriers they face in communicating with parents. However, they quickly note that the school district has a translation services department and Language Line which help the principals communicate with the parents in their native language. As a result, the language barrier did not seem to be a major issue because there were resources available to meet this need.

In terms of discipline issues, the principals appear to value the idea of a learning opportunity when dealing with discipline. First, principals stated the importance of teaching students what are the social norms of the school. Each of the participants expressed how refugee students need to learn how to do school. When a consequence must be imposed, principals made an extra effort to be diligent in how they communicate the discipline issue with parents. Next, they expressed concern that parents do not want the school to view the family negatively due to the infraction of the student. And finally, they critically self-reflect on their practice to ensure they are culturally sensitive to the needs of the family.

Both the challenges and benefits of having refugee students in a large urban school district yielded insights on principal responsiveness. Being aware of the background of the students and families and the linguistic needs were among some of the challenges. Principals talked about building relationships with both students and families as a way to learn about their backgrounds. However, with the implementation of the central registration process, the schools no longer have contact with the resettlement agency caseworker to learn about the background of the family. Thus, the schools have to find alternate ways to communicate with the families to gather this information.

Meeting the linguistic needs of the students is a challenge for principals due to the four hour SEI classroom model. This restrictive environment hampers the ability of the principal to create an inclusive school environment. ELLs are segregated for four hours every day and are not afforded access to the core academic curriculum. This is a challenge for principals as these students are required to take state assessment test but may not have been exposed to the grade-level curriculum.

A benefit of having refugee students is the diversity they bring to the campus. All six participants believed the presence of refugee students from multiple countries, with many languages and religions, adds to the school culture. Having this diversity provides learning opportunities for all of the students. The diversity provides an opportunity for students to be exposed to different cultures and languages, but it also highlights the similarities present among the students.

An unexpected finding of this study was the revelation of lack of information flow from the district to the principals. Most likely, this phenomenon is not isolated to this district. But, the findings of the study indicate a disconnect with the dissemination of information from the district level. This manifested itself in the lack of awareness of professional development opportunities provided by the district liaison for refugee and immigrant services, Ms. Gold, though all of the principals have frequent contact with her. Also, resources available to the schools to meet the needs of refugee students is unknown by the schools. Other than using Ms. Gold as a resource, the translation service and Language Line, and the Refugee Welcome Center, the principals were not aware of other resources available to them.

In conclusion, the initial purpose of the study was to describe and analyze the responsiveness of principals in creating an environment for the successful integration and education of refugee students. Using the findings of the study and the literature review, a responsiveness model emerged. As a result, this study adds to the body of knowledge in refugee education as it provides a model to explore the actions of principals in how they respond to refugees in K-12 schools in the United States. Moreover, a benefit of this study is it provided principals a rare opportunity to share their viewpoint and expertise on the education of refugee students in K-12 public schools.

APPENDIX A

PARTICIPATE IN RESEARCH RECRUITMENT EMAIL

Dear Mr. Montgomery,

My name is Tsuru Bailey-Jones, a doctoral candidate in Educational Leadership at the University of Arizona. Independence School District Assistant Superintendent Dr. [REDACTED] has approved my research request and has given me permission to contact you to determine your willingness to participate in this qualitative case study.

I am conducting research responding to refugee students in K-12 education. An Institutional Review Board responsible for human subject research at the University of Arizona reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and University policies designed to protect the rights and welfare of participants in research. The purpose of this case study is to explore how principals respond to refugee students by examining what role they play in the integration and education of refugee students and what strategies they use to meet the needs of this diverse population.

If you agree to participate, your voluntary participation will involve 1-2 interviews about your experience with refugee students and creating an environment to address the needs of refugee students. The interview will take place in a location convenient for you and will last approximately 45-60 minutes each. You may choose not to answer some or all of the questions. I will take notes and will also ask for your permission to audio record the interview to increase the accuracy of the information provided. I will transcribe the interview and provide you a copy to check for accuracy.

If you have questions at any time, I will answer them. Since your participation is voluntary, you may withdraw from this study at any time. There are no known risks from your participation, and no direct benefit from your participation is expected. There is no cost to you except for your time. There is no compensation for your participation.

I will provide you with a pseudonym for anonymity and protect the confidentiality of the information shared. Only I will have access to your name and the information that you provide. In order to maintain your confidentiality, your name will not be revealed in any reports that result from this research project. Interview information will be locked in a cabinet in a secure place.

If you have questions, feel free to contact me at (520) XXX-XXXX or [REDACTED]@email.arizona.edu. If you have questions concerning your rights as a research subject, you may call the University of Arizona Human Subjects Protection Program office at [\(520\) 626-6721](tel:5206266721).

By participating in the interviews, you are giving permission for me to use information for research purposes. I will be calling you to confirm your participation, set up a time to meet and schedule an interview.

Thank you for your willingness to participate,

Tsuru Bailey-Jones
University of Arizona, Educational Leadership Doctoral Candidate
Cell [\(520\) XXX-XXXX](tel:520XXXXXXX)

APPENDIX B

POTENTIAL SEMI-STRUCTURED INTERVIEW QUESTIONS

School/district leadership

1. What is your experience working with immigrant and/or refugee populations?
2. From your perspective, what are the needs of refugee students?
3. What is the process when a refugee first steps on your campus?
4. Tell me a success story...
5. Tell me a regret story...
6. How do you differentiate the expectations for your refugee populations?
7. What type of programming have you implemented to address the acculturation of the refugee students?
8. How does your school's instructional staff meet the expectations you have set to address the needs of refugee students?
9. What resources are available at your school to assist with the refugee population?
 - a. What did you use?
 - b. How did this resource help you?
10. What type of diversity training is provided for administrators? Teachers? Staff?
11. What type of refugee training is provided for administrators? Teachers? Staff?
12. How have you connected with community partners to assist with refugee students?
13. Your school has received refugees this year, how would you describe the impact it has had on you personally? Professionally?
14. What are the benefits of having refugee students on your campus?
15. What are the challenges of having refugee students on your campus?
16. Is there anything you would like to add? Any final comments? Thank you.

School specific information:

What is the enrollment and demographics of your school for the past 3 years?

What percentage of students at your school are refugees? From what countries?

How many languages are spoken at your school?

APPENDIX C

CONSENT TO PARTICIPATE IN RESEARCH

**The University of Arizona Consent to Participate in Research**

Study Title: Responding to an influx of refugee students in K-12 education

Principal Investigator: Tsuru Bailey-Jones

This is a consent form for research participation. It contains important information about this study and what to expect if you decide to participate. Please consider the information carefully. Feel free to discuss the study with your friends and family and to ask questions before making your decision whether or not to participate.

Why is this study being done?

The purpose of this study is to explore the strategies principals employ to respond to an influx of refugee students. It will describe and analyze the leadership practices of principals who have received an influx of refugee students and how their leadership practices impact the school environment for refugee students.

What will happen if I take part in this study?

Approximately 2 semi-structured interviews will be conducted and transcribed for further analysis. The interviews will be analyzed for certain themes based on current literature. Once the analysis is complete, conclusions will be drawn from the data about leadership practices of principals and strategies employed to address an influx of refugee students in their schools.

How long will I be in the study?

Approximately 2-3 hours will be needed from each participant to complete this study (2 interviews at 45-60 minutes each).

How many people will take part in this study?

Approximately 10 people will take part in this study.

What are the costs of taking part in this study?

Aside from your time, there are no costs for taking part in the study.

Will I be paid for taking part in this study?

There will be no compensation for your participation.



Can I stop being in the study?

Your participation is voluntary. You may refuse to participate in this study. If you decide to take part in the study, you may leave the study at any time. No matter what decision you make, there will be no penalty to you and you will not lose any of your usual benefits. Your decision will not affect your future relationship with The University of Arizona. If you are a student or employee at the University of Arizona, your decision will not affect your grades or employment status.

Will audio recordings be made of me during the study?

I will make an audio recording during the study so that I can be certain that your responses are recorded accurately but only if you initial the first box below:

I give permission for audio recordings to be made of me during my participation in this research study.

I do NOT give permission for audio recordings to be made of me during my participation in this research study.

What risks or benefits can I expect from being in the study?

The things that you will be doing have little social risk and little risk of breaching confidentiality. Although I have tried to avoid risks, you may feel that some questions I ask may be stressful or upsetting to you. If this occurs, you can stop participating immediately.

The question and answer process may prove beneficial as you reflect on your experiences as an educational leader and this study may be used to inform others of the strategies used to respond to an influx of refugee students.

Will my study-related information be kept confidential?

Efforts will be made to keep your study-related information confidential. However, there may be circumstances where this information must be released.

Also, your records may be reviewed by the following groups:

- *The University of Arizona Institutional Review Board*
- *Office for Human Research Protections or other federal, state, or international regulatory agencies*

Who can answer my questions about the study?

For questions, concerns, or complaints about the study you may contact the Principal Investigator Tsuru Bailey-Jones at (520) [REDACTED]

HSPP Use Only:
Consent Form T502a v 2016-07

Consent Version: **03/3/2017**
Page 2 of 3



For questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact the Human Subjects Protection Program at 520-626-6721 or online at <http://rgw.arizona.edu/compliance/human-subjects-protection-program>.

If you are injured as a result of participating in this study or for questions about a study-related injury, you may contact Human Subjects Protection at 520-626-6721.

An Institutional Review Board responsible for human subjects research at The University of Arizona reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and University policies designed to protect the rights and welfare of participants in research.

Signing the consent form

I have read (or someone has read to me) this form, and I am aware that I am being asked to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to participate in this study.

I am not giving up any legal rights by signing this form. I will be given a copy of this form.

Printed name of subject

Signature of subject

Date

HSPB Use Only:
Consent Form T502a v 2016-07

Consent Version: **06/9/2017**

Page 3 of 3

APPENDIX D

LEADERSHIP ORIENTATION SURVEY PERMISSION TO USE EMAIL

From: "Bolman, Lee G." <[REDACTED]>
Date: September 23, 2015 at 5:29:41 PM MST
To: Tsuru L Bailey-Jones <[REDACTED]>
Subject: RE: Request to use the Leadership Orientation Survey for dissertation

Tsuru,

You officially have permission to use our instrument.

Lee G. Bolman
Professor and Marion Bloch/Missouri Chair in Leadership
Bloch School of Management
University of Missouri-Kansas City
5110 Cherry Street
Kansas City, MO 64110
(816) 235-5407
www.leebolman.com

EXCERPTS OF RELATED EMAILS FOR CONTEXT

From: Tsuru L Bailey-Jones
Sent: Wednesday, September 23, 2015 6:49 PM
To: Bolman, Lee G.
Subject: Re: Request to use the Leadership Orientation Survey for dissertation

Dr, Bolman,

I agree to the standard conditions listed below.

Thank you,
Tsuru

- (1) The researcher agrees to provide us with a copy of any reports, publications, papers or theses resulting from the research.
- (2) The researcher also promises to provide, if we request it, a copy of the data file from the research.

From: Tsuru L Bailey-Jones [REDACTED]
Sent: Wednesday, September 23, 2015 10:32 AM
To: lee@leebolman.com
Subject: Request to use the Leadership Orientation Survey for dissertation

Dr. Bolman,

My name is Tsuru Bailey-Jones. I am a doctoral student in the Educational Leadership Program at the University of Arizona, College of Education, Department of Educational Policy Studies & Practice. I would like to request permission to use the Leadership Orientation Survey for my dissertation. Thank you very much for your consideration of my request.

Sincerely,
Tsuru Bailey-Jones

REFERENCES

- Ainscow, M. (2005). Developing inclusive education systems: What are the levers for change? *Journal of Educational Change*, 6, 109-124. doi:10.1007/a`0833-005-1298-4
- Ainscow, M., & Sandill, A. (2010). Developing inclusive education systems: the role of organisational cultures and leadership. *International Journal of Inclusive Education*, 14(4), 401-416. doi:10.1080/13603110802504903
- Anders, A. (2012). Lessons from a postcritical ethnography, Burundian children with refugee status, and their teachers. *Theory into Practice*, 51, 99-106. doi:10.1080/00405841.2012.662850
- Arizona Department of Education. (2014). *English language learner guide for local educational agencies (LEA)*. Phoenix, AZ Retrieved from <https://cms.azed.gov/home/GetDocumentFile?id=5541131aaadebe0b186bcbe5>.
- Arnot, M., & Pinson, H. (2005). *The education of asylum-seeker & refugee children: A study of LEA and school values, policies and practices*. Retrieved from <https://www.educ.cam.ac.uk/people/staff/arnot/AsylumReportFinal.pdf>
- Ascher, C. (1985). The social and psychological adjustment of Southeast Asian refugees. *Urban Review*, 17(2), 147-152.
- August, D., Goldenberg, C., & Rueda, R. (2010). Restrictive state language policies: Are they scientifically based? In P. Gandara & M. Hopkins (Eds.), *Forbidden languages: English learners and restrictive language policies* (pp. 139-158). New York: Teachers College.

- Betancourt, T. S., Frounfelker, R., Mishra, T., Hussein, A., & Falzarano, R. (2015). Addressing health disparities in the mental health of refugee children and adolescents through community-based participatory research: A study in 2 communities. *American Journal of Public Health, 105*(3), 475-482.
- Birman, D., Trickett, E., & Buchanan, R. M. (2005). A tale of two cities: Replication of a study on the acculturation and adaptation of immigrant adolescents from the former Soviet Union in a different community context. *American Journal of Community Psychology, 35*(1-2), 83-101.
- Blackwell, D., & Melzak, S. (2000). Far from the battle but still at war: Troubled refugee children in school. *Child Psychotherapy Trust*.
- Block, K., Cross, S., Riggs, E., & Gibbs, L. (2014). Supporting schools to create an inclusive environment for refugee students. *International Journal of Inclusive Education, 18*(12), 1337-1355. doi:10.1080/13603116.2014.899636
- Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations: Artistry, choice and leadership* (3rd ed.). San Francisco: Jossey-Bass.
- Bureau of Population, R., and Migration,. (2015). *Proposed refugee admissions for fiscal year 2016*. Retrieved from <http://www.state.gov/j/prm/releases/docsforcongress/247770.htm>.
- Candappa, M. (2000). Building a new life: The role of the school in supporting refugee children. *Multicultural Teaching, 19*(1), 28-38.
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.

- Cooper, C. W. (2009). Performing cultural work in demographically changing schools: Implications for expanding transformative leadership frameworks. *Educational Administration Quarterly*, 45(5), 694-724. doi:10.1177/0013161X09341639
- Copland, M. A., & Knapp, M. S. (2006). *Connecting leadership with learning: A framework for reflection, planning, and action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among the five traditions* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage.
- Davenport, D. K. (2011). *Arizona English language learner program fiscal year 2010*. Retrieved from https://www.azauditor.gov/sites/default/files/ELL_Report.pdf
- Dryden-Petersen, S. (2015). *The educational experiences of refugee children in countries of first asylum*. Washington, DC: Migration Policy Institute.
- Dryden-Petersen, S. (2016). Refugee education in countries of first asylum: Breaking open the black box of pre-resettlement experiences. *Theory and Research in Education*, 14(2), 131-148. doi:10.1177/1477878515622703
- Eisenbruch, M. (1988). The mental health of refugee children and their cultural development. *International Migration Review*, 22(282-283).
- Flessa, J. (2009). Urban school principals, deficit frameworks, and implications for leadership. *Journal of School Leadership*, 19(3), 334-373.

- Fruja Amthor, R., & Roxas, K. (2016). Multicultural education and newcomer youth: Re-imagining a more inclusive vision for immigrant refugee students. *Educational Studies*, 52(2), 155-176. doi:10.1080/00131946.2016.1142992
- Gandara, P., & Orfield, G. (2010). Moving from failure to a new vision of language. In P. Gandara & M. Hopkins (Eds.), *Forbidden languages: English learners and restrictive language policies* (pp. 216-226). New York: Teachers College Press.
- Gardiner, M. E., & Enomoto, E. K. (2006). Urban school principals and their role as multicultural leaders. *Urban Education*, 41(6), 560-584.
doi:10.1177/0042085906294504
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-116. doi:doi:10.1177/0022487102053002003
- Gay, G. (2010). Acting on beliefs in teacher education for cultural diversity. *Journal of Teacher Education*, 61(1/2), 143-152. doi:doi:10.1177/0022487109347320
- Gitlin, A., Buendia, E., Crosland, K., & Doumbia, F. (2003). The production of margin and center: Welcoming-unwelcoming of immigrant students. *American Educational Research Journal*, 40(1), 91-122.
- Gooden, M. A., & Dantley, M. (2012). Centering race in a framework for leadership preparation. *Journal of Research on Leadership Education*, 7(2), 237-253.
doi:10.1177/1942775112455266
- Gooden, M. A., & O'Doherty, A. (2015). Do you see what I see? Fostering aspiring leaders' racial awareness. *Urban Education*, 50(2), 225-255.
doi:10.1177/0042085914534273

Goodwin, A. (2002). Teacher preparation and the education of immigrant children.

Education and Urban Society, 34(2), 157-171.

Grove, R. W. (1988). An analysis of the constant comparative method. *International*

Journal of Qualitative Studies in Education, 1(3), 273-279.

Hakuta, K., Butler, Y. G., & Witt, D. (2000). *How long does it take English learners to attain proficiency?* Retrieved from

[https://web.stanford.edu/~hakuta/Publications/\(2000\) - HOW LONG DOES IT TAKE ENGLISH LEARNERS TO ATTAIN PR.pdf](https://web.stanford.edu/~hakuta/Publications/(2000) - HOW LONG DOES IT TAKE ENGLISH LEARNERS TO ATTAIN PR.pdf)

Heppner, P. P., & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation, and research*. Belmont, CA: Brooks/Cole - Thompson Learning.

Ishimaru, A. (2013). From heroes to organizers: Principals and education organizing in urban school reform. *Educational Administration Quarterly*, 49(1), 3-51.

doi:10.1177/0013161X2448250

Jimenez-Silva, M., Gomez, L., & Cisneros, J. (2014). Examining Arizona's policy response post Flores v. Arizona in educating K-12 English language learners.

Journal of Latinos and Education, 13, 181-195.

doi:10.1080/15348431.2013.849600

Johnson, L. (2006). "Making her community a better place to live": Culturally responsive urban school leadership in historical context. *Leadership and Policy in Schools*,

5(1), 19-36. doi:10.1080/15700760500484019

Kanu, Y. (2008). Educational needs and barriers for African refugee students in

Manitoba. *Canadian Journal of Education*, 31(4), 915-940.

- Khalifa, M. (2010). Validating social and cultural capital of hyperghettoized at-risk students. *Education and Urban Society*, 42(5), 620-646.
doi:10.1177/0013124510366225
- Khalifa, M. (2012). A re-new-ed paradigm in successful urban school leadership: Principal as community leader. *Educational Administration Quarterly*, 48(3), 424-467. doi:10.1177/0013161X11432922
- Khalifa, M. A. (2011). Teacher expectations and principal behavior: Responding to teacher acquiescence. *Urban Review*, 43, 702-727. doi:10.1007/s11256-011-0176-z
- Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally responsive school leadership: A synthesis of the literature. *Review of Educational Research*, 86(4), 1272-1311. doi:10.3102/0034654316630383
- Kose, B. W. (2009). The principal's role in professional development for social justice: An empirically-based transformative framework. *Urban Education*, 44(6), 628-662. doi:10.1177/0042085908322707
- Koyama, J. (2015). Learning English, working hard, and challenging risk discourses. *Policy Futures in Education*, 13(5), 608-620.
- Krogstad, J. M., & Radford, J. (2017). Key facts about refugees to the U.S. *Fact Tank: News in the Numbers*. Retrieved from www.pewresearch.org/fact-tank/2017/01/30/key-facts-about-refugees-to-the-u-s
- Leithwood, K. A., & Riehl, C. (2003). What we know about successful school leadership. In L. f. S. Success (Ed.). Philadelphia, PA: Temple University.

- Lillie, K. E., Markos, A., Nguyen, T., Trifiro, A., Arias, B., & Wiley, T. G. (2010). *Policy in practice: The implementation of structured English immersion in Arizona*. Retrieved from <https://www.civilrightsproject.ucla.edu/research/k-12-education/language-minority-students/policy-in-practice-the-implementation-of-structured-english-immersion-in-arizona/lillie-policy-practice-sei-2010.pdf>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.
- Lindsey, R. B., Robins, K. N., & Terrell, R. D. (2003). *Cultural proficiency: A manual for school leaders* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Madhlangobe, L., & Gordon, S. P. (2012). Culturally responsive leadership in a diverse school: A case study of a high school leader. *NASSP Bulletin*, 96(3), 177-202. doi:10.1177/0192636512450909
- Mahoney, K., MacSwan, J., Haldyna, T., & Garcia, D. (2010). Castañeda's third prong: Evaluating the achievement of Arizona's English learners under restrictive language policy. In P. Gandara & M. Hopkins (Eds.), *Forbidden languages: English learners and restrictive language policies* (pp. 50-64). New York: Teachers College Press.
- Marshall, C., & Rossman, G. B. (2006). *Designing qualitative research* (4th ed.). Thousand Oaks, CA: Sage.
- McBrien, J. L. (2003). A second chance for refugee students. *Educational Leadership*, 61(2), 76-79.
- McBrien, J. L. (2005). Educational needs and barriers for refugee students in the United States: A review of the literature. *Review of Educational Research*, 75(3), 329-364. doi:10.3102/00346543075003329

- Moinolnolki, N., & Han, M. (2017). No child left behind: What about refugees? *Childhood Education, 93*(1), 3-9. doi:10.1080/00094056.2017.1275231
- Mossaad, N. (2016). *Refugees and Asylees: 2015*. Retrieved from https://www.dhs.gov/sites/default/files/publications/Refugees_Asylees_2015.pdf
- Nwosu, O. C., & Barnes, S. L. (2014). Where 'Difference is the norm': Exploring refugee student ethnic identity development, acculturation, and agency at Shaw Academy. *Journal of Refugee Studies, 27*(3), 434-456.
- Office of Refugee Resettlement. (2017a). *Proposed refugee admissions for fiscal year 2018: Report to Congress*. Retrieved from <https://www.documentcloud.org/documents/4063604-Report-to-Congress-Proposed-Refugee-Admissions.html>
- Office of Refugee Resettlement. (2017b). School Impact. Retrieved from <https://www.acf.hhs.gov/orr/programs/school-impact>
- Osler, A. (2015). The stories we tell: Exploring narrative in education for justice and equality in multicultural contexts. *Multicultural Education Review, 7*(1-2), 12-25. doi:10.1080/2005615X.2015.1048605
- Phillippi, J., & Lauderdale, J. (2017). A guide to field notes for qualitative research: Context and conversation. *Qualitative Health Research, 28*(3), 381-388. doi:doi.org/10.1177/1049732317697102
- Pinson, H., & Arnot, M. (2007). Sociology of education and the wasteland of refugee education research. *British Journal of Sociology of Education, 28*(3), 299-407.

- Pugh, K., Every, D., & Hattam, R. (2012). Inclusive education for students with refugee experience: Whole school reform in a south Australian primary school. *Australian Education Research, 39*, 125-141.
- Rah, Y., Choi, S., & Nguyen, T. (2010). Building bridges between refugee parents and schools. *International Journal of Leadership in Education, 12*(4), 347-365.
- Reed, R. V., Fazel, M., Jones, L., Panter-Brick, C., & Stein, A. (2012). Mental health of displaced and refugee children resettled in low-income and middle-income countries. *The Lancet, 379*(9812), 250-265. doi:10.1016/S0140-6736(11)60050-0
- The Refugee Act of 1980, Pub. L. No. 96-212 (1980 March 17, 1980).
- Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. *Review of Educational Research, 70*(1), 55-81.
- Riehl, C. J. (2008). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. *The Journal of Education, 189*(a/2), 183-197.
- Rios-Aguilar, C., Gonzalez-Canche, M., & Moll, L. (2012). Implementing structured English immersion in Arizona: Benefits, challenges, and opportunities. *Teacher College Record, 114*(9), 1-18.
- Ritchie, J., Lewis, J., & Elam, G. (2003). Designing and selecting samples. In J. Ritchie & J. Lewis (Eds.), *Qualitative research practice: A guide for social science students and researchers* (pp. 77-108). Thousand Oaks, CA: Sage.
- Roxas, K. (2011a). Creating Communities: Working with refugee students in classroom. *Democracy and Education, 19*(2), 8.

- Roxas, K. (2011b). Tales from the front line: Teachers' responses to Somali Bantu refugee students. *Urban Education, 46*(3), 513-548.
doi:10.1177/0042085910377856
- Roy, L. A., & Roxas, K. (2011). Whose deficit is this anyhow? Exploring counter-stories of Somali Bantu refugees' experiences in "doing school". *Harvard Educational Review, 81*(3), 521-541.
- Rudmin, F. W. (2003). Critical history of acculturation psychology of assimilation, separation, integration, and marginalization. *Review of General Psychology, 7*, 3-37.
- Rutter, J. (2006). *Refugee children in the UK*. Berkshire, England: Open University Press.
- Ryan, J. (2006). Inclusive leadership and social justice in schools. *Leadership and Policy in Schools, 5*(1), 3-17.
- Scanlan, M., & Lopez, F. (2012). Vamos! How school leaders promote equity and excellence for bilingual students. *Educational Administration Quarterly, 48*, 583-625. doi:10.1177/0013161X11436270
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (3rd ed.). New York: Teachers College Press.
- Shields, C. M. (2010). Transformative leadership: Working for equity in diverse context. *Educational Administration Quarterly, 46*(4), 558-580.
doi:10.1177/0013161X10375609
- Sleeter, C. E. (2012). Confronting the marginalization of culturally responsive pedagogy. *Urban Education, 47*(3). doi:10.1177/0042085911431472

- Strekalova-Hughes, E. (2017). Comparative analysis of intercultural sensitivity among teachers working with refugees. *Journal of Research in Childhood Education*, 31(4), 561-570. doi:<http://dx.doi.org/10.1080/02568543.2017.1346730>
- Suarez-Orozco, C., Yoshikawa, H., & Tseng, V. (2015). Intersecting inequalities: Research to reduce inequality for immigrant-origin children and youth. Retrieved from <http://wtgrantfoundation.org/library/uploads/2015/09/Intersecting-Inequalities-Research-to-Reduce-Inequality-for-Immigrant-Origin-Children-and-Youth.pdf>
- Taylor, S. C., & Sidhu, R. K. (2012). Supporting refugee students in schools: what constitutes inclusive education? *International Journal of Inclusive Education*, 16(1), 18. doi:10.1080/13603110903560085
- Teixeira, C., & Li, W. (2009). Immigrant and refugee experiences in North American cities. *Journal of Immigrant & Refugee Studies*, 7(3), 221-227. doi:10.1080/15562940903150030
- The White House Office of the Press Secretary. (2017). Presidential memorandum for the Secretary of State [Press release]. Retrieved from <https://www.whitehouse.gov/the-press-office/2017/09/29/presidential-memorandum-secretary-state>
- Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. *Educational Administration Quarterly*, 43(2), 221-258.

Theoharis, G., & Haddix, M. (2011). Undermining racism and a whiteness ideology:

White principals living a commitment to equitable and excellent schools. *Urban Education, 46*(6), 1332-1351. doi:10.1177/0042085911416012

Turner, E. O. (2015). Districts' responses to demographic change: Making sense of race, class, and immigration in political and organizational context. *American Educational Research Journal, 52*(1), 4-39. doi:10.3102/0002831214561469

UNHCR. (2017). What is a refugee? Retrieved from

<https://www.unrefugees.org/refugee-facts/what-is-a-refugee/>

Xu, Q., Bekteshi, V., & Tran, T. (2010). Family, school, country of birth and adolescents' psychological well-being. *Journal of Immigrant & Refugee Studies, 8*(1), 91-110.

doi:10.1080/15562940903379142

Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Yin, R. K. (2012). *Applications of case study research* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Zong, J., & Batalova, J. (2017). Refugees and asylees in the United States. from

Migration Policy Institute <https://www.migrationpolicy.org/article/refugees-and-asylees-united-states>