Boston College

Lynch School of Education

Department of Educational Leadership and Higher Education

Professional School Administrator Program

CAPITAL IMPROVEMENTS ON PRINCIPAL LEADERSHIP: THE PRINCIPAL'S

INFLUENCE ON THE RETENTION OF EDUCATORS OF COLOR

Dissertation in Practice by

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with William R. Hahn, Erica M. Herman, Christine L. Landry, and Lauren M. Viviani

submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
May 2022

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by

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Abstract

This individual case study is part of a larger group study examining how principals

benefit from and shape professional capital to improve schools. A pressing demand on

principals is not only hiring more educators of color, but also ensuring they are retaining

them. Previous research tends to focus on the strategies and tools that will lead educators

of color to enter the profession; however, educators of color are leaving at higher rates

than their White counterparts. Using data comprised of interviews of seven educators of

color and eight principals from a large, urban school district in Massachusetts, this

qualitative case study explores the leadership strategies, if any, principals use to promote

the retention of their educators of color in the Elody School District and why these

educators of color remain in the district. My analyses, framed through a critical race

theory lens, focus on the shared experiences of these educators who come from different

buildings within their district. My findings are split into sections, in accordance with my

research questions. First, the principals interviewed believed they employed specific

strategies to retain their educators of color. These strategies included acknowledging

race, breaking down racist structures that prevent their educators of color from

advancing, and amplifying the voices of their educators of color ensuring, regardless of

their role, they have a voice, are heard, and are supported within their staffs that consist of a majority White educators. Second, these educators of color stayed because they believed it was important their students saw educators who looked like them. They also stayed because they believed their principals valued their knowledge and experience. Centering voices that are generally understudied, this inquiry adds to the growing body of knowledge that leads to retaining educators of color.

Acknowledgements

Dedication

"Do the best you can until you know better. Then when you know better, do better."

~Maya Angelou

This work is dedicated to the most influential teachers in my life who pushed me to always

know better and, in turn, do better:

My mom, Audrey Banks, my parents, David and Anna Allen, my grandmother,

Maude Tucker, my grandfather, William Banks, and my mentor, John Cawthorne.

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CHAPTER 1[1]

PROBLEM STATEMENT AND LITERATURE REVIEW

Statement of the Problem

Principals matter to the success of schools. They play a critical role in supporting student achievement; attracting, developing, and retaining educators; and creating a culturally inclusive community (Grissom et al., 2021; Leithwood et al., 2004; Levin et al., 2020). Furthermore, the job of the principal is intensifying in terms of its complexity, volume of responsibilities, and increased accountability (Pollock et al., 2015, Wang, et al., 2018). High-stakes accountability for student achievement, increased school choice options, the adoption of the common core standards, and revised teacher evaluation systems have added to the intensification of the role (Pollock et al., 2015; Grissom et al., 2021). Moreover, a heightened attention to diversity, equity, and inclusion nationally has dramatically added to the work of the school principal (Grissom et al., 2021). Given the increasingly complex and sometimes competing measures for success that principals are expected to meet, it should come as no surprise that the principalship has seen increased job stress, higher turnover rates, and elevated transfers from urban schools (Seashore Louis & Robinson, 2012).

We contend that the goal of education is to ensure that every student is successful in school. Therefore, every school must have a strong school principal. Unfortunately, many school districts and policymakers have relied on superhero behaviors displayed by school principals, reinforcing strategies that are not sustainable or scalable, leading to

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[1] This chapter was jointly written by the authors listed and reflects the team approach of this project: Marc A. Banks, William R. Hahn, Erica M. Herman, Christine L. Landry, and Lauren M. Viviani

high principal turnover and high burnout (Ikemoto et al., 2014). For instance, the average tenure of a principal is a mere three to four years (Wahlstrom et al., 2010). Our study is important because the principal's role has intensified; therefore, the conditions for hiring, supporting, and retaining school principals need to change in order to see dramatic and sustained improvements in schools. Yet in the literature, empirical research focused on the strategies to effectively hire, support, and retain principals is still evolving (Grissom, 2021). As a result, our research team sought to contribute to the literature and to inform practice through exploring how principals benefit from and shape professional capital to enhance their knowledge, their relationships, and their abilities to make decisions.

Literature Review

In order to better understand how the role of the principal is viewed and experienced today, this literature review begins with an overview of the demographics of our nation's principals. We then discuss the ways that principals matter, focusing on the impact principals have on student achievement, teacher quality, and school culture. We then review the ways that the principal role has intensified in the areas of accountability and diversity, equity, and inclusion. Following the literature review, we apply and extend concepts relating to professional capital (Hargreaves & Fullan, 2012) to the principalship.

Our Nation's Principals

While our nation's schools are more racially diverse, the vast majority of our schools' principals identify as White (Davis et al., 2016; Moore et al., 2017). Only 20 percent of the principals leading schools identify as people of color and there are gender disparities at the secondary level for women in principal positions (Khalifa et al., 2016; Tran et al., 2020; US Department of Education, 2016; Welton et al., 2015). The myth

remains that the ideal leader for most schools conforms to a White, masculine stereotype (Bloom & Erlandson, 2003). This incongruence is important to note because studies have found that diversifying the role of school principal by gender, race, and ethnicity has positive influences on students and overall school success (Castro et al., 2018; Fuller et al., 2019; Grissom et al., 2021). Despite the importance of diversifying the role, studies have indicated that leaders of color face systemic barriers, bias, and discrimination when they are trying to enter the principalship (Guthery & Bailes, 2021; Sanchez et al., 2008). As well, principals of color continue to be placed in more urban, racially, ethnically and economically diverse schools with less funding and fewer school resources (Tillman, 2004).

Ways in Which Principals Matter

Principals matter greatly to the success of their schools (Cruickshank, 2017; Leithwood et al., 2020). Effective principals develop strong relationships within the school community among adults, families, students, and community partners. Loewenberg (2016) describes the principal's role as the anchor for high-quality implementation of education reforms. Leithwood et al., (2020) argues that the principal plays a critical role in supporting student learning, structuring the school setting and mediating external demands. As experienced educational leaders serving as school principals and district administrators, we strongly agree with Leithwood et al. (2020) that principals make a significant impact. King Rice (2010) argues that the importance of principals has long been recognized by educators and researchers; however, empirical studies on the effectiveness of principals have been undermined by the lack of data on principals' complex work and their impact on schooling. When it comes to the

importance of principals, we highlight three important areas: student outcomes, teacher retention, and school culture.

First, principals are important to student outcomes because they create clear educational goals, influence high quality instruction, and supervise the delivery of rigorous and relevant curricula (Cruickshank, 2017; Gajda & Militello, 2008; Hallinger & Heck, 1998; Loewenberg, 2016; Tekleselassie & Villarreal, 2011). Branch et al. (2013) found that principals increased achievement levels of a typical student within the school in a single year, while ineffective principals actually lowered achievement within a similar time frame. While teachers are the number one influence on increased student outcomes, effective principals make developmentally appropriate teaching a top priority, in effect, making greater student outcomes far more likely to occur (Cruickshank, 2017; Loewenberg, 2016). This means that effective principals need to prioritize their time to visit classrooms, observe instruction, and provide feedback to improve the level of instruction students receive. Consequently, principals who do not increase outcomes for students as measured by standardized tests face increased sanctions, which could include removal from the role of principal and increased job stress (Li, 2015; Schoen & Fusarelli, 2008). Therefore, increasing student outcomes must be a top priority for school principals.

Second, principals matter through their influence on educators. Specifically, principals matter in how they hire and retain effective teachers as well as develop and encourage educators to create strong conditions for teaching and learning in the classroom (Grissom et al., 2021; Leithwood et al., 2004). Nationally, 16 percent of public school teachers leave their schools annually (Burkhauser, 2017), therefore demonstrating

the need for principals to develop the knowledge, skills, and relationships to effectively work with their teachers to retain them in their roles. When teachers leave, there are multiple negative consequences, including reduced teacher quality, decreased student achievement, and interrupted family partnerships (Brown & Wynn, 2007). For these reasons, principals must support teachers to improve their work through a culture of excellent instruction, a professional community of shared norms and values, and a culture of trust (Louis & Wahlstrom, 2011). Principals also create the workplace conditions that enable teachers to have a strong sense of self-efficacy and perform at their best to remain in the field (Huberman et al., 2012). This is particularly true in urban school settings where principals need to provide professional development focused on developing educators' knowledge and skills to teach within a diverse school setting (King, 1993; King Rice, 2010). Furthermore, principals are responsible for creating the conditions for collaborative structures that support teacher effectiveness and retention such as professional learning communities and mentoring (Berry et al., Brown & Wynn, 2007; Leithwood et al., 1999). As such, principals influence student learning through their ability to foster collegial relationships among educators and within the different stakeholder groups across the school community (Berry et al., 2021).

Third, effective school principals are responsible for establishing school cultures that focus on student learning and foster culturally responsive school communities (Khalifa et al., 2016; Louis & Wahlstrom, 2011). The culture of a school is defined by the underground stream of norms, values, beliefs, traditions, and rituals that has built up over time as people work together, solve problems, and confront challenges (Jerald, 2006). A strong school culture is one where members routinely connect around shared problems

and goals (Louis & Wahlstrom, 2011). In order to establish a strong culture, principals must be honest and transparent with decision making, especially in the context of addressing issues of race and racism in schools (Rivera-McCutchen & Watson, 2014). Principals create strong, trusting, and inclusive learning environments for students and for the adults by fostering a climate of continuous growth, empowering staff, students, and families to assume leadership roles, and making data-informed decisions (Banwo et al., 2021; Levin, 2020). While these findings add weight to the argument that principals matter in establishing a strong school culture, Bryk and Schneider (2002) argued that the need to improve school culture, climate, and interpersonal relationships has received too little attention in research, practice, and policy. The components of the work that contribute to the ways in which principals matter are also the components that have led to the intensification of the role.

Intensification of the Principalship

The principalship has intensified over time, mimicking societal changes. Research on work intensification illuminates a conception of nested expectations and responsibilities that continue to expand (Pollock et al., 2015). This phenomenon is true for principals. As new demands are placed on school principals, the old responsibilities persist, making the sheer number of tasks to be completed in a day nearly impossible (Hallinger, 1992; Rousmaniere, 2009; Kafka, 2009). Over time, the position of the principal has ranged from disciplinarian to the lead change agent in schools, and everything in between. At its core, the job of a principal is that of a middle manager who both implements the vision of the central office and advocates for the individualized needs of educators and students (Honig & Coburn, 2008; Pollack et al., 2015). While

principals are still responsible for managing buses, budgets, and buildings, principals

today are also overseeing the most dramatic shifts in public schooling in more than a

decade (Grissom et al., 2021). As outlined below, we contend that the two greatest shifts

in the principalship center around accountability and diversity, equity and inclusion

(DEI).

Accountability

Accountability measures have contributed to the intensification of the role of the

principal. There is higher accountability for teaching and learning outcomes with major

repercussions on schools and on the principals themselves for not meeting these

accountability targets (Daly, 2009; Pollack et al., 2015; Kellar & Slayton, 2016; Knapp &

Feldman, 2012; Seashore & Robinson, 2012). The increased accountability on schools

emerged from the fears of parents that their children would not be prepared for the

changing economy sparked by the release of A Nation at Risk in 1983 (Guthrie &

Springer, 2004). The report provided an alarmist message about the state of American

education if immediate changes were not taken to focus on outcomes over inputs

(Murphy, 1994). Although A Nation at Risk has been widely questioned for its

inaccuracies and dramatic tone, its key role in shifting the focus to student achievement

has had a lasting and, some would argue, positive impact on public education and the role

of the principal (Seashore Louis & Robinson, 2012; A Nation at Risk, 1983). Others have

argued the increased pressures arising from the focus on outcomes as measured by

standardized tests has had negative influences on schools, including increased job stress,

high turnover of principals and teachers, and negative school cultures (Daly & Finnigan,

2011; Ford, et al., 2020). Further reports developed in the 20th century highlighted that

our schools were failing to support students, especially students of color, to achieve on standardized measures of core subjects, resulting in the push for greater accountability for schools and principals (Daly & Finnigan, 2012; Hallinger, 1992; Seashore Louis & Robinson, 2012).

Diversity, Equity, and Inclusion

A focus on diversity, equity, and inclusion has intensified the work and expectations of principals, especially as they educate the most diverse student population in our nation's history (Ingersoll et al., 2019; Khalifa et al., 2016; Ladson-Billings, 2021; Pollock et al., 2015; Segeren & Kutsyuruba, 2012). Specifically, a renewed focus on culturally responsive practices and DEI policies have emerged as priorities for schools and districts. The structure for DEI initiatives often begin with school leaders, specifically, by providing educators time and tools to engage with each other and new skills to address implicit biases and explicit racism (Bristol et al., 2021). As the research around implementing DEI policies and culturally responsive practices continues to evolve and grow, school principals are tasked with the immense responsibility to address these challenges and respond appropriately to meet the needs of students and staff. This additional focus is an important aspect of the role, but another condition that intensifies the position. Because of the significant intensification, further research is necessary to investigate how principals use professional capital in their roles to meet the complex demands of the principalship.

Professional Capital as an Organizing Framework

Our research team used professional capital as the conceptual framework for our study because each aspect of professional capital, taken individually, was a useful

framework that provided synergy for our individual research problems (Hargreaves & Fullan, 2012). Professional capital is defined as "the systematic development and integration of three kinds of capital - human, social, and decisional" (Hargreaves & Fullan, 2012, p. xv). Although Hargreaves and Fullan (2012) primarily conceptualize professional capital in terms of teachers, our team took into account the literature on the importance of the principals and therefore used professional capital to focus on building principals. Our research team sought to expand the conceptual framework to include building leadership to identify how principals benefit from and shape professional capital to enhance their knowledge, their relationships, and their abilities to make decisions (Hargreaves & Fullan, 2012). We used the diagram below (Figure 1) to capture how professional capital is a product of three dimensions of capital and how they amplify each other (Hargreaves & Fullan, 2012). We further defined each kind of capital within this conceptual framework to fully address our research problem and how it relates to the principalship.

Figure 1

Professional Capital, Hargreaves & Fullan, 2012
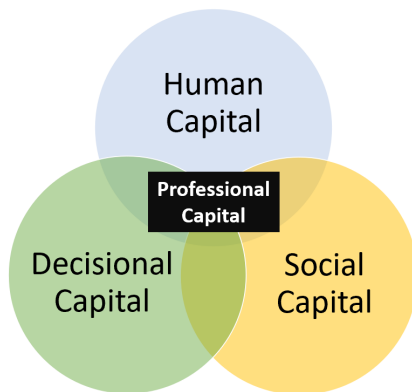
Human Capital

     In the practice of education, human capital is the knowledge, skill and expertise necessary for educators (Spillane et al., 2003). Similarly, Hargreaves and Fullan (2012) explain human capital in education as having the skills and knowledge to carry out your role, combined with the desire to continually improve in support of all students. It is the emphasis on education and content knowledge that is crucial to the development and success of all professionals. Examples of human capital in education are measured by college degrees, advanced coursework, or types of teacher or content level certification (Sanders et al., 2018). Human capital is the accumulation of knowledge and skills over time, which suggests that seniority, years of experience, and participation in professional development like peer evaluation or mentoring, all improve productivity and effectiveness (Daly et al., 2020). Moreover, in their definition, Hargreaves and Fullan (2012) challenge the idea that human capital can be developed in isolation, which brings us to the next form of capital.

Social Capital

Social capital can be understood as the ways in which individuals use resources and social relationships to increase success (Finnigan & Daly, 2010). Hargreaves and Fullan (2012) credit economist James Loury and sociologist James Coleman as early influencers of social capital. According to Coleman, social capital exists "in the relations among people," a statement he confirmed in his late-1980s studies of Catholic and public school dropout comparisons (Hargreaves & Fullan, 2012, p. 90). Bryk and Schneider (2002) go a step further when they claim that these relations and trust between teachers and students have a direct correlation to increased student achievement. Districts that intentionally provide opportunities for teachers and principals to foster relationships and engage in meaningful collaborative experiences build social capital. Professional learning communities that promote trust, respect, and mutual regard among novice and experienced educators also promote social capital (Sanders et al., 2018). By building social capital, leaders better support their staff through the development of trust that leads to improved efficacy (Daly et al., 2015; Myung et al, 2011). The development of knowledge and skills through collaborative relationships leads to decisional capital.

Decisional Capital

The final category of professional capital is acquired through experience, practice, and reflection to make wise decisions (Hargreaves & Fullan, 2012). Using decisional capital requires individuals to draw on the insights of colleagues in forming judgments and is solidified through interactions with peers (Hargreaves & Fullan, 2012). Ultimately, decisions improve when educators collaborate with colleagues and apply their professional expertise from experience in the field. Decisional capital is important to

principals as they make discretionary judgements between the managerial and instructional imperatives of the role (Hargreaves & Fullan, 2012; Leithwood, 1994). The principal's obligation to promote and enhance both human capital as well as social capital within their buildings is an added charge that principals must undertake as part of their ever-expanding job. Building principals that are able to use their professional judgment and collaborative relationships to effectively make decisions have demonstrated that their discretion is crucial in leadership (Hargreaves & Fullan, 2012).

Professional Capital and Our Individual Studies

The conceptual framework of professional capital relies heavily on the work of Hargreaves and Fullan. It should be noted that while Hargreaves and Fullan did not invent any of these individual kinds of capital, it is their multi-dimensional approach that best summarizes and connects to our study. Their definition of professional capital recognizes the complex and evolving nature of education, while providing a framework for this research on the leadership of school principals. Fullan (2013) notes, "the role of school leaders is to build 'professional capital' across and beyond the school. All three must be addressed explicitly, and in combination" (p. 26). Hargreaves and Fullan (2012) offer a powerful concept that brings these three kinds of capital together by developing individual human capital, fostering social capital, and promoting decisional capital that will cultivate and empower educators.

Given the three components of professional capital, and the ways in which they intersect with one another, we argue that using professional capital as a framework to study principal leadership better correlates with the intensifying demands of the role, the relationships needed to be successful in the role, and the adaptive changes needed for

long-term success in inclusive schools. Therefore, districts should invest in school leader development by creating the conditions for principals to shape and benefit from professional capital (Fullan, Rincón-Gallardo, & Hargreaves, 2015). Each of our individually authored studies explored the dimensions of professional capital with regard to principal leadership. Specifically, Banks (2022) studied leadership strategies that impact educator of color retention considering human capital; Hahn (2022), using a social capital framework, studied the principal pathway and its impact on principal recruitment; Herman (2022) examined district strategies that influenced principal retention, combining human and decisional capital; Landry (2022) examined the organization of social relationships and their impact on principal efficacy, while considering social capital; and Viviani (2022) studied principal decisional capital and its impact on policy implementation. Table 1 reflects how the individual studies fall under the umbrella of our overarching research statement. Given the influence of school leadership, providing each school a strong principal should be a top priority of every district (Cruickshank, 2017; Grissom et al., 2021; Leithwood, 2004).

Table 1

Five Studies on How Principals Benefit From and Shape Professional Capital

Author/Year	Title	Research Questions
Banks (2022)	The Principal's Influence on the Retention of Educators of Color	1. What leadership strategies, if any, do principals use to support the retention of educators of color in the Elody Public School District? 2. Why do those educators of color remain in their district?
Hahn (2022)	The Individual Journey of the Building Principal and its Impact on Recruitment	1. How do principals make sense of how they became principal? 2. What influences a building principal's decision to recruit, "tap," or recommend a potential school leader?
Herman (2022)	Culturally Responsive District Strategies to Retain School Principals	1. What strategies, if any, does the district employ toward the retention of school principals? 2. How, if at all, do these strategies influence a principal's decision to remain in their role?
Landry (2022)	The Influence of Relationships on Principals' Perceptions of Self-Efficacy	1. In what ways do districts organize and encourage relationships with and among principals? 2. To what extent do strong relationships with central office leaders and other principals impact principals' feelings of efficacy?
Viviani (2022)	Diversity, Equity, and Inclusion Policy Implementation	1. What are the organizational factors that contribute to principals' decisional capital about DEI policy implementation? 2. What are the individual factors that contribute to principals' decisional capital about DEI policy implementation?

CHAPTER 2[2]

METHODOLOGY

This study was conducted by five researchers who were interested in investigating how principals benefit from and shape professional capital to improve schools (see Table 1). The data collected for this study contributed both to the overall findings as well as each individual team member's study. As a team, we worked together on a majority of the pieces of this investigation; therefore, in the following sections we discuss the shared methodological approaches to our study, including the case study design, site selection, data collection, and data analysis. Any methodological approaches specific to an individual study are discussed in the individual chapters. In addition, for the purposes of confidentiality, we gave the pseudonym Elody to this district.

The five members of our team employed a qualitative case study design which "generates theories based on participant perspectives" (Creswell & Guetterman, 2019, p. 63). This allowed us to collectively examine how principals benefit from and shape professional capital to improve schools. This case study was bounded because it focused on one urban school district, Elody, in Massachusetts during the Fall of 2021.

District Context

Our team selected the Elody Public School District using purposeful sampling. Creswell and Guetterman (2019) define purposeful sampling as intentional selection of "individuals and sites to learn or understand [a] central phenomenon" (p. 206). With both our team and individual studies in mind, we engaged in purposeful sampling related to

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[2] This chapter was jointly written by the authors listed and reflects the team approach of this project: Marc A. Banks, William R. Hahn, Erica M. Herman, Christine L. Landry, and Lauren M. Viviani

four specific criteria. First, we wanted to conduct our research in a large, urban public school district that employed at least several principals in similar grade bands. According to the Massachusetts Department of Elementary and Secondary Education (DESE), the Elody School District met the criterion for size with 15,265 students and 22 principals. Having multiple principals across grade bands allowed our team to investigate any similarities or differences across buildings with reference to principals benefitting from or shaping professional capital to improve their schools.

In order to fulfill the study requirements for each team member, we wanted a district with five or more educators of color. According to the DESE, Elody met this criterion as the number of educators of color in this district in the 2021-2022 school year was nearly 23%. This particular criterion was necessary, as Banks's (2022) study focused on how principals shaped their professional capital to help improve the retention of their educators of color. Third, we wanted a district that was implementing at least one policy across schools. The superintendent identified several policies that were being enacted across the district that were suitable for our study. It was important to include this criterion in our purposeful sampling as Viviani's (2022) study focused on how principals shaped their decisional capital with regard to policy implementation. While the studies completed by Hahn (2022), Herman (2022), and Landry (2022) did not need specific requirements of the district, it was helpful that there was evidence of a principal internship program and structures for professional development.

We ultimately chose Elody because it fit all of these criteria and it did not establish any conflict of interest for any group member. We also noticed that this district did not use the typical phrasing and acronym for its diversity, equity, and inclusion work

in the same way as its peer districts across the Commonwealth. As a result, we referred to Elody's work on diversity, equity, inclusion in this specific order, using the acronym DEI where appropriate.

Data Collection

Our team collected data throughout the Fall of 2021. Data collection is, of course, critical for approaching the central purpose of our research study (Creswell & Guetterman, 2019). Our data collection plan included gathering multiple sources of data in order to make sense of both how principals shape and benefit from professional capital. In the next section, we describe the data sources we used, which included semi-structured interviews and documents.

Semi-structured Interviews

Our team used a semi-structured approach for all of the interviews in this study. A semi-structured approach enabled our team to dig deeper and collect data in a guided way that allowed for some structured variation depending on the participants' answers (Creswell & Guetterman, 2019). In the following sections we describe the interview participant selection process, the interview protocols, and the interview process itself.

Interview Participants. Our team interviewed 21 participants from a variety of roles within Elody. While a majority of the interviews were conducted in person, some were done via Zoom because of the ongoing COVID-19 pandemic. Though the focus of our overarching study was on building principals, in order to gain a better understanding of their role and how they benefit from and shape the three dimensions of professional capital we included district leaders and educators to support the individual studies. Table 2 illustrates the role and number of participants who agreed to take part in our study.

Table 2

Interview Participants

Role in District	Number of Participants
Superintendent	1
Central Office Administrator	5
Principal	8
Educator	7
Total	21

We began our study with purposive sampling of each of the participant groups, which was the selection of participants "because they [were] willing and available to be studied" (Creswell & Guetterman, 2019, p. 143). As our study continued and we established relationships within the district, we then used snowball sampling, "a form of purposeful sampling that typically proceeds after a study begins and occurs when the researcher asks participants to recommend other individuals to be sampled" (Creswell & Guetterman, 2019, p. 209). Additional differing sampling methods are explained in the individual studies.

As seen in Table 2, we consulted several types of personnel beyond principals. We began by interviewing the superintendent and five other central office administrators, all of whom agreed to participate in our study. Through our initial interviews, we identified a central office leader who assisted our team in reaching out to the principals to interview. Our group understood that some principals would not be available or willing to engage in this study, which is why we contacted all 22 principals in the district. As for educator selection, we contacted 12, seven of whom agreed to be interviewed.

Interview Protocols. These interviews were the main source of our data collection. The semi-structured approach was best for the purposes of this study because it accomplished two tasks: allowing participants to voice their opinions through open-ended questions and examining the answers more deeply with clarifying probes (Creswell & Guetterman, 2019). Examples of probes are included in our interview protocols (See Appendices A, B, C, and D). To prepare for these interviews, we piloted our interview questions with educators in similar roles to those being interviewed who were not a part of this study in order to assess their comprehension. Based on the feedback, we modified a few questions. For example, instead of asking an educator how the principal used professional capital to influence their desire to stay, we changed the question to be more colloquial and straightforward. We asked "Does the principal do anything that makes you want to stay?"

These semi-structured interviews were done in person or over Zoom during the months of August through December 2021. The interviews were between 45 and 60 minutes in duration. All interviews were audio-recorded, except for one individual. This person declined to be recorded for personal reasons. In this case, we typed notes to capture the participant's responses. Whenever possible, our research team conducted the interviews in pairs, but there were a few occasions when the interviews were conducted singularly because of time commitment and scheduling challenges. Our goal in conducting these interviews in pairs was to make sure that we captured as much of the information as possible.

In these interviews, we gained greater understanding and insight from the participants regarding how principals shape and benefit from professional capital. In thinking about the team's overall topic and our individual case studies, we decided to create differing interview protocols based on the position the interview subject held within the district (refer to Appendices A through D). Given that each team member analyzed how principals shape and benefit from professional capital through a different lens, we included a question alignment key that identified the question as either general or one that aligned to a particular individual study. This ensured the team addressed the needs of each individual study.

Documents

Prior to and during the interviews, we asked the participants for documents related to the individual studies. The documents requested related to the administrative internship program and DEI policy implementation. Of these requested documents, our team only received the DEI policy manual. As well, during the interviews, many of the administrators at the district and principal level also referred to the recently completed district review by the DESE. As a result, we also reviewed the DESE's report as part of our study. This type of purposive sampling of documents (Merriam & Tisdell, 2016) allowed the team to examine how principals used or benefitted from professional capital in their leadership. We excluded any documents not related to the individual studies.

Data Analysis

Data analysis is the process of making sense or meaning of data that have been collected (Merriam & Tisdell, 2016). This section describes our approach to analyzing the collected data in order to answer our team's overarching inquiry. The research team

engaged in weekly reflexive discussions that contributed to critical thinking and analysis and to ensure group calibration. We used a data management tool for organization, categorization, and coding of data. Further, we utilized a cloud based document to record our weekly meetings where we shared our thoughts, hunches, and speculations as they came to mind throughout the data analysis process (Saldaña, 2013). This shaped our group's work by helping us stay focused on the key tenets of professional capital throughout the analysis process. These two systems allowed the group members to synthesize our individual analyses by discovering common themes and topics in our findings across studies. These commonalities informed our collective understanding, conclusions, and impressions.

As we collected and analyzed the data, our team was fully aware of not only the trust that was placed in us by the participants in this study, but also the requirements of the Institutional Review Board (IRB) to keep information confidential. With this in mind, we preserved confidentiality by keeping all data collected on a password-protected cloud-based server, accessible only to the researchers of this study. In order to maintain the privacy of all those involved, we assigned pseudonyms to all participants and the district itself from the beginning of our study. We then maintained a pseudonym key for each of the participants in a password- protected file. We continued to use Zotero, our research reference organizer, updating folders as we proceeded with the study.

Interview Analysis

In order to analyze interviews, we each used a variation of an iterative process of condensing, coding, codifying and then categorizing responses to interview questions to aid the analysis and synthesis of codes that emerged (Saldaña, 2013). Interview analysis

processes unique to individual studies are discussed in Chapter 3 of each individual authors' respective dissertation-in-practice. The resulting themes, categories, and findings addressed our research topic and were exhaustive, mutually exclusive, as sensitive to the data as possible, and conceptually congruent (Merriam &Tisdell, 2016).

Document Analysis

Similarly, we analyzed the documents and identified themes that we coded to support the validity of the interview data. Just as Merriam and Tisdell (2016) note, "What someone tells you in an interview can be checked against what you observe on site [and] what you read about in documents...you have thus employed triangulation" (p. 245). For example, checking included looking for similar themes in a document or listening for similar words and codes in interviews for congruence. Ultimately using a document review protocol (see Appendix I), we analyzed documents which allowed us to verify information we gleaned from interviews to complete our research (Creswell & Guetterman, 2019). Document analysis processes unique to individual studies are discussed in Chapter 3 of each individual authors' respective dissertation-in-practice.

CHAPTER 3[3]

Statement of the Problem

Beyond simply hiring effective teachers, one of the most crucial aspects of a

principal's job is to retain them. With a student population that is growing ever more

racially diverse (Russell, 2021), it is especially incumbent upon principals to recruit and

retain educators of color. Studies have shown educators of color are important for a

multitude of reasons. First, educators of color are often seen as role models for students

of color, and it is important for all students, but especially students of color, to see

themselves reflected in their educators (Egalite et al., 2015; Lindsay & Hart, 2017).

Second, Black educators have a particularly positive effect on their Black students and

discipline trends (Hillman & Davenport, 1977; Casteel, 1998; Dee, 2005; Egalite et al.,

2015). Third, there is a positive correlation between student achievement and the number

of educators of color in the classroom. When the number of educators of color increases,

the success rate of the students of color also increases (Hirsch & Emerick, 2007; Olsen &

Huang, 2019).

There have been a number of studies focused on how to recruit and even retain

educators of color new to the field (Achinstein et al., 2010; Bryan & Milton Williams,

2017; Farinde et al., 2016). However, few have focused on why educators choose to stay

and the role the principal may play in their retention. Indeed, current research lacks the

perspective of why educators of color continue to stay in education, as well as the

specific leadership strategies principals use to retain their educators of color. As Ingersoll

et al. (2019) note, "little attention has been paid to...what happens to minority teachers

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[3] This chapter individually written by Marc A. Banks

once they are employed, or to the role of the employing organizations in teacher staffing problems" (p. 5). Therefore, the purpose of this individual study is to explore principals and their retention strategies regarding their educators of color. This study is guided by the following two research questions:

RQ1: What leadership strategies, if any, do principals use to support the retention of educators of color in the Elody Public School District?

RQ2: Why do those educators of color remain in their district?

Principals' Influence on the Retention of Educators of Color

Although Hargreaves and Fullan's (2012) description of professional capital addresses many important human resources issues (e.g., skill-building, networking, experience), it stops short of fully addressing these matters through the lenses of race, power, and privilege. Thus, critical race theory (CRT) provides an important way to address some of those gaps, especially as they might relate to the support and retention of educators of color. Ladson-Billings and Tate (1995) brought this type of thinking centered on the role race and racism play in education to the forefront. I will therefore address the analysis, methods, and perspectives of this individual study through a CRT lens, with a focus on the main tenets of CRT including the centrality of race and racism, the challenge to dominant ideology, and the centrality of experiential knowledge through counternarratives (Parker, 2019). Counternarratives are important as they "comprised the ways in which racial truths were told and how experiences and histories were validated. As CRT gained momentum outside of law, education scholars used it to center race and racism in the study of schools and higher education" (Parker, 2019, p. 5).

The research is still growing in the area of principal influence on educator of color retention (Campoli, 2017; Olsen & Huang, 2019; Sun, 2018). It is important to include a review of the literature and research that focuses on the retention of educators of color, as well as educators in general, as there are some overlapping findings between the few studies that center Blackness, those that center race in some form, and those that do not center race at all. Using CRT's main tenets, I describe how these tenets provide ways to think about principals' influence on retention of educators of color.

Contrary to the notion that principals should be colorblind when engaging in their leadership practices, including the retention of staff of color, CRT asserts principals must center race and racism. Principals must understand that a "lack of connection to social realities places severe limitations on the possible remedies for injustice and thereby maintains a system of white privilege...a lack of historical or social context is one of the mechanisms through which color blindness [supports] inequity" (Dixson & Anderson, 2018, p. 125). Principals have a particular responsibility in retaining educators of color, because as Irvine (1990) states, the United States is facing a "crisis…[of] 'disappearing black educators'" (p. 37). Her statement regarding this crisis still holds true three decades after publishing her research on how the education system fails Black students. One step toward addressing this failure is hiring and retaining more Black educators. The number of Black educators has *declined* two percent since 1990 (Snyder & Dillow, 2015); therefore, the imperative to better understand how principals can retain their Black educators is needed now more than ever.

Given that 88% of principals in Massachusetts identify as White (*Staffing Data by Race, Ethnicity, Gender*), it is imperative that principals recognize that they not only have

a responsibility to retain their educators of color, but also a responsibility to understand their own identity in a system that is structurally built to both maintain and give advantage to Whiteness and White norms (Theoharis & Haddix, 2013).

Looking through a CRT lens at how principals can guide and mentor their educators of color, principals must take care to make sure they are not only cultivating educators' social skills with their students, but also their content and pedagogical skills. As Hargreaves and Fullan (2012) explain, human capital is the talent that is cultivated, and studies show that educators of color are more apt to stay if they are given multiple opportunities in a variety of ways to develop their human capital (Farinde et al., 2016; Brown & Wynn, 2009). For example, in a study of Black mathematics educators, Frank et al. (2021) found that this group of teachers in particular face many microaggressive experiences. The Black math teachers expressed a feeling of not being considered as knowledgeable about math because they are Black. "The majority of the teachers noted that they were often acknowledged for their ability to build relationships while their content and pedagogical skills were overlooked" (Frank et al., 2021, p. 2). One can contend that educators of color tend to have race either at the forefront or near the forefront of their minds as they go about their work and will take race into account as they are being evaluated.

In their own practice, and through a CRT lens, principals must be cognizant of the type of mentoring and guidance they are providing to their educators of color. If principals' "color consciousness can neutralize and disrupt embedded racial advantages" (Carbado, 2011, p. 1609), then that color consciousness can inherently provide opportunities for educators of color to thrive. In turn, this would increase the trust

between the principal and these educators. This idea is supported in the research as seen in a study by Campoli (2017). She analyzed the survey results of 1600 Black teachers and found the stronger the bond between Black teachers and their principals, the more likely they were to stay. As principals guide and mentor their Black teachers', helping to increase and strengthen their human and social capital, Black teachers expand their own autonomy, which consequently improves their retention.

Ultimately, as Spillane et al., (2003) so directly state, "We're misdiagnosing the problem as recruitment when it's really retention...We train teachers poorly and then treat them badly—and so they leave in droves" (p. 40). If principals are to retain their educators of color, they must do so through developing strong human and social capital, and do so through a lens that acknowledges and even highlights their educators' experiences and knowledge; thus the need for this study to further contribute to the field in this area.

Methodology

As described in Chapter Two, data from the present study were drawn from a larger project examining how principals benefitted from and shaped professional capital. Below, I first describe my positionality. I then describe this study's context, which includes why this district was fitting to answer this study's research questions and the terminology used within this study. Finally, I describe data collection followed by data analysis procedures.

Positionality

I approached this study as a Black educator who has, in many ways, centered race in the day-to-day aspects of my career. Accordingly, I approached the methods to

collecting this data with race in mind. As Merriam and Tisdell (2016) note, "getting access and developing trust with participants is often more natural if relevant aspects of one's positionality are similar to those under study" (p. 64). I felt it was important for the educators of color being interviewed to have a space where they could speak freely about race with someone who shared the same racial identity as them. Therefore, unlike the principal interviews, which were conducted in pairs, we decided that I would interview the educators of color individually, since I am the only educator of color on this research team. In doing so, I recognize that just because we shared an identity of being educators of color did not necessarily mean that it automatically created a safe space. This could be identified by the fact that the participating educators of color were all female, while I identify as a cisgender male.

Study Context

We chose Elody (a pseudonym), an urban public school district in Massachusetts, for two main reasons. First, because of the number of educators of color in this district, and second, because of the context of the district's diversity, equity, and inclusion (DEI) initiative. Elody was an ideal district because this individual study required the participation of educators of color in particular. Knowing educators of color were more likely to work in urban school districts (King, 1993; Ingersoll et al., 2019), Elody was home to twice as many educators of color than the Commonwealth as a whole and more than three times the number of Black educators in particular. Table 3 illustrates the number of educators of color in Elody as compared to the Commonwealth overall.

Table 3

Percentage Educators of Color in Elody Compared to the Commonwealth

Race of Educator	Elody	Commonwealth
African American	16%	4.6%
Asian	1%	1.7%
Hispanic	4%	4.9%
Native American	<1%	<1%
Native Hawaiian, Pacific Islander	<1%	<1%
Multi-Race, Non-Hispanic	2%	<1%
Total	23%	11.2%

Note: Elody's percentages rounded to the nearest whole number

Elody was also an ideal district because, like many districts in the Commonwealth, it had just formed a new diversity, equity, and inclusion (DEI) office in the Spring of 2021. This study happened as the district was preparing for its first annual DEI conference. This conference, which took place in November 2021, was a full day professional development opportunity in which all district employees were expected to attend. to discuss issues related to making Elody a more diverse, equitable, and inclusive district in its policies, practices, and workspaces. Elody's DEI office laid out a five-year plan with four growth areas, the first being to "increase recruitment and retention of diverse educators and staff that are representative of our student body." The choice of Elody as a district was ideal for the timing of this study as administrators and educators at all levels were considering the role race and racism play in teaching and learning and leadership practices, which relate directly to research questions one and two of this study.

Data Collection

The primary source of data were semi-structured interviews of the principals and educators. In addition, this study reviewed documents and information that were either publicly available or provided directly by the participants. Data were collected during the fall of 2021. In the following sections, I explain how the data sources helped to answer the research questions.

Semi-structured interviews

Semi-structured interviews allow for open-ended questions, along with probes, that set the guidelines of the conversation without directly steering them (Creswell & Guetterman, 2019). The goal of the interviews was to understand the experiences and viewpoints of both the educators of color and their principals and how the principals influenced their educators' retention, if at all. In the following sections, I describe the interview sample, including how the participants were selected. I then describe the interview protocols, including how the interview questions were created.

Interview Sample. In total, fifteen participants agreed to participate in this study, including eight principals and seven educators of color. The principals were chosen using convenience sampling (Creswell & Guetterman, 2019). The team sent an email to all twenty-two principals inviting them to participate (see Appendix F), and eight agreed to do so. The team then purposefully sampled (Creswell & Guetterman, 2019) for Black educators who worked for the principals who participated in this study. At the end of each principal interview, we asked the best way to recruit any interested Black educators to take part. The principals either emailed their Black educators (see Appendices D and E) or made direct introductions immediately after the interview. Twelve educators initially

agreed to be a part of this study; however, given time constraints as a result of the

pandemic, only seven educators were able and willing to participate.

Table 4 illustrates the role of the participants in this study and whether they

participated or declined to participate.

Table 4

Interview Participants by Role and Participation

Role	Participated	Declined	Total
Principal	8	14	22
Educator	7	5	12
Total	15	19	34

With regard to race, the educator pool was not entirely Black, as originally

intended to answer research question two. Six of the seven educators who participated

identified as Black. The one educator who participated who did not identify as Black

identified as Filipino. While it is important to note the experiences of educators of color

are uniquely different and one can never truly write in a monolithic way about why Black

educators stay in education, it should be noted that there was one non-Black educator in

the interview sample. Table 5 shows the race of the fifteen participants in this study.

Table 5

Interview Participants by Role and Race

Role	Asian	Black	White	Total
Principal	0	1	7	8
Educator	1	6	0	7
Total	1	7	7	15

Interview Protocols. All of the interviews lasted between thirty-five minutes to an hour and fifteen minutes. After receiving both verbal and written consent (see Appendix G), fourteen of the fifteen interviews were audio-recorded. One of the educators declined to have her interview recorded. In this case, typed notes were taken.

The principal interview protocol was created to cover all five studies. Given the principal interviews were meant to only last an hour, only two interview questions could be devoted to this individual study. In line with critical race theory (CRT) methodology, the creation of the questions was done in a "purposeful way…to disrupt the dominant discourses and taken-for-granted assumptions on race in research" (Parker, 2019, p. 7). The questions aimed to center race in their answers. Table 6 shows the questions from the principal interview protocol that aligned to answering research question one.

Table 6

Principal Interview Questions Aligned with Research Question One

Principal Interview Questions
9. How does race impact your interactions with your staff?
a. Probe: Is there a story you can think of when you purposely had race at mind when interacting with one of your staff?
b. *Probe: If race doesn't, why not?
10. What do you do to get teachers to stay at your school?
a. Probe - Do you do anything in particular for staff of color to get them to stay?

Note: RQ1: What leadership strategies, if any, do principals use to support the retention of Black educators in the Elody Public School District

The educator interview protocol was created in such a way to center the counterstories of educators of color, whose experiential knowledge was critical to understanding and analyzing the role race and racism play in education (Smith et al., 2012). The questions aimed to acknowledge and highlight the stories and experiences of those who have historically not been a part of the research canon (Solórzano & Yosso, 2002). Table 7 shows the questions from the educator interview protocol that are aligned to answering research question two that center the stories and experiences of the educators of color.

Table 7

Educator Interview Questions Aligned with Research Question Two

Educator Interview Questions

3. Why do you stay in teaching?

    a. Probe - Have you ever thought about leaving teaching?

4. Given what you just said, how does race play a factor in your job?

    a. Probe: How does race impact your decision to stay?

    b. Probe - Tell us a story in which race played a role in influencing how you interacted with a student or colleague.

5. Do your relationships with other staff factor into your decision to stay?

    a. Probe: What does your school/district do, if anything, to facilitate interactions with your colleagues?

    b. Probe: What do you do to reach out to other staff?

6. Have you been mentored by or mentored other teachers? Explain the mentoring experience?

    a. Probe: Have you been mentored at any point by a staff member of the same race?

7. Can you tell me about some recent interactions with your principal?

    a. Probe - Does the principal do anything that makes you want to stay? Anything that makes you want to leave?

    b. Probe - Does your principal talk to you about race? How often? If so, what kind of things does he or she say?

    c. Probe - Has your principal ever spoken with you about moving into administration? Can you describe the conversation and your reaction to it?

Note: RQ2: Why do those Black educators remain in their district?

Both the principal and educator interviews had questions that revolved around Elody's diversity, equity, and inclusion (DEI) initiative (see Appendices A & B). Though not initially intended to answer the guiding research questions for this individual study,

the interview questions related to DEI also helped to explore the racialized experiences of both the principals and educators of color as the district rolled out its DEI initiative through the newly formed DEI office.

Document review. There were two documents reviewed for this study. The documents reviewed for this study were collected based on their relation to this study's research questions, and because the participants directly referenced them. Elody's DEI Conference Manual was the primary document both principals and educators referenced when discussing the district's new DEI office and initiative in relation to their leadership strategies and reasons why they stay. The district provided this document to the team.

The second document some of the principals, but none of the educators, referenced was the Department of Elementary and Secondary Education's (DESE) comprehensive district review, published in October 2020. This document, obtained from the DESE website, related to research question one, principals' leadership strategies for educator of color retention, and thus was included in this study.

Data Analysis

Our team aimed to enhance the accuracy and credibility of this case study by triangulating the data sources detailed in the previous section, with a particular emphasis on the examination of the interviews and their emergent themes (Creswell & Gutterman, 2019). Data from the interviews and documents were used to help understand the leadership strategies principals use to retain their educators of color and the reasons why educators of color remain in the district. In the following sections, I first describe how the interviews were analyzed followed by how the documents were analyzed.

Interview Analysis

I initially coded the data based on the guiding research questions and literature review themes. Initial codes were created using a preliminary exploratory analysis (Creswell & Gutterman, 2019) based on any recurring ideas heard in the participants' answers and my first impressions relating to these themes. Some of these initial codes included principal retention strategies related to race, educator retention experiences related to race, and racial congruence with students. Given these preliminary codes were initially created from recurring ideas, I then did a second round of coding from these larger buckets in such a way that searched for themes consistent with critical race theory (CRT) analysis that included the centrality of race and racism, challenges to dominant ideology, and the centrality of experiential knowledge (Parker, 2019). These themes, the definitions of these themes, and example quotations related to these themes can be found in Table 8 below.

Table 8

Example Interview Codes related to CRT Analysis

Theme	Definition	Example
Principal retention strategies related to race	Principal discussed how their retention strategy centers race	"It's one thing to have diversity, but diversity doesn't mean anything if people aren't included."
Educator experiences related to race	Educator centers race in describing their experience	"I shouldn't say this, but… you have to prove to some White teachers that you are on their level or you could be better..."
Centrality of race and racism	Principal/educator centered race or racism in their answer	"Let's put on the table the fact that, hey, 80% of our students are students of color, three percent of our staff is. I mean students come in, this is what they're seeing."
Challenges to dominant ideology	Principal/educator told a story that was counter to the understood norm	"I think it's good for them to see that, okay, a teacher of color can have such a powerful role. To them, that's a powerful role."
Centrality of experiential knowledge	Principal/educator centered experiences as important or influential to the culture or work of the school	"Listen, I can't not be on this thing. I was here since the jump!"

The above themes were heard consistently throughout the educator and principal interviews. From these themes, I created keywords that were consistent with CRT analysis based on the answers given. Examples of keywords included representation, amplifying voices, and acknowledging race. These keywords helped more succinctly capture what the participants were saying in order to categorize this study's findings.

Document Analysis

In line with this study's research questions, it was important to analyze the documents that were referred to by the principals and educators of color in their

interviews. A document review helps to corroborate the central ideas and themes in qualitative studies (Creswell & Guetterman, 2019). While I did not separately code the DEI conference manual or the DESE district review, I did analyze both of these documents in relation to research questions one and two, principal retention strategies and why educators stay in Elody, noting any references to retention, goals related to retention, and leadership strategies related to retention. Though the documents played a much less significant role in the findings, they were still noteworthy in their use of verifying and substantiating what was discussed in the interviews.

Findings

The following sections, aligned with my research questions, addresses the leadership factors principals employ to retain their educators of color followed by why educators of color remain in the profession.

Leadership Strategies Principals Use to Retain their Educators of Color

This section addresses research question one, related to the leadership factors principals draw upon to retain their educators of color. As critical race theory (CRT) proposes, race should be at the center of analysis and understanding of this question. For the principals who centered race, and employed specific leadership strategies to retain their educators of color, three clear themes emerged: first, they acknowledged race; second, they acknowledged racist structures; and third, they amplified the voices of their educators of color.

Acknowledging Race

According to CRT, first acknowledging race is a key component to ultimately breaking down racist structures. In Elody, principals acknowledged race when they

discussed challenges with disproportionate staffing. A majority of their teaching staff was White, while most, and in some buildings all, of their paraprofessionals were educators of color. This was problematic because paraprofessionals tend to work behind the scenes to support the classroom teachers. The students were most likely to identify their classroom teachers as the staff they see on a daily basis; therefore the principals' push to hire more teachers of color. As one principal stated:

> If you walk around my building, we have predominantly a White teaching staff, certified teaching staff. A lot of my support staff, my paras...are people of color. What we really have to work at is getting more teachers of color...I think we have more work to do, but I think we have a focus on it now.

This redirection of focus stemmed from the district's diversity, equity, and inclusion (DEI) initiative, which was rolled out with the creation of a new DEI Office in the months preceding the beginning of this study.

Three months into the 21-22 school year, the DEI Office hosted its first district-wide DEI conference. On the cover of the manual for this conference was a statement that read this was the "first annual conference dedicated to supporting educators committed to equity, diversity, and inclusion for ALL [Elody] students!" A majority of the principals in this study recognized the DEI initiative as a start to a long overdue conversation about the role race played in the district. Elody's principals saw the DEI work as a tool for recruiting and retaining their educators of color. As one principal noted, "Let's put on the table the fact that, hey, 80% of our students are students of color, three percent of our staff is. I mean students come in, this is what they're seeing." Many of the principals saw this as an opportunity to think about the role race played in each of their buildings. They

believed in the importance of acknowledging race, and in doing so, this would lead to greater retention.

Acknowledging Racist Structures

In addition to acknowledging race, the principals acknowledged two racist structures in Elody that they believe affected their educator of color retention rates. The first being access to professional development (PD) opportunities and the second being the development of their paraprofessionals into classroom teachers.

First, the principals voiced their belief that one way to undo racist structures was to ensure all educators, regardless of role, had access to any professional development (PD) offerings and the opportunity to take the lead where possible. They felt that if PD opportunities were only provided to classroom teachers (majority White), paraprofessionals (majority persons of color) would be left behind. In response to this problem, the principals shared a common belief that their paraprofessionals must be provided the same access as their teacher counterparts to participate in any PD offerings. One principal had recently held a math PD, and made sure the paraprofessionals were invited. "We invite the [paraprofessionals] to all of our PDs. We did a math PD yesterday and they were all invited to come…Some of them choose to, some of them don't, but that's okay." Ensuring their paraprofessionals had access to all PD opportunities was important for not only knowing what was being taught in the building, but also developing their own professional skills. One principal recalled a meeting with her paraprofessionals in the beginning of the year. She said to them,"I want you to let me know if there's anything you would like moving forward for trainings or anything that has come up that you need to talk about. My door's open, come find me. You matter. We

need you." Across buildings, the principals were clear in their commitment to providing access to PD to develop their paraprofessionals' pedagogical skills, which in turn would put them on the path to becoming classroom teachers.

Second, the principals acknowledged that there were systemic barriers to becoming a full-time classroom teacher, including time and resources, and they saw it as their responsibility to develop their paraprofessionals into this role, which would in turn lead to greater retention. As one principal said, "I think we're doing more for the paras...to try to keep them and bring them up, especially the really good ones." The idea of bringing up and developing their paraprofessionals was also heard from another principal who saw the paraprofessional role as a true "stepping stone. If you can't get a teaching job, you can take a para job and hope you get a teaching job the next year." In developing their paraprofessionals into classroom teachers, there was a particular strategy several of the principals mentioned: ensuring their paraprofessionals were aware of the district's initiative that helped them pay for and ultimately gain their teaching license. As one principal explained, "[Elody] has a great program right now where they're helping pay for paraprofessionals and monitor teacher assistants to get their teaching license, so as part of a grow your own." This grow your own development strategy was heard across buildings as an essential way to develop and retain their educators of color. One principal considered it so essential that she discussed how it changed the way she led:

We talk about the teaching staff not reflecting the diversity of the community. Then you

look at who are the [paraprofessionals], they're all usually people that live in the

community and reflect the diversity…I was like, 'I'm not using a very valuable

resource in my building very well.' So I've changed my practice.

She made it a point to target her paraprofessionals to take advantage of this program to

ultimately become classroom teachers. One principal told the story of how he encouraged

his paraprofessionals to pursue this program, "And then, when they come to me and say,

'I got to do this project for school,' I say, 'Yeah, you can do it here. You can take the

time to use our kids. Just get the permission from the parents.'" By breaking down

structures and creating opportunities for their paraprofessionals to succeed, these

principals believed their educators of color were more likely to stay as a result.

Amplifying Voices

CRT focuses on amplifying the voices of those who are most often not included in

the conversation, namely people of color. Whereas the preceding passages primarily

focused on their paraprofessionals, the work of amplifying voices encompassed all staff.

The principals believed it was their fundamental responsibility to ensure their educators

of color felt heard and validated in a staff that consisted of mostly White educators. One

of the principals directly acknowledged,

It's one thing to have diversity, but diversity doesn't mean anything if people

aren't included. That is a whole new mindset. So if you're not included and there's

not equitable access, how is a young man who went to [Elody] High and who's

now on a staff of older White people, how does he successfully launch in?

This group of principals considered it a leadership strategy to be explicit in giving a voice

to their educators of color within their buildings; a sentiment heard repeatedly in Elody.

Another principal reaffirmed this idea when she said she wanted her educators of color to feel "included, have a sense of belonging that they matter, their opinion matters, their voice matters, their ideas matter, they matter." The principals in Elody had a shared belief that if they made a conscious effort to ensure their educators of color were heard, then there would be a stronger feeling that they mattered, and in turn this would lead to greater retention.

Why Educators of Color Stay

The preceding section described the leadership factors principals believed increased educator of color retention, but did they work? In the following section I center the educators' counterstories, as critical race theory (CRT) proposes, focusing on why they stay in the profession. In analyzing the shared aspects of these educators' counterstories, I show that their experiences in Elody are not singular in nature, though previous research that does not highlight these voices might lead a reader to believe otherwise. Therefore, in the following sections I describe why educators of color stay through their shared racialized experiences within the context of the district's diversity, equity, and inclusion (DEI) initiative. I begin with representation followed by valuing knowledge and experience.

Representation

Representation can give a sense of agency and voice to those who are typically not seen, just as CRT asserts. Elody's educators of color felt it was important to have students' racial identities represented, and they embraced the opportunity to serve as role models to their students. As one educator described it, she stayed because "I'm working with students that look like me, and I feel it's important because [the staff] is

predominantly Caucasian…so it's important that they see people who are trying to teach them or educating them look like me, look like them." Understanding that there were so few educators of color within a district that consisted of a majority of students of color, these educators believed that their being in the buildings was important for developing their students' understanding of the world through shared racial identity. One educator noted that she "[liked] to bring [her] background to them, so that they can deal with their present and their future" while another educator said, while smiling, "I kind of get to be what I wish I had when I was a kid in Elody!" Even though they were one of a few educators of color within each of their buildings, collectively there was power in their representation, especially as principals worked to build a staff that was more reflective of the district's students. One educator captured this belief best: "I think it's good for them to see that, okay, a teacher of color can have such a powerful role. To them, that's a powerful role." The shared sentiment amongst this group of educators of color was a power they felt in serving as a role model for their students, recognizing that there are so few educators of color to begin with.

CRT acknowledges that people of color are often marginalized simply by the fact they are oftentimes in spaces where they are the only person of color. In Elody, being one of a few educators of color in any particular building was the norm. As educators of color noted, this left them feeling marginalized. Given the unique context of the district's renewed focus on DEI during this school year, the educators had even more of a keen awareness of who was and was not around them. And while the educators appreciated the district's approach to hiring more staff of color, they also recognized that the district's staff was still majority White and not representative of the student body. One educator of

color noted that in her building, "It's just been paraprofessionals that have been people of color that've been hired here...No teacher, no administrator [of color] whatsoever here in this building." These educators noticed they were surrounded by White educators, and with the DEI push, White educators were being asked to recognize their own Whiteness, which created an awkward feeling for some educators of color. One educator discussed this awkward feeling as she sat through the district-wide DEI conference:

> At some point in the conference, someone said children of color do better when they have teachers of color…when they said it, I just remember thinking what does that do for the room? You keep telling people, a room full of White teachers, that children don't learn from White teachers, children don't learn unless they have teachers of color. Teachers of color are more empathetic. I just didn't understand what it did for them…It could have them be like, 'Okay, we're checking out because they're not learning from us.'

This educator captured two ideas also shared by the others in this study: First, the real worry that her White colleagues would not put in the time needed to recognize why understanding representation amongst staff and students is important. Second, the identification of the added pressure to do well, especially with her students of color, because the district itself promoted the idea that students of color did better when they had educators of color.

Whereas the preceding paragraphs discussed the experiences of feeling power in a shared racial identity, the one educator of color who identified as Filipino expressed that she did not necessarily feel the same way as her Black colleagues. While she believed in the district's DEI push to hire more educators of color in order to "[reach] out to students

with people that they can identify with better," for her, the connection with students should not be based on racial parity alone; otherwise, there was a fear that in being one of the few educators of color, she would inherently become the voice of all educators of color. As she discussed this idea further, she stated, "I'm proud of the community that I'm in and I want to represent [myself] fairly in a predominantly White school staff. I stay because, like I said, I'm not going to let anything define me and who I am." For her, fair representation meant her voice was singular. For this educator, just looking like her students was not enough. Even in her dissent, she still captured a shared impression as her Black colleagues: representation matters because there is an expectation of having to be a voice for their race, even if they did not want to be.

Valuing Knowledge and Experience

Another commonly discussed reason these educators of color stay was centered on the principal valuing these educators' knowledge and experience. This is also a foundational element of critical race theory, as it proposes that both recognizing and valuing the knowledge and experiences of people of color gives leaders more opportunities to challenge racism and work towards greater diversity, equity, and inclusion.

Valuing Knowledge. Every educator who discussed why they stayed in the profession were explicit in their principal valuing their pedagogical knowledge and not just their personality. As one educator responded to the question of why she stayed, she said, "if I didn't feel valued I'd leave…but I haven't come across that yet. I feel like I'm treated with respect here and not treated differently than another coworker who is not of color." This sentiment captured what was said in varied ways, because some educators

mentioned a clear worry that they were hired to just check a box. They valued hearing from their principal that this was not the case. Within a particular building, an educator mentioned how she felt "like it is still that sense of, 'I know you just got hired to fill in the color status.'" She went on to say, "the people that are being hired now are just shoo-ins, so they're just quickly trying to cross their Ts and dot the Is, so to speak. I didn't want to be a part of that...I want to earn what I deserve." For this educator, earning what she deserved meant meaningful conversations with her principal, with whom she had worked with for over a decade, recognizing the work she was doing with and for students. It was motivating for this educator to hear the principal recognize that teaching during a pandemic was a "high pressure situation, but the principal acknowledged I am helping foster communication skills for my students." It was this type of recognition that kept her going, especially during the pandemic. Ultimately, there was a sense from the interviews that these types of commendations went a long way with these educators of color

Conversely, several educators mentioned they felt like their pedagogical knowledge was not valued in the same way as their White colleagues. As another educator noted, she watched her fellow educators of color "work extra hard and don't get acknowledgement like their Caucasian peers when they do certain things or support students in any type of way." There was a feeling of stereotype threat, as these educators felt like they had to work harder to prove they belonged. One educator was frustrated by this, as she said, "I shouldn't say this, but… you have to prove to some White teachers that you are on their level or you could be better because sometimes I don't think they [pause] that you know what you're doing." For these educators, this was why having their knowledge recognized and valued was so important. As one educator concisely said, she

would "leave the profession if I didn't feel valued by the principal." In Elody, there was a strong sense of a need for recognition and value, and as one educator put it, "What I need is more like [pause]; my love language is words of affirmation." In Elody, principals' words of affirmation led to greater retention.

  Valuing Experience. CRT recognizes the experiences of people of color not only as legitimate to research, but necessary to understanding how people of color feel in a majority White space. Even with Elody hiring a growing number of educators of color, the participants in this study were keenly aware that sometimes they still felt spotlighted as the spokesperson for people of color in their building. For some, being spotlighted felt isolating, while in other cases it felt energizing. These feelings came up most saliently as the educators discussed the district's DEI initiative.

  As stated in the district's DEI conference manual, one of the goals was to "understand our collective responsibility in creating a positive and supportive school culture that is centered on equity, diversity, and inclusion for all." As a result, the principals were asked to create a DEI steering team for their buildings. Some principals saw this as an opportunity for specifically tapping the educators of color within their buildings to ensure their voices were heard. For some of the educators, this felt isolating. As one educator remarked:

> 99% of the time when I'm in a meeting, I'm the only Black teacher in the room...I'm not joining [the committee] because I'm not about to tell a bunch of White people [pause] I don't have all the answers, so no, I'm not going to speak for Blacks.

Just as the previous educator felt like she was singled out for representing Blacks, another educator echoed a comparable sentiment in her building. Similarly, she declined to join because she felt like she would "have to be the spokesperson for people of color and try to somewhat support their White tears when certain things happen…I try to tell them sometimes you're not going to understand because you've never experienced these things." Though there was an underlying sentiment among these educators of feeling isolated as a result of being tapped to join these committees, not all of the educators shared this feeling.

Some educators felt genuinely excited about being spotlighted. One educator enthusiastically said, "Listen, I can't not be on this thing. I was here since the jump!" As an educator who was on a previous steering committee similar to the new ones being formed, she discussed how the district had been developing PD to discuss these issues for a long time. This feeling was supported by another educator in a different building who noted her pride in being the DEI liaison for the school because it allowed her to push her White colleagues to "open their eyes." As she said, "some of the teachers were like, 'wow, why do we have to do this?' Of course, they don't look like me. I'm like, 'you know, give it a try. You might learn something.' [And] a lot of them did like the program." For these educators, being spotlighted and purposefully included by their principal led them to feel not only recognized for who they are, but also valued for the experience and knowledge they brought. In the next section, I discuss this shared feeling of recognition and value.

Discussion

In response to research question one, I found several common strategies used amongst the principals in Elody to help retain their educators of color. These strategies included explicitly acknowledging race and racist structures and ways to dismantle those structures to allow for greater retention amongst their educators of color. The principals also acknowledged that as the leader of their buildings, it was their responsibility to amplify the voices of their educators of color to ensure they were heard and included. In response to research question two, I found the educators of color in Elody stayed primarily because they wanted the students, a majority of whom are students of color, to see educators who reflected their own racial identity. I also found that they were clear that the culture the principal created in the building, including how the principal valued their knowledge and validated their experiences, was a contributing factor as to why they stay.

From these findings, in the following sections I bring this study's two research questions together to discuss two main topics: first, how recognizing and validating the experiences of educators of color is particularly important to their retention; and second, future implications of this study on leadership that centers race. I then end with the limitations of this individual case study.

Recognizing and Validating Experiences

If school leaders are going to make an impact on educator of color retention, they must recognize and understand the experiences of educators of color with regard to race and racism. Parker (2019) explains that one must recognize "the experiential knowledge of people of color [is] legitimate and critical to understanding racial subordination" (p. 3).

When principals recognize and validate the experiences of their educators of color as a key strategy to helping them feel a sense of belonging within their building, they ultimately have an increased desire to stay. Borrero et al. (2016) posit that many educators of color have experienced racial subordination themselves. Therefore, what principals have to do is first listen (Milner & Hoy, 2003; Sanchez et al., 2008). While a seemingly common-sense strategy, this first step of listening, recognizing, and validating is often missed, thus further marginalizing a group of educators who want to be heard. Principals will need to go out of their way to make sure they are purposely checking in with their educators, and asking how they can be supported; a strategy that several principals in Elody used which led to greater retention amongst their educators of color.

Educators of color tend to teach in districts that do not have leaders that have strong leadership skills in validating their particular experiences in an inclusive and supportive way (Steinberg & Sartain, 2021). Therefore, principals must hone their professional capital to strengthen their leadership. Many districts, like Elody, are taking on diversity, equity, and inclusion (DEI) work, and creating district-level DEI offices. Though no piece of professional capital operates in isolation (Hargreaves & Fullan, 2012), the lack of leadership through a human capital lens presents a great opportunity for principals: to hone the human capital aspect of their leadership as they face the challenge of retaining educators of color head on. Hargreaves and Fullan (2012) note human capital "is about possessing the passion and the moral commitment to serve all children and to want to keep getting better in how you provide that service" (p. 131). Though centered on teachers, their idea translates well to leadership. In tackling the challenge of validating the experiences of educators of color, principals strengthen the

human capital in their educators of color, and in turn strengthen the human capital in their own leadership. Whether by intentionally creating affinity spaces or providing mentorship opportunities, approaching leadership in this way has implications for future practice, which is discussed in the next section.

Implications on Leadership that Centers Race

This study has implications on how leaders should consider centering race in retaining their educators of color. Centering race is important because "teacher race and ethnicity do matter…[and] the evidence confirms that well prepared teachers of color add value to schools and classrooms" (Villegas & Irvine, 2010, p. 188). Just as the educators of color in Elody spoke about the pride they felt in bringing a voice to the conversation that is often left out, research supports that the voices of educators of color are central to bringing about systemic change (Ladson-Billings & Tate, 1995; Parker, 2019; Delgado & Stefancic, 2000). When school leaders center race in their retention strategies for educators of color in particular, the rewards outweigh the risks from stronger pedagogical skills to deeper, more meaningful connections (Campoli 2017; Carbado, 2011; Farinde et al., 2016). Principals being color conscious in their leadership strategies serve a greater purpose in recognizing the inequities within the system, and thus provide more opportunities for their educators to grow and develop within their buildings.

Some people, including some of the educators in Elody, propose educational leaders should be colorblind in their leadership, but that is a myth that needs to be subverted (Brooks & Witherspoon-Arnold, 2013). As Milner (2006) suggests, there is a possible "danger in assuming that Black teachers, for instance, carry all the knowledge, skills, and commitments necessary to successfully teach African American students" (p.

90). However, colorblind leadership does not allow for recognizing the rich stories, cultures, and ideas those from different races bring to the conversation. Given a majority of the nation's principals are White (Bailes & Guthery, 2020), research also suggests that principals acknowledge their own Whiteness and the privilege that comes with it in order to carry this work forward. Doing so allows principals to "focus specifically on Whiteness and its link to racism [centering] on the ways that Whiteness influences how White educators construct beliefs about and work with children and families of color" (Theoharis & Haddix, 2013, p. 3). White principals must intentionally think of ways to create systems that elevate their educators of color from leadership opportunities to supporting them through grow your own programs like the one found in Elody. As principals move forward with this work, future studies should consider questions such as whether or not principals explicitly share retention strategies regarding their educators of color with other principals and how principals check whether or not their leadership strategies are working beyond simply counting whether or not their educators of color stay.

Centering race in leadership naturally increases a principal's professional capital. The educators of color who participated in this study made it clear that they appreciated, and even wanted, their principals to acknowledge their work and mentor them as they continued to grow their own professional capital. Just as Tillman's (2005) study shows, when principals take the time to meet with and purposefully mentor their educators of color, these educators feel supported and they flourish. Consequently, principals should absolutely consider this type of collegial collaboration as they move forward in their leadership, as it will inherently increase the retention of their educators of color.

Ultimately, as Samuels et al., (2021) suggests, "those with high quality, trained mentors and preparation stay longer in the field compared to those who do not" (p. 146). If the research supports the premises that there is a problem with educator of color retention, that educators improve over time, and that educators of color increase student achievement, especially for students of color, then this study aims to add to the body of research to help school leaders focus on leadership strategies that lead to greater educator of color retention.

Limitations and Recommendations

Though this study accurately represents those who participated, there were several limitations that should be noted for future research. First, this study took place during the fall of 2021 in the midst of a pandemic. While we had open access at first, as the pandemic heightened, access became more limited and some interviews and observations had to be canceled. This led to fewer educators of color being able to participate in this study; therefore, the data and findings are limited to this specific time period.

A second limitation was that a majority of the data were based upon one round of interviews from a self-selected group of educators of color. This study originally intended to focus on just Black educators, but one educator who identified as Filipino volunteered to participate. Interestingly, her answers were mostly consistent with her Black colleagues, with one of the major exceptions noted in the findings. However, given the sample size was much smaller than those found in other studies that focused on a similar topic, and the group of educators was not homogenous as originally intended, having additional interview and observational data (see Appendix C) would have increased the reliability and validity of this study.

Because I still believe observations would be valuable for more clearly understanding how principals leverage professional capital in their retention strategies, future studies should consider employing observations over the course of the study. The goal of these observations would be to observe the interactions between educators of color and their principals, the type of mentoring and discourse that is exchanged, and to see if there are any observable interactions with educators of color that were discussed in the interviews. Future research should consider the interplay of professional capital between the principal and educators of color to ascertain whether there is a link between the two and if there is an increase in educator of color retention as a result.

Conclusion

Though considered a landmark case that changed the world of education, the 1954 Supreme Court *Brown v. Board of Education* decision had several major unintended consequences, one of which being "that large numbers of Black and African-American educators, in particular, were uprooted and displaced in mid-century, leading to a sharp decrease in the number of minority teachers" (Ingersoll et al., 2019, p. 4). The Black teaching force never fully recovered after this decision and our country is still playing catch up nearly seventy years later. With this in mind, principals face a particularly unique challenge in the 21st century: continuing to hire and retain a staff that more accurately mirrors the ever growing diversity of the student body. This study is meant to highlight and contribute to the research on what leadership strategies principals can use in helping to retain their educators of color. With so few educators of color in the profession, it is even more important that principals do all they can to retain them. Therefore, one of the implications of this study is for school leaders to see that if they

intentionally and purposefully understand the experiences of educators of color, then they will establish a culture in which these educators feel trusted, valued, and heard. As Milner (2006) describes, "Black teachers' ways of connecting with their students were successful—yet often inconsistent with their non-Black colleagues. In short, different does not necessarily mean deficient, wrong, or deficit" (p. 93). When valued and acknowledged for the work they do, educators of color will ultimately stay and research shows all students, but especially students of color, will benefit as a result.

CHAPTER 4[4]

DISCUSSION AND RECOMMENDATIONS

The aim of our project was to investigate how principals benefit from and shape professional capital to enhance their knowledge, their relationships, and their abilities to make decisions. To do so, our five studies looked at professional capital through its three different dimensions (Hargreaves & Fullan, 2012). Through a human capital lens, Banks (2022) explored the leadership factors, if any, principals used to promote the retention of their educators of color and why educators of color remained in the district. Herman (2022) used human capital and decisional capital to explore the district strategies employed to retain school principals and whether these actions influenced a principal's decision to remain in their role. Through a social capital lens, Hahn (2022) examined the principal pathway and its impact on principal recruitment practices. Also through a social capital lens, Landry (2022) explored principals' relationships and their influence on perceptions of self-efficacy. And through a decisional capital lens, Viviani (2022) considered how principals made sense of district wide policies and the decisions principals made about how to implement those policies.

We begin with a summary of the strengths of the Elody School District related to professional capital and school leadership. By synthesizing our individual research studies, we explore common findings to better understand how principals benefit from and shape professional capital. We then build upon the existing framework of

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[4] This chapter was jointly written by the authors listed and reflects the team approach of this project: Marc A. Banks, William R. Hahn, Erica M. Herman, Christine L. Landry, and Lauren M. Viviani

professional capital (Hargreaves & Fullan, 2012) to introduce a new perspective, inclusive capital.

Strengths of Elody

The Elody School District has many strengths, one of which being a tremendous sense of pride about their community and its rich traditions. Educators, principals, and administrators alike spoke at length about their commitment to the community, and most importantly, the students in the district. This strong sense of community was also fostered by a commitment to a grow-your-own program that has existed for several decades. This focus on human capital showed an investment in helping the district's educators grow their talents and skills through paraprofessional training programs and an administrative internship program. As a result, the Elody School District had high retention rates among principals and district administrators.

Most recently, the Elody School District has reorganized their central leadership team and added an entire office of Diversity, Equity, and Inclusion (DEI). This human and social capital investment to DEI demonstrated their commitment to cultural proficiency and their priority to diversifying their staff, supporting all students, and ensuring an inclusive environment where all members of the community were welcomed. Just as important, Elody implemented a DEI professional development (PD) day required for all certified staff; and open to all district employees. The initial purposes of the PD were to introduce the newly hired DEI executive team, to describe the commitment of the district to DEI, and to outline the guiding principles of the office. These guiding principles were actionable by four focus areas, used for measuring the progress of the newly created office. These measurable areas included increased recruitment and

retention of diverse educators and staff, improved school climate, focused professional development so that they are able to deliver high quality services, and more inclusive curriculum and instructional practices. Furthermore, the day offered the opportunity for staff to engage in critical self-reflection and acquire decisional capital to make the appropriate professional judgements about race and to design ways to implement DEI practices in their daily work.

Like many districts across the country, Elody has confronted a number of challenges navigating their schools during the COVID-19 pandemic. However, the many participants that were interviewed during this study demonstrated incredible resiliency when faced with adversity during this difficult time. Moreover, many stakeholders clearly communicated their commitment to the students of Elody. It is evident that the staff of the Elody School District care deeply about the success of students and will do almost anything to champion that cause.

Harnessing Relationships

We believe that how principals manage groups and harness relationships is critical in meeting the needs of staff and students (Spillane & Sun, 2020)**.** Consistent with Hargreaves and Fullan (2012), we recognize the characteristics of social capital through the quantity and quality of interactions and relationships among people. In most school districts like Elody, group cohesion and personal relationships are important and can lead to better student performance (Hallinger & Heck, 1998; Leithwood et al., 2004). In contrast, some social dynamics can limit diversity of thought, ultimately silencing important stakeholders. For example, Herman (2022) found that relationships and growing one's own leaders were positively attributed to strong principal retention;

however, these were identified as barriers to enacting culturally responsive district leadership practices. Below we define and focus on how homophily, groupthink, and multiplex relationships were common themes across our studies and helped us to better understand how to build on the professional capital framework to improve school leadership.

Homophily

Homophily is the concept of connecting with others who are like yourself: birds of a feather flock together (McPherson et al., 2001; Myung et al., 2011). In a range of organizations, researchers have demonstrated that people associate more with others who are similar to themselves (Kleinbaum, et al., 2013). A homophilous work environment can produce uniformity, illusions of unanimity, and even self-censorship (Hart, 1991). In education, homophilous workforces are created and maintained through outdated hiring practices and deeply rooted traditions that limit diversity, especially in professional and leadership roles (Myung et al., 2011; Daly & Finnigan, 2011). As a result, homophily limits people's access to social capital in a way that has powerful implications for the information they receive, the attitudes they form, and the interactions they experience (McPherson et al., 2001). Moreover, Landry (2022) found in her study that homophilous relationships can hurt those within the relationship by creating a sense of expectation or entitlement. Therefore, urban districts like Elody should work to embrace divergent voices. To do so, districts must look beyond the traditional educator and administrator pools to areas in which talented staff ranging from paraprofessionals to career-switchers may be overlooked (Clewell & Villegas, 1999). Districts must actively recruit a more diverse leadership team by connecting with institutions of higher education who bring a

variety of experiences and personal insights to the table (Honig, 2008). Because

homophily is typical in most organizations, districts must create systematic structures that

consider formalized relationships and support networks that value inclusivity and

reciprocal sharing (McPherson et al., 2001). These actions will demonstrate to candidates

that districts are actively engaged in recognizing the importance of diverse voices.

Groupthink

Groupthink is the practice of thinking or making decisions as a group in a way

that discourages creativity or individual responsibility (Janis, 1982). Groupthink

increases when leaders are under stress or navigating through crises (Janis, 1982; Liou &

Daly, 2020). In these circumstances, leaders often perceive threats to their leadership or

to their self-esteem when people do not adhere to the decisions of the group (Hart, 1991).

In schools, groupthink limits the collaboration and voice of school leaders that districts

claim to support. This was true in districts like Elody that unwittingly build or encourage

a groupthink mentality that leads to a homophilous workforce (Janis, 1982).

As districts navigate traditional practices, such as hiring, they need to deliberately

create conditions that foster creativity and the underrepresented voice. For instance, Hahn

(2022) found that mostly White administrators with long term tenures with the district

were the ones actually benefiting from the administrative internship program. When

pipeline programs are attracting only seasoned veterans, there is a strong potential that

educators of color are being overlooked or passed over. When districts rely on historic

programs like these they must deliberately give voice to those that are outside of the

"group" and target the demographics in such a way that their staff reflects their students.

In this case, the groupthink occurs when a historical practice is actually reinforcing a

failed method that recruits a singular leadership profile and no one steps up to creatively address a failed practice. Ultimately, groupthink does not embrace practices that embody diversity, equity, and inclusion.

Understanding groupthink mentality is important as many districts navigate DEI initiatives and planning in the face of America's response to renewed racial unrest (Altman, 2020; Viviani, 2022). As Viviani (2022) found, educators of color were concerned about their White counterparts not embracing the DEI work initiated by the Elody School District. As districts embrace DEI work, they must ensure that all of their educators come to the table prepared to discuss divergent viewpoints and hear voices that are not typically represented in the majority and thereby understand how implicit bias perpetuates groupthink.

Multiplex Relationships

Multiplex relationships are relationships grounded in both work and friendship-related interactions, thus leading to more substantive, diverse, and bidirectional interactions with peers (Burt, 1997; Hite et al., 2006; Liou & Daly, 2020). Expressive relationships provide trust and support, but often not the feedback needed to make change. Conversely, instrumental, or work-related relationships provide considerable feedback but not the support required to act on it. As the role of the principalship continues to intensify, districts must consider how to activate relationships that will engender trust and the type of problem-solving needed to respond to new challenges. Building multiplex relationships ensure districts will be better prepared to navigate complex problems such as the underrepresentation of teachers and leaders of color faced in Elody. Banks (2022) found in his study that educators of color desired more critical

feedback on their pedagogical practices in addition to the recognition of being an educator of color within their buildings. By capturing the expressive and instrumental sides of what educators of color need, principals can harness the multiplex relationship to better support their educators of color and create a more inclusive school environment. In short, districts that foster multiplex relationships in a strategic way, will create environments that better support the whole educator and encourage strong leadership practices (Hite, 2005; Liou & Daly, 2020). For example, districts can create professional learning communities among principals focused on developing relationships among colleagues, while also advancing their learning. In addition, leaders in districts have the power to take deliberate action to provide opportunities for educators to build multiplex relationships, where they can demonstrate their expertise and show their authentic identity in an inclusive way (Honig, 2008).

The Influence of Race

In each of our five studies that focused on an aspect of professional capital, we found that race had an influence on the way principals acquired knowledge and skills, developed social interactions, and made decisions. Elody mirrored districts nationwide in the fact that a majority of their principals identified as White (The State of Racial Diversity in the Educator Workforce, 2016). As a result, the following sections will focus on how race and critical consciousness affect professional capital and how the importance of diverse representation in leadership leads to greater school outcomes.

Race and Critical Consciousness

As the population of students across the country becomes increasingly diverse, the racial makeup of teachers and principals remain predominantly White, thus requiring

districts to consider the relationship between race and critical consciousness (US Department of Education, 2016). Critical consciousness is a theoretical framework that addresses systemic oppression as the root of individual and organizational dysfunction (Freire, 2000). With a diversifying student population, being critically conscious about race and its effect on curriculum and instruction, hiring practices, and retention have become increasingly important to promote positive outcomes for students (Welton et al., 2015). Especially key in these decisions about how to promote racial equity is the principal (Swanson & Welton, 2019). An effective avenue for creating lasting, systemic anti-racist practices is to examine the way race, especially the role of Whiteness, affects social relationships and decision-making through the lens of critical consciousness.

According to Freire (2000), in order to eradicate oppression, it is necessary to think critically about the realities of systemic inequality. In order to do this, districts must adopt a strength-based, solution-oriented approach for self-determination at both the individual and organizational levels (Friere, 2000). Engaging in authentic discussions about race is key to addressing opportunity gaps for students of color (Swanson, 2019; Bristol 2021; Welton et al., 2015). Examples of practices to make districts more inclusive include the retention of educators of color (Villegas & Irvine, 2010; Quiocho & Rios, 2000), the recruitment and retention of principals of color (Banwo & Seashore, 2020, Khalifa, 2012), and the creation of professional development and networks, such as mentoring, professional learning communities, and affinity groups (Alston, 2018; DuFour & Eaker, 2009; Mosely, 2018). Further, critical consciousness includes multiple voices and perspectives which leads to social changes as will be discussed in more detail below (McMahon, 2007).

Critical consciousness goes beyond the adage of "colorblindness" and "multiculturalism" that has been the norm in schools for the past several decades (Segeren & Kutsyuruba, 2012). These old-fashioned doctrines perpetuate systemic inequities by neglecting to challenge the privilege of whiteness through ongoing policies such as insular professional development and hiring practices (McMahon, 2007). In order for individuals to be able to engage in critical consciousness, it is necessary to move from the surface level of multiculturalism to acknowledging the role of race and engaging in an introspective and personal examination of their beliefs about race (Swanson & Welton, 2019).

Leaders in schools must develop and hone their skills to challenge systemic racism. To do this, leaders must acquire knowledge and skills about race, engage in discussions with others about race, and make decisions about how to implement equitable initiatives using a critical-consciousness lens (Friere, 2000). One way this can be accomplished is through district organized affinity groups, ongoing coaching in building equity in leadership, and creating safe places for open dialogue among staff of color and White staff. Only through self-reflection on the role of race and a commitment to understanding the impact of White privilege, can educational leaders begin to actualize the tenets of professional capital. For example, Viviani (2022) found that in her study to authentically meet the organizational changes that DEI policies require, districts must provide more opportunities for introspective growth. Therefore, districts like Elody should provide staff the time and opportunities for professional development and provide resources and tools for staff to understand their own views about race and their identities. Secondly, affinity groups and school based diversity teams are a starting point for

additional introspective learning (Rogers-Ard & Knaus, 2020). For lasting organizational change, individual school leaders must be critically conscious to improve their own fluency in discussing race and the role of Whiteness to mitigate biases.

Diverse Representation

Diverse representation in leadership matters. Although harnessing professional capital increases the benefits of being a strong leader, it fails to adequately address the importance of representative leadership. There are many benefits to having a diverse, representative leadership, including increased student achievement (Tran et al., 2020; Tillman, 2004), increased retention among principals of color (Levin & Bradley, 2019; Rogers-Ard & Knaus, 2020), and an increased diversity of thought (Crow & Glascock, 1995; Koenig et al., 2011). Diverse leadership leads to increased student achievement in areas such as strong role modeling for students, a drop in disciplinary sanctions for students of color, and an increase in students of color being a part of gifted and talented programs (Moore et al., 2017; Sanchez et al., 2008). Given that student achievement increased for students of color when students had, or saw educators in their buildings who were racially congruent to them (Moore et al., 2017; Tran et al., 2020), all districts should ensure that there are leaders of color in their buildings.

As districts create and hone their DEI work, they may find that racial diversity at the principal level also affects retention outcomes for both principals and staff. Districts can look to institutions of higher education for examples of this work, as many have had DEI offices for decades (Nunes, 2021). As Clayton (2021) notes from her study at the university level, DEI must be prioritized and institutionalized as a core competency and made everyone's responsibility. As our team found in our studies, districts may find that

culturally responsive environments that support leaders of color are more likely to lead to increased diverse leadership (Hahn, 2022), stronger self-efficacy (Landry, 2022), and greater retention for the principal (Herman, 2022). Furthermore, in schools in which there are principals of color, the research supports that educators of color are more likely to stay and are also more satisfied with their jobs (Gates et al., 2006; Grissom & Keiser, 2011).

One reason for the lack of representation at the principal level is that a majority of teachers are White, and they use their professional capital to join school administrations. Educators of color generally do not have access to this same pathway. As Hahn (2022) noted in his study of principal pathways, "Building principals often credited [their] collegial connections and interactions as playing an important role in their pathway to the principalship" (p. 26). Districts should therefore consider how they can harness the characteristics of inclusion to help them more fully consider the barriers that prevent educators of color from becoming principals. Some of the barriers educators of color face include a lack of support and mentoring from their principal when they are in the teacher role and a lack of leadership opportunities to develop their administrative skills (Rogers-Ard & Knaus, 2020). And once these educators have advanced to the role of principal, there needs to be a concerted effort to support them; otherwise, the lack of support could quickly lead to feelings of inadequacy and frustration. Districts should continue to focus on growing and supporting their leaders of color, while at the same time recognizing that, "As numbers of nontraditional leaders (women, people of color, young adults) increase in school leadership, particularly in urban settings, districts must adjust to accommodate the needs of this unique (and diverse) population" (Peters, 2012, p. 36). Districts that

deliberately scrutinize human, social, and decisional capital through an inclusive lens become not only more culturally responsive, but also more representative of the diverse student population they aim to serve. The next section critically analyzes the framework of professional capital and introduces a new perspective that our research team calls inclusive capital.

Inclusive Capital

Professional capital (Hargreaves & Fullan, 2012) was developed before the renewed racial unrest and protests across the United States arising from the murders of George Floyd and Breanne Taylor, among others in recent years. We believe Hargreaves and Fullan stopped short of considering the influence of other forms of capital that add value beyond human, social, and decisional capital. Accordingly, we introduce a new perspective that embodies Hargreaves and Fullan's professional capital, while adding a fourth dimension that includes the lens of diversity, equity, and inclusion. We call this framework inclusive capital (Figure 2).

Figure 2

The Evolution of Professional Capital to Inclusive Capital

Professional Capital, Hargreaves &   *Inclusive Capital*
Fullan, 2012
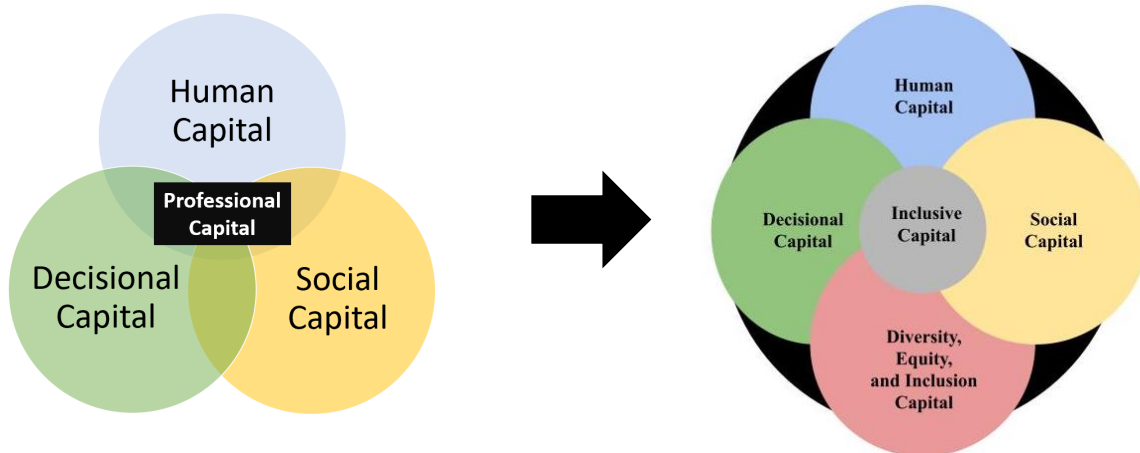
Inclusive capital builds upon the older framework of professional capital by elevating the significance of diversity, equity, and inclusion. A professional capital framework that includes the dimension of diversity, equity, and inclusion is more complete and understands that DEI can not simply be part of the social, human, and decisional capitals; rather, it must be added as its own dimension. In short, we assert that diversity, equity, and inclusion must be elevated to create a unique form of capital integrated into Hargreaves and Fullan's professional capital framework. Consistent with Yosso's cultural capital framework (2005), we believe the DEI dimension must be understood as an asset based element that elevates the intersectionality of race, gender, and identity in a way that gives power and voice to a those who have not historically been included in the conversation (Lugg, 2003). Inclusive capital asserts that in order to collectively transform schools that harness the commitments and capabilities of the many, DEI must be elevated as an equally important dimension to human, social, and decisional

capital. Below we capture how the additional dimension of DEI strengthens the professional capital framework to create more inclusive systems.

Human capital encourages effective human resources practices to make the best hires. With the added dimension of DEI, districts ensure inclusivity by creating pipeline programs that attract and hire educators of color. Social capital encourages professional learning communities that allows educators to collaborate on best practices. With the added dimension of DEI, districts ensure inclusivity by creating affinity groups that support educators of color by enhancing social networks across the district. Decisional capital encourages policies that support strong communication and consensus building. With the added dimension of DEI, districts ensure inclusivity by bringing to the forefront the voices of the most underrepresented staff in all policies. Thus, in each of these examples, inclusive capital is the systematic development and integration of four forms of capital - human, social, decisional, and DEI - into the principalship. This suggests the need for future research focused on different forms of capital related to DEI and the intersectionality with professional capital. Furthermore, it is imperative that studies are conducted by researchers that are representative of today's students. Therefore, through policy and practice, district leaders should seek to establish inclusive capital as a perspective for developing school principals.

Conclusion

In our research, our team found that using the perspective of inclusive capital for principal leadership better correlates with the evolving, intensifying nature of the role and the sustained adaptive changes needed for long-term success in schools. Research has demonstrated the positive influence school principals have on improved student

outcomes, improved school culture, and teacher quality (Leithwood et al., 2004 & Levin et al., 2020). Diversity, equity, and inclusion must remain central to leadership practices and be at the center when observing principals and assessing their leadership practices (Hernandez et al., 2014). Therefore, districts should invest in school leader development by creating conditions for principals to shape and benefit from inclusive capital (Banks, 2022; Hahn, 2022; Herman, 2022; Landry, 2022; Viviani, 2022). Ultimately, true change in the face of adversity requires an individual and collective investment that does not protect the dominant voice; rather, it builds everyone's capacity to learn, be challenged, and move forward towards a shared vision.

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Appendix A

District Leader Interview Protocol

Researcher (to be read to participants):

Hi, my name is (insert) and we are here today as part of our dissertation as doctoral candidates at Boston College. Our overarching research study will investigate how principals benefit from and shape professional capital to enhance their knowledge, relationships, and ability to make decisions. We will be asking questions related to teacher diversity, principal recruitment, principal retention, improving self efficacy, and implementing policy.

ALL INFORMATION PROVIDED WILL BE TREATED AS CONFIDENTIAL.
The information from responses to this semi-structured interview will be compiled by the dissertation team for their analyses. Any data, including race/ethnicity and gender, that is not currently available to the public will only be used in aggregated form that cannot be used to discern the identity of any participant in any report or presentation or in the public use file that will be made available to the public at the conclusion of this study. Before starting, we would like to get your consent to participate in this study and permission to record this session.

(Get signature on consent form)
Thank you.

(Once recording starts)
The recording has started. Thank you for allowing us to record this session. Before we start, do you have any questions?
[Interviewer: Prior to starting the script, ensure that all questions re: consent form & study have been thoroughly addressed]

Thank you for sharing your time so we can learn more about your experiences in the **[Elody] Public Schools**. As a quick reminder, we've allocated 45-60 minutes for this interview. Please let us know if you have any questions during our conversation. We just want to remind you that there are no right or wrong answers, we only wish to understand your unique insight. All of your information and responses will be confidential and used for research purposes. No individual information or identifying information will be shared. At any point in our interview, you can end our conversation or take a break for any reason. If for any reason, the interview questions do not apply to you, or you wish to skip any question, you may do so. Your input is important to us and we want you to feel

comfortable during this interview so please ask any clarifying questions you may have or let us know if you don't understand a question.

Question alignment key

GQ = General Question	**BER** = Black Educator Retention
OAQ = Overarching Question	**PI** = Policy Implementation
PP = Principal Pathway	**PE** = Principal Efficacy
PR = Principal Retention	

District Leader Questions:
1. Why do you think principals decide to stay in this district? **(PR)**
   a. Probe: What does [Elody] do to retain school leaders? **(PR)**
   b. Probe: How do you provide autonomy to principals? **(PI/PR)**
   c. *Probe - Is there anything specific the district does to retain educators of color? (BER)*
   d. *Probe: What is your role in school leader retention?*

2. Why do you think principals decide to leave the district? **(PR)**
   a. Probe: Could you have done anything different to keep them in their role?
3. In what ways do you see principals supporting each other? (PE)
   a. *Probe - In what ways are relationships of principals developed, formally or informally?*
4. How do you evaluate principals? **(PR)**
5. What are the ways the district supports principals' professional growth? **(PE/PR)**
   a. *Probe - Tell me some specific ways that you contribute to that growth.*
   b. *Probe - What structures, if any, are in place to mentor principals? How long do these relationships remain in place?*
6. Equity work is really challenging. How do you promote equity in the district? **(PR)**
   a. Probe: How do you work with your principals on topics around race and equity? (PR/PI/PE)
7. Tell me about your experiences with Diversity, Equity, and Inclusion? **(PI)**
   a. *Probe: Where did you learn about DEI?*
   b. *Probe: What do you know about [Elody's] DEI initiative?*
   c. *Probe: What do you think about [Elody's] initiative?*
   d. *Probe: How do you feel DEI fits in the overall mission of the district?*
8. How are the principals implementing DEI? **(PI)**
9. Why do principals call you? **(PE)**
   a. Probe: What is the last thing a principal came to you for help with?
10. Tell me about a positive relationship you have with a principal and what sustains it. **(PE)**
   a. What do you talk about?

11. Is there anything I should have asked you?

Follow Up Demographic Questions (if not answered in questions above):
- How many years have you served in the role?
- Would you consider yourself an educator of color?
  - If so, how do you identify?

Appendix B

Human Resources Director Interview Protocol

Researcher (to be read to participants):

Hi, my name is (insert) and we are here today as part of our dissertation as doctoral candidates at Boston College. Our overarching research study will investigate how principals benefit from and shape professional capital to enhance their knowledge, relationships, and ability to make decisions. We will be asking questions related to teacher diversity, principal recruitment, principal retention, improving self efficacy, and implementing policy.

ALL INFORMATION PROVIDED WILL BE TREATED AS CONFIDENTIAL.
The information from responses to this semi-structured interview will be compiled by the dissertation team for their analyses. Any data, including race/ethnicity and gender, that is not currently available to the public will only be used in aggregated form that cannot be used to discern the identity of any participant in any report or presentation or in the public use file that will be made available to the public at the conclusion of this study. Before starting, we would like to get your consent to participate in this study and permission to record this session.

(Get signature on consent form)
Thank you.

(Once recording starts)
The recording has started. Thank you for allowing us to record this session. Before we start, do you have any questions?
[Interviewer: Prior to starting the script, ensure that all questions re: consent form & study have been thoroughly addressed]

Thank you for sharing your time so we can learn more about your experiences in the **[Elody] Public Schools**. As a quick reminder, we've allocated 45-60 minutes for this interview. Please let us know if you have any questions during our conversation. We just want to remind you that there are no right or wrong answers, we only wish to understand your unique insight. All of your information and responses will be confidential and used for research purposes. No individual information or identifying information will be shared. At any point in our interview, you can end our conversation or take a break for any reason. If for any reason, the interview questions do not apply to you, or you wish to skip any question, you may do so. Your input is important to us and we want you to feel

comfortable during this interview so please ask any clarifying questions you may have or let us know if you don't understand a question.

Question alignment key

GQ = General Question	**BER** = Black Educator Retention
OAQ = Overarching Question	**PI** = Policy Implementation
PP = Principal Pathway	**PE** = Principal Efficacy
PR = Principal Retention	

District Leader Questions: Human Resources Director

1. Why do you think principals decide to stay in this district? **(PR)**
   a. *Probe: What does [Elody] do to retain school leaders? (PR)*
   b. *Probe: How do you provide autonomy to principals? (PI/PR)*
   c. *Probe: What is your role in school leader retention? (PR)*

2. Why do you think principals decide to leave the district? **(PR)**
   a. *Probe: Could you have done anything different to keep them in their role?*

3. Is there anything specific the district does to retain educators of color? *(BER)*
   a. *Probe: Does the district have any direct conversations with principals regarding the retention of educators of colors?*

4. How are principals recruited in [Elody]? **(PR)**
   a. *Probe: How is it determined whether a principal is appointed or hired by committee?*
   b. *Probe: - What are the core competencies you look for?*

5. What is the history of the Administrative Internship Program? **(PP)**
   a. *Probe: How was this program designed and how was the agreement made with the BPS teachers association (contract)?*
   b. *Probe: Tell us more how BPS recruits or advertises for the Administrative Internship Program.*

6. How do you or your office promote equity in the district? **(PR)**
   a. *Probe: How do you work with your principals on topics around race and equity? (PR/PI/PE)*

7. How are principals evaluated in [Elody]? **(PE/PR)**
   a. *Probe: What happens to principals who are not performing well?*

8. What is the demographic breakdown of principals currently employed in [Elody]?
   a. Race
   b. Gender
   c. Years of experience in [Elody]
   d. Years of experience as principal
   e. Did they participate in the administrative internship program?

Follow Up Demographic Questions (if not answered in questions above):
- How many years have you served in the role?
- Would you consider yourself an educator of color?
  - If so, how do you identify?

Document request:

1. Do you have data, rosters, participation of all staff who have participated in the Administrative Internship Program?
   a. *Probe: District leaders who participated in the program*

Appendix C

Principal Interview Protocol

Researcher (to be read to participants):

Hi, my name is (insert) and we are here today as part of our dissertation as doctoral candidates at Boston College. Our overarching research study will investigate how principals benefit from and shape professional capital to enhance their knowledge, relationships, and ability to make decisions. We will be asking questions related to teacher diversity, principal recruitment, principal retention, improving self efficacy, and implementing policy.

ALL INFORMATION PROVIDED WILL BE TREATED AS CONFIDENTIAL.
The information from responses to this semi-structured interview will be compiled by the dissertation team for their analyses. Any data, including race/ethnicity and gender, that is not currently available to the public will only be used in aggregated form that cannot be used to discern the identity of any participant in any report or presentation or in the public use file that will be made available to the public at the conclusion of this study. Before starting, we would like to get your consent to participate in this study and permission to record this session.

(Get signature on consent form)
Thank you.

(Once recording starts)
The recording has started. Thank you for allowing us to record this session. Before we start, do you have any questions?
[Interviewer: Prior to starting the script, ensure that all questions re: consent form & study have been thoroughly addressed]

Thank you for sharing your time so we can learn more about your experiences in the [Elody Public Schools]. As a quick reminder, we've allocated 45-60 minutes for this interview. Please let us know if you have any questions during our conversation. We just want to remind you that there are no right or wrong answers, we only wish to understand your unique insight. All of your information and responses will be confidential and used for research purposes. No individual information or identifying information will be shared. At any point in our interview, you can end our conversation or take a break for any reason. If for any reason, the interview questions do not apply to you, or you wish to skip any question, you may do so. Your input is important to us and we want you to feel

comfortable during this interview so please ask any clarifying questions you may have or let us know if you don't understand a question.

Question alignment key

GQ = General Question	**BER** = Black Educator Retention
OAQ = Overarching Question	**PI** = Policy Implementation
PP = Principal Pathway	**PE** = Principal Efficacy
PR = Principal Retention	

Principal Interview Questions:

1. How did you end up becoming a principal? **(PP)**
   a. *Probe: What roles have you had prior to becoming a principal? Were these roles all in the same district?*
2. How did other people/mentor/educators impact your decision to become a principal? Who encouraged you?
   a. *Probe: Is this how others become principals?*
3. How do you encourage others to become a principal? Tell me about someone you have encouraged to consider the principalship. **(PP)**
   a. *Probe - What do you like about them? Anyone you would not encourage? Is there someone like this now?*
4. Why do you stay as a principal? **(PR and PE)**
   a. *Probe: Is anything specific about [Elody] that makes you stay?*
   b. *Probe: What does the district (or your colleagues) do to retain you as a principal?*
   c. *Probe: How does the district support you to manage the challenges that you face?*
   d. *Probe: How much autonomy (flexibility) do you feel as a principal in this district?*
5. Tell me about a time when you felt like you demonstrated your greatest strength as a principal. **(PE)**
   a. *Probe: Where did this ability come from?*
   b. *Probe: When it comes to your strengths, does the district do anything to help you build this strength?*
   c. *Probe: What is your greatest area for growth?*
6. The principal's role is so hard. Tell me about a relationship you have with someone in the district that keeps you going. **(PE)**
   a. *Probe: Other school leader? District leader?*
   b. *Probe: What are your conversations generally about?*
   c. *Probe: Tell me a specific example of a time when this relationship helped.*
   d. *Probe: Is there a relationship that brings you down?*
7. Tell me about your experiences with Diversity, Equity, and Inclusion? **(PI)**

      a. *Probe: Where did you learn about DEI?*
      b. *Probe: What do you know about [Elody's] DEI initiative?*
      c. *Probe: What do you think about [Elody's] initiative?*
      d. *Probe: How do you feel DEI fits in the overall mission of the district?*

8. Based on what you know about [Elody's] initiative, how are you rolling it out in your school? **(PI)**
      a. *Probe: How did you decide what to do about DEI in your school?*
      b. *Probe: How does DEI fit in your school mission?*
      c. *Probe: Who, if anyone, helped you decide how to implement DEI in your school?*
      d. How do you make decisions about the competing priorities?

9. How does race impact your interactions with your staff? **(BER)**
      a. *Probe: Is there a story you can think of when you purposely had race at the forefront of your mind when interacting with one of your staff?*
      b. **Probe: If race doesn't, why not?*

10. What do you do to get teachers to stay at your school? **(BER)**
      a. *Probe - Do you do anything in particular for staff of color to get them to stay?*

11. Have you ever thought about leaving your position as the principal?
      a. *Probe: What made you think about leaving? (PR)*
         i. *Probe: In what ways has the time commitment of the role factored into your decision? ...Working conditions? ...Accountability? ...Autonomy?*
      b. *Probe: If considering leaving the position, is there anything the district could do to retain you in your role?*

12. Is there anything I should have asked you?

Follow Up Questions (if not answered in questions above):
- How many years have you served as a principal? In [Elody]? Or elsewhere?
- What is it like to be a principal in [Elody]?
- Would you consider yourself an educator of color?
  - If so, how do you identify?
- Earlier we asked you about specific things you may be doing to retain your professional status staff of color. Are there any teachers you recommend we reach out to to interview?

Appendix D

Educator Interview Protocol

Researcher (to be read to participants):

Hi, my name is (insert) and we are here today as part of our dissertation as doctoral candidates at Boston College. Our overarching research study will investigate how principals benefit from and shape professional capital to enhance their knowledge, relationships, and ability to make decisions. We will be asking questions related to teacher diversity, principal recruitment, principal retention, improving self efficacy, and implementing policy.

ALL INFORMATION PROVIDED WILL BE TREATED AS CONFIDENTIAL. The information from responses to this semi-structured interview will be compiled by the dissertation team for their analyses. Any data, including race/ethnicity and gender, that is not currently available to the public will only be used in aggregated form that cannot be used to discern the identity of any participant in any report or presentation or in the public use file that will be made available to the public at the conclusion of this study. Before starting, we would like to get your consent to participate in this study and permission to record this session.

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Thank you.

(Once recording starts)
The recording has started. Thank you for allowing us to record this session. Before we start, do you have any questions?
[Interviewer: Prior to starting the script, ensure that all questions re: consent form & study have been thoroughly addressed]

Thank you for sharing your time so we can learn more about your experiences in the **[Elody Public Schools]**. As a quick reminder, we've allocated 45-60 minutes for this interview. Please let us know if you have any questions during our conversation. We just want to remind you that there are no right or wrong answers, we only wish to understand your unique insight. All of your information and responses will be confidential and used for research purposes. No individual information or identifying information will be shared. At any point in our interview, you can end our conversation or take a break for any reason. If for any reason, the interview questions do not apply to you, or you wish to skip any question, you may do so. Your input is important to us and we want you to feel

comfortable during this interview so please ask any clarifying questions you may have or let us know if you don't understand a question.

Question alignment key

GQ = General Question	**BER** = Black Educator Retention
OAQ = Overarching Question	**PI** = Policy Implementation
PP = Principal Pathway	**PE** = Principal Efficacy
PR = Principal Retention	

Educator Interview Questions:

1. How long have you been teaching?
2. Would you consider yourself an educator of color? (**BER**)
   a. If so, how do you identify?
3. Why do you stay in teaching?
   a. *Probe - Have you ever thought about leaving teaching?*
4. Given what you just said, how does race play a factor in your job? (**BER**)
   a. *Probe: How does race impact your decision to stay?*
   b. *Probe - Tell us a story in which race played a role in influencing how you interacted with a student or colleague.*
5. Do your relationships with other staff factor into your decision to stay? (**BER**)
   a. *Probe: What does your school/district do, if anything, to facilitate interactions with your colleagues?*
   b. *Probe: What do you do to reach out to other staff?*
6. Have you been mentored by or mentored other teachers? Explain the mentoring experience? (**BER**)
   a. *Probe: Have you been mentored at any point by a staff member of the same race?*
7. Can you tell me about some recent interactions with your principal? (**BER**)
   a. *Probe - Does the principal do anything that makes you want to stay? Anything that makes you want to leave?*
   b. *Probe - Does your principal talk to you about race? How often? If so, what kind of things does he or she say?*
   c. *Probe - Has your principal ever spoken with you about moving into administration? Can you describe the conversation and your reaction to it?* (**BER/PP**)
8. Tell me about your experiences with Diversity Equity and Inclusion? (**PI**)
   a. *Probe: Where did you learn about DEI?*
   b. *Probe: What do you know about [Elody's] DEI initiative?*
   c. *Probe: What do you think about [Elody's] initiative?* (**PI**)

9. What has your school done about implementing DEI? (**PI**)

      a. What do you think about the school's DEI initiative?

10. What brings you joy? **(BER)**

11. Is there anything we should have asked you?

Follow Up Demographic Questions (if not answered in questions above):
- How many years have you served as a teacher in this school? Elsewhere?

Appendix E

Principal Recruitment Email

Hello All,
Please see the below message from a Boston College research team approved by
the Superintendent and the [Elody] IRB team to conduct a study in [Elody]. As
you can see from their message, your participation is entirely voluntary. If you
choose to participate, your contribution will be completely anonymous and will
provide valuable information to a study focusing on the principalship.

Thank you,
[Central Office Administrator]

Dear Principals,

You are invited to participate in a research study led by doctoral students at
Boston College. You were selected to be in the study because you are a principal
in the [Elody] Public Schools. Taking part in this research project is completely
voluntary.

The study will investigate how principals benefit from and shape professional
capital to improve schools and their own feelings of professional effectiveness.
Although you may not directly benefit from participating in this study, some who
are involved may benefit because the researchers hope to use their findings to
better understand specific leadership behaviors principals use and benefit from to
retain veteran teachers, promote principal retention and recruitment, implement
policies, and build principal efficacy.

The researchers would deeply appreciate an opportunity to meet you to support
their research study on improving principal effectiveness and retention. If you are
able to meet with them, they are eager to schedule some time with you soon.
Although meeting in person would be preferable, researchers would be happy to
conduct interviews over Zoom. The priority is to schedule a 60 minute interview
with you. One of the members of the team will reach out to you individually to
check your availability and schedule a time.

During interviews and meeting observations, only the researchers who audio tape
recordings will have access to them for the purposes of accurate data collection
and coding. The audio recordings will be erased upon the completion of our
research, no later than June 30, 2022.

If you choose not to be in this study, it will not affect your current or future
relations with the [Elody] Public Schools or Boston College.

If you have questions about this research, you may contact any of the researchers using the contact information below:

Researcher(s)	Email	Cell Phone
Marc Banks	banksma@bc.edu	xxx-xxx-xxxx
William Hahn	hahnwi@bc.edu	xxx-xxx-xxxx
Erica Herman	hermane@bc.edu	xxx-xxx-xxxx
Christine Landry	landrych@bc.edu	xxx-xxx-xxxx
Lauren Viviani	vivianla@bc.edu	xxx-xxx-xxxx
Faculty Advisor		
Dr. Vincent Cho	vincent.cho@bc.edu	xxx-xxx-xxxx

We look forward to working with you!

Appendix F

Educator of Color Recruitment Email

Dear Teachers,

You are invited to participate in a research study led by doctoral students at Boston College. You were selected to be in the study because you are a Black educator in the [Elody] Public Schools. Taking part in this research project is completely voluntary.

The study will investigate how principals benefit from and shape professional capital to improve schools through multiple lenses, one of which is the leadership qualities principals employ to retain their educators of color. Although you may not directly benefit from participating in this study, some who are involved may benefit because the researchers hope to use their findings to better understand specific leadership behaviors principals use and benefit from to retain veteran teachers, promote principal retention and recruitment, implement policies, and build principal efficacy.

The researchers would deeply appreciate an opportunity to meet you to support their research study on improving principal effectiveness and retention. If you are able to meet with them, they are eager to schedule some time with you soon. Although meeting in person would be preferable, researchers would be happy to conduct interviews over Zoom. The priority is to schedule a 60 minute interview with you. One of the members of the team will reach out to you individually to check your availability and schedule a time.

During interviews and meeting observations, only the researchers who audio tape recordings will have access to them for the purposes of accurate data collection and coding. The audio recordings will be erased upon the completion of our research, no later than June 30, 2022.

If you choose not to be in this study, it will not affect your current or future relations with the [Elody] Public Schools or Boston College.

If you have questions about this research, you may contact any of the researchers using the contact information below:

Researcher(s)	Email	Cell Phone
Marc Banks	banksma@bc.edu	xxx-xxx-xxxx
William Hahn	hahnwi@bc.edu	xxx-xxx-xxxx
Erica Herman	hermane@bc.edu	xxx-xxx-xxxx

Christine Landry	landrych@bc.edu	xxx-xxx-xxxx
Lauren Viviani	vivianla@bc.edu	xxx-xxx-xxxx
Faculty Advisor		
Dr. Vincent Cho	vincent.cho@bc.edu	xxx-xxx-xxxx

Appendix G

Educator of Color Recruitment Email with Introduction

Hi [Educator],

My name is Marc Banks and I am a researcher-practitioner from Boston College. With the approval of the [Elody] Superintendent, my research team has been interviewing central office staff, principals, and teachers across the district to gain a better understanding of [Elody's] principals.

Part of the study references specifically what leadership factors principals use to retain their educators of color. We asked if there are any specific educators we should reach out to and your name came up from your principal as someone who may be possibly interested in participating in the study.

Below is the email we have sent to educators of color who may be interested in participating. If you are interested, we would appreciate the opportunity to interview you! We can work around your schedule and meet via Zoom, if that's easier.

Thank you so much for taking the time to consider this request, and please don't hesitate to reach out if you have any questions.

Best,
Marc

Dear Teachers,

You are invited to participate in a research study led by doctoral students at Boston College. You were selected to be in the study because you are a Black educator in the [Elody] Public Schools. Taking part in this research project is completely voluntary.

The study will investigate how principals benefit from and shape professional capital to improve schools through multiple lenses, one of which is the leadership qualities principals employ to retain their educators of color. Although you may not directly benefit from participating in this study, some who are involved may benefit because the researchers hope to use their findings to better understand specific leadership behaviors principals use and benefit from to retain veteran teachers, promote principal retention and recruitment, implement policies, and build principal efficacy.

The researchers would deeply appreciate an opportunity to meet you to support their research study on improving principal effectiveness and retention. If you are able to meet with them, they are eager to schedule some time with you soon. Although meeting in person would be preferable, researchers would be happy to conduct interviews over Zoom. The priority is to schedule a 60 minute interview with you. One of the members of the team will reach out to you individually to check your availability and schedule a time.

During interviews and meeting observations, only the researchers who audio tape recordings will have access to them for the purposes of accurate data collection and coding. The audio recordings will be erased upon the completion of our research, no later than June 30, 2022.

If you choose not to be in this study, it will not affect your current or future relations with the [Elody] Public Schools or Boston College.

If you have questions about this research, you may contact any of the researchers using the contact information below:

Researcher(s)	Email	Cell Phone
Marc Banks	banksma@bc.edu	xxx-xxx-xxxx
William Hahn	hahnwi@bc.edu	xxx-xxx-xxxx
Erica Herman	hermane@bc.edu	xxx-xxx-xxxx
Christine Landry	landrych@bc.edu	xxx-xxx-xxxx
Lauren Viviani	vivianla@bc.edu	xxx-xxx-xxxx
Faculty Advisor		
Dr. Vincent Cho	vincent.cho@bc.edu	xxx-xxx-xxxx

Appendix H

Written Consent Form

Boston College Consent Form
Boston College Lynch School of Education and Human Development
Informed Consent to be in study, Principal Leadership
Researchers:
Marc Banks
William Hahn
Erica Herman
Christine Landry
Lauren Viviani
Study Sponsor: Dr. Vincent Cho
Type of consent: Adult Consent Form

Invitation to be Part of a Research Study

You are invited to participate in a research study. You were selected to be in the study because you are a teacher/principal/administrator/district personnel in the [Elody] Public Schools. Taking part in this research project is voluntary.

What is the study about and why are we doing it?

Our study is important because we contend that there is no stronger investment in education with a higher ceiling on its potential return than improving and retaining school principals (Grissom et al., 2021). It is critical that the principal perspective is considered more seriously in research to enhance principal quality and to ultimately make gains in high school graduation rates and student achievement (Levin et al., 2020).

Therefore, our studies will investigate how principals benefit from and shape professional capital to improve schools and their own professional efficacy.
In line with this mutual interest, each of our individually-authored studies explores and extends different dimensions of professional capital. Specifically, Banks will study leadership factors that impact Black educator retention, Hahn will study the principal pathway and its impact on principal recruitment, Herman will examine district strategies implemented during crisis to influence principal retention, Landry will examine the organization of relationships and their influence on principal efficacy, and Viviani will study principal decisional capital and its impact on policy implementation.

What will happen if you take part in this study?

If you agree to take part in this study, you will be asked to answer questions about your practice and participate in 2-3 meeting observations at an agreed upon time between September and December. Interviews will occur through the Zoom platform and/or in-person and include note taking and audio recording to collect data. Meeting observations will include note-taking and if all members consent, audio recording. We expect the

interviews to take 45-60 minutes and meeting observations to last the duration of the meeting.

How could you benefit from this study?

Although you may not directly benefit from participating in this study, some who are involved may benefit because we hope to use our findings to better understand specific leadership behaviors principals use and benefit from to retain veteran teachers, promote principal retention and recruitment, implement policies, and build principal efficacy.

What risks might result from being in this study?

We don't believe there are physical, psychological, or informational risks from participating in this research. Risks or discomforts from this research include discussing issues pertaining to racism, job efficacy, recruitment and retention strategies. Taking part in this research project is voluntary. You don't have to participate and you can stop at any time. Please take time to read this entire form and ask questions before deciding whether to take part in this research project.

Researchers will minimize potential risks by allowing participants to skip interview questions or end at any time. To minimize informational risks we will ensure that survey responses are anonymous, and we will not use identifiable information during observation data gathering.

How will we protect your information?

The records of this study will be kept private. In any sort of report we may publish, we will not include any information that will make it possible to identify you. All electronic information will be coded and secured using both password-protected drives and files.

We will assign to each participant a unique, coded identifier that will be used in place of actual identifiers. We will separately maintain a record that links each participant's coded identifier to his/her/their actual name, but this separate record will not include research data.

During interviews and meeting observations, only the researchers who audio tape recordings will have access to them for the purposes of accurate data collection and coding. The audio recordings will be erased upon the completion of our research, no later than June 30, 2022.

The Institutional Review Board at Boston College and internal Boston College auditors may review the research records. State or federal laws or court orders may also require that information from your research study records be released. Otherwise, the researchers will not release to others any information that identifies you unless you give your permission, or unless we are legally required to do so.

What will happen to the information we collect about you after the study is over?

Your name and other information that can directly identify you will be deleted from the research data collected as part of the project. No later than June 30, 2022.

We will not share our research data with other investigators.

Any data maintained as part of this research project will not contain information that could directly identify you.

How will we compensate you for being part of the study?

There is no compensation for your participation in this study.

What are the costs to you to be part of the study?

There is no cost to you to be in this research study.

Your Participation in this Study is Voluntary

It is fully up to you to decide to be in this research study. Participating in this study is voluntary. Even if you decide to be part of the study now, you may change your mind and stop at any time. You do not have to answer any questions you do not want to answer. If you decide to withdraw before this study is completed, we will delete any prior data collected, connected to your participation.

If you choose not to be in this study, it will not affect your current or future relations with the [Elody] Public Schools or Boston College.

Getting Dismissed from the Study

The researcher may dismiss you from the study at any time for the following reasons: (1) it is in your best interests (e.g. side effects or distress have resulted), (2) you have failed to comply with the study rules.

Contact Information for the Study Team and Questions about the Research

If you have questions about this research, you may contact:

Researcher(s)	Email	Cell Phone
Marc Banks	banksma@bc.edu	xxx-xxx-xxxx
William Hahn	hahnwi@bc.edu	xxx-xxx-xxxx
Erica Herman	hermane@bc.edu	xxx-xxx-xxxx
Christine Landry	landrych@bc.edu	xxx-xxx-xxxx
Lauren Viviani	vivianla@bc.edu	xxx-xxx-xxxx
Faculty Advisor		
Dr. Vincent Cho	vincent.cho@bc.edu	xxx-xxx-xxxx

Contact Information for Questions about Your Rights as a Research Participant

If you have questions about your rights as a research participant, or wish to obtain information, ask questions, or discuss any concerns about this study with someone other than the researcher(s), please contact the following:
Boston College
Office for Research Protections
Phone: (617) 552-4778
Email: irb@bc.edu

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. I/We will give you a copy of this document for your records. I/We will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I understand what the study is about and my questions so far have been answered. I agree to take part in this study.

_____
Printed Subject Name

_____
Signature   Date

Consent to Use Data for Future Research
I agree that my information may be shared with other researchers for future research studies that may be similar to this study or may be completely different. The information shared with other researchers will not include any information that can directly identify me. Researchers will not contact me for additional permission to use this information.

YES_____   NO_____

_____
Signature   Date

Consent to be Audio Recorded

I agree to be audio recorded.

YES_____   **NO**_____

_____
          Signature   Date

Appendix I

Document Analysis Protocol (Merriam & Tisdell, 2016)

Item Name	Date of publication	Format	Author	Intended Audience	Code	Detail