BOSTON COLLEGE
Lynch School of Education

Department of
Educational Leadership and Higher Education

Professional School Administrator Program (PSAP)

CULTIVATING SOCIAL JUSTICE PEDAGOGICAL KNOWLEDGE AND SKILL:
BIAS, RACE, AND CRITICAL CONSCIOUSNESS: SCHOOL LEADERS' PERCEPTIONS
OF CONFRONTING TEACHERS' RACE-BASED BIAS

Dissertation
By

RODOLFO MORALES

with Julia Bott, Derrick Ciesla, and Marybeth O'Brien

Submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education

May 2024

Copyright Page

Cultivating Social Justice Pedagogical Knowledge And Skill:
Bias, Race, and Critical Consciousness: School Leaders' Perceptions of Confronting Teachers'
Race-based Bias

by

Rodolfo Morales

Dr. Martin Scanlan (Chair)
Dr. Ingrid Allardi
Dr. A. Lin Goodwin (Reader)

Abstract

Many district and school leaders have leveraged instructional leadership or social justice leadership to advance student achievement for minoritized students. While research has examined these approaches separately, we identify a potential gap at the nexus between instructional and social justice leadership. In particular, we find a need for further research that examines how leaders bridge instructional and social justice leadership practices, to disrupt educational inequities. Our study examines how educational leaders weave instructional and social justice leadership skills to cultivate others' social justice pedagogical knowledge and skill. Employing a collective case study framework, this study explores how a mid-sized urban district's superintendent and school leaders cultivated and promoted the social justice pedagogical knowledge and skill of others. Data was collected through interviews, surveys, and document reviews. The primary research participants included one superintendent, two assistant superintendents, three central office leaders, five school leaders, and six teachers. Our findings highlight four themes: the importance of leaders' critical self-reflection perceptions of district-level infrastructure and strategic planning, school-level instructional infrastructure and capacity building, and gaps in social justice pedagogical skill. This research has implications for

practice, policy, and existing literature related to the cultivation and enactment of social justice pedagogical knowledge and skill across diverse contexts.

Acknowledgments

First and foremost, I would like to express my deepest gratitude for Dr. Martin Scanlan, my professor and advisor, for the support and encouragement he provided. I would also like to thank Dr. Ingrid Allardi, for sharing her expertise and always being available. I also share my deepest appreciation for Dr. Lin Goodwin, who provided us with feedback and guidance all the way from Singapore.

This journey would not have been possible without the amazing professors at the Boston College PSAP program. Thank you to Dr. Vincent Cho, Dr. Martin Scanlan, Dr. Andrew Miller, and Dr. Rebecca Lowenhaupt; your passion for equity, education, and research is palpable and infectious. Thank you for believing in the PSAP Cohort 7 members and for modeling our motto: "Lead it better than you found it."

I would be remiss in not mentioning my work colleagues who shared words of affirmation throughout the process and cheered for me every step of the way. Additionally, I'd like to thank my chosen family, the eclectic circle of friends that are as excited as I am about this milestone.

Lastly, to my mother, my father, my two brothers, my niece, my nephew, and my late grandparents, thank you. I love you, always. *Este logro no es mío, sino de ustedes.*

TABLE OF CONTENTS

LIST OF TABLES AND FIGURES

Chapter One[1]

Urban school districts strive to meet the needs of increasingly diverse learners and address the pervasive and enduring opportunity gaps impacting minoritized students* (Hussar & Bailey, 2013). Since the establishment of public education, racially, ethnically, linguistically, and ability-diverse students have faced persistent barriers that directly impede access to high-quality teaching and learning (Edmonds, 1979; Delpit, 1995; Khalifa et al., 2019, Ezzani, 2021). Many factors contribute to the lower achievement of minoritized students, including teacher beliefs, assumptions, and biases rooted in deficit thinking, (Diamond, Randolph & Spillane, 2004; Ott & Kohli, 2022), the disjuncture between school culture and student identity (Delpit, 1998; Ladson-Billings, 1999; Darling-Hammond & Bransford, 2007; Kohli, 2012; Goodwin, 2016), as well as the disproportionate identification and segregation of low-income students of color within restrictive special educational settings (Artiles & Zamora-Durán, 1997; Artiles, 2003; Blanchett, 2006; Kozleski & Thorius, 2014; Tefera et al.,, 2023).

Many districts and leaders have responded to these inequities by leveraging instructional leadership as a central strategy to develop educators' content knowledge and pedagogical skill to accelerate the achievement of underperforming students (Elmore, 2007; Hallinger & Wang, 2015; Hopkins et al., 2013; Chenoweth, 2021). Instructional leadership generally refers to leadership behaviors that prioritize instruction and student learning through the work of visioning and goal setting, fostering a culture of learning and actively supporting curriculum, instruction and assessment in service to student achievement (Murphy, 1990; Hallinger & Heck, 1996; Hallinger, 2005; Grissom et al., 2013).

---

[1] This chapter was jointly written by Julia Bott, Derrick Ciesla, Rodolfo Morales and Marybeth O'Brien

Several scholars posit that these conceptions of instructional leadership fall short by omitting the effects of institutional and structural barriers on minoritized [2]students (e.g., Khalil, D., & Brown, E., 2015; Mckenzie et al., 2008; Theoharis, G., 2007). These scholars assert that the current educational landscape demands equity-centered school and district leaders who can leverage social justice leadership skills to disrupt educational inequities (Brown, 2004; Theoharis, 2007; Rigby, 2014). Specifically, they argue that social justice leadership is a way to increase the belongingness, outcomes, and purpose of schooling for many minoritized students (Alsbury & Whitaker, 2007; DeMatthews & Mawhinney, 2004; O'Malley & Capper, 2015; Theoharis, 2007; Theoharis & O'Toole, 2011).

While previous research has looked at these approaches separately, we integrate them, exploring how social justice leaders leverage instructional leadership strategies to address educational inequities (Shaked, 2020). Referring to this integration as "social justice pedagogical knowledge and skill" (Dyches & Boyd, 2017), our study will examine how school and district leaders cultivate and promote educators' (administrators and teachers) social justice pedagogical knowledge and skill (SJPKS).

O'Brien's study investigates how a superintendent develops their social justice leadership: critical consciousness, knowledge, and skills to enact "just" practices that contribute to improving schools, coupled with the way they develop capacity within the district and school leaders. Bott's study examines how principals leverage instructional leadership skills to influence the development of educators' SJPKS. Ceisla's study examines how principals disrupt deficit thinking and encourage asset-based instructional practices to promote the success of Black males

---

[2] The term "minoritized" is a concept that refers to groups or individuals who have been marginalized, disadvantaged, or subjected to social, political, or economic inequality based on their race, ethnicity, religion, gender, sexual orientation, or other characteristics

who have experienced trauma. Morales' study explores the strategies and approaches used by
school principals to confront teachers' race-based bias towards students as well as explore how
racial differences among principals and teachers may influence the strategic approaches taken.
Table 1, highlights the individual questions each researcher explores, providing further
specificity and nuance to our study.

Table 1.1

Overarching and Individual Research Questions

Overarching Research Question	
How do educational leaders cultivate and promote social justice pedagogical knowledge and skill?	
Researcher	Individual Research Questions
Marybeth O'Brien	1. How does a superintendent develop and understand their own social justice pedagogical knowledge and skill? 2. How does a superintendent enact their social justice pedagogical knowledge and skill to develop the capacity of district and school leaders?
Julia Bott	1. How do principals understand social justice pedagogical knowledge and skill? 2. What instructional leadership practices do principals employ to grow teachers' social justice pedagogical knowledge and skill? 3. How do teachers experience these practices?

Derrick Ciesla	1. How do school leaders disrupt deficit thinking and encourage asset-based instructional practices to promote the success of Black males who have experienced trauma?
Rodolfo Morales	1. How do principals - as racial beings working in contexts imbued with individual, institutional, and cultural racism – confront teachers' race-based bias toward students?

Literature Review

Two bodies of empirical literature situate our study: instructional leadership and social justice leadership. In the domain of instructional leadership, studies focus on supervision and evaluation, professional learning, collaborative data-driven decision-making, and leadership content knowledge. Studies in the domain of social justice leadership focus on disrupting deficit mindsets, developing critical consciousness, and developing social justice pedagogical knowledge. Reviewing these two bodies of literature, we conclude that existing research does not fully capture the interrelationship between instructional and social justice leadership, specifically how instructional leadership is implemented to advance the goals of social justice leadership.

Instructional Leadership

Instructional leadership has been identified as a key lever for the advancement of student achievement at both the school and district level. Extensive research considers the roles and responsibilities of the principal as instructional leader (e.g., Robinson et al., 2008; Leithwood et al., 2004). Research shows that central office leaders of successful

districts "spent significant proportions of their workweek personally guiding and leading the instructional processes in their districts" (Hentschke et al. 2009, p. 331), and that effective school and district leaders organize systems to support and focus on instructional improvement (Adams, 2016; Barnes et al., 2010, Malinga et al., 2022)

Seminal research identifies several essential components of instructional leadership that directly impact the quality of classroom instruction and student learning (Edmonds, 1979; Hallinger & Murphy, 1985). Hallinger and Murphy's (1985) conceptual framework for principal instructional leadership identifies three core dimensions: defining the school leithvision, managing the instructional program, and promoting a positive learning climate (Hallinger & Murphy, 1985; Leithwood, 1994; O'Donnell & White, 2005). Within these dimensions, school and district leaders often leverage supervision and evaluation, professional learning, data-driven practices, and leadership content knowledge to build the pedagogical knowledge and skill of educators. In the sections below, we provide a description of each dimension .

Supervision and Evaluation

Instructional leaders play a pivotal role in ensuring the implementation of teacher evaluations and feedback cycles. Researchers have found that instructional leaders use their discretion when supervising and evaluating teachers (Donaldson & Woulfin, 2018; Jones et al., 2022; Marsh et al., 2017). For example, to ensure the effectiveness of feedback cycles, principals may prioritize the use of teacher evaluation systems as a mechanism for coaching as opposed to a state policy for evaluations and accountability (Donaldson & Woulfin, 2018). In studying the motivations behind the inflation of evaluation scores, Jones et al. (2022) found that principals

may provide a higher rating to enable productive feedback conversations and prioritize teacher morale and principal-teacher relationships. As a result, school leaders preserve their time and maintain their self-efficacy as instructional leaders. However, school leaders may also inflate scores to avoid necessary but challenging conversations.

Organizational structures and environmental contexts also influence the implementation of teacher evaluation systems. Marsh et al.'s (2017) study examines how the organizational context of New Orleans schools impacted the implementation of a new teacher evaluation system. The study found that the system's implementation was shaped by the district's decentralization, the charter school system, and the district's response to Hurricane Katrina. Governing systems, leader-capacity, and pre-existing collaborative structures influenced how schools either complied, modified, or ignored the district's expectations for teacher evaluations. For example, some school leaders modified the teacher rubric to include school-specific priorities that were influenced by the contextual realities of teaching post Hurricane Katrina. Other schools adopted a new rubric all together, whereas some complied with state expectations as prescribed. The authors suggest that policymakers should consider the organizational context when designing evaluation systems and provide support for schools to adapt to local needs.

The effectiveness of teacher evaluation systems as tools for promoting professional growth, relies heavily on instructional leaders. In particular, instructional leaders with strong content knowledge, and those who empower teacher leaders and coaches, are better positioned to improve the instructional capacity of educators (Nelson et. al, 2007; Hill and Gross, 2013). Additionally, instructional leaders who can coach with student-centered feedback may also have more success in developing teachers' capacity (Allen et. al, 2011).

Guerra et. al (2022) posit that teacher evaluation itself is insufficient if cultural responsiveness is not centered during the process. In analyzing a commonly used textbook that aims to prepare principals for instructional leadership through observation and feedback, they found that culture was often obfuscated throughout the text leading to implicit exclusion of culture. While the unit of analysis is limited to one text, this text's prominence and popularity highlights a continuing white-centric approach to observation, feedback, and evaluation. Thus, while supervision and evaluation is an essential instructional leadership practice, leaders may not possess the knowledge and skill to use a culturally responsive lens and therefore negate the efforts to improve teacher practice.

In sum, current literature shows how administrators engage in supervision and evaluation to identify trends in educators' pedagogical knowledge, skills and practices. These trends can inform the content, structure and integration of professional learning opportunities school leaders develop, to which we now turn.

Professional Learning

A key lever that school and district leaders utilize to influence educator instructional capacity is professional development (Newman, et al. 2000; Liu & Hallinger, 2018; Leithwood & Jantzi, 2008; Hallinger and Heck, 2011). Research on the impact of professional development in schools indicates that it is most effective when it directly addresses instruction and student learning outcomes, fosters educator collaboration, and provides opportunities for sustained, continuous learning (Smylie et al., 2001; Garet et al., 2001; Youngs & King, 2002).

Researchers have found that in order for professional development to build content knowledge and develop pedagogical skill, leaders must ground it in a coherent framework of

teacher and student learning (Youngs & King, 2002; Penuel et al., 2007). For example, Sebastian & Allensworth's (2012) conducted a multi-school research study on the impact of secondary-level principal leadership on instruction and achievement. They found that academic demand and classroom behavior were stronger among educators within schools who perceived that they participated in high-quality professional development and where there was clear alignment and coherence within the instructional programming of the school.

This was echoed in Donaldson's (2013) examination of the opportunities and barriers school leaders' face in the development of educator effectiveness. In a cross-district study of 30 principals' perceptions of the factors that influence educator improvement, Donaldson identified professional development as the most referenced and utilized human capacity lever. In addition, Donaldson found that when principals received more extensive development in building educators' instructional capacity, they considered themselves to be more successful and impactful in positively influencing educators' instructional practices. Thus, the development of principal knowledge and pedagogical skills for instructional leadership can influence the quality and coherence of educator learning at the school level.

Similarly, districts regularly leverage professional development to build the capacity of principals and their leadership teams (Waters & Marzano, 2006; Honig & Rainey, 2015; Leithwood, 2013). For example, Barnes and colleagues' (2010) longitudinal research study on the impact of a sustained district-based professional development program examined the transformation of principals from managerial to instructional leaders. Most of the participating leaders reported a deeper understanding of instructional leadership practices, including why and how to change current practices. These "refinements" in practice and increased levels of strategic

thinking and planning articulated by many leaders occurred not only because of what they were learning but, of equal importance, because of how their learning was structured (p. 263). Specifically, district based professional development participants were engaged in a "community of practice" model, through which they had facilitated opportunities to actively learn with their job-alike peers. Thus the district based professional development provided school leaders with "time, content, connections" and "instructional formats," paired with "spiraling curriculum" to deepen and extend principal learning and scaffold application (p. 255).

Additionally, in a longitudinal study, Adams' (2016) explored the impact of district-implemented professional learning on school principal instructional leadership skills. The study yielded evidence of growth in school leader communication and facilitation skills directly related to educator instructional knowledge, pedagogy, and practice. However, much like the findings from Barnes et al., (2010), the impact of professional learning on school leaders' instructional leadership practice is directly related to the content, structure, and process for leadership development. In this context, system leaders are trained to facilitate a collaborative inquiry model for principal learning strategically designed to develop leaders' capacity as reflective practitioners and collaborative learners. In essence, the focus and structure of the sustained professional learning resulted in increased leader effectiveness in active listening, prompting, and probing. This, in turn, translated to clearer communication of the instructional vision, more effective facilitation of educator learning, and increased opportunities for collaborative planning within teams of educators and leaders. Thus, the quality, structure, and sustainment of professional learning directly impacted the principal's instructional leadership skills.

Professional learning is regularly utilized to cultivate school leader and educator instructional knowledge and skill. However, effective professional learning must also be responsive to data. Therefore, school and district leaders design systems and structures to support instructional decision making. The following section describes how leaders organize, implement and support data-driven decisions to develop educator knowledge and skill and sustain instructional improvements.

Collaborative Data-driven Decision Making

The use of data to drive instructional decision-making is a common and integral strategy to both school and district-level instructional reform initiatives (Spillane & Miele, 2007). At the school level, researchers have examined how school leaders set the conditions for effective data use through selecting data (Farrell & Marsh, 2016), framing the purpose and guiding principles for data use (Park et al., 2013), supporting educator sense-making (Datnow & Hubbard, 2016; Farrell & Marsh, 2016), and building collaborative and high functioning teams (Young, 2006). Furthermore, studies indicate that because the knowledge and skills needed to effectively use data are distinct and complex, and because so many forms of data exist (Marsh, Bertrand, & Huguet, 2015), educators and leaders require targeted opportunities to develop strong assessment literacy and inquiry skills that lead to effective instructional adjustments (Mandinach & Gummer, 2013).

Park's (2018) case study analysis illuminates how principals and instructional coaches in elementary schools facilitated "data conversations and routines" to develop educators' data inquiry skills and inform instructional decision-making (p. 628). Park found that although the establishment of routines created the structure and conditions for learning, the particular data

discussion moves employed by the leaders were essential in developing educators' inquiry stance and disrupting deficit thinking. Three specific discussion moves that leaders leveraged were triangulation to develop a deeper understanding of the context, reframing to advance an asset-based approach to problem-solving, and pedagogical linking to help educators connect student learning to instructional practices and curricular resources. Thus, effective data-driven instructional decision-making requires leaders to establish collaborative structures and enact strategic facilitation moves in order to translate to effective instructional practices.

The role of data-driven instructional decision-making in district-level reform is equally complex. Slavin et al.'s (2012) longitudinal study of district-wide data reform strategies sponsored by the Center for Data-Driven Reform in Education (CDDRE) demonstrates how multiple factors contributed to data interpretation, implementation, and impact on student achievement. Specifically, the CDDRE provided district and school-level leaders with support, not only interpreting root causes from their benchmark data but of equal importance, selecting and implementing instructional programs backed by rigorous research and targeted to their areas of need. While findings did not indicate significant growth in student achievement in years one or two when the focus was on assessment literacy and interpretation, there were positive, statistically significant effects during years three and four. This is when district and school leaders and educators began to take action by supporting educators to make concrete and targeted shifts to instructional practices and/or implement research-based programs to address gaps. These findings illuminate the complex interrelationship of data-driven instructional decision-making at both the district and school level. Furthermore, they highlight the importance of balancing efforts to build leaders' assessment literacy with action to change teaching and

learning. Strong district and school instructional leaders must do both.

While supervision and evaluation, professional learning and data-driven decision making can be effective strategies for educator development and school improvement, the quality and impact of these practices is also dependent upon the content knowledge of the educational leader (Stein & Nelson, 2003). Therefore, we will round out our review of instructional leadership through a synthesis of the research on leadership content knowledge.

Leadership Content Knowledge

Pedagogical content knowledge (Shulman, 1986) has been influential in understanding how teachers integrate content knowledge with pedagogical knowledge to make effective instructional decisions. Stein and Nelson (2003) have extended this concept to educational leadership by defining leadership content knowledge as the understanding of content subject matter and how it must be transformed for the purposes of instructional leadership.

Stein and Nelson (2003) differentiate how leadership content knowledge is used at different levels of the organization. Their framework delineates the progression of content knowledge within schools. Stein and Nelson argue that the first layer of content knowledge used within a school organization begins with an investigation of a subject matter. This progresses to how educators and students engage with the subject matter for the purposes of teaching and learning. The final layer includes how principals and districts develop the pedagogical expertise of educators. The authors posit that leaders have leadership content knowledge at all levels of an organization, albeit becoming less fine-grained in their use and application of it as administrative responsibilities increase.

Principals' leadership content knowledge affects the delivery of feedback they offer

teachers (Nelson, 2010; Overholt and Szabocsik, 2013; Stein and Nelson, 2003). For example, Nelson (2010) conducted a case study of principals with different leadership content knowledge profiles. They found that a principal with strong leadership content knowledge engaged teachers in open-ended questions about students' mathematical thinking as part of their feedback process. In stark contrast, a principal with lower leadership content knowledge provided feedback by prioritizing instructional strategies over the actual mathematical content. Fuentes and Jimerson (2020) surveyed 90 principals and found that leaders with higher levels of leadership content knowledge were more likely to engage in instructional leadership activities and provide specific and actionable feedback.

Professional development can influence principals' leadership content knowledge. For example, principals who underwent 12 hours of professional development were better prepared to understand content-specific teaching practices and provide more direct feedback to teachers of balanced literacy programs (Overholt & Szabocsik, 2013).

However, Semingson & Kerns' (2021) historical analysis of the role of phonics in literacy illuminates a potential limitation to developing leadership content knowledge. Their study highlights the chronic misalignment between professional development focused on balanced literacy and existing research on the science of reading. Thus, a leader's content knowledge may be obsolete, and therefore counterproductive to improvement efforts. In order to drive meaningful change, leaders have a responsibility to ensure their content knowledge remains current and aligned to evidence-based best practice.

Leadership content knowledge is an important component of educational leadership, as it allows leaders to understand the content subject matter and how it must be transformed for the

purposes of instructional leadership. Professional development programs should prioritize the development of leadership content knowledge. Furthermore, leaders should use this knowledge to provide specific and actionable feedback to teachers in ways that lead to equitable outcomes for all students.

While effective instructional leadership practices have been shown to develop the pedagogical content knowledge and skill of educators, they may not explicitly address cultural incongruence, educator bias and/or structural and systemic barriers directly impacting minoritized students. To address these pervasive inequities, leaders must make a conscious choice to implement social justice leadership practices. In the second section of our literature review we turn to examine how social justice leadership is developed and enacted.

Social Justice Leadership

Social justice as a concept integrates the meanings of equity, fairness, and equality in society. Scholars have sought to apply this term across disciplines, including philosophy, sociology, politics, and, for this study, education. Rawls's (1971) definition of social justice builds on the underlying principle that since society is chain connected, when it is organized to benefit its least advantaged members, these benefits spread to all. Rawls emphasizes the importance of establishing a system that provides equal opportunities and resources for everyone, regardless of social status, race, ethnicity, or gender.

Education has been purported as the great equalizer; therefore, it is a site in which social justice takes center stage (Growe & Montgomery, 2003). Education is critical in promoting social justice by creating inclusive learning environments that

foster equity, diversity, and justice. School leadership, in particular, requires a "bold vision, significant knowledge, and skills, as well as the collaboration of many people" (Theoharis & Scanlan, 2021, p. xxxi). Furman (2012) asserts, "social justice focuses on the experiences of marginalized groups and inequities in educational opportunities and outcomes" (p. 194). This definition is supported by Wang (2012) as the persistent pursuit of educational equity across social identity groups in schools.

Social justice leadership encompasses a range of knowledge, skills, and practices that are unique to the context in which a leader serves. McKenzie et al. (2008) describe a core tenet of social justice leadership as instructional leadership. Specifically, they identify the two goals of social justice leadership as raising the academic achievement of all students and preparing students to live as critical citizens in society. It is paramount, therefore, for district and school-level leaders to translate these goals across the organization in order to develop educators' social justice pedagogical knowledge and close opportunity gaps (Reister et al., 2002; Khalil & Brown, 2015; Theoharis, 2007; DeMatthews & Mawhinney, 2014).

School and district leaders committed to social justice leverage specific practices to build the consciousness, knowledge and skill of their educators in service to the advancement of educational equity. Two social justice leadership practices central to this work are disrupting deficit mindset and cultivating critical consciousness.

Disrupting Deficit Mindset

Deficit thinking disproportionately affects the lives of underrepresented and minoritized children, families, and communities. Educators who display deficit thinking draw upon

stereotypes that have been ingrained in the mainstream psyche and that characterize minoritized communities as intellectually, morally, and culturally inferior or deviant (Gorski, 2011). Deficit thinking reinforces the notion that there is a predetermined, correct way to behave, commonly referred to as the norm, and anyone acting differently is acting at a deficit. Because those outside the norm are perceived as lacking, educators that engage in deficit thinking believe these students must be fixed and transformed into biased-based conceptions of the ideal in order to succeed (Wong, 2022). School leaders, therefore, are responsible for challenging stereotypes and advocating for an inclusive and equal society. This can be accomplished by developing educators' capacity to generate counter narratives to stereotypes, promoting cultural responsiveness, recognizing cultural strengths and assets, and fostering critical consciousness (Ladson-Billings, 1995; Perry et al., 2003).

School leaders can use data driven decision making (DDDM) to disrupt deficit thinking (Park, 2018). It has been found that leaders can use data to highlight issues like educational opportunity gaps and inspire schools to take collective action (Park et al., 2013; Skrla et al., 2004). The examination of data by educators has been a catalyst for change in practice and heightened awareness of inequities in situations where educators were confronted with evidence that challenged their low expectations about the abilities of students. In particular, local implementation levels (DDDM) have been linked to a technical, rational model of continuous improvement practice. A provocative study by Parks (2018), found the following data discussion moves for disrupting deficit thinking:

- Triangulation- Using multiple data sources to confirm or disconfirm beliefs.

- Reframing Deficit thinking- Redirecting assumptions or beliefs about student learning to one that highlights their strengths.

- Pedagogical Linking and Student Centered Positioning- Examining relationships between student thinking to data and specific instruction practices.

Similarly, in a conversation captured by Horn & Little (2010), another way to disrupt deficit thinking is to use the strategy known as extending moves. Extending moves are explained as when someone asks another person or team to elaborate on how they came to a conclusion. Extending moves can disrupt deficit thinking in education by promoting a more inclusive and strengths-based approach to student learning through differentiation (Tomlinson, 2008). These extending moves build on ideas or data that have been presented in past conversations. Although that is a part of the purpose, the goal is not simply to clarify and create shared understanding. The use of these moves also leads toward specifying and revising the meaning of student learning data and the scope of instructional needs. Creating clarity and shared understanding is part of the goal (Horn & Little, 2010).

Therefore, data must be conceptualized within leadership theories and practices that place equity and learning at the center because both data and data use are socially, culturally, and politically co-constructed. Furthermore, educators interpret data through their preexisting beliefs and experiences, many of which are riddled with bias. In their literature review on culturally responsive school leadership, Khalifa, et al. (2016), propose data-driven culturally responsive school leadership as a way to align policy, curriculum, and school reform with values for equity and culturally relevant practices (e.g., such as equity audits). School leaders must be armed with strategies and practices to disrupt and counter deficit narratives (Park, 2018; Knapp et al., 2007).

In order to do this, school leaders should understand that they are cultural beings who are influenced by multidimensional aspects of cultural identity, even as they attempt to carry out leadership duties. Literature encourages such leaders to examine their own biases and how they impact their professional practices (Dantley, 2005a, 2008; Furman, 2012; Madhlangobe & Gordon, 2012).

School leaders committed to social justice engage their communities, including students, families and educators in culturally responsive ways (Khalifa et al., 2016). However, in order for leaders to be truly responsive to their communities' needs, they must engage in on-going, critical self-reflection about their own biases and acknowledge the structural and systemic forces that contribute to inequities within their context (Freire, 2000). Therefore, we now turn to the cultivation of critical consciousness as an essential strategy for social justice leadership.

Cultivating Critical Consciousness

Research indicates that teachers need to thoroughly understand their own cultures and the cultures of different ethnic groups, as well as how this affects teaching and learning behaviors, to effectively educate minoritized students (Gay & Kirkland, 2003). Furthermore, literature demonstrates that many White teachers enter preservice programs and schools with little previous contact with racial groups other than their own (Milner, 2003) and with negative perceptions of students of color (Terrill & Mark, 2000). Therefore, leaders committed to social justice must cultivate the conditions to develop educator critical consciousness so they can understand their own biases, counter oppressive forces and empower students to become critical citizens for positive change (Seider & Graves, 2020).

Critical consciousness was developed by Brazilian educator Paulo Freire as an approach to help rural Brazilian peasants learn to read the written word and read the world (Freire, 2000). Critical consciousness has been conceptualized as having three components: critical reflection, recognition and rejection of societal inequities, political efficacy, one's ability to effect change, and critical action, actions taken to change society, (Watts et al., 2011). Research has suggested that fostering a commitment to the identification and disruption of systemic forces perpetuating inequities can be a gateway to academic motivation and achievement for minoritized students (El-Amin et al., 2017).

Partnerships between youth and adults can be a powerful force in developing motivation and action among more minoritized youth (Kirshner, 2015). For instance, in one study by (Christens & Kirshner 2011) when youth begin to exercise agency through collective ventures with adults, they not only strengthen their socio-political awareness, but also experience gains in psychological empowerment, both of which contribute to civic and political participation. Their findings demonstrate that collaborations that provide youth with access to broader social networks as well as opportunities to partner with adults on social campaigns addressing inequity, can strengthen youth's ability to resist, challenge, and contest societal inequalities.

While existing research explores the nexus between instructional and social justice leadership as a strategy to develop the social justice knowledge and practices of aspiring leaders (Capper et al., 2006; Furman, 2012) and teachers (Dover, 2013; Dyches & Boyd, 2017; Mayne, 2019), there is a gap in the research as to how school and district leaders leverage instructional leadership to build the capacity of educators as social justice practitioners. This is significant, because district and school leaders are charged with the dual responsibilities of developing the

quality and fidelity of the instructional core through curriculum, pedagogy and assessment and disrupting structural and systemic barriers perpetuating inequities within their distinct contexts. A lack of coherence and integration between these goals can result in fractured instructional and social justice initiatives, thereby undermining implementation and reinforcing a problematic tension between the advancement of social equity and academic excellence. Our proposed research study seeks to contribute to filling this gap. We explore a possible bridge mediating this tension by examining how district and school level administrators intersect instructional and social justice leadership to build educator capacity as social justice practitioners.

Conceptual Framework

The conceptual framework for our proposed study draws on the instructional concepts of curriculum, pedagogy, assessment, and the social justice concepts of critical consciousness, social justice knowledge, and social justice skill to situate our work at the intersection of instructional and social justice leadership. Capper et al. (2006) posit a conceptual framework for leadership development that explicitly integrates the concepts of pedagogical content knowledge and social justice knowledge. Dyches and Boyd (2017) characterize this integration of SJPKS. Our conceptual framework draws from this scholarship, focusing on the relationship between instructional leadership and social justice leadership as it applies to leadership practices at the school and district levels (see Figure 1.1).

Pedagogical content knowledge (PCK) is a crucial aspect of effective teaching, which requires teachers to possess knowledge of both the content being taught and the pedagogical strategies needed to convey that content to students effectively (Shulman, 1987). As reflected in Capper's model, pedagogical content knowledge is cultivated by attending to the specific

curriculum, pedagogy, and assessment practices used to grow the capacity of educational leaders as social justice practitioners (Figure 1.1, left).

Social justice knowledge refers to what leaders must "believe, know and do to lead socially just schools" (Capper et al., 2006, p. 212). This incorporates three dimensions (Figure 1.1, right). First is the development of critical consciousness, emphasizing the importance of building

the leaders' awareness of "power relations" and "social construction" (p. 212). Second, it includes the need to build the leaders' knowledge base of "evidence-based practices," such as the benefits of inclusionary practices, that contribute to an equitable school (p. 213). Finally, it integrates skills, such as facilitating equity-centered data conversations, to enact justice in schools.

Figure 1.1

Conceptual Framework for Social Justice Pedagogical Knowledge and Skill

Adapted from Capper et al. (2006) and Dyches & Boyd (2017)
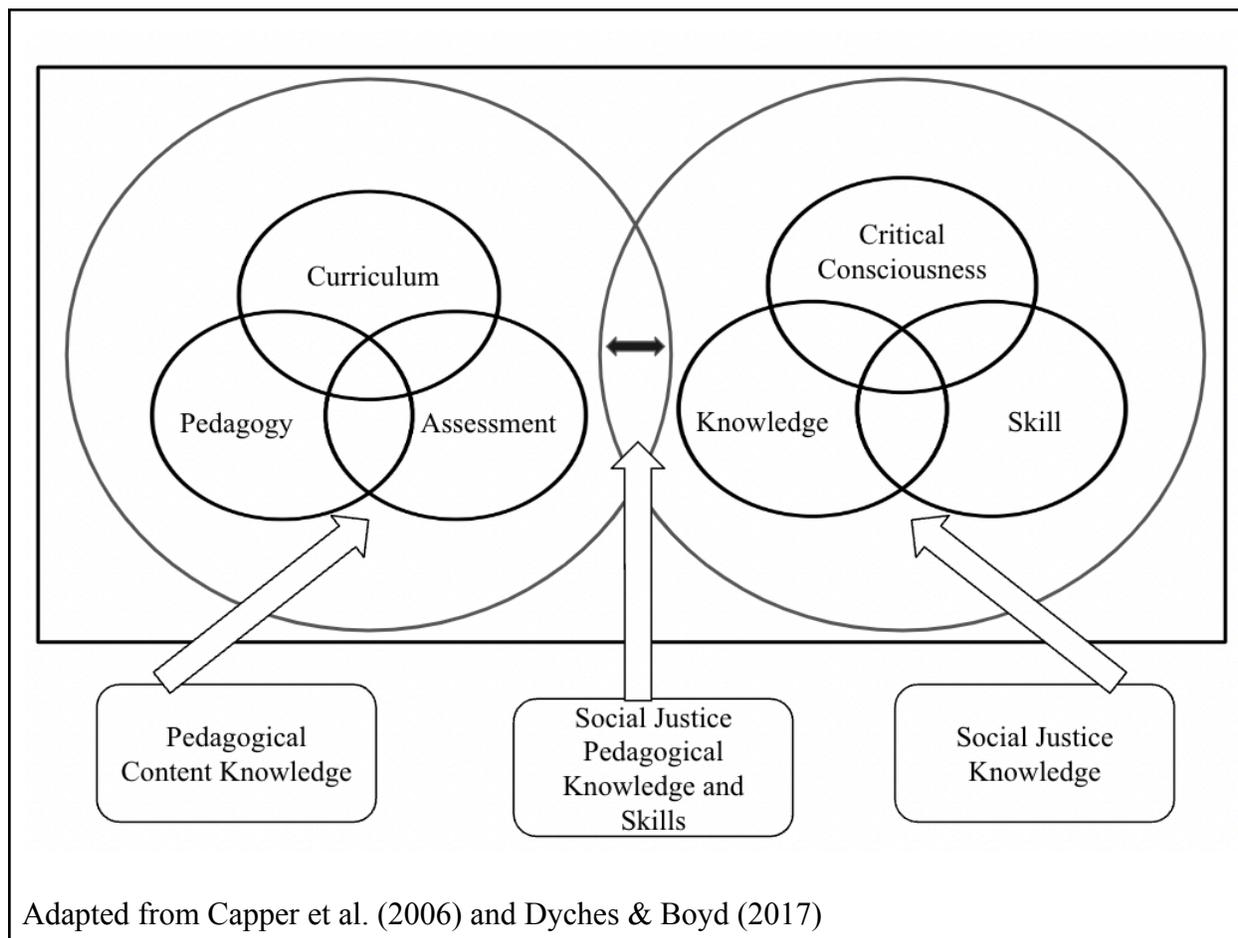
Capper and colleagues (2006) argue that in order to develop leaders for social justice, leadership preparation programs must bridge social justice knowledge with pedagogical content knowledge, a concept more explicitly defined as the development of social justice pedagogical knowledge. Our research focuses on practicing school and district leaders. We seek to examine the ways in which these administrators develop and apply SJPKS. Adapting the work of Capper et al. and Dyches & Boyd (2017), our framework explicates specific domains of SJPKS (SJPKS; see Figure 1.2).

Figure 1.2

Domains of Social Justice Pedagogical Knowledge and Skill

Assessment: assessing the overall effectiveness and the impact of the program on the individuals in the district and/or schools and their ability to engage in the work

Assessment: how the consciousness, knowledge, and skills of future leaders are assessed

Pedagogy: the way the content is delivered across the district and in schools to "change "what and how we teach"

Pedagogy & CC: teaching methods that raises leaders and teachers consciousness about power, privilege, and associated issues.

Pedagogy & Knowledge: teaching methods focused on specific knowledge about related theories, subject areas, and evidence-based practices pertaining to equity

Pedagogy & Skills: teaching strategies that lead to the implementation of evidence-based practices or the practice that bridges the theories

Curriculum: content areas of the instructional program.

Curriculum & CC: content that raises the leaders and teachers consciousness about power, privilege, and associated issues

Curriculum, & Knowledge: curriculum focused on specific knowledge about related theories, subject areas, and evidence-based practices pertaining to equity

Curriculum & Skills: content that leads to the implementation of evidence-based practices or the practice that bridges the theories

Instructional (vertical axis)

Social Justice (horizontal axis)

Critical Consciousness (CC): leaders and teachers embody a social justice consciousness within their belief system- deep understanding of power relations and social construction

Knowledge: leaders and teachers know evidence-based practices that can create an equitable school - example: instructional policy - shaping or reshaping the way they are delivered

Skills: performances, processes, and activities that leaders and teachers facilitate and engage others in to enact CC & knowledge to practice

Adapted Capper et al. 2006 & Dyches and Boyd 2017

Our framework explicates the knowledge and practices educators experience as they apply SJPKS (Figure 1.2, shaded sections). It maps how each aspect of building pedagogical content knowledge (namely curriculum, pedagogy, and assessment) intersects with each aspect of enacting social justice (namely critical consciousness, knowledge, and skills). For instance, the intersection of critical consciousness with curriculum details how leaders and educators leverage curriculum for the purpose of raising awareness of power, privilege, and associated issues. This may entail principals leading a professional development through which educators learn to interrogate curriculum with a lens for bias. In turn, educators may strategically apply layered texts centering diverse perspectives to develop students' understanding of counter narratives. On the other hand, the intersection of critical consciousness and assessment details how leaders and educators assess their own effectiveness in developing social justice consciousness. For example, leaders may examine educator climate survey data to determine patterns in teachers' self-perceptions of cultural awareness and action. Relatedly, educators may integrate specific texts or tasks designed to monitor students' development of critical consciousness. Our overarching conceptual framework provides a multi-faceted lens through which we can investigate the nuanced interplay between the domains of instruction, namely curriculum, pedagogy and assessment and social justice leadership, including critical consciousness, social justice knowledge and skill.

Chapter Two[3]

Research Design and Methodology

The aim of this study is to investigate how district and school leaders cultivate and promote SJPKS. Within this broad focus of our collective study, our individual studies investigated the manifestation of specific practices district and school leaders leverage to foster SJPKS within their contexts, at both the school and district level (see Table 2.1).

Table 2.1

Overview of Research Study by Group and Individual Researchers

Overview of Research Study by Group and Individual Researchers	
Overarching Research Question: How do educational leaders cultivate and promote others' social justice pedagogical knowledge and skill?	
Group Conceptual Framework SJPKS	
Theoretical Frameworks Social Justice Leadership and Instructional Leadership	
Name	**Individual Research Question**
	District Level Leadership
O'Brien	How does a superintendent develop and understand their pedagogical and social justice knowledge? How does a superintendent enact their pedagogical and

---

	social justice knowledge to develop the capacity of district and school leaders?

School Level Leadership	
Bott	How do principals understand social justice pedagogical knowledge and skill?
	What instructional leadership practices do principals employ to grow teacher's social justice pedagogical knowledge and skill?
	How do teachers experience these practices?
Ciesla	How do school leaders disrupt deficit thinking and encourage asset-based instructional practices to promote the success of Black males who have experienced trauma?
Morales	How do principals - as racial beings working in contexts imbued with individual, institutional, and cultural racism – confront teachers' race-based bias toward students?

In this chapter we describe our research design and methodology. We collaboratively designed protocols for collecting and analyzing data from our individual studies to ensure coherence and alignment. Furthermore, we worked together to collect data and cross-check individual data analyses using our collectively developed coding criteria. While each of us had unique foci, we engaged in the research process with an eye towards leveraging synergies.

Study Design

We employed a collective case study design to explore the research questions outlined above. (Merriam & Tisdell, 2016; Creswell & Gutterman, 2018; Yin, 2009). The collective case study design (Stake, 1995) was selected because multiple cases were "described and compared to provide insight into an issue" within a single school system in Massachusetts (Creswell & Gutterman, 2018, p 477). Evidence derived from multiple studies is often considered "more

compelling," and the study itself can therefore become "more robust," particularly when research procedures are replicated across sites (Herriot & Firestone, 1983, as cited in Yin, 2009, p. 53). Because case studies are bounded by place, time, and participants, this approach was applicable to the scope and limitations of our research questions, timelines, and context (Creswell & Gutternman, 2019; Yin, 2018). Thus, the collective case study methodology enabled our team to engage in an "in-depth exploration" of the specific cases within a select school system in relation to our specific research questions (Creswell & Gutterman, 2018, p. 477; Yin, 2014).

We will gather three types of data: interviews, documents and surveys. Use of a variety of data formats allowed us to triangulate our findings and deepen our collective understanding of the research problem within a specific, bounded district context (Creswell, 2014; Leedy & Ormrod, 2005, Yin, 2014). An essential first step, therefore, was to define clear parameters for our bounded site so we could contribute the "analytic generalization" of the results to a broader theory (Yin, 2018, p. 38).

Site Selection

Our selected school district met several criteria, allowing our researchers to gather evidence for each individual study. Our site was a mid- to large-sized K-12 urban district in Massachusetts, allowing the researchers to study five schools, including at least one elementary school and one secondary school. Five schools provided our researchers with enough cases to develop an "in-depth understanding" of the leadership practices, while enabling those engaging in collective case study analysis to manage the scope and ensure adequate time for exploration across all cases (Creswell & Gutterman, 2018, p. 477; Yin, 2014). Additionally, our district site has a racially and ethnically diverse student body, where there are above 40% students of Color

and no less than ten percent Black/African American. Furthermore, our site included school leaders with three or more years of experience, and who self-identified, and/or who were recognized within the district as principals who actively engage in social justice leadership. Finally, our site was a district with an espoused commitment to social justice leadership. Specifically, the district had a vision, mission, and strategic plan that clearly prioritized social justice as an essential strategy to disrupt structural and systemic inequities impacting historically minoritized students. Furthermore, the strategic plan integrated descriptions of specific leadership strategies, including supervision and evaluation, professional learning, and data-driven instructional practices that were intended to support the development of educators' pedagogical knowledge and skill as social justice practitioners.

Participant Selection

We employed a purposive, non-probability sampling to select participants for our research study (Miriam & Tisdell, 2016). Purposive sampling is applicable when the investigator seeks to "discover, understand and gain insight" into a specific phenomenon (Merriam & Tisdell, 2016, p. 96). In our specific study, we sought to understand how educational leaders cultivate SJPKS. Therefore, we invited participants to engage in our study based on specific criteria within the groups of school leaders and educators chosen, proportionally represented by race, gender, and grade levels. Here we describe the criteria we sought for participants overall. We identify distinct criteria for participant selection in alignment with our respective individual research studies in Chapter Three.

First, our study included a superintendent and five district-level administrators. This allowed the researchers to gain insight into district-level leaders' understanding and beliefs about

their social justice pedagogical content knowledge and the district's commitment to the

advancement of social justice as a strategy to disrupt systemic inequities. Additionally, we

examined how the superintendent articulated and implemented specific instructional leadership

practices to build educators' capacity as social justice practitioners. These practices included

supervision and evaluation, professional learning related to curriculum, pedagogy and

assessment, and data-driven instructional practices.

Second, we identified five building leaders at the primary and secondary levels to be

research participants in the study. These school leaders either self-identified and/or demonstrated

through interviews or other data sources, a commitment to social justice and a track record of

success in disrupting inequities impacting minoritized student populations in their current roles.

Third, we identified between six educators in two of the respective schools, who meet the

criteria for each of our individual studies. This number of educators provided adequate insight

into how educators within a school community experienced their leaders' instructional and social

justice practices (Miriam & Tisdell, 2016). We attempted to select a balance within the groups of

leaders and teachers by race, gender, and instructed grade levels whenever possible.

Data Collection

This qualitative, collective case study required a multi-prong approach to data collection

in order to provide an in-depth analysis of the phenomenon we are investigating. In alignment

with Creswell's (2014) definition of case study research, we explored a "bounded system (or

case) . . .over time, through detailed, in-depth data collection involving multiple sources of

information (e.g., observations, interviews, audio-visual material, and documents and reports) in

order to report a case description and case-based themes" (p. 97). We collected the data from

August to January 2024.

Semi-structured Interviews

The primary source of data across all studies was interviews. Specifically, researchers conducted semi-structured interviews guided by a set of questions aligned to our research questions. Merriam and Tisdell (2016) note, "interviews are necessary when we cannot observe behaviors, feelings or how people interpret the work around them" (p.108). Thus, individual, semi-structured interviews provided valuable insight into district and school leaders' and educators' thoughts, feelings, perspectives, and experiences.

As noted previously, we applied purposive sampling to identify participants who self-identified as and/or demonstrated a commitment to social justice leadership and instructional practices (Merriam & Tisdell, 2016). Purposeful sampling was an appropriate strategy for the selection of interviewees because it allowed for a strategically selected sample that yielded "conclusions [which] adequately represent the average members of the population than does a sample of the same size that incorporates substantial random or accidental variation" (Maxwell, 2013, p.71). As illustrated in Table 2.2, the research team conducted 17 interviews which included the superintendent, five central office leaders, five principals, and six educators including four teachers and two department leads/associate leaders with teaching responsibilities.

Table 2.2

Interview Subjects

Participants	Number of participants
Superintendent of Schools	1
Assistant Superintendent	2
District/Central Office Leaders	3

School Leaders	5
Educators/Teachers	6

Note: The participant titles represent generic titles of personnel within school districts.

We utilized a semi-structured interview format to allow researchers to both guide the interview through a "list of questions to be explored" and respond flexibly to the "emerging worldview" of the respondents (Merriam & Tisdell, 2016, p. 111). Interviews provided researchers with insight into how district and school leaders leveraged instructional and social justice leadership practices to develop educator social justice pedagogical knowledge. The use of an interview protocol ensured coherent implementation of the interview process and consistent use of pre-developed interview questions across representative groups, including the superintendent, district leaders, school leaders, and educators (see Appendices A, B. and C). The interview questions aligned with the literature review and specific components of our conceptual framework. Each study's interview protocol is outlined in chapter 3.

Interviews were conducted in person or using an online video platform (e.g., Zoom). Interviews were audio-recorded using appropriate devices, and transcribed using the web-based program Otter, and archived on the Boston College secure server. Additionally, all participants and site locations were assigned pseudonyms to protect confidentiality. Researchers reviewed transcriptions in teams to ensure accuracy. Additionally, notes annotated during the interviews were integrated into our data review. All interview participants received a letter of intent explaining the purpose of the interview, a request for signed informed consent, and a confidentiality statement.

Prior to interviewing participants, we piloted interview questions with district and school leaders outside of the case study district to ensure the content and sequencing of questions was

clear, appropriately worded, and elicited useful and relevant responses (Singleton & Straits, 2018). This illuminated potential problems with our interview protocol that were addressed before we began the collective case study in our target district. Whenever possible, we conducted interviews in pairs and all interviews were shared and available for collective review and analysis.

Other Data

With interviews as our primary source of data, we also used documents and surveys. All four of our studies used documentation. Miriam & Tisdell (2016) define documents as "a wide range of written, visual, digital and physical materials relevant to the study (including visual images)" (p. 162). For the purposes of our study, we began by gathering publicly available information from the district website, including the district vision, mission, and any strategic planning documents that address social justice priorities or initiatives (Merriam & Tisdell, p. 96). Additionally, we listened in the interviews for reference to other relevant documents, including but not limited to memos, agendas and presentations, and minutes from various district and school meetings that related to our focus area. We gathered any documents that we had reason to believe would provide insight into the prioritization, messaging, and implementation of specific social justice and instructional practices at the district and/or school level. Furthermore, we examined the collected documents utilizing a standard tool and procedure (see Appendix D).

The final source of data gathered in one study was surveys. This study utilized cross-sectional surveys to better understand teachers' perceptions of their school's work towards ameliorating race-based bias (Desimone & Carlson Le Floch, 2004). The surveys included questions selected from Panorama Education's 360° Climate Survey (Panorama, n.d.). Surveys

were administered through Qualtrics, an online platform. Despite limitations, such as the generalizability of findings, surveys have been found to "provide meaningful, substantive, and informative data that may enrich our understanding of educational processes" (Desimone & Carlson Le Floch, 2004, p.4). Additionally, survey results support our triangulation efforts as we analyzed congruences and discrepancies from survey results with data from our interviews. To increase validity, we piloted and refined questions based on feedback from pilot test groups and triangulated data (Mills & Gay, 2019).

Data Analysis

Data analysis is the process of giving meaning to data by using codes, themes, or other categorizing techniques in order to address the research topic (Merriam & Tisdell, 2016). Our analytic process was ongoing and iterative (Creswell, 2014). Each researcher compiled and analyzed the information gleaned from interviews, documents and surveys for the purpose of identifying emerging themes, patterns, and links. This informed the development of a system of codes for analysis. A code is "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (Saldaña, 2021, p. 3). Coding is an iterative, multi-step process that allowed us to capture, interpret, and condense data.

We employed Dedoose software to support our coding and analysis of data. We used Dedoose to create a hierarchical structure for codes, organizing them into categories and subcategories. This began by importing our data sources into the program. All data was held on a secure BC server to protect confidentiality. Our team read through all of the transcribed interviews before starting the coding process. We then engaged in three separate rounds of

coding, as coding is not a single, linear process (Saldana, 2016). As a team, we engaged in an initial cycle of coding using a priori codes of themes and concepts aligned to our respective research question. Often researchers begin with a predefined list of codes, then inductively modify and add to the list as they parse the data. Our a priori codes were based on existing theories and emerging themes from the literature. These codes included aspects of instructional leadership (IL) such as: supervision and evaluation (SE), professional learning (PL), collaborative data decision-making (CDDM), and leadership content knowledge (LCK). Additionally, our a priori codes included aspects of social justice leadership (SJL) such as: critical consciousness (CC), social justice knowledge (SJK), social justice skill (SJS), and deficit-thinking (DT). For example, an excerpt of a school leader who discussed the use of professional development to engage teachers in reflecting on their bias was coded as (PL) and critical consciousness (CC).

We then engaged in a second round of coding. As Saldana (2016) explains, "The primary goal during second cycle coding is to develop a sense of categorical, thematic, conceptual, and/or theoretical organization from your array of first cycle codes" (p. 234). In this cycle we focused on rearranging codes into larger categories as needed, and coming to a consensus on code norming to ensure inter-rater reliability (Merriam & Tisdell, 2016). We then moved into an inductive analysis of our data by using in vivo coding. We initiated the formation of categories and themes by the division of the qualitative data using in vivo coding, integrating the language our interviewees use when describing their experiences to label the data. These emerging themes or codes were gathered through interviews, documents and surveys in order to elicit findings. In particular, we focused on key moments within interviews that described the use of instructional

practices such as supervision and evaluation (SE), professional learning (PL), collaborative

data-driven practices (CDDM), and leadership content knowledge (LCK). We were also open to

discovering other instructional practices that may have surfaced from our interviews. For

example, when interviewing principals, they may have identified specific facilitation movies and

or protocols that pushed educators to identify disproportionality in student performance thereby

illuminating inconsistencies in educator practices and expectations. This data set would be coded

in the first round to depict CCDM and DM while also revealing a new code focused on

facilitation moves (FM).

We looked for patterns and trends in codes to explore connections between how school

and district leaders promote instructional and social justice leadership to cultivate educators'

SJPKS. Themes included disrupting deficit mindset, identifying forms of bias in curriculum,

generating counter-narratives and culturally responsive instruction.

In our third cycle, we synthesized our analysis based on the emerging codes from a priori

and in vivo coding. We applied the codes to specific strands of qualitative data by systematically

identifying and tagging relevant data. During this phase, codes were added, deleted, revised, or

broken into sub-groups or collapsed into one another based on the data's alignment to our

research questions.

Upon completion of coding, we explored and analyzed the data using frequency and

co-occurrence matrices to expose patterns, relationships, and frequencies between codes. Next,

we analyzed and triangulated across data sources to further determine trends and connections

which supported the individual researcher in gaining a comprehensive understanding of their

research. Additionally, the team collaborated and co-analyzed sources to search for overlapping

themes, trends, and connections that emerged.

We used two types of memos to support our analytic process (Birks et al., 2008). We employed individual analytic memos to record reflections, and additional coding processes (Miles & Huberman, 1994). In order to document our work, a memo codebook was created and used by all researchers to include notes, definitions, and rationale for each code. By utilizing multiple sources of data including qualitative interviews and document analysis, we corroborated and provide a more comprehensive and robust understanding of our findings.

Chapter Three[4]

Bias, Race, and Critical Consciousness: School Leaders' Perceptions of Confronting

Teachers' Race-based Biases

The issue of teacher bias has been widely documented in educational research, with numerous studies highlighting its negative impact on student achievement and learning outcomes (Forman et. al, 2022; Harber et al., 2012; Hatt, 2012). Bias has been shown to limit students' access to rigorous coursework, positive classroom climate, and environments that promote positive identity development (Cooper, 2003; Dee, 2004; Hernandez, 2022). Students who have been traditionally minoritized (e.g., by race, ethnicity, language, gender, and ability status), have been found to be particularly vulnerable to the negative impacts of bias. These students often experience lower expectations and less academic opportunities than their non-minoritized peers due to teacher bias. Bias can also lead to microaggressions and marginalization, creating an unwelcoming and hostile environment (Toure & Dorsey, 2018). Consequently, addressing teacher bias is essential to ensuring equitable and inclusive learning environments for all students.

While bias can manifest across multiple dimensions of identity, this research project focuses on race-based bias. As Singleton (2022) notes, addressing race-based bias is "extraordinarily complex and emotionally charged," and educators have largely "failed to develop the requisite capacity to examine and address the impact of race on learning— neither our own learning nor that of our students" (p.7). To further complicate matters, race and racism are highly politicized topics, complicating school leaders' work to confront race-based bias of educators (Clarida, 2023; Walker et al., 2023).

---

[4] This chapter was authored by Rodolfo Morales

Therefore, the purpose of this research project is to explore strategies and approaches school leaders (namely principals and vice principals) use to confront race-based teacher bias as well as to explore how racial differences among principals and teachers may influence the strategic approaches principals take. The central question asks: How do school leaders - as racial beings working in contexts imbued with individual, institutional, and cultural racism – confront teachers' race-based bias toward students?

Literature Review

Four bodies of literature frame this study: racial identity, race-based educator bias, school leaders and bias, and courageous conversations and feedback.

Racial Identity

Racial identity has been studied largely and several theoretical and conceptual frameworks have emerged to better understand race, racial socialization, and racial identity formation (DiAngelo, 2018; Helms, 2007; Jackson and Kirschner, 1973; Phinney, 1990, Tse, 1999). According to these studies, race is primarily a sociopolitical construction. For instance, Helms (2007) describes race as a way in which societies categorize and group people based on certain perceived biological characteristics, such as skin color, hair texture, and facial features.

In their literature review, Phinney (1990) reports on the research describing the "relationship of ethnic and racial minority group members with their own group" otherwise coined as ethnic identity (p. 499). While acknowledging many limitations, including the lack of empirical support and differing definitions of ethnicity, Phinney posits a non-linear developmental model for ethnic identity which includes stages of unexamined ethnic identity, ethnic identity search, and ethnic achievement. Of note is the notion that while some identity

markers are a choice, many are prescribed based on societal pressures and expectations, despite one's sense of belonging or attitudes towards the prescribed ethnicity. Interestingly, in contrast to Helm's distinction between race and ethnicity, the literature reviewed seems to interchange and combine ethnicity and race, describing them as intertwined.

The first model for Black racial identity development is credited to a 1971 study by Charles Thomas (Cross, 1995). Thomas' initial model - which articulated a series of stages of racial identity development - has been replicated, revised and rewritten by many. Cross (1995) for example, revised the original stages after his research found the original stages provided overemphasis on aspects of self-hatred as well as findings that contradicted Thomas's theory of unity at the final stage.

Wijeyesinghe & Jackson (2011), who created an anthology of research and theories on the topic, describe theories of racial identity development as "constantly evolving in response to changing social dynamics, ongoing research, and the fluidity of our understanding of race and the experience of racial groups in the United States" (p.2). They detail the use of racial identity theory for different racial and ethnic groups, demonstrating how contextual factors, racial dynamics, and ethnic socialization influence racial identity development.

One of the leading researchers on the topic of racial identity development, Helms (2007), holds that race and ethnicity are often confused and yet not interchangeable (2007). Helms describes ethnicity as the cultural practices, customs, language, values, and shared identity of a group of people. Helms also holds that all people have a racial identity due to socialization. However she also recognizes that the definition of race, given it being a social construct, is constantly evolving and changing. Helms and Cook (1999), suggest that given the nature of

people to interchangeably refer to their ethnic and racial culture as their race, a focus should be on *sociorace*, or societally defined racial categories. Presenting her model for White racial identity development, Helms (2008) describes the tendency of White people to deny that they are a race and to evade conversations about race and racism by deflecting to topics of social class. As the final stage of autonomy, White individuals reflect on the need to change society and reintegrate other White people, as opposed to attempting to change people of color.

Further documenting the complexities of racial identity, Hernandez (2022) emphasizes how the prevalence of anti-black bias, or unjust and harmful anti-black attitudes, plague Latino communities. In particular, she notes that on the 2020 census, 81 percent of Latino single-race box checkers selected White as their race, a stark over-identification with whiteness. Additionally when Latinos select "some other race", the vast majority of Latinos enter their country of origin or other ethnic identity labels. However, in Puerto Rico there was an 80 percent drop in the number of census respondents who identified as White. Hernandez points to the revision of examples of race on the census as a potential rationale for the shift in racial identification, further demonstrating the complexities and nuances regarding racial identification.

Racial identity is complex and nuanced. As a social construct, racial categories have been used to limit the power and privilege of minoritized groups. This has led to persistent bias, or unjust and harmful attitudes towards groups of people, and continues to pose significant challenges in schools.

Race-Based Educator Bias

A second body of literature framing this study examines race-based bias amongst educators. Race-based bias of adults toward students often leads to lowered expectations and

gatekeeping of opportunity and access (Cooper, 2003; Ferguson, 2003; Hatt 2012; Hornstra et al., 2010). For instance, a mixed-methods study of quality instruction in five school districts conducted by The New Teacher Project (2018) found that students of color were more likely to be in classrooms lacking grade-level appropriate assignments. In contrast, classrooms with a majority of White students were three times more likely to receive grade-level appropriate instruction. Notably, researchers also found strong correlations between high expectations and teachers who served students that shared their racial identity (p. 48). Related research demonstrates correlations between students who share the same race as their teacher and higher academic achievement, demonstrating the powerful influence bias may have on student achievement (Dee, 2004; Harber et al., 2012).

Teachers' implicit bias leads to lower expectations and less support of Black students compared to White students, perpetuating achievement and opportunity gaps (Cooper, 2003; Ferguson, 2003). Additionally, teachers' implicit bias affects students as early as kindergarten. In an ethnographic study of a kindergarten classroom, Hatt (2012) found that teachers often used the notion of "smartness" as a tool for social positioning and control. Students of color, particularly Black males, were subject to lowered academic expectations, loss of privileges, and increased surveillance from teachers. Furthermore, there was evidence of internalized race-based bias amongst kindergarten students.

Race-based teacher bias can skew in more complicated manners as well. For example, educators may inflate their feedback to students based on their race. In a study of teacher feedback, White teachers exhibited disproportionate praise and a limited amount of criticism to Black and Latino students (Harber et al., 2012). Paradoxically, this contributes to lowered

expectations and fewer opportunities for Black and Latino students to receive feedback that promotes growth and achievement. Another complication is that race-based teacher bias is not solely perpetuated by White teachers. Hernandez (2022) utilized interviews, news articles, and documentaries to explore the impact of anti-Black biases within the Latino community. Through multiple interviews with Afro-Latino educators, Hernández found Latino teachers held lower academic expectations and exerted disproportionately harsher disciplinary practices for Black students when compared to lighter skinned Latino and White students.

There continues to be growing research on the significant impact of implicit bias on students' academic achievement (e.g. Reinholz et al., 2020). These studies demonstrate the need for social justice leaders to recognize and ameliorate the negative impacts of teachers' biases.

School Leaders and Bias

A related body of literature examines how school leaders - such as principals and assistant principals - reconcile with how their own biases and the biases of others may impact their perspectives and actions. Several studies have demonstrated how race-based bias may affect the decision-making of school leaders (Cormier et al., 2022, Gullo & Beachum, 2020). Allen & Liou (2019) suggest leaders with limited critical consciousness often contribute to harmful inequalities and are reluctant to address the underlying causes of racism within their schools. They posit that many leaders adopt a White racial perspective, leading to the perpetuation of stereotypes, bias, and racist beliefs. Other studies have shown that school leaders' race-based biases may manifest through overemphasizing structure and routines (Gullo and Beachum, 2020), negating Black families' funds of knowledge (Hatt, 2012), positioning diversity as

helping Black students and viewing White teachers of Black students as virtuous (Toure &

Dorsey, 2018).

Although the focus of most literature is on exposing anti-Black bias in White spaces, this

too is complicated, since school leaders of color can also perpetrate racialized biases. Hernandez

(2022) explored the impact of Latino administrators' anti-Black biases on students and

educators. She found that in several schools, the administration's reliance on racial stereotypes

led to perceptions of Black students as inherently incompetent and more likely to misbehave.

This resulted in disproportionate punishments and the "adultification" of Black male students.

Race-based biases may be reinforced or compounded when different identities intersect

(Crenshaw, 1989). In studying the socialization of Black males special education teachers,

Cormier et al. (2022) found that school leader's bias can impact how Black male teachers are

regarded. Respondents shared anecdotes of principals rationalizing a teacher's hire due to his race

and gender, purposefully assigning Black male students to a Black male special education

teacher, and expecting Black male educators to inherently connect and work better with Black

students. Moreover, Macias & Stephens (2019), posit that female leaders of color navigate

oppressive cycles due to the intersection of race and gender and are often challenged with

unrealistic expectations when compared to other leaders.

Several studies call for districts and principal preparation programs to raise the critical

consciousness and social justice practices of school leaders (Allen & Liou, 2019; Geneao &

Mercedes, 2021, Gullo & Beachum, 2020; Toure & Dorsey, 2018; Robinson, 2020; Wright, &

Smith, 2015). Without doing so, leaders' bias may interfere with their ability to implement

appropriate social justice practices, including confronting issues around race and teacher bias,

(Jones et al., 2022). Khalifa et al. (2016), identified that through critical self action, culturally responsive school leaders are able to better understand their own identities and how their identities impact their decision-making, therefore ameliorating implicit bias. Furthermore, Khalifa et al. describe the importance of engaging in courageous conversations and providing effective feedback to confront teachers and their race-based bias. Providing effective feedback that develops skill, content knowledge, and critical consciousness is one way that school leaders may work to confront teacher bias.

Courageous Conversations and Feedback

A final body of literature that situates this study involves feedback. Feedback is a key lever that leaders use to develop the capacity of their teachers and a way for principals to develop the skills, content knowledge, and critical consciousness of educators (Donaldson & Woulfin, 2018; Irby, 2021; Singleton, 2020). However, there is limited literature focusing on effective feedback that confronts teacher race-based bias toward students.

Leadership content knowledge, or the ability to use deepened subject matter knowledge to achieve instructional goals, impacts the effectiveness of feedback (Nelson, 2010; Overholt and Szabocsik, 2013; Stein & Nelson, 2003). Results from a survey of 90 principals suggest that leadership content knowledge has a positive influence on instructional leadership efforts including effective teacher feedback (Fuentes and Jimerson, 2020).

Leaders frequently use teacher evaluation as a means of engaging in feedback and discourse with teachers. However, this process is often molded to meet the desired goals of principals. Some goals - such as providing effective feedback to improve instruction - are productive. Others - such as avoiding difficult conversations - can be unproductive, resulting in

principals purposely inflating evaluations in an effort to evade challenging conversations (Jones et. al, 2022). Additionally, Guerra et al. (2022) argue that teacher evaluation is insufficient if cultural responsiveness is not integrated throughout the process.

Equity-centered leaders inevitably face difficult conversations with their educators. Singleton (2021) describes courageous conversation as "the formal structure or protocol that exists for this type of dialogue, as utilizing the agreements, conditions, and compass to engage, sustain, and deepen interracial dialogue about race in order to examine schooling and improve student achievement" (p.30). According to Singleton, educators and leaders must build skills to engage in difficult and courageous conversations about race if they truly hope to eliminate academic achievement gaps, barriers to learning, and educational inequities. Singleton highlights the role of the principal as "the key and guiding force behind equity efforts in a school." He posits that "without the principal's full and complete commitment, eliminating racial achievement disparities will be difficult, if not impossible" (p. 263). Singleton emphasizes that school leaders must set the conditions for effective feedback through courageous conversations.

Incorporating research on effective feedback and conversations, Khalifa et al.'s (2016) literature review highlights the need for culturally responsive school leadership in fostering the growth of culturally responsive teachers and cultivating inclusive school environments. Of importance is the role that feedback and courageous conversations play in ensuring that cultural responsiveness is centered and sustained in schools, noting that "leaders must be willing to guide teachers into having courageous conversations" about their race-based biases and leaders must also be willing to "make the hard decision to counsel out those teachers who recognize this work is not for them" (p. 1281).

Building on the notion of courageous conversations, Irby (2021) encourages a courageously confrontational school culture. He defines courageous confrontation as "individual and collective practices of directly addressing episodes, events, incidents, and interactions as though they are indeed a consequence of racism and destructive forms of White racial socialization" (p. 96). This creates a culture of feedback that is centered on increasing an inclusive school climate through bias reduction. Irby presents a case study of a high school that undertook transformative work towards achieving racial equity. Irby illuminates how the school engaged in self-reflective practice, professional development, sustained White racial discomfort, and implemented race-conscious inquiry cycles that named and directly confronted bias in an effort to improve outcomes for Black and Brown students. By incorporating feedback and direct conversations in aspects of supervision, coaching, and adult learning structures, the school was able to effectively work towards racial equity

Despite the importance of confronting bias, research has highlighted the phenomenon of educational leaders avoiding difficult conversations for a variety of reasons including prioritization of relationships, lack of skill, avoidance of discomfort, growing concerns around policies, and to prevent friction between leaders and educators (Chang-Bacon, 2022; Jones et al., 2022; Le Fevre & Robinson, 2015; Singleton, 2022; Walker et al., 2023). In researching the ways principals manage ineffective teachers, Bridges (1986) found that leaders typically stray away from challenging conversation about performance and instead "tolerate and protect" incompetent teachers (p. 63). Expanding upon this work, Le Fevre & Robinson (2015) add that leaders also avoid direct confrontation of incompetent teachers' performance issues.

School leaders' lack of cultural awareness may impact their ability to determine when difficult conversations are necessary. The findings of a three-year mixed-methods study of 35 principals revealed that many school leaders struggled to engage in conversations that confronted racism due to their narrow definitions of racism and their conservative leadership practices (Ryan, 2003). Principals in this study tended to define racism as overt acts of individuals, but struggled to recognize how systemic or institutional racism permeated their schools. Furthermore, the vast majority of principals struggled to identify ways their teachers were racist, often defending their actions despite contradictory narratives from students and families. Ryan states that while school principals may, "look to promote values of democracy, creativity, and diversity, they actually operate under conditions that embody a competing set of values, like obedience, compliance, routine, conformity and homogeneity" (p.160).

Sociopolitical and environmental factors can affect the success of difficult conversations between school leaders and staff (Clarida, 2023; Evans, 2007; Walker et al., 2023). Evans (2007) analyzed three suburban schools that experienced significant growth in their African American student populations, leading to leaders' need to understand their roles in diversifying schools. One leader attempted to address disproportionate disciplinary referrals of Black students through professional development, but her efforts were met with resistance from teachers who ultimately delegitimized her role as principal. In another case, Clarida (2023) explored a Black principal's efforts to confront racist actions by their majority White staff, using various strategies such as one-on-one conversations and collaborative analysis of data. Despite these efforts, the superintendent ultimately dismissed the principal due to allegations from White community members who opposed the perceived implementation of critical race theory in the school.

There is a scarcity of research detailing how principals effectively engage in difficult conversations pertaining to race and racism. Studies that have researched both White leaders (Theoharis & Haddix, 2011) and female leaders of color (Mansfield & Jeanmarie, 2015) that purposefully and effectively confronted race-based bias in their schools point to them having a strong sense of their own racial identity. These leaders prioritized professional development, analyzed opportunity gaps with data, and had a zero-tolerance approach to complicity with White supremacy. In essence, race-based bias is a pervasive issue that plagues schools and limits the potential of students.

School leaders who are equity-driven must confront race-based biases. Research points to leaders going through a reflective process of understanding their own identities to then be able to collaborate with staff in equity-centered professional development, analysis of disaggregated data, and direct culturally responsive observation and feedback cycles. Despite this awareness, there is limited research exploring how school principals confront teachers' race-based bias in service of student achievement. Furthermore, little research has examined how the racial composition of both educator and school principal can impact the strategies employed to tackle such bias. This gap in knowledge poses a significant challenge to schools and principals seeking to address bias and ensure high academic expectations and outcomes for students.

Conceptual Framework

My conceptual framework draws from Capper et al.'s (2006) framework for preparing social justice leaders, which combines elements of instructional leadership and social justice knowledge to develop social justice leaders. Dyches and Boyd (2017) coin this integration as social justice pedagogical knowledge and skill (SJPKS). Recognizing the importance of

instructional leadership skills to truly combat systemic inequities, Capper et al.'s (2006)

framework includes nine domains that aim to prepare leaders to champion equity by utilizing

instructional leadership practices. I used a modified version of this framework that focuses more

narrowly on how school leaders develop teachers' social justice pedagogical knowledge (Figure

3.1).

Figure 3.1

Confronting Teachers' Race-based Bias Through Social Justice Pedagogical Knowledge & Skill
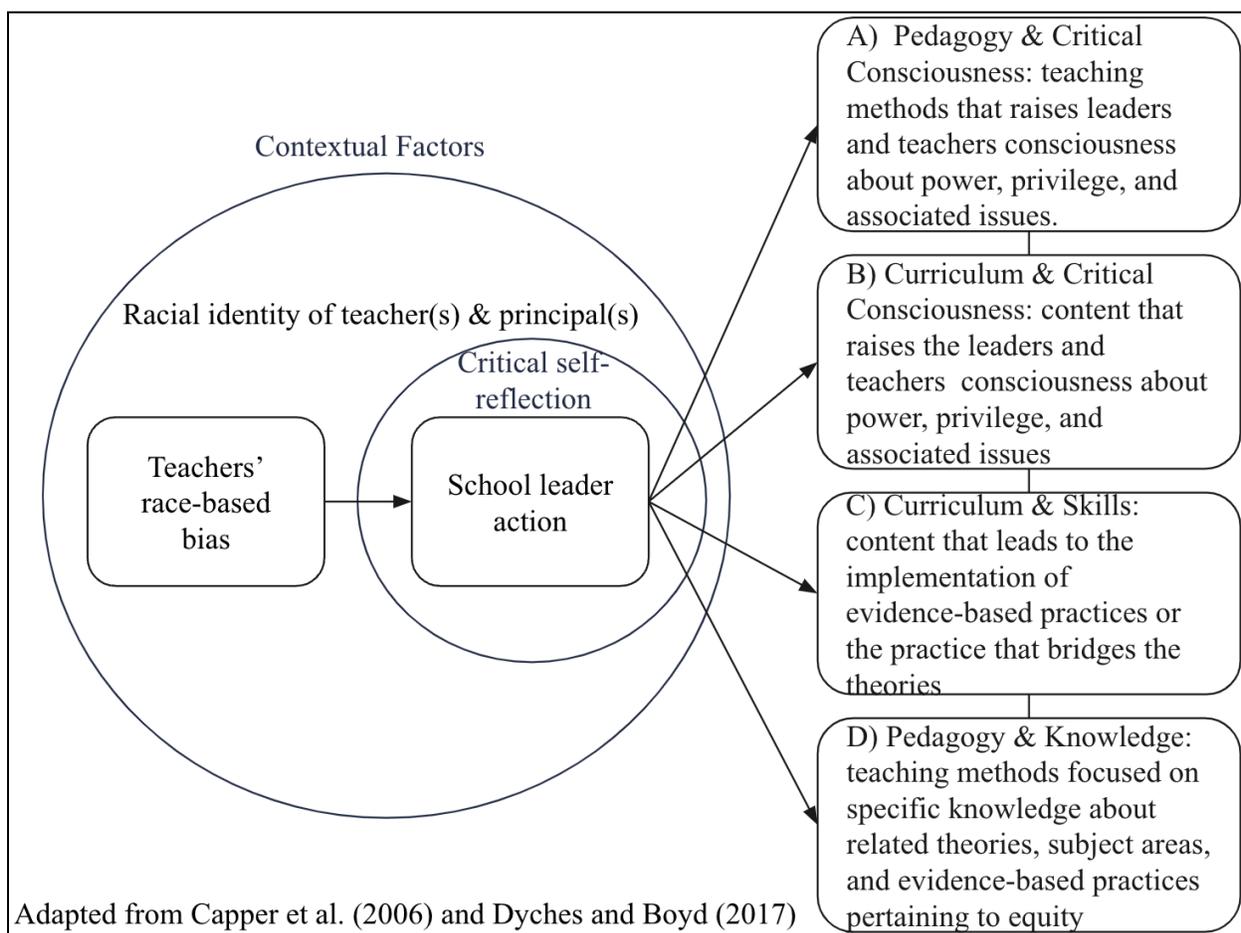
The left side of the conceptual framework shows contextual factors, such as the racial

identity of teachers and leaders and leaders' critical self-reflection. The "school leader action" is

then connected to the four domains on the right side that describe SJPKS. These domains focus on how leaders' approaches support their ability to work toward dismantling inequitable practices and beliefs. As I explored how principals - as racial beings working in contexts imbued with individual, institutional, and cultural racism – confront teachers' race-based bias toward students, my analysis focused on the intersections of pedagogy related to critical consciousness and knowledge, as well as the intersections of curriculum on critical consciousness and skills.

Methodology

To explore how school leaders - as racial beings working in contexts imbued with individual, institutional, and cultural racism – confront teachers' race-based bias toward students, I conducted a collective case study (Stake, 1996). This design allowed for studying multiple leaders within a bound district (Creswell & Gutterman, 2019). I used a mixed method approach combining quantitative data through a survey and qualitative data through interviews (Johnson & Onwuegbuzie, 2004). I also gathered data from relevant documentation (Creswell, 2014; Leedy & Ormrod, 2005).

My primary source of data was interviews. I recruited four principals and one associate (vice) principal. I used purposeful sampling to attempt to recruit a racially diverse participant pool. The goal was to ensure a diverse representation of ethnicity and races among the participants in order to explore how their identities influence their approaches.

I conducted semi-structured interviews with the participants. Semi-structured interviews allow for dialogue and flexibility and may support an environment where respondents felt more available to answer authentically (Merriam & Tisdell, 2016). My interview questions explored the contextual setting of the school leader, the identification of teachers with low or high

expectations of students, comfortability with conversations about race, approaches to confronting teachers' race-based bias, and how race may influence approaches (see Appendix B). I piloted my interview questions to ensure the content and sequence were effective (Singleton & Straits, 2018). After piloting questions, the sequence of questions was shifted to increase participant comfort before discussing pertinent issues of race and bias.

I asked interview participants to fill out a social identity wheel (see appendix F). This step is purposefully sequenced at the end of the interview to ameliorate stereotype threat (Steele, 1997) and social desirability bias (Bergen & Labonté, 2020) before the interview protocol. Additionally, participants were asked to choose their three most salient identities. This allowed me to analyze how principals identify the importance of their race, if chosen as one of their top three identities.

A second source of data came from survey results. Utilizing non-probability purposive sampling, I conducted a cross-sectional survey (Desimone & Carlson Le Floch, 2004) of educators who worked with the interview participants (see Appendix G). The survey was adapted from a validated instrument. (Panorama, n.d.).

The survey explored how teachers perceive their principal and school confronts issues of race, ethnicity, and culture. This included questions about professional development and implementation of practices that support minoritized children (see appendix G). This information enhanced the analysis of data gathered from semi-structured interviews. By comparing and contrasting it with the principals' responses, I was able to further understand contextual factors of the district. I was also able to further analyze interview data and mitigate any potential social desirability bias from the interviewees.

A third source of data is documentation. Relevant documents, such as agendas, memos, and news articles were referenced during interviews. I collected these documents and reviewed them as part of my analysis (see Appendix F).

Data Analysis

My analytic approach involved "'taking the data apart' to determine the individual responses, and then 'putting it together to summarize it'" (Creswell, 2014, p. 10). The interviews were transcribed using Otter.ai and analyzed using thematic analysis to identify common themes and patterns. As data analysis is an iterative process (Saldaña, 2016), coding occured in cycles, including a pre-coding cycle, first cycle, and second cycle. I utilized the qualitative coding software Dedoose to facilitate the process.

During the pre-coding cycle, I read transcribed interviews and made annotations, highlights and took general notes on information that began to answer my research question using the key alignment in Appendix A. In addition I used apriori codes such as instructional feedback, professional development, adult collaborative learning structures, courageous conversations, evaluation, avoidance, comfort/discomfort and race, to begin to find themes and patterns that answered my research questions.

During the first coding cycle, I categorized data by making notes with established words or phrases that built thematic categories from the data using in vivo coding. In vivo coding requires that we use the language of the participants when coding instead of having predetermined codes (Saldaña, 2015). During the second coding cycle, I reviewed data and consolidated categories based on trends. Categories were then analyzed using dimensions of my conceptual framework, in particular the intersections of pedagogy related to critical

consciousness and knowledge, as well as the intersections of curriculum on critical consciousness and skills. To increase validity, additional data from documents were annotated on our team-developed protocol as demonstrated in Appendix D. My task involved compiling and analyzing the information obtained documents to identify themes, patterns, and links (Saldaña, 2016).

For the survey data, I used Statistical Package for the Social Sciences Software (SPSS) to conduct descriptive analysis. This data served to better understand the contexts of the Olympia School District. Additionally, by juxtaposing survey data with the principals' interview responses, I was able to detect the potential influence of social desirability bias and triangulate data to find congruence or incongruence with data from principals' interviews.

All data collected were integrated using a triangulation approach (Merriam & Tisdell, 2016). The findings from each method were used to validate and enhance the interpretation of the other methods. By triangulating data, I was able to provide a more in depth answer to my research questions (Yin, 2014). For example, documents such as news articles and agendas for adult collaboration, provided insight into the curricular and pedagogical approaches that leaders took to develop SJPKS in teachers as well as providing insight into the contextual factors that influenced principals' approaches to confronting teachers' race-based bias.

Findings

The purpose of this study was to explore how leaders - as racial beings working in contexts imbued with individual, institutional, and cultural racism – confront teachers' race-based bias toward students. I organize my findings into two sections. First, I examine the context of Olympia School District. Second, I explore the strategic approaches leaders in this

system took to confront teachers' race-based bias.

Context of Olympia School District

The Olympia School District is a mid-sized urban district. The district has 13 schools serving over 8,000 students and employing over 500 teachers and over 40 school administrators. Over the last few decades, the district has gradually become a racially and ethnically diverse community. Just 30 years ago, Olympia served a 90% White student population. Today the Olympia district includes 24 % Black/ African American students, 15% Hispanic students, 6% multi-race students, and 54 % White students, signifying a notable 307% increase in students of color.

This shift in demographics mirrors trends across the city. According to the U.S. Census Bureau, in 1990, of the roughly 50,000 residents in Olympia, 95% identified as White. Three decades later, when the population had grown to 60,000 the White population had dropped to 77%. This reflects a 360% increase in citizens of color (see Table 3.1). Of note, because Hispanic/Latino origin is considered an ethnicity, there are Hispanic/Latino residents who self-identify with varying races represented within racial categories on the census.

Table 3.1

Olympia City and School District Demographics

Race	1990 Resident Census	2023 Resident Census	1993 District Enrollment	2023 District Enrollment
White	95%	77%	89%	54%
Black	2%	8%	6%	24%

Asian	0.5%	2%	0.4%	1%
Two or More Races	n/a	11%	n/a	6%
Hispanic/ Latino	2%	8%	5%	15%
Other	2%	n/a	n/a	n/a

In contrast to the gradual shifts in demographics of the prior three decades, over the last year the Olympia region received an unexpected influx of migrants and refugees, creating what the mayor of Olympia deemed as a "major challenge" and leading to state-level emergency declaration. Across the Olympia District, dozens of students for whom English was not their first language were rapidly enrolled into schools with little time for schools to proactively prepare.

Strategic Plan

With this context as a backdrop, a new superintendent of Olympia School District was appointed in 2018. Superintendent Meyers was an insider, having risen through the ranks in the district - from teacher, to principal, to assistant superintendent. Within a year of his superintendency, he embarked on a listening tour, gathering input from various stakeholders. He took creative measures to gather input, such as taking the school bus with children to hear their feedback and joining schools as a substitute teacher.

In March of 2021, after over a year and half of receiving feedback from key stakeholders, and in the midst of turmoil - including heightened racial tensions, personnel turnover, and COVID-19, Superintendent Meyers unveiled the Olympia School District's five-year, strategic plan. It was organized around seven core values: trust, respect for all, optimism, collaboration, high expectations, hard work, and equity. These seven core values drive the four strategic

objectives:

- Professional Culture, Relationships and Climate

- Curriculum, Instruction, Assessment and Planning

- Management, Budget and Operations

- Family Engagement and Community Partnerships

The strategic plan encapsulated Superintendent Meyers' rendering of a vision of equity and inclusion for the Olympia School District. The districts' mission & vision emphasized the right of every student to receive quality inclusive and culturally responsive education that empowers them to be agents of change in their communities. Within the district objectives, several action steps focused on equity and social justice, including: diversifying workforce, selecting culturally responsive curriculum, professional development for educators to increase cultural proficiency and fostering a school culture that celebrates diversity.

The evidence suggests that this strategic plan was taken seriously by stakeholders, who participated in creating it. The priorities were referenced in three out of the five interviews conducted. For example, one principal characterized the strategic plan as an attempt to confront bias in adults, including principals and teachers.

The strategic plan focused on developing leader and educator capacity to enact social justice pedagogical knowledge and skill (SJPKS) in service of children and families. These priorities were especially relevant given the racial and cultural difference between the district's 95% White staff who serve 44% students of color.

Educator Survey

A final perspective on the context in which Olympia School district leader's confront teachers' race-based bias comes from a survey I conducted with teachers. The 52 respondents mirrored the racial and gender demographics of the district, with 96% identifying as White and 73% identifying as female. While I surveyed teachers in all four of my focal schools, the majority of respondents worked at Olympia High School (56%) and Cherry Hill Elementary School (36.5%).

Survey questions examined teacher perceptions of cultural awareness and equity in their respective schools. Responses fell under categories of cultural awareness adult, cultural awareness student, engaging all students, and professional development for equity. Some of the survey results point toward a recognition of the importance of cultural responsiveness. The overwhelming majority of teachers - 85% - indicated that they frequently consider the cultural, racial and ethnic backgrounds of their students. Overall, teachers perceived their schools as culturally responsive and inclusive environments, with 72% responding favorably.

However, other results showed evidence of racial discomfort and perceptions of equity-driven PD as low quality. For instance, teachers expressed lower levels of comfort engaging in conversations with colleagues about race, with only 56% responding positively. As another example, teachers rated professional development for equity with an average 28.9% favorable responses. This is especially important as district and school-leaders have opted to leverage professional development and adult learning as one of the main infrastructures to propel equity and social justice work.

Two questions provided deeper insights into the context as it relates to teachers' race-based bias. One asked, "How often do adults at your school have important conversations

about race, even when they might be uncomfortable?" This elicited only a 5.7-% favorable response rate suggesting a clear hesitancy toward partaking in such discourse. A second question asked, "Overall, how effective has your school administration been in helping you advance student equity?" This yielded only 32.7% favorable responses. This highlights that fully two thirds of teachers perceived a need for stronger school-based support for implementing strategies that advance student equity.

Additional analysis, using a one-way ANOVA test, provided further insight into this. For the question "How often do professional development opportunities help you explore new ways to promote equity in your practice," novice and veteran educators answered differently. Educators in their first three years of teaching responded more favorably with a 45.45% average favorable response rate. On the other hand, teachers with 11 or more years of experience responded less favorably with an average favorable response rate of 11.1-%. This highlights a significant discrepancy between the perception of novice and veteran educators in relation to equity-driven professional development.

To summarize, the Olympia School District context has seen both gradual and sudden shifts in their student demographics. Despite this, their teaching staff continues to be mostly homogenous with White female educators comprising the majority of staff. Unveiled during a time of racial tension and the Covid-19 pandemic, the district's 2021-2026 strategic plan communicates a vision towards social justice, equity, and inclusivity. The contextual factors of the Olympia school district help answer how school leaders confront teachers' race-based bias within their context. Additionally, findings will show that the contextual factors greatly influenced the approaches that school leaders took when confronting teachers.

Olympia District School Leaders

   I now turn to the narrative of five Olympia District School Leaders and the actions they took to increase inclusivity by confronting teachers' race-based bias. These administrators ranged from novice to veteran and served in elementary and secondary schools across the district (see Table 3.2).

Table 3.2

Olympia School District School Leader Participants

Pseudonym	Race	Gender	School Pseudonym	Role	Years in Role
Jessica Adams	White	Female	Cherry Hill Elementary	Principal	4
Jarod Scott	Black	Male	Olympia High School	Associate Principal	1
Mary Kate Riley	White	Female	Olympia Remote School	Principal	6
Connor Williams	White	Male	Maple Elementary School	Principal	12
John Ferrington	White	Male	Olympia High School	Principal	2

   School leaders were tasked with supporting and implementing the objectives and actions detailed in the strategic plan. Three of the leaders were already serving as principals when the strategic plan was developed, and the other two entered the district within a year of the plan's rollout. All five had attended professional development that aimed to increase their SJPKS. Through their stories, I explore the nuanced ways they enacted SJPKS by confronting teachers' race-based bias. Additionally, I will explore the contextual factors that influenced their approaches, including how their identities impacted the approaches they took. I chose to order

these on a rough spectrum, starting with a school leader who was the strongest example, and ending with one who exhibited the most complex and conflicting approaches.

Jessica Adams

Principal Adams has had a 17-year career at Olympia, most recently as a principal of an elementary school for the last four years. Principal Adams spoke in depth about her own identity as a cisgender, gay White female and how this identity influences her understanding of the world expressing, "My lenses are different, because of how I was raised. I was raised as a 'cisgender woman' and my gamut of identity now is 'very gay woman.'"

She believes that her own understanding of race and racism allows her to be comfortable in talking with people about race. Principal Adams explained that her comfort does not equate knowing more than others, and particularly expressed that while she felt just as comfortable talking to White people as she does talking to people of color, she knows she does not understand race and racism the way people of color might, given their racialized experiences.

Echoing my findings from document reviews, principal Adams described the dramatic increase of students of color at Olympia. Reflecting on coming to the district nearly two decades ago, she remarked: "The population when I got here was very White, upper White middle class. We really had never experienced any form of diversity." She continued by describing increases in racial and ethnic diversity which forced teachers to reconcile with their own cultural awareness: "Over the last seven years, though, our population has significantly changed." Principal Adams expressed how this motivated her to be a social justice leader emphasizing, "There's been a lot of struggle with the staff to sort of catch up, which is how I became interested in leading through a social justice lens because I felt like this school in particular really, really needed it."

Principal Adams recognized the importance of fostering an inclusive culture. To do this, she had to confront teachers' race-based bias. Principal Adams shared that she uses informal one-on-one conversations, professional development, common planning time and data analysis to engage in conversations about race and teacher bias with her staff. She recognized that with many of her staff members, she had to approach the conversation gently, as they would quickly deflect or shut down if they perceived she was calling them racist. Principal Adams explained, "I find having conversations sometimes with people a little frustrating, because we get really stuck… because I feel like when I start to talk, any sort of racial thing, it automatically gets jumped to, 'Are you calling me a racist?' These conversations were especially evident with White women, who represent over 90% of her staff. Additionally, the defensive responses from educators reflects findings from educator surveys, highlighting the perceived discomfort of staff in having conversations about race.

As a result, Principal Adams has worked to ensure she and her staff are cognizant of how their identities impact the ways they view the world. "I do a lot of like identity work with our staff, having them get to know themselves and how... their socio-political understanding of their beliefs, influence or intersect each other." Additionally, Principal Adams has had to facilitate performance management conversations in an attempt to rectify teachers' beliefs with their responsibilities as educators, stating, "It kind of comes down to me having to say… here's your professional responsibility, here's your personal beliefs, how are we going to reconcile the two?"

To support her teachers in further developing their own critical consciousness, Principal Adams incorporated book studies. Together, she and her staff would engage in reading texts about bias and race, leading to in depth reflection and conversations. Principal Adams explained,

"The idea was that we were going to bring learning back to staff meetings and start to help people sort of realize where they may have unconscious bias in certain areas and look at microaggressions." Principal Adams went on to describe how reflecting on personal bias allowed for her teachers to then think about the student experience including analyzing how curriculum may be filled with bias that is harmful to students.

Principal Adams expressed receiving a degree of support from the district. She referenced the strategic plan and its priorities as one example, and highlighted the district's optional professional development for leaders as evidence of "some" support. In reference to leadership meetings, Principal Adams expressed that there is consistent messaging from the superintendent about equity-driven priorities stating, "I find him most recently being more consistent about bringing up the district priorities at each meeting."

She also expressed encountering opposition. For instance, at times district colleagues tended to avoid naming race and racism. She recounted how her implementation of "Black Lives Matter at School Week" was met with resistance from the school committee despite the alignment to the district's values and strategic plan, particularly within the first objective which includes actions like implementing curriculum addressing race, culture, and bias. Just a week into the implementation, Principal Adams was directed by the Superintendent to continue doing the work, but not call it "Black Lives Matter at School."

> I was like, "this is 'Black Lives Matter at School'… it specifically aligns with our goals as a district for what we're trying to achieve for equity in schools. And I was told to do the work but don't name it what it is. And I have a hard time with that because I feel like when you can't name certain things, I think it removes some life out of it.

In another moment of resistance, families shared their discontent at Principal Adams's celebration of LGBTQ Pride. Despite the resistance she was met with, she continued to act as social justice leader by ensuring diverse identities were represented in curriculum and in school. For example, she shared, "I've had pushback about hiring a non binary teacher. I stand by that decision… my literal rebuttal is that a person's identity does not dictate our curriculum."

Principal Adams reflected on how her identity impacted her lens. She expressed her belief in celebrating diversity and in supporting her teachers in doing so. Despite, and perhaps because of being met with resistance from families and leaders, she leaned into social justice leadership. For Principal Adams, this meant leveraging curriculum, engaging in conversation with teachers, and using professional development to increase teachers' awareness and cultural competence.

Jarod Scott

Principal Scott proudly shared that he holds the distinction of being the first Black administrator at Olympia High School and is currently in his second year serving as the associate principal. He was born and raised in a neighboring city just 30 minutes north of Olympia. As the eldest of five siblings, raised by a single mother, Principal Scott recalls that in his household, college was mandatory. For Principal Scott, sports was his original passion, and became a gateway for college as he received a football scholarship. After a short stint playing professionally with the NFL, Principal Scott returned home to coach football at a regional vocational school. In his career as an educator he has served in numerous roles: coach, paraprofessional, athletic director, dean, and now associate principal.

As the first Black administrator of Olympia High School, Principal Scott expressed a

deep appreciation for his work:

> I am the first … Black associate principal…in this school…in the 50-60 years of it being open and I love it. I love it. I understand the lens behind my position … of being here where kids have been through this educational system …where I'm the first Black administrator they've ever seen or ever had."

Principal Scott sees himself as an advocate for students of color, and described using his voice to ensure systems are working for, instead of against, students. He recognized that part of his work is identifying and confronting barriers that prevent the success of students, including confronting teachers' race-based bias.

> Principal Scott stated that he feels extremely comfortable discussing race with others. He expressed enjoying his role in fostering a culture of curiosity and inquiry for White teachers who would otherwise feel uncomfortable asking questions. Principal Scott explained:

> I am fully vulnerable with teachers. I love having those conversations with the teachers who're scared of saying the wrong thing because I think there's a piece of curiosity and understanding behind it, where they've never been given permission to ask questions without the backlash of, "Hey, I'm gonna get fired because parents are going to complain." Those are the teachers that I want to support and help.

> In his two years, Principal Scott has had a handful of experiences supporting teachers and leaders in recognizing their own biases and missteps. For example, Principal Scott has witnessed what he considered a culture of White-saviorism. He stated, "Some educators are always looking to save that Black or Brown student and have that savior complex. (...) Some students just need someone to help them and guide them and just be there when they need it."

Principal Scott recounted an instance of a student being upset at a teacher for using the N-word when reading a book, after communicating that he would instead read over the word and use a different term. Principal Scott attempted to work with school administrators to help them better understand the impact of using the N-word, however, his efforts were unsuccessful, "The incident… was kind of washed under the rug by the former assistant principal. She really defended the teacher. I spoke with the principal and said, 'That's not right…You gotta understand how it makes the kids feel.'"

As an associate principal, he has observed the district's efforts to enhance teachers' awareness of power and equity with limited success. He specifically expressed concern with the lack of follow through, citing how the district's expressed values and optional professional developments are met with limited or no behavior change or action. Principal Scott commented, "We talked about race over the summer, we had an administrative retreat, and we talked about race and stuff like that, along those lines. But again, there's no follow up."

Principal Scott recalled a series of ten professional development sessions on diversity, equity, and inclusion (DEI). Excited to enact the district's vision for equity, he attended the first few meetings. However, he opted to remove himself after experiencing perceived inaction from the district when a White teacher made racially biased comments about Black students. Principal Scott recalled, "Personally, I stopped going because I had a situation in this building where I had a teacher refer to all students of color as students on an IEP, and that teacher still works in his building." Upset about the lack of action and follow through from the district, Principal Scott confronted the district DEI trainer, "I said, I'm not going…if you're going to allow this stuff to continue in the building. I get growth mindset, but where's the line? What're you willing to

tolerate and what're you not willing to tolerate?"

Despite his concerns around the district and school-level responses to race-based teacher bias, Principal Scott expressed a deep commitment to supporting his students, which for him means developing teachers' capacity, skill and awareness. "Personally, from an administrative level, I don't think we support our teachers enough. I don't think we put enough tools in our toolbox… I think we can definitely do better."

Principal Scott expressed pride in being the first Black administrator at Olympia High School. Principal Scott emphasized his desire to be a voice for the students who were like him, and who in a school like Olympia, may not be readily heard. He has worked to confront teachers' race-based bias through feedback, common planning times, and by elevating the voices of students. However, Principal Scott also communicated feeling stifled by a lack of district infrastructure that allows for follow through and accountability, both of leaders and teachers.

Mary Kate Riley

Principal Riley describes herself as a Portuguese American immigrant. She was an administrator at another elementary school in Olympia District for five years and transitioned this fall to another. She credits her upbringing for her comfortability with discussing race. While she identifies as a European woman, given her Portuguese background, schools identified her as a person of color from elementary school through college. She recounted, for instance, being invited to racial affinity and diversity groups in college. This led her to feel more connected to minoritized identities, in particular, African-American and Black communities, stating, " I was actually put in the category of being a minority. Which was interesting to me because my parents are European. So because I was a "minority" we had like the "minority week" before (college)

orientation." Principal Riley went on to detail how her experience with minoritized communities impacted her appreciation for communities of color, stating, "Those were my first social connections…and I felt so much more affinity to people that were minorities."

Principal Riley stated that given her experiences, she generally felt comfortable talking about race with most people, but preferred talking about race with folks who do not share her identity, as she has witnessed pervasive bias and ignorance within the Portuguese American community. She voiced feeling very comfortable bringing up topics of race with people in her school, in particular students. However, when prompted to share how she confronts racial bias, she instead focused on dismantling stereotypes of gender identity and students with disabilities.

When asked how she had supported teachers in recognizing their own race-based bias, Principal Riley responded, "Not well enough. Yeah, I'm not very good at that. And I think it's because I feel sensitive to it, but then I don't have that skill or practice." This demonstrated that although Principal Riley described herself as comfortable talking about race, she showed less willingness to challenge staff or provide critical feedback when it comes to race-based bias.

Principal Riley described confronting different forms of bias from gender bias to bias around students with disabilities and had pushed teachers to hold high expectations through observation, feedback, and informal conversations. However, none of her examples of confronting teacher bias were specific to race. One preventative strategy she noted was embedding lessons, activities, and events that raised the cultural awareness of students and staff. She recounted her work as both a former teacher and administrator where she prioritized celebrating student identities, "A colleague of mine and I did a lot of work around social justice… to promote awareness… We would do all kinds of events. For example, we jumped all

over Hispanic Heritage Month and brought up a few things."

According to Principal Riley, the steps of the evaluation process helped her hold herself and her teachers accountable for the development of skills, particularly when low expectations of minoritized students were evident. By leveraging the evaluation process, Principal Riley was able to set an expectation that she would confront any perceived bias she observed in classes by identifying patterns found in informal observations and later formalizing feedback and next steps for teachers. She described launching the supervision and evaluation process with goals that required educators to grow and engage in critical conversations, "They (teachers) keep telling me they're (...) nervous about what they're going to write on the goal setting form and I'm like, 'look, I keep saying it's just about the conversation. I'm challenging you so that we, together, can grow.'" This allowed for a school-wide expectation of observation and feedback with the ultimate goal of closing opportunity gaps through feedback and refinement of practice.

Principal Riley's initiatives were not always welcome. She recounted instances of resistance from families and from within the district itself. In one instance, she was faced with criticism from White families for planning to celebrate student identities during heritage months. In another instance, where a White elementary school student used the n-word, Principal Riley's decision to hold a restorative approach for the child to learn was met with criticism from central office administrators. She recounted that she was forced to reverse her decision and was made to give the ten-year-old student a suspension. "I had to do that… I was forced to. I'd never been in that situation with someone, especially where I'd made a thoughtful decision and really thought about it and thought it was a good outcome… my confidence was blown." Months later, the district invited a national organization to host a professional development on culturally

responsive practices. Included in the professional development was a discussion on restorative approaches to bias-based student behaviors. The approaches mirrored those that Principal Riley originally took. She recounted feelings of validation, stating, "A national organization came down. They had this whole thing on the n-word. And one of the central administrators that was involved in reversing this, she looked at me and texted me across the table, 'Hey, I'm sorry.'"

While Principal Riley expressed that despite the warning from her direct supervisor, she would continue to hold on to her core values and act as social justice leader, she also described a sense of hesitancy and fear of doing the wrong thing, afraid of repeating another situation where the central office reprimands her. The learning from the professional development validated Principal Riley's decisions to resist discouragement from district leaders. Principal Riley believed that the experience of being reprimanded "just shows that we're all we're all learning."

Principal Riley's leadership was heavily influenced by her upbringing and experiences as a Portuguese American who was identified by school systems as a minority. She admits lacking the skill to confront teacher bias, despite her comfort level with discussing issues of race with others. To prevent race-based bias in teachers, she leverages initiatives and curriculum that raise their cultural awareness. Additionally, she leverages the supervision and evaluation system to push teachers to reflect on their gap-closing practices.

Connor Williams

Principal Williams - who describes himself as a first-generation Irish American - has been a principal for 12 years, the last 8 at his current school. He attributes his immigrant experience to shaping his appreciation for education and for fostering his comfort in addressing race and racism. Principal Williams described how his parents instilled in him the power of

education, emphasizing, "They came to this country with the sole purpose of us getting an education. So it was education, education, education and college, college, college"

He recounted the many challenges he and his family faced, stating, "I mean, we look at it and you know, there was alcoholism and things like that…we lived… in affordable housing, and then …we ended up in a better house, that whole American Dream sort of thing." As he reflected, he began to describe the shock of his siblings as they graduated college, stating, "Looking back, my siblings and I, we talked about how we probably shouldn't have made that part (college)".

Principal William's career in education spans several roles including teaching an alternative education school, teaching English in Taiwan, and eventually, becoming principal of a school. Principal Williams described teachers as adults of high moral character and that there are no teachers with low expectations. Instead, he stated that teachers "just want to do right … they just don't yet understand what they should be doing."

When prompted to discuss how he talks about race with his teachers, Principal Williams shared that given the spectrum of understanding and comfortability within his staff, he typically does so with informal and individual conversations. He stated that newer educators seem to be more prepared to engage in conversation about race:

> I think with newer teachers coming in, I'm a little bit more comfortable talking to them in a group about it. I think they're also a little bit more prepared for dealing with a diverse population. So my veteran teachers, I think, do the best they can …with the understanding that they have.

This draws parallels to findings from educator surveys that shows a statistically significant

difference in how educators in their first three years of their careers rated equity-centered professional development more favorably than teachers with more than ten years of experience. Beyond these informal conversations, Principal Williams expressed reluctance to pursue conversations about race, as he felt that he lacked a critical mass of teachers who are ready for whole group conversations about teacher race-based bias.

Principal Williams's responses were complicated. On one hand, he seemed convinced that teachers did not have racial bias, stating, "I never walked into a classroom and thought, 'This is happening because a child's Black.'" On the other hand, he expressed awareness of racially biased practices. For instance, he noted the disproportionate punishment of students of color compared to White students. But Principal Williams described such instances as problems of practice and not matters of intentional race-based bias. He stated that in moments where bias may be seeping, he engaged in conversation with teachers to change their practice, stating, "I try to try to, as gently as I can, ask questions to get them to think about their practice, because it has more to do with their practice than what what they intend."

Principal Williams appeared comfortable discussing issues of race across and within racial lines. For instance, he shared an anecdote of a Black parent who expressed trust in his ability to be a fair and equitable principal. Principal Williams interpreted this as due to his experience as a first-generation Irish immigrant, along with his understanding of the historical bond between the Irish and African-American community.

When discussing his support of Black male students with trauma, Principal Williams expressed that he doesn't have anything systematic. Instead, he uses his intuition. Principal Williams stated, "It's easy to spot and identify students that need help. So there's nothing formal,

so I guess you could say it's perception." Principal Williams then works with his school-based team during common planning times to develop informal plans of support for students.

Principal Williams communicated appreciation for the district's actions in centering a vision for equity stating, "Our district has done a great job of putting the message out there" In particular, Principal Williams felt a shift in the quality of the conversations leaders were having during leadership meetings, emphasizing, "I've been in this district 20 years, and over time, we've come back to this conversation…Currently we're having a stronger conversation about it. So it helps with my individual conversations with somebody that I might think has a bias."

Principal Williams heavily credits his upbringing and identity as influencing his leadership. In particular his relationship with his parents, who emphasized education and who he credits for his views on equity. As a leader, he hopes to instill the same values that his family instilled in him. As school leader, Principal Williams prioritizes the use of family partnership, individualized attention to students, and coaching to confront race-based bias.

John Ferrington

Principal Ferrington has been the principal of Olympia High School for two years. Carrying three decades of experience in education, Principal Ferrington has held positions as a teacher, principal, and assistant superintendent across neighboring districts. Principal Ferrington described himself as "a 6 foot, 7 inch White dude" who covertly enacts social justice leadership. Principal Ferrington considers his work a spiritual calling, citing values from the Christian bible as greatly influencing his guiding philosophy as a social justice leader. In defining good leadership Principal Ferrington stated, "So as good leaders… there's a proverb that came from the Old Testament where you teach a person to fish and you feed him for a lifetime." Principal

Ferrington went on to express that as an instructional leader, his goal was to ensure students become lifelong learners with the tools they need to access information.

Principal Ferrington communicated that his preferred way to confront the bias of his teachers was to slowly change the culture of Olympia High School. One key strategy that Principal Ferrington highlighted was the recruitment of staff of color. He detailed how this "covert" strategy can help change the culture of a school, little by little, "One (strategy) is to intentionally diversify… that way the kids … they're also seeing people that are teaching them represent the cornucopia of different things that are present in school are also present with staff." Principal Ferrington operationalized this strategy by being purposeful in his hiring process, honing in on candidates' values as educators and seeing how it aligned with the school's mission.

Principal Ferrington communicated the importance of building and appreciating community, which, according to him, can be challenging when it comes to social justice work at Olympia. Principal Ferrington stated that at Olympia High School, social justice work must be more strategic and covert, explaining that, "sometimes some of the word choices we use can be polarizing."

Recognizing that members of the Olympia High School community hold a range of perspectives, Principal Ferrington is careful to not offend members of his community, primarily those who are triggered by terms like DEI, race, and social justice. As a new school leader, he aims to better understand the community stating:

> Everyone has different philosophies… Mine is more working through the people and recognizing where a community is at, before we try to all of a sudden, to put something in place that is going to be met with a lot of, you know, resistance. So if we start saying

words like DEI, some communities are polarized by that.

Principal Ferrington recounts key moments of teacher bias and its detrimental impact on students and school culture. Within the first few months of his work, he noticed disparate opportunities for students of color, noting that adults fostered a "culture of demotion, not a culture of promotion." To combat this, Principal Ferrington increased access to dual enrollment programs, calibrated high expectations with his teams highlighting the importance of access to rigorous grade-level material for all students, and began to shift the programmatic structure of the school to effectively eliminate tracking of students.

Principal Ferrington also recounted how moments of teacher bias, ignorance and mistakes harmed minoritized students and staff. In one example, a Black male associate principal came to him upset at how a White teacher characterized a class of predominantly Black students. Principal Ferrington stated, "He had a situation last year where a teacher who has been here for a while said to him, 'Hey, man… if I was a Black person, I'd be mad if my kids were in that class because they're all Black kids." Frustrated, the associate principal expressed that there was nothing wrong with Black students congregating. The teacher insisted it was problematic, suggesting that the school should put a cap on how many Black students should be in one class. Principal Ferrington handled the situation carefully, by having conversations with the frustrated assistant principal and the seemingly confused teacher, who was unsure of what he did wrong. For Principal Ferrington, the conversation served as a form of education and development.

Principal Ferrington continued, sharing that instances of such bias were compounded when the school began to see shifts in their student population. Specifically, the Olympia District saw an influx of refugees from Haiti. Principal Ferrington mentioned that "something like 700

families" had immigrated from Haiti. With limited time for proactive planning and solutions,

Principal Ferrington and Olympia High School worked swiftly to support the influx of immigrant

students and English learners. For veteran teachers, this task proved to be a challenge, "We have

a staff that have been here for a long time. Some of them remember the old ways…So you try to

work with them to make them understand why things are changing. It's a different world."

Principal Ferrington also prioritized the use of collaborative adult learning meetings, such

as grade-level, common planning time, and leadership team meetings to push his teams' thinking

around race and power. Beyond having conversations with teachers, Principal Ferrington utilized

professional development to confront teacher's race-based bias. For example, Principal

Ferrington facilitated a partnership with a university that provided professional development

about diversity, equity, and inclusion as a way to raise people's critical consciousness. In another

example Principal Ferrington used book studies to support his teachers in reflecting on their own

cultural awareness as well as the systemic barriers that their students may face.

However, Principal Ferrington held mixed feelings about the right way to approach such

professional development about race, pointing to his desire for finding and celebrating

commonalities instead of differences, "What I'm afraid of is that we're so focused on the

celebration of differences, which is a beautiful thing, but we've lost sight of the celebrations of

commonality. As a people what brings us together, what makes us a people?" Thus, Principal

Ferrington reflected on the purpose and orientation of professional development, questioning its

value and effectiveness.

Principal Ferrington's leadership and experience through the pandemic impacted his

perception of his students' needs. Upon reopening school, he noticed an increase in physical

altercations among Black students, which he attributed to the damaging effects of the pandemic and remote learning. "If you look at the fights… it's mostly Black on Black male students. Very physical, you know, a lot of it's stuff in the community," Principal Ferrington described how his students were underserved during the pandemic stating, "We shut down all the boys and girls clubs, before schools…after school care- we shut down schools." He then went on to share deficit-oriented concerns about isolation, expressing, "So what do kids do? You know the kids from the cities, they all went to… hang out with their cliq, and all they do is feed each other the same old BS."

As Principal Ferrington recounted the post pandemic return to school, he fluctuated between expressing frustration over a lack of wrap-around support for students and seemingly biased or deficit statements about students and their families. For instance, when discussing the reopening of school after the pandemic he stated:

Then a year and a half, two years later, they said 'I want you to be part of the big melting pot again. Come on in.' If you're like 14, 15, 16 years old, you've been hanging out… with what? Your clique, or maybe dysfunctional families. Why do we have all the before schoolcare things? Why do we have all the after school care things? Because the federal government sort of knows that not every house is a healthy house.

As Principal Ferrington continued, his defiance toward being "politically correct" continued to seep out. He began to convey what he perceived was limiting his students' well-being, while rejecting potential criticisms. At one point, Principal Ferrington pointed to the lack of male role models in Black students' lives:

How many of those young men are sitting at the table who primarily have a male role

model in their life? Oh my god, how do we hook these kids up with people who are going to be strong male role models for them to help out. People may say, 'oh that is sexist'… whatever I don't give a damn.

Principal Ferrington communicated remaining steadfast in his beliefs, even when pushed by his students to consider his own biases, "A lot of the Black kids say, 'Listen to me… hey, man, you're White washing me.'" Despite these critiques from students, Principal Ferrington maintained that what he was doing was in the best interest of his Black students.

Principal Ferrington cited his strategies for confronting teachers' race-based bias as being more covert. He emphasized the importance of knowing his community, resulting in his decisions to approach topics and conversations in ways that he perceived would limit polarization. However, Principal Ferrington also made statements that reflected deficit thinking, raising conflicting ideas and notions.

Discussion

This study explored how leaders - as racial beings working in contexts imbued with individual, institutional, and cultural racism - confront teachers' race-based bias toward students. The participants interviewed in this study provided valuable insights as to how school leaders apply aspects of social justice leadership within their contexts. Five key themes emerged from my findings: critical self-reflection and defiance, the impact of contextual factors, informal conversations, adult learning, and supervision and evaluation. In this section I will first explain the themes and how they emerged, then draw links between the themes and the conceptual framework.

Critical Self-reflection and Defiance

As Capper et al. (2006) describe, critical self-reflection involves raising critical consciousness through examining one's biases and questioning deficit thinking. Each of the respondents shared moments of critical self-reflection as they described their identity and how it has influenced their approaches when confronting bias. While each school leader reflected on the impact of their identity, the extent of critical self-reflection seemingly varied for each person.

Principal Scott drew connections from his identity and upbringing to his current role and core values. For example, Principal Scott recognized how his positionality as the first Black administrator at Olympia High School influenced how students interacted with him. His experiences pushed him to be a "voice" for students of color. He also recognized how his identity could be a catalyst for teachers to become more comfortable in having conversation about race with people of color. Principal Scott's ability to question bias and deficit thinking was further demonstrated by moments of defiance.

On the other hand, while Principal Williams was able to reflect on the impact of his upbringing and identity, his overreliance on "gut feeling" to identify student needs demonstrates a lack of critical-self reflection. The use of "gut feeling" is counter to our framework which calls for pedagogy and skill when making decisions that will lead to equitable outcomes.

Similarly, Ferrington shows conflicting instances of critical self-reflection. For example, he was able to name instances where his whiteness may influence how others receive his messaging. In contrast, he also shared several comments that over relied on deficit narratives. In describing his perception of the "city" students' experiences, he focused on dysfunctional families, peer isolation, addiction to social media, lack of male role models, and -negative messages that were fed from peer to peer. At one point, Principal Ferrington recounted

dismissing minoritized students' belief that he was White-washing them. These examples, in totality, demonstrated a lack of prioritization of critical self-reflection and instead an over-reliance on deficit thinking and narratives.

Four out of five leaders demonstrated critical self reflection as evidenced by instances of defiance when met with resistance. Principal Scott for example, refused to attend PD as a form of protest. In another example, Principal Riley expressed continuing to lead with her core values despite a reprimand from district leaders. Principal Adams continued to directly name issues of race, power, and privilege, despite the request from district leadership to not name "Black Lives Matter at School." Leaders used defiance as a way to continue to build the SJPKS of teachers despite encounters of resistance from the district. These actions tie directly to the domains of critical consciousness within the conceptual framework (see A & B, figure 3.1).

As a tenet of critical consciousness, the ability to critically self-reflect may be one of the most important characteristics of social justice leadership. By critically self reflecting leaders are better positioned to ameliorate their own bias and make decisions that support the promotion and cultivation of SJPKS of their teachers. The Olympia District school leaders each demonstrated critical self-reflection in their own individual ways and with varying degrees of sophistication. Of note, those who demonstrated more sophisticated levels of critical self-reflection were more likely to be critical of the Olympia District. They were also more likely to have a vision for equity-driven work. On the other hand, leaders who demonstrated less developed sense of critical reflection and awareness of their own implicit bias and positionality were more likely to rely on deficit narratives.

Contextual Factors

A second theme that emerged was that contextual factors impacted how leaders approached teachers' race-based bias. At times leaders indicated feeling supported by the district in their efforts to confront race-based bias. Principal Williams, for example, described how the district's leadership meetings on race and power supported his individual conversations with teachers who demonstrated race-based bias. Principal Riley shared similar sentiments around the district's consistency with increasing leaders' awareness and skill. These priorities were drawn from the district's five-year strategic plan which was directly referenced in three out of the five interviews conducted.

Other times leaders shared critiques. For example, associate Principal Scott and Principal Riley both called for increased follow-through and accountability of leaders and educators. Principal Adams expressed a desire for the initiatives to deepen without being obscured by political pressures. In totality, these leaders recognized that the district had a clearly stated and communicated vision, mission, and strategic plan, but worried that the district's actions and procedures are sometimes in conflict with its goals.

Another contextual factor that three of the leaders raised was the shifting demographics of the district as an impetus for many of the race-based biases observed. As noted previously, the district has seen an over 300% increase of students of color. This theme in the findings echoes recent literature that highlights how socio-political and environmental factors influence leaders' approaches to confronting bias (Clarida, 2023; Evans, 2007; Walker et al., 2023).

While the conceptual framework does not specify the impact of contextual factors other than racial identity, the original work of Capper et al.'s (2006) framework, does recognize the importance of emotional safety for risk taking. Many of the findings above demonstrate a

perceived gap or strength in safety for risk taking. Principal Williams, for example, expressed

feeling empowered to engage in conversation about race and racism given the district's newfound

stance. In contrast, Principal Riley, Principal Adam, and Principal Scott expressed hesitation.

Informal Conversations and White Fragility

A third theme involved informal conversations and White fragility. All leaders referenced

these when discussing how they confront teachers' race-based bias . This reflects the domain of

pedagogy related to critical consciousness (see A, figure 3.1) which calls for "teaching methods

for raising student consciousness about power inequities," (Capper et al., 2006, p. 216).

Leaders specified varying conversational approaches based on the gravity of the

race-based bias and their rapport with the teacher. For example, some used informal conversation

to share general noticings from a classroom observation or to highlight perceived bias-based

language by the educator. These were a way to elicit teacher reflection and self-awareness.

Leaders also used inquiry to both deepen their understanding of a situation and to get educators

to reflect on their own potential bias.

Three leaders indicated using direct candor as necessary, to engage in difficult

conversation where they perceived egregious bias or in moments where educators refused to

change their bias-based behaviors. Two of these three, Principal Adams and Associate Principal

Scott, were able to provide specific examples of difficult and direct conversations with educators.

The third, Principal Ferrington, spoke in general about direct conversations with teachers. This

also points to a potential correlation between the level of critical self-reflection and willingness

to engage in direct candor.

Of note, Principal Riley, who also demonstrated nuanced and sophisticated levels of

critical self-reflection, indicated that she didn't confront teachers' bias enough. She admitted to wanting to do better. While she communicated a lack of skill in confronting teachers, it also showed her ability to critically self-reflect about her areas for growth. This aligns with recent research on leaders' hesitancy to hold difficult conversations with their teachers (Irby, 2021; Mansfield & Jeanmarie, 2015; Singleton, 2022; Theoharis & Haddix, 2011).

The tendency toward relying on informal conversations seems connected to leaders' reluctance to push teachers out of their comfort zone. School leaders described how staff's feelings and attitude impacted their conversations with teachers' in moments of confronting their race-based bias. They recounted how they practiced caution when discussing issues of race, often to limit people's defensiveness. Within the conceptual framework, the domain of pedagogy related to knowledge (see D, figure 3.1) describes how leaders can help educators in developing their understanding of equity through a variety of teaching methods.

For example, Principal Ferrington repeatedly described acting in covert ways as to not offend or polarize folks who get triggered with terms like DEI or equity. Additionally, Principal Adams and Principal Williams both described being strategic because their teachers have difficulties talking about race. Principal Adams, for instance, used informal conversations to avoid teachers feeling that they were being called racist, whereas Principal Williams indicated that his staff, particularly his more veteran teachers, were not ready to have whole group conversations about race.

As a collective, these suggest leaders' tendency to give deference to White fragility instead of confronting race-based bias. White fragility is defined as the discomfort that White individuals experience when discussing issues of race, power, and privilege (DiAngelo, 2018).

Despite leaders' espoused desires to confront race-based bias, their teachers' White fragility, and potentially their own White fragility, caused them to shift their approaches to be softer and less direct. This theme echoes literature demonstrating how leaders evade difficult conversations with teachers (Bridges, 1990; Chang-Bacon, 2022; Jones et al., 2022; Le Fevre & Robinson, 2015; Singleton, 2022; Walker et al., 2023).

Supervision and Evaluation

A fourth theme was how supervision and evaluation factored into how leaders confront teachers' race-based bias toward students. The use of performance management systems to eradicate barriers for students has parallels to the conceptual framework of this study, particularly within the domain of curriculum on skills. The domain of curriculum on skills "pertains to how to actually implement evidenced-based practices or putting particular knowledge into practice to work toward erasing inequities in schools," (Capper et al., 2006, p. 215). In the case of leaders in the Olympia district, this meant using the evaluation system to communicate the urgent need for teachers to improve or shift their practices.

Three out of five leaders expressed using the supervision and evaluation process as a way to confront teachers' race-based bias. Two leaders indicated that the supervision and evaluation process allowed them to tackle race-based bias by focusing on the pedagogical approaches of their teachers. For instance, Principal Williams expressed how he would gently press teachers with questions that had them reflect on their practice after observing them teach. Instead of tackling race-based bias directly, Principal Williams expressed a preference to focus on developing teachers' skills which, when effective, would shift the seemingly low expectations of teachers.

Two leaders described how they leveraged the evaluation process to make their vision for equitable instruction clear to teachers, demonstrating how they leverage pedagogy related to skill. For instance, Principal Adams expressed, "It kind of comes down to me having to say... 'Here's your professional responsibility, here's your personal beliefs, how are we going to reconcile the two?'" Principal Adams described how she used the evaluation process as a way to reinforce non-negotiable expectations of teachers and as a performance management system. Their primary goal was to ensure effective teaching practices, particularly for minoritized students.

Interestingly, none of the leaders discussed the use of termination, even when reflecting on egregious acts of bias. This phenomenon is described in literature that shows leaders' tendency to protect, even when issues of performance arise, as well as reflecting the structural and political challenges involved in terminating a teacher (Bridges, 1990; Khalifa, 2016).

Use of Adult Learning

Finally, many of the leaders communicated using adult learning structures, such as professional development, team meetings, and common planning times to increase teachers' consciousness about how systems of oppression manifest in schools. As such, these examples of using adult learning structures draw directly from domains of the conceptual framework, namely pedagogy related to critical consciousness, as well as curriculum on critical consciousness. These domains aim to raise "student consciousness about power, privilege, and associated issues" (Capper, 2006, p. 214)

Two leaders used professional development to engage in book studies that led to individual reflection and peer conversation about race and racism. Two leaders recounted the use

of partnerships that brought DEI training to their school. Four leaders highlighted the use of common planning time or department time to dive into critical work of ensuring access to grade-level content for minoritized students. This work included data analysis to better understand the student experience, the facilitation of multi-tiered systems of support, and the analysis of tasks for bias. Of note, three out of the five leaders indicated that this professional development from the central office was insufficient, with two leaders directly stating that while their knowledge has expanded as a result of district professional development, their leadership skills in facilitating the work has not.

To summarize, the findings of this study raised relevant themes that help us understand how leaders– as racial beings working in contexts imbued with individual, institutional, and cultural racism – confront teachers' race-based bias towards students. These themes included the leader's ability to critically self-reflect, the impact of contextual factors, prioritization of informal conversations, the centering of White fragility, the use of supervision and evaluation, the use of adult learning structures, and the role of defiance in moments of resistance.

Limitations and Positionality

There are a few identified limitations to the study, including the limited time available for data collection, the need to be specific in site and participant selection, and the potential for inaccuracies in participants' self-perception. Specifically, the presence of social desirability bias is a limitation, given the difficulties of exploring race-based bias (Bergen & Labonté, 2020) . To address these limitations, I intentionally chose research methods that incorporate multiple sources of data and that enabled cross-referencing and triangulation of information.

As a Latino leader who believes that social justice is the purpose and end goal of education, I recognize my own interests around the importance of leadership in education and the importance of protecting the potential of all students, and particularly students who are victims of educators' race-based bias. As an educational leader that has navigated both a majority White staff and a majority staff of color, confronting bias and developing my skill in providing effective feedback was central to my work as a principal. I was often curious as to how adults who served children of color were rarely pushed to think critically about their own beliefs, attitudes, and bias. Throughout this study, I found it important to engage in conversations to ensure I was making sense of the data in a way that acknowledged and ameliorated any of my biases. This was particularly true when I perceived the use of coded language or instances of deficit thinking from respondents. Through a deepend analysis, coupled with conversations with my research colleagues, I was able to further analyze statements from participants in an attempt to truly understand their answers. Lastly, as the study aims to explore facets of race-based bias, I recognize that my race may have influenced participants' social desirability bias, depending on the participants' racial attitudes and comfort level.

Implications and Conclusion

The findings of this study reveal implications for practice, policy, and research. Three implications for practice emerged from the results of this study. First, findings suggest that leaders' skills need to be developed in order to appropriately confront teachers' race-based bias. For school districts as well as leader preparation programs, professional development should lean into applying frameworks that support courageous conversation on race. Additionally, it is critical that leaders are provided with professional learning opportunities that encourage them to

develop critical consciousness, understanding their own implicit biases and positionality. Finally, while the results of this study showed that leaders used systems of supervision and evaluation, none of the leaders indicated the use of termination even when egregious acts of race-based bias were committed.

A second implication for practice is the need to leverage frameworks that support the analysis of disaggregated data on school climate and achievement. While many of the leaders mentioned the use of data to support individual students, only one of the leaders in the study communicated the use of disaggregated data analysis to better understand the experiences of minoritized students. One leader expressed wanting to have data about the student experience, criticizing the absence of student climate data in the district. A related implication is the value of student climate surveys which provide leaders with nuanced insights as to the lived experiences of their students and can lead to action plans that foster a more inclusive culture.

Third, this study suggests an imbalance between "conversations" and accountability. School leaders' perception of district level professional development was largely that it remained in the realm of conversations, but no action. This was mirrored by the most common approach that leaders took to confront teachers' race-based bias: informal conversations. Many of these informal conversations were coupled with centering the emotions of staff, leading to a more gentle approach. School and district leaders would benefit from increasing accountability of staff. District leaders can hold school leaders accountable to the implementation of equity-based initiatives that are discussed during professional development. Likewise, school leaders must hold teachers accountable to equity based practices in the classrooms.

Alongside these implications for practice, the findings also suggest implications for

policy and research. First, school committees should engage in ongoing anti-bias policy as well as clarity in their roles as board members. While school leaders are an important agent of change, they work in a larger context where political pressures may interfere. This study highlighted how political pressure, specifically from the school committee, can counteract social justice initiatives. Additionally, state and city-level policy should clearly delineate the responsibilities of school committees and governing boards of schools, emphasizing their role as holding supertinedent's accountable to enacting the strategic plan of the district.

The findings from this research indicate a need to align schools in approaches they should take when egregiously biased behaviors occur. Districts should codify these approaches through policies and guidelines, providing school leaders across their district with a calibrated approach to enacting consequences. This level of accountability for teachers and leaders will empower and support leaders as they confront the race-based bias of teachers.

This research suggests that school leaders' identity and critical self-reflection may influence their approach when confronting teachers' race-based bias. Future research could investigate how racial identity formation influences leaders' comfortability in confronting teachers' biased behaviors. Additionally, a future study may choose to investigate other identity markers such as gender or age to answer how such identities may influence actions taken.

While the overwhelming majority of the teachers employed by the district of this study identified as White, future research may find how teacher demographics impact equity based-initiatives. Such research can provide useful insight to districts around the influence of teacher diversity in enacting social justice efforts in schools.

Lastly, this study found that contextual factors, such as rapid shifts in the demographics

of a community's population, impacts the efforts of districts and schools. Future research may investigate how different contextual factors may influence a district's priorities around equity and social justices. Contextual factors such as political affiliation, median income levels, or a district's achievement rates may be studied to further understand how such factors impact the district's social justice efforts.

In conclusion, this research aimed to explore how leaders - as racial beings working in contexts imbued with individual, institutional, and cultural racism – confront teachers' race-based bias toward students. Findings highlight the use of informal conversations, supervision and evaluation, adult learning, and defiance in moments of resistance as the approaches and leaders' took in confronting teachers' race-based bias. Additionally the findings suggest that leaders' ability to critically self-reflect and contextual factors surrounding the district as greatly influencing leaders approaches. As districts and leaders look to implement the critical work of social justice and equity driven initiatives, frameworks, like the one used in this study, may provide leaders and districts with a guide for assessing and planning next steps.

Chapter Four[5]

Discussion

---

[5] This chapter was jointly written by Julia Bott, Derrick Ciesla, Rodolfo Morales and Marybeth O'Brien

The Olympia School District aimed to meet the needs of their increasingly racially and ethnically diverse student population. Throughout our studies, leaders highlighted both instructional and social justice leadership strategies to close opportunity and achievement gaps. Their identities, positionality and approaches all differed despite working within a district positing equity-centered priorities. In the following section, we will synthesize cross-cutting themes that emerged across our respective, individual studies in response to our overarching research question: How do educational leaders cultivate and promote SJPKS? We will then identify implications for practice, policy and future research related to social justice leadership.

<div align="center">**Four Themes**</div>

Our individual studies explored how school leaders define, cultivate, and promote SJPKS in their contexts. Across our studies, four themes emerged: critical self-reflection, perceptions of district-level infrastructure and strategic planning, school-level instructional infrastructure and capacity building and gaps in social justice pedagogical skill.

Critical Self-reflection

Critical self-reflection is one of the three key tenets of critical consciousness, along with critical motivation and critical action (Freire, 1973). Critical self-reflection is described as reflection that raises one's awareness of their own bias and beliefs on power and privilege (Capper, 2006). As echoed in the literature, critical self-reflection is important because it directly connects to and influences a leaders' capacity to promote SJPKS (Dantley, 2005a, 2008; Furman, 2012; Freire, 2000; Madhlangobe & Gordon, 2012, Seider & Graves, 2020).

It is important to note that the journey towards critical self-reflection is not linear, it is complex and nuanced. Throughout our study, we found that leaders demonstrated varying

degrees of their own awareness. Our findings highlight these nuances while revealing patterns across respondents with higher and lower indications of critical self-reflection. In general, leaders who demonstrated stronger critical self-reflection were more apt to collaborate with their teachers to dismantle perceived inequities. On the other hand, leaders who demonstrated limited critical self-reflection were less likely to recognize the important role of other leaders in collaborating to lead the work and were more likely to have instances of biased and deficit mindsets.

Some leaders demonstrated critical self-reflection as they narrated how their upbringing and identity markers influenced their beliefs and notions of social justice leadership. Superintendent Meyers, for example, shared his experience as a first-generation immigrant and multilingual learner to inspire his team to ensure that students' needs are met. His ability to simultaneously recognize systems of oppression he navigated while also owning the privileges he holds as a White male demonstrated his ability to negotiate multiple truths as he reflected on his positionality.

Similarly, Principal Adams described her own identity as a White woman in a predominantly White female field that aims to serve communities of color. She described how her comfort level in discussing issues of race did not equate to her knowing more than others. In fact, Principal Adams reflected on instances where she learned from families of color about racial and cultural differences. Principal Adams pointed to such instances as critical moments for her own growth. Principal Adams' ability to reflect on her upbringing and current experiences empowered her to think critically about race, power and privilege as she collaborated with her educators.

Superintendent Meyers and Principal Adams were able to critically self-reflect in ways that led to personal and professional growth. Their critical self-reflection allowed them to consider how their perspective may be similar and/or different from that of their community members. Additionally, they both exhibited humility as they described their trajectory towards learning more about race and power as well as doing more to break down barriers for students.

Furthermore, some leaders also practiced strategies to cultivate relationships with educators, students and families in order to support the development of SJPKS. For example, Superintendent Meyers focused on learning directly from students during his listening tour. He leveraged this opportunity to be on the ground, learning from the students he set out to serve. As a result, he was able to gain the trust of students, teachers and families, as he enacted his strategic plan to center and address diverse students' needs.

Similarly, Principal Adams fostered the necessary conditions for educator risk-taking to support the development of their capacity to engage in critical self-reflection. Educators in her community described their principal supporting them to enhance curriculum and implement culturally affirming and engaging pedagogy. Different forms of support, including formative coaching conversations, explicit modeling and guided practice through professional development structures directly provided emotional and intellectual safety that allowed them to confront feelings of uncertainty or self-doubt. Additionally, educators in her community reflected on how she both modeled critical self- reflection and implemented practices to support their growing awareness of their own intersectional identities and relationship to privilege and power.

On the other hand, some leaders demonstrated conflicting levels of awareness. Principal Ferrington, for example, was able to name his identity as a White Christian male as influencing

his approach to leadership. In particular, he reflected on how his spiritual ideology had influenced him to be a "servant" leader. However, Principal Ferrington also made several comments that reflected racial bias and deficit thinking. Such comments included a description of Black males as coming from dysfunctional families, as well as a messaging that he knew what was best for Black children despite their own concerns over his biases. Despite the disconnect between his critical self-reflection and biased comments, Principal Ferrington was highlighted by news sources and press releases as a leader who advocated for rigorous course selection and eliminated barriers to AP courses and dual enrollment for students.

Conversely, we also found that many school leaders did not demonstrate critical self-reflection and were therefore seemingly unaware of their own biases. These leaders often concentrated on addressing deficiencies, inadequacies, or perceived shortcomings within specific groups or individuals in their responses to questions related to race, power, and privilege, particularly in the context of Black male students. For instance, Principal William's reflection of his upbringing as a first-generation Irish immigrant growing up navigating alcoholism and poverty with his family led him to feel more connected with what he perceived to be the experience of his students. He also shared an anecdote of a Black family communicating trust in him, as well as a separate anecdote to demonstrate his willingness to go into the community where his students of color resided. Lastly, while he communicated a desire to break down barriers and close gaps for students of color, he also stated that teachers' race-based bias was not an issue and that there was no systematic way to identify when a student needs additional support. Principal William's comments mirror commonly debated issues related to critical

self-reflection, such as leveraging perceived closeness to blackness to evade acknowledgment of biases, and almost portraying schools as a post-racial society, devoid of racism.

In order to overcome these barriers, our conceptual framework suggests leveraging the dimensions of pedagogy and critical consciousness to raise leaders' "consciousness about power inequities" (Capper, 2006, p. 216). Weaving these two dimensions would support leaders in disrupting their own deficit thinking so that they can begin to develop critical consciousness, embrace asset-based thinking about minoritized students and communities, and support the development of their educators' SJPKS. As noted above, critical self-reflection is a journey. As leaders come to understand how their identity impacts their view of the world and influences their perceptions, assumptions, and biases, they progress toward more sophisticated levels of critical self-reflection. Additionally, it is human nature to experience setbacks and regression on the journey towards critical self-reflection. Without the ability to critically self-reflect, leaders risk acting on unconscious biases and countering social justice efforts (Dyches and Boyd, 2017; Seider & Graves, 2020; Watts et al., 2011). Furthermore, a leaders' lack of critical self-reflection directly impedes their capacity to cultivate the SJPKS of others.

While critical self-reflection is paramount to individual leaders' own cultivation and promotion of SJPKS, and therefore, an important first step to being able to develop others' SJPKS, it is also the role of the district to ensure systems and structures allow for successful cultivation of SJPKS.

Perceptions of District-level Infrastructure and Strategic Planning

A second theme that emerged across our research studies was the influence of district-level infrastructure and strategic planning on the ability for SJPKS to be enacted across

the district and schools. Across our studies there was evidence that elements of the district strategic plan were aimed toward initiatives to advance social justice, however, there were contrary positions on whether school-based leaders were able to enact said initiatives to promote SJPKS. Furthermore, leaders identified several compounding variables that negatively impacted their social justice leadership including district-level resistance, obstructive attitudes, and a lack of support from central office administrators. In the Olympia School District, there were varying perceptions of district-level support for SJPKS enactment and risk-taking, further influencing how leaders developed and cultivated SJPKS.

Three school leaders positively portrayed the district's support for enacting social justice leadership in schools. They communicated appreciation for the district's strategic plan which highlighted diversity and a call to action to increase equity. For example, one principal praised the superintendent for naming and addressing the core priorities of the district, putting leaders in positions to do the critical work of building inclusive communities for students of color. Similarly, another leader reflected on his twenty-year career in the Olympia District, noting that the present focus on equity and social justice had never been stronger. These were just a few examples of many who highlighted the Superintendent's core values, communicating a trust in his vision and an appreciation of how he fostered a sense of safety in risk-taking.

One district-level infrastructure that was leveraged to develop leaders' capacity was professional development. School leaders described how the district provided professional development, through strategic partnerships to develop leader's awareness of how power, race, and privilege manifest within schools. On one hand, some school leaders stated that as a result of professional learning, they felt empowered to engage in critical conversations about how bias

presents in the actions and habits of members within the school and district teams. They addressed this through professional collaboration, dialogue, and educator evaluation. On the other hand, school leaders communicated that district leaders often requested principals "pull back" or reverse decisions in order to relieve the tensions that arose through political or community-based resistance.

One principal shared more nuanced feelings about the district's support of social justice efforts. This school leader expressed that the district was taking the right steps in naming equity as a focus, pointing to professional development and leadership agendas to cultivate leaders' critical consciousness. However, the principal also recounted instances of pushback from the district, particularly around what they described as an equity-driven restorative approach to discipline. They identified tension as they acknowledged the district's efforts to cultivate leaders' SJPKS while simultaneously experiencing a lack of central office support

In stark contrast, four leaders were vocal in critiquing district support. For example, a district-level leader shared deep concern that the equity work in the district was still surface-level and at times superficial. They expressed a deep desire for increased urgency around action. At the school level, one principal recounted how their implementation of the "Black Lives Matter at School Week" initiative was met with opposition and ultimately, a directive from the superintendent to alter or eliminate the program. In another instance, the same principal was also advised to tread lightly when discussing issues of gender and sexual identity. Lastly, another school leader expressed frustration that conversations and professional development seemingly led to no action or change. This leader conveyed a lack of accountability for change as a pitfall in the district, noting that professional development started and ended as conversations without

follow-through. Collectively, these leaders conveyed a desire for further support from district leadership.

While perceptions of district support were mixed, it is important to note that the two leaders who had positive experiences with the level of support were identified as leaders who demonstrated limited critical self-reflection. Alternatively, leaders who were most critical of district support demonstrated greater skill in critical self-reflection. In summary, leaders' perceptions of district support influenced their sense of efficacy and empowerment in enacting social justice leadership.

Within our conceptual framework, the intersection of curriculum and critical consciousness is leveraged to raise "consciousness about power, privilege, and associated issues" (Capper et al., 2006, p. 214). Our findings echo the importance of districts leveraging the dimensions of curriculum and critical consciousness to develop leaders' SJPKS, particularly within their strategic planning and professional development of leaders. These actions not only develop leaders' content knowledge and skill but also provide them with the emotional safety to take risks as they enact the district's vision. Of note, Capper et al. (2006), highlights the importance of emotional safety for risk-taking as prospective leaders develop SJPKS.

School-level Instructional Infrastructure and Capacity Building

A third theme that emerged across our research studies was the role and impact of a clear instructional infrastructure on a leaders' ability to effectively and consistently implement instructional leadership practices to cultivate SJPKS. School leaders leverage instructional leadership to improve the quality and effectiveness of classroom teaching and learning in order to advance student achievement (Murphy, 1998; Waters, Marzano & McNulty, 2003; Tivnan &

Hemphill, 2004; Leithwood & Mascall, 2008; Heck & Moriyama, 2010; Grissom et al., 2013, Francois, 2014). In order for leaders to leverage instructional leadership practices such as supervision and evaluation, professional learning, and collaborative planning cycles, they must also have a solid instructional infrastructure (Chenoweth, 2021). This includes systems and structures to support the consistency and coherence of these practices across their respective communities. This may include structured cycles of learning within common planning time, a strategic sequence of professional development intentionally aligned to instructional priorities, a well-defined system and protocol for instructional rounds, and/or a schedule and cycle for observation and feedback with normed protocols.

In schools with stronger instructional infrastructures, we found greater implementation of instructional leadership practices and more favorable educator reflections on the influence of those practices on instructional capacity. For example, Principal Adams emphasized the importance of consistent formative feedback, clear structures for school-based professional development, and cycles of learning for collaborative planning meetings as essential vehicles for the cultivation of educator SJPKS. In turn, educators across three different grade levels in this school community consistently described how these structures aligned to and reinforced school-wide priorities. Furthermore, they discussed how engagement in these practices supported their critical self-reflection, identification of curricular bias, and capacity to norm on instructional practices that support diverse learners. Conversely, in schools that lacked this infrastructure, we identified inconsistent and at times ineffective implementation of instructional practices and priorities. Additionally, we found a disconnect in how educators experienced those practices. For example, at Olympia High School both the school leader and educators identified

the negative impact of gaps in the instructional infrastructure on the implementation of instructional practices to cultivate educator SJPKS. While Principal Ferrington highlighted competing district priorities and scheduling barriers as contributing factors to the inconsistent implementation, educators in his community identified different constraints. Specifically, they highlighted inconsistencies in adult learning structures and priorities, along with a lack of accountability for the leadership team to effectively convey social justice learning to their respective teams. These factors contributed to an uneven implementation of SJPKS development. In these counter-examples, the social justice capacity building became more fragmented, largely dependent on the instructional leadership capacity and SJPKS of individual department chairs and team leads.

While both examples illuminate the need for a consistently implemented, school-wide infrastructure for instructional practices as a lever for SJPKS, it is equally important for leaders to have the knowledge and skill necessary to leverage these practices. In essence, a strong instructional leadership infrastructure does not guarantee that leaders have the prerequisite social justice knowledge or skill to enact instructional leadership practices effectively. Therefore, it is important that districts foster both the leaders' capacity to implement a strong instructional infrastructure as well as their social justice knowledge. Our conceptual framework describes this knowledge of social justice as the need for "school leaders to know about evidence-based practices that can create an equitable school" (Capper et al., 2006, p 213). Finally, even with well-developed social justice knowledge, leaders also require support to build the skill of enactment.

Gaps in Leaders' Social Justice Pedagogical Skill

A fourth theme that emerged was a clear gap in school leaders' capacity to enact social justice pedagogical skill in order to develop this capacity within educators. As articulated in our conceptual framework, there is a distinction between the social justice knowledge of "evidence-based practices" leaders and educators require to create "more equitable schools" and the skills they must possess to enact that knowledge through praxis. Effective leaders for social justice must be equipped with both knowledge and pedagogical skills (Capper et al., 2006, p. 213). Data gathered throughout the current study indicated that many central office and school-level leaders demonstrated and articulated greater levels of knowledge about social justice leadership than skill set to enact this knowledge within their contexts. This was echoed by educators' perceptions and experiences in their respective communities.

Many school leaders highlighted the implementation of culturally competent and responsive professional development facilitated by an outsider partner, as a meaningful knowledge-building experience. The professional development was intended to build an understanding, awareness, and theoretical foundation of social justice principles within the context of education. Specifically, some leaders reflected that participation in these professional learning sessions deepened their consciousness of implicit bias, structural and systemic inequities, and the socio-political factors that contribute to dynamics of power and privilege within different identity groups. However, several leaders also noted that these professional development sessions fell short because they did not sufficiently equip leaders with the requisite practical skills to effectively translate social justice knowledge into tangible, capacity-building actions with their staff.

This gap in support for skill development is exemplified by Principal Adams of Cherry Hill Elementary School, a school leader who demonstrated a well-developed social justice knowledge base. In order to build the knowledge of her faculty, Principal Adams initiated a book study to encourage staff members to engage in critical thinking regarding unconscious biases, as well as to understand the historical and systemic factors that perpetuate educational inequalities. In essence, Ms. Adams designed this professional learning opportunity to cultivate educators' critical consciousness. However, Principal Adams also articulated that she desired coaching and support to ensure educators translated their developing consciousness to curricular planning and instructional practice to improve learning outcomes for students. Principal Adams was vocally craving support to cultivate her social justice skill development and ensure that educators' social justice knowledge actually transformed practice and contributed to a more equitable and empowering educational experience for minoritized students. These reflections were also echoed by her educators who acknowledged that their growth in knowledge did not directly translate to the skills necessary to critically consume curriculum, facilitate more culturally responsive and affirming pedagogy, and cultivate cultures of belonging for all students.

Likewise, an associate school leader expressed frustration when his efforts to enact the expressed values of the school and directly address the behaviors of an educator were undermined. This associate school leader reflected that a great deal of intentionality was given to providing professional development to the leadership team in order to cultivate their knowledge and capacity to identify and enact antiracist practices. However, when an educator who used the "N-word" during a literature class was confronted with the harmful impact of their actions on students, other leaders interceded, defending the educator's actions and ultimately resisting

accountability. Thus, while professional development focused on building awareness and understanding of power and privilege, it did not appear to advance leaders' ability to transfer such knowledge to practice and actively confront issues of bias.

It is important to note that SJPKS is a developmental journey. One does not simply achieve it. The developmental nature of SJPKS signifies a process that includes progress and setbacks within different domains of SJPKS, rather than steady advancement. Additionally, multi-faceted identities, experiences and contexts influence an individual's growth and willingness to progress on the developmental journey toward SJPKS. We see an example of this play out as leaders gain social justice content knowledge while simultaneously desiring to expand their skills to enact social justice leadership and transform their schools into more inclusive and equitable learning communities. As leaders build their capacities, they can further develop their SJPKS.

In summary, it was evident through multiple interviews, survey analysis, and document reviews that district and school leaders are in various phases of building their social justice knowledge through the frame of critical consciousness. Grasping the principles and theories of equitable education is crucial for social justice pedagogical knowledge and foundational to the work of social justice leadership. Furthermore, as outlined by our conceptual framework, leaders for social justice also require specific skills to advance this work in their communities. However, our study revealed a gap in leaders' development of social justice pedagogical skill due to an overemphasis on building their consciousness and content knowledge and a lack of district attention and strategic support for the development of skills. Building a strong social justice skill

set in district and school leaders will empower them to create the conditions for the cultivation of educator SJPKS, even in the face of opposition.

The four themes from our studies shed light on how leaders cultivate and promote SJPKS, including through the use of critical self-reflection, district-level strategic planning and initiatives, school-level instructional infrastructure and capacity building, and gaps in social justice pedagogical skill. Additionally, we've identified how contextual factors, such as perceptions of district support, influence leaders' actions. Our exploration of SJPKS underscores the urgency to create equitable, socially just learning environments for students. We recognize how crucial it is for leaders to possess the critical consciousness, knowledge, and skills to lead this work. Without these competencies, efforts to foster a more inclusive and equitable education may not take effect.

Implications

Our research examined how educational leaders cultivate and promote SJPKS. The findings of this study carry implications for practice, policy, and future research related to social justice leadership and capacity building.

Leadership Practice

Our study illuminates several leadership competencies and practices that are essential for the successful cultivation of educators' SJPKS. These include the development of critical self-reflection, implementing infrastructure for adult learning, and intentional support for skill enactment.

Findings from our study highlight the foundational role of critical self-awareness, a tenant of critical consciousness, in cultivating SJPKS. District and school leaders require

intentional support to continue to build this self-reflection so that they consistently confront their own biases and their role in perpetuating inequities and responsibility for correcting them. Furthermore, leaders with stronger critical self-reflection are better equipped to create the conditions to cultivate it within their leadership teams and classroom educators, as evidenced by our comparison of teacher perceptions across schools. Support for critical self-reflection requires explicit professional development to build leader knowledge and understanding of their positionality, privilege, and power. Furthermore, leaders require regular coaching and feedback to ensure they are enacting this awareness to inform decisions and actions, disrupt bias and deficit thinking, and advance equity. Leaders at all levels of the organization should use explicit equity protocols that require deep reflection around the intended and unintended consequences of their actions.

Additionally, findings demonstrate that schools require a strong infrastructure in order to implement instructional leadership practices for the cultivation of educators' SJPKS. Leaders require explicit training, support, and models of instructional leadership infrastructures that promote coherent and consistent practices across the school community. Leaders of the Olympia District expressed how they used infrastructures for adult learning to cultivate SJPKS. However, leaders also demonstrated a need for professional development on how to build educators' capacity for SJPKS through curriculum, pedagogy, and assessment. To fill this gap, trainings may provide leaders with strong models and guided practice to facilitate cycles of educator learning, tools and protocols for collaborative planning sessions, processes for supervision and evaluation, and/or a clear framework for designing a strategic arc of professional learning.

Furthermore, findings suggest that even with a foundational knowledge of social justice content, curriculum and pedagogy, and a strong instructional infrastructure, leaders still require explicit support in social justice skill development to build this capacity in others. Data underscores a need for districts to identify clear and consistent frameworks for bias-based curriculum interrogation, protocols for culturally responsive data analysis, and/or culturally and linguistically affirming instructional practices to ensure fidelity across the system.

Additionally, findings showed that in the absence of explicit skills, leaders fall short of their goals of leading equity initiatives and building educator capacity. This was evidenced by leaders avoiding direct conversations with their direct reports, placating adult emotions, and stifling equity-driven initiative. Data suggests that leaders require training in specific protocols for equity-framed data analysis in order to more effectively facilitate data reviews and action planning. Additionally, structures such as district and school-level instructional rounds using common observation tools that explicitly center equity practices and/or unit and lesson interrogation simulations can effectively build this capacity.

Our findings also demonstrate that even within the context of our study, in a state that touts its progressive ideals, barriers impede educational leaders' abilities to cultivate SJPKS. Leaders expressed how politicized view-points, polarizing topics, and disagreements around the celebration of identities impeded their efforts. As a result, leaders leveraged their social capital, built coalitions, and strategically chose their words when communicating about social justice work. Oftentimes leaders worked to find common ground or rebrand their goals in order to slowly move towards their vision, garner buy-in, and prevent disharmony within their community. These skills are often overlooked by leader preparation programs and professional

development. Such programs should aim to increase these skills as they are necessary for the

strategic cultivation of SJPKS.

Finally, this research study illuminated inconsistencies between leaders and educators'

perceptions and experiences of the prioritization, implementation, and support for SJPKS.

Furthermore, several educators and leaders identified the need for clear systems and procedures

of accountability for the implementation of social justice practices. Findings demonstrate that

districts and schools would benefit from common observation tools that explicitly link

expectations for the implementation of social justice knowledge and practices to the supervision

and evaluation system and process. Additionally, district and school-level climate and culture

surveys should explicitly identify components of SJPKS to gather data on student, family, and

faculty perceptions of the implementation of practices. This data should be analyzed at the

district and school level and leveraged to inform strategic planning and adjustments to leadership

and educator practice.

Leadership Policy

Current federal, state, and local policy has begun to consider the complex set of

challenges faced in the educational arena to ensure equitable experiences for students. Our study

identifies some of the pervasive challenges within the educational system toward enacting social

justice, particularly to personnel and practice.

This study illuminated the disconnect between district and school leaders' social justice

pedagogical knowledge and the skill necessary for effective implementation. In order to ensure

that leaders enter the field with both the necessary knowledge and skill set to advance this work,

higher education programs must explicitly build leader capacity for SJPKS. Therefore, there is a

need to reform higher education policy to ensure that leadership preparatory programs are accountable for teaching and developing leaders' SJPKS.

Likewise, in assuring leaders possess this knowledge and skill, and arguably the courage to do this work, certification, recertification, and evaluatory processes require revisions that would encapsulate elements of SJPKS. For sitting leaders, a focus on social justice should be required for endorsement and license renewal. This would support the advancement of social justice leadership along with a requirement for professional development points aligned to social justice and instructional leadership knowledge and skill development.

Districts, including superintendents, school leaders, and educators, should expect accountability for enacting SJPKS. While our study revealed that a district emphasized social justice knowledge development, findings also indicated an underdeveloped capacity for knowledge enactment. Requiring evidence of social justice practice through the evaluation system would hold district and school leaders accountable for supporting SJPKS development. Furthermore, implementing a robust audit of districts' educational programs, services, and policies will reshape the political landscape and educational policies in schools.

While this study focused solely on one school district, it is evident that a school district is only one component of a larger system that encompasses the state and federal levels of policy. This highlights the necessity for an audit mechanism at both the state and federal levels. Implementation of consistent audits should reveal inequities in opportunity, access, and achievement as well as key practices that improve the experience for minoritized populations. Such audits serve as a form of accountability for districts, state, and federal educational institutions to enact transformative educational change.

Key policy at the local level lies in the purview of school committees. Our findings suggest that school committees hold influence over how districts enact social justice and equity-driven initiatives, including politicizing and resisting social justice policies. In order to ensure current and future policies at the local level are revised to meet the criteria for an equitable approach to education, members of this governing body require knowledge to do this. Findings shed light on the necessity for policies that hold members of school committees/boards accountable for participating in training aimed at enhancing their capacity to assess policies through a social justice lens. Further, state and federal funding should be tied to assurances whereby local boards should be required to provide proof of credible professional development programs that support their development in this area in order for the districts to remain in compliance with such policy. Additionally, school committees and districts should provide proof of revisions or adoption of policies that demonstrate a move towards equity-driven practices.

Future Research

This study investigated the implementation of SJPKS by school leaders within the school environment. Our research indicates that many of the school administrators we interviewed currently lack the essential skills to consistently carry out capacity building for SJPKS in their respective communities. This can be directly attributed to the insufficient infrastructure and lack of effective and sustained capacity building within the school district. The aforementioned limitations and trends identified through this study illuminate potential future research on leadership for SJPKS.

Our findings highlight the influence of contextual factors such as demographic shifts, racial tensions, and socio-political pressures, in enacting social justice efforts within a district.

Additional research conducted in diverse contexts would contribute to validating findings and the generalizability of our results. For example, research can investigate how the size of a district or school may impact leaders' ability to implement equity-driven initiatives. Alternatively, research can explore how the political affiliations of key stakeholders and the community at large may influence the approaches leaders take as they enact SJPKS. Lastly, research can explore how demographic shifts in a community influences a district's vision for SJPKS.

This study referenced the impact of school committee policy and feedback on district and school-level leadership decision-making for SJPKS. Future research could investigate how processes of school board member appointment, such as elections or mayoral appointment, impact their comfortability in advocating for transformative changes in education. Research can investigate the impact of professional development on school committee members' ability to engage in equitable decision-making. Furthermore, a study could investigate how school committee members' attitudes, perceptions, and recommendations change as a result of ongoing professional development on equity and socially just educational leadership.

Families and communities can be critical and influential partners at both the school and district level. Overall, our findings demonstrate a lack of deep and meaningful engagement with families around the work of social justice. In particular, many leaders communicated perceptions of family and community resistance towards social justice efforts, particularly among families who identify as White. Additionally, one leader demonstrated deficit thinking when discussing families of color and their capacity to contribute to the priorities of the school community. Furthermore, many leaders communicated that families often have varying understandings of their district's vision, priorities, and strategic initiatives to advance equity and divergent

experiences of implementation at the school level. While our collective study focused primarily on leader understandings, skills and actions, and educator experiences, this highlights the need for further research to explore family and community perspectives and experiences of leaders' and teachers' efforts to cultivate SJPKS.

Furthermore, while this study did explore how educators' experience their leaders' efforts to cultivate their SJPKS, it did not investigate the relationship between particular curricular or pedagogical practices and student perceptions, behaviors, or outcomes. Future research is needed to fully investigate the possible correlation between leaders' cultivation of SJPKS and students' level of critical consciousness, engagement, and/or achievement.

Finally, both district and school leaders referenced the pivotal role of external partners in their SJPKS capacity building. However, our findings highlighted an overarching disconnect between leader and educator knowledge building and skill development. Future research should investigate how districts and school communities leverage external partners to build SJPKS within their leadership and educator workforce, with a particular focus on evidence of application, accountability, and follow-through.

Conclusion

Social justice leadership is complex and nuanced. Our research highlights how leaders' diverse identities and consciousness of power dynamics shape their approach to fostering equity in schools and districts. The foundation for social justice leadership is laid through continual, critical self-reflection and a deep understanding of how structural and systemic inequities intersect and perpetuate within educational institutions. Furthermore, our collective studies highlight the important role of organizational infrastructure and strategic planning to set the

framework for SJPKS development. While an infrastructure does not guarantee that SJPKS will flourish, it will not develop coherently within the school and district without it. Finally, our research illuminates the need for leaders to possess a comprehensive knowledge of research-based social justice practices and a well-developed skill-set that ensures enactment. It is the interplay of all of these factors- individual, school, and district level- that creates the necessary conditions for the cultivation of SJPKS within educators across the organization.

Even with the necessary knowledge, skill, and organizational infrastructure, leaders face invariable obstacles to the advancement of social justice within their context. Our research sheds light on leaders' urgency to enact social justice leadership, while also navigating contexts that are imbued with individual, structural, and institutional racism. As cities and states across the United States become majority-minority, much like the Olympia School District, the need to cultivate and promote SJPKS becomes increasingly necessary and complex.

References

Abell, S. K. (2008). Twenty years later: Does pedagogical content knowledge remain a useful

idea? *International Journal of Science Education*, 30(10), 1405–1416.

https://doi.org/10.1080/09500690802187041

Adams, P. (2016). A noticeable impact: Perceptions of how system leaders can affect leading and

learning. *EAF Journal*, 25(3).

American Psychological Association. (2022, October 19). How to help children and teens

manage their stress. https://www.apa.org/topics/children/stress

Alhazmi, A. A., & Kaufmann, A. (2022). Phenomenological qualitative methods applied to the

analysis of cross-cultural experience in novel educational social contexts. *Frontiers in*

Psychology, *13*. https://doi.org/10.3389/fpsyg.2022.785134

Allen, J. P., Pianta, R. C., Gregory, A., Mikami, A. Y., & Lun, J. (2011). An interaction-based

approach to enhancing secondary school instruction and student achievement.

Science, 333(6045), 1034–1037. https://doi.org/10.1126/science.1207998

Allen, R. L., & Liou, D. D. (2019). Managing whiteness: The call for educational leadership to

breach the contractual expectations of white supremacy. *Urban Education*, *54(5)*,

677–705. https://doi.org/10.1177/0042085918783819

Alsbury, T. L., & Whitaker, K. S. (2007). Superintendent perspectives and practice of

accountability, democratic voice and social justice. *Journal of Educational*

Administration, 45(2), 154–174. https://doi.org/10.1108/09578230710732943

Anderson, J. D. (1988). *The education of blacks in the South, 1860–1935*. University of North

Carolina Press.

Anderson, & Stevenson, H. C. (2019). Recasting racial stress and trauma: Theorizing the healing potential of racial socialization in families. *The American Psychologist, 74*(1), 63–75. https://doi.org/10.1037/amp0000392

Artiles, A. J. (2003). Special education's changing identity: Paradoxes and dilemmas in views of culture and space. Harvard Educational Review, 73, 164-202. *Harvard Educational Review*, *73*, 164–202. https://doi.org/10.17763/haer.73.2.j78t573x377j7106

Artiles, A. J., & Zamora-Durán, G. (Eds.). (1997). Reducing disproportionate representation of culturally diverse students in special and gifted education. *Reston, VA: The Council for Exceptional Children.*

Atkinson, B. M. (2012). Rethinking reflection: Teachers' critiques. *The Teacher Educator*, *47*, 175-194. doi:10.1080/08878730.2012.685796

Ayers, W., & Ford, P. (Eds.). (1996). *City kids, city teachers: Reports from the front row*. The New York Press.

Balfanz, R. (2009). Can the American high school become an avenue of advancement for all? *Future Child, 19*(1), 17–36. https://doi.org/10.1353/foc.0.0025.PMID:21141703.

Bandura, A. (2018). Toward a psychology of human agency: Pathways and reflections. *Perspectives On Psychological Science, 13*, 130–136. https://doi.org/10.1177/1745691617699280

Barnes, C. A., Camburn, E., Sanders, B. R., & Sebastian, J. (2010). Developing instructional leaders: Using mixed methods to explore the black box of planned change in principals' professional practice. *Educational Administration Quarterly*, *46*(2), 241–279. https://doi.org/10.1177/1094670510361748

Bell, L. A. (2007). Theoretical foundation for social justice education. In M. Adams, L. A. Bell, & P. Griffin (Eds.), *Teaching for diversity and social justice* (2nd ed.). New York: Routledge.

Bergen, N., & Labonté, R. (2020). "Everything is perfect, and we have no problems": Detecting and limiting social desirability bias in qualitative research. *Qualitative Health Research, 30(5),* 783–792. https://doi.org/10.1177/1049732319889354

Bertrand, M., & Marsh, J. A. (2015). Teachers' sensemaking of data and implications for equity. *American Educational Research Journal*, 52, 861-893.

Birks M, Chapman Y, Francis K. (2008). Memoing in qualitative research: Probing data and processes. *Journal of Research in Nursing*. 13(1):68-75. doi:10.1177/1744987107081254

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, *26*(13), 1802–1811. https://doi.org/10.1177/1049732316654870

Björk, L. G., Browne-Ferrigno, T., & Kowalski, T. J. (2014). The superintendent and educational reform in the United States of America. *Leadership and Policy in Schools*, *13*(4), 444–465. https://doi.org/10.1080/15700763.2014.945656

Blackmore, J. (2009). Leadership for social justice: A transnational dialogue. *Journal of Research on Leadership Education*, 4(1), Article 5.

Blancett, W. J. (2006). Disproportionate representation of African American students in special education: Acknowledging the role of white privilege and racism. *Educational Researcher,* 35(6), 24-28. https:doi.org/10.3102/0013189X035006024

Bloom, S. L. (2013). *Creating sanctuary: Toward the evolution of sane societies, Revised Edition.* Routledge.

Bogotch, I. E. (2002). Educational leadership and social justice: Theory into practice. *Journal of School Leadership*, 12, 138-156.

Bonilla-Silva, E. (2006). *Racism without racists: Color-blind racism and the persistence of racial inequality in the United States.* Rowman & Littlefield.

Boyles, D., Carusi, T., & Attick, D. (2009). Historical and critical interpretations of social justice. In W. Ayers, T. Quinn, & D. Stovall (Eds.) In *Handbook of social justice in education*. New York: Routledge.

Bowen, G. A. (2009), Document analysis as a qualitative research method. *Qualitative Research Journal*, 9, 27-40.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Brazer, S.D. and Bauer, S.C. (2013), "Preparing instructional leaders: a model", Educational Administration Quarterly, Vol. 49 No. 4, pp. 645-684.

Bredeson, P. V., Klar, H. W., & Johansson, O. (2011). Context-responsive leadership: examining superintendent leadership in context. *Education Policy Analysis Archives*, 19, 18. https://doi.org/10.14507/epaa.v19n18.2011

Breiter, A., & Light, D. (2006). Data for school improvement: Factors for designing effective information systems to support decision-making in schools. Journal of Educational Technology & Society, 9, 206-217.

Bridges, E. M. (1990). *Managing the Incompetent Teacher.* Second Edition. Publication Sales.

Brooks, J. S., & Miles, M. (2006). From scientific management to social justice ... and back again? Pedagogical shifts in the study and practice of educational leadership. International Electronic Journal for Leadership in Learning, 10(21).

Brown, K. M. (2004). Leadership for social justice and equity: Weaving a transformative framework and pedagogy. *Educational Administration Quarterly*, 40(1), 77–108. https://doi.org/10.1177/0013161X03259147

Bryk, A. S., & Schneider, B. (2003). Trust in schools: A core resource for school reform. *Educational Leadership*, *60*(3), 40-45.

Bustamante, R. M., Nelson, J. A., & Onwuegbuzie, A. J. (2009). Assessing schoolwide cultural competence: Implications for school leadership preparation. Educational Administration Quarterly, 45, 793-827.

Byrd, J. K., Drews, C., & Johnson, J. (2006). Factors impacting superintendent turnover: Lessons from the field. In *Online Submission*. https://eric.ed.gov/?id=ED493287

Carter, N., Blythe, J., Bryant-Lukosius, D., Dicenso, A., & Neville, A. J. (2014). The use of triangulation in qualitative research. *Oncology Nursing Forum, 41*(5), 545-547. https://doi.org/10.1188/14.ONF.545-547

Centers for Disease Control and Prevention. (2016). *About the CDC-Kaiser ACE study*. https://www.cdc.gov/violenceprevention/acestudy/about.html

Capper, C. A., Theoharis, G., & Sebastian, J. (2006). Toward a framework for preparing leaders for social justice. *Journal of Educational Administration*, 44(3), 209–224. https://doi.org/10.1108/09578230610664814

Charmaz, K. (2014). Constructing grounded theory (2nd ed.). Thousand Oaks, CA: Sage.

Chang-Bacon, C. (2022). "We sort of dance around the race thing": Race-evasiveness in

teacher education. *Journal of Teacher Education*, *73*(1), 8-22.

https://doi.org/10.1177/00224871211023042

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative*

analysis. Sage.

Chenoweth, K. (2021). *Districts That Succeed: Breaking the Correlation Between Race, Poverty,*

and Achievement. Harvard Education Press

https://books.google.com/books?id=kHcKzgEACAAJ

Christens, B. D., & Kirshner, B. (2011). Taking stock of youth organizing: An interdisciplinary

perspective. *New Directions for Child and Adolescent Development* 134: 27–41.

https://doi:10.1002/cd.309

Clarida, K. (2023). The whole story: A black principal's experience with race, racism, and

racial trauma. *Journal of Cases in Educational Leadership*, 26(1), 31–43.

https://doi.org/10.1177/15554589221148228

Coburn, C. E., & Turner, E. O. (2012). The practice of data use: An introduction. American

Journal of Education, 118, 99-111.

Cohen, J., Eschbach, C., & Sánchez, B. (2013). African American males and the experience of

educational resilience. *Journal of African American Studies, 17*(3), 241–252.

Coleman, S., & Stevenson, H. C. (2013). The racial stress of membership: Development of the

faculty inventory of racialized experiences in schools. *Psychology in the Schools, 50*(6),

548–566. https://doi.org/10.1002/pits.21693

Cooper, C. W. (2003). The detrimental impact of teacher bias: Lessons learned from the

standpoint of African American mothers. *Teacher Education Quarterly, 30(2)*, 101-116.

Cooper, C. W. (2009). Performing cultural work in demographically changing schools: Implications for expanding transformative leadership frameworks. Educational Administration Quarterly, 45, 694-724.

Cormier, C. J., Scott, L. A., Powell, C., & Hall, K. (2022). Locked in glass classrooms: black male special education teachers socialized as everything but educators. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children, 45(1),* 77–94. https://doi.org/10.1177/08884064211061038

Crenshaw, K. (2018). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory, and antiracist politics. *Feminist Legal Theory*, 57-80. doi:10.4324/9780429500480-5

Creswell, J.W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research,* (4th ed.) Pearson/Merrill Prentice Hall, Upper Saddle River, NJ.

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage Publications.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Washington DC: SAGE

Creswell, J. W., & Guetterman, T. C. (2018). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson.

Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.

Cross, W. E., Jr. (1995). The psychology of nigrescence: Revising the Cross model. In J. G.

    Ponterotto, J. M. Casas, L. A. Suzuki & C. M. Alexander (Eds.), *Handbook of*

    multicultural counseling; Handbook of multicultural counseling (pp. 93-122, 679 Pages).

    Sage Publications, Inc.

Danielson C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria,

    VA: Association of Supervision and Curriculum Development.

Dantley, M. E., & Tillman, L. C. (2010). Social justice and moral transformative leadership. In

    C. Marshall & M. Oliva (Eds.), *Leadership for social justice* (2nd ed., pp. 19-34).

    Boston, MA: Allyn & Bacon.

Darling-Hammond, L., & Bransford, J. (Eds.). (2007). *Preparing teachers for a changing world*.

    Jossey-Bass.

Datnow, A., & Hubbard, L. (2016), Teacher capacity for and beliefs about data driven decision

    making: A literature review of international research. *Journal of Educational Change*, 17,

    7-28.

Davis, L, & Museus, S. D. (2019). What is deficit thinking? An analysis of conceptualizations of

    deficit thinking and implications for scholarly research. *NCID Currents*, *1*(1).

Dee, T. S. (2004). The race connection: are teachers more effective with students who share their

    ethnicity? *Education Next*, *4*(2), 52.

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York, NY:

    The New Press.

DeMatthews, D., & Mawhinney, H. (2014). Social justice leadership and inclusion: Exploring

    challenges in an urban district struggling to address inequities. *Educational*

Administration Quarterly, *50*(5), 844–881. https://doi.org/10.1177/0013161X13514440

Desimone, L. M., & Le Floch, K. C. (2004). Are we asking the right questions? Using cognitive interviews to improve surveys in education research. *Educational Evaluation and Policy Analysis*, *26*(1), 1–22. https://doi.org/10.3102/01623737026001001

Diamond, J. B., Randolph, A. & Spillane, J. P. (2004). Teachers' expectations and sense of responsibility for student learning: The importance of race, class, and organizational habitus. *Anthropology and Education Quarterly,* 35(1), 75.

DiAngelo, R. (2018). *White Fragility: Why It's So Hard for White People to Talk About Racism*. Beacon Press.

Diemer, M. A., Rapa, L. J., Voight, A. M., & McWhirter, E. H. (2016). Critical consciousness: A developmental approach to addressing marginalization and oppression. *Child Development Perspectives, 10*(4), 216–221.

Dodge, K. A. (2008). Framing public policy and prevention of chronic violence in American youths. *American Psychologist, 63*(7), 573–590. https://doi.org/10.1037/0003-066X.63.7.573

Donaldson, M. L. (2013). Principals' approaches to cultivating teacher effectiveness: Constraints and opportunities in hiring, assigning, evaluating, and developing teachers. *Educational Administration Quarterly*, *49* (5), 838–882. https://doi.org/10.1177/0013161X13485961

Donaldson, M. L., & Woulfin, S. (2018). From tinkering to going "rogue": How principals use agency when enacting new teacher evaluation systems. *Educational Evaluation and Policy Analysis*, 40(4), 531-556. https://doi.org/10.3102/0162373718784205

Dover, A.G. (2013).Teaching for social justice: From conceptual frameworks to classroom practices. *Multicultural Perspectives,* 15(1), 3-11.

Dyches, J., & Boyd, A. (2017). Foreground equity in teacher education: toward a model of social justice pedagogical and content knowledge. *Journal of Teacher Education.*

Ebmeier, H. (2003). How supervision influences teacher efficacy and commitment: An investigation of a path model. *Journal of Curriculum and Supervision*, *18*(2), 110–141. 3

Edmonds, R. 1979. Effective schools for the urban poor. *Educational Leadership,* 37, no. 1: 15-23.

El-Amin, A., Seider, S., Graves, D., Tamerat, J., Clark, S., Soutter, M., ... & Malhotra, S. (2017). Critical consciousness: A key to student achievement. *Phi Delta Kappan*, 98(5), 18-23.

Elmore, R. F. (2007). *School reform from the inside out: Policy, practice, and performance.* Cambridge, MA: Harvard Education Press.

Elmore, R.F. (2008). *Improving the instructional Core.* Cambridge, MA: Harvard Education Press.

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes.* 2nd ed. Chicago, The University of Chicago Press.

Erickson, F., & Mohatt, G. (1982). Cultural organization of participation structures in two classrooms of Indian students. *Doing the ethnography of schooling*, 132, 174.

Evans, A. (2007). School leaders and their sensemaking about race and demographic change. *Educational Administration Quarterly*, *43(*2), 159–188.

Ezzani, M., & Brooks, M. (2019). Culturally relevant leadership: Advancing critical consciousness in american muslim students. *Educational Administration Quarterly*,

55(5), 781–811. https://doi.org/10.1177/0013161X18821358

Ezzani, M. (2021). A principal's approach to leadership for social justice: Advancing
reflective and anti-oppressive practices. *Journal of School Leadership*, *31*(3), 227–247.
https://doi.org/10.1177/1052684620908347

Farrell, C. C., & Marsh, J. A. (2016). Metrics matter how properties and perceptions of data
shape teachers' instructional responses. *Educational Administration Quarterly*, 52,
423-462.

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., & Koss,
M. P. (1998). Relationship of childhood abuse and household dysfunction to many of the
leading causes of death in adults: The adverse childhood experiences (ACE) study.
American Journal of Preventive Medicine 14(4), 245–258.
https://doi.org/10.1016/s0749-3797(98)00017-8

Ferguson, R. F. (2003). Teachers' perceptions and expectations and the black-white test score
gap. Urban Education, 38(4), 460-507.

Finn, P. J. (2009). *Literacy with an attitude: Educating working-class children in their own
self-interests* (2nd ed.). State University of New York Press.

Flowers, L. A., Milner, H. R., & Moore, J. L., III (2003). Effects of locus control on African
American high school seniors' educational aspirations: Implications for preservice and
in-service high school teachers and counselors. *The High School Journal*, *87*, 39–50.

Ford, D. Y. (2014). Segregation and the underrepresentation of Blacks and Hispanics in gifted
education: Social inequality and deficit paradigms. *Roeper Review, 36*(3), 143–154.
https://doi.org/10.1080/02783193.2014.919563

Ford & Moore, J. L. (2013). Understanding and reversing underachievement, low achievement, and achievement gaps among high-ability African American males in urban school contexts. *The Urban Review, 45*(4), 399–415. https://doi.org/10.1007/s11256-013-0256-3

Ford, T. G., Urick, A., & Wilson, A. S. P. (2018). Exploring the effect of supportive teacher evaluation experiences on U.S. teachers' job satisfaction. *Education Policy Analysis Archives*, *26*(59), 3559. doi:10.14507/epaa.26.3559

Ford, T. G., Van Sickle, M., Clark, L. V., Fazio-Brunson, M., & Schween, D. C. (2017). Teacher self-efficacy, professional commitment, and high-stakes teacher evaluation policy in Louisiana. *Educational Policy*, *31*, 202-248. doi:10.1177/0895904815586855

Forman, S. R., Foster, J. L., & Rigby, J. G. (2022). School leaders' use of social-emotional learning to disrupt whiteness. *Educational Administration Quarterly*, *58*(3), 351–385. https://doi.org/10.1177/0013161X211053609

Francois, Chantal. "Getting at the core of literacy improvement: A case study of an urban secondary school." *Education and Urban Society* 46, no. 5 (July 1, 2014): 580–605. https://doi.org/10.1177/0013124512458116.

Freire, P. (2000). *Pedagogy of the oppressed* (30th-anniversary ed.). (M. Bergman Ramos, Trans.). Continuum.

Friere, P. (1970/2007). *Pedagogy of the oppressed*, (30th anniversary ed.). NY: Continuum.

Freire, P. (1973). Education for critical consciousness. New York, NY: Seabury Press.

Fuentes, S. Q., & Jimerson, J. B. (2020). Role enactment and types of feedback: The influence of leadership content knowledge on instructional leadership efforts. *Journal of Educational Supervision, 3*(2), 6-31.

Furman, G. (2012). Social justice leadership as praxis: developing capacities through preparation programs. *Educational Administration Quarterly*, *48*(2), 191–229. https://doi.org/10.1177/0013161X11427394

Furman, G. C., & Shields, C. M. (2005). How can educational leaders promote and support social justice and democratic community in schools? In W. A. Firestone & C. Riehl (Eds.), A new agenda for research in educational leadership (pp. 119-137). New York, NY: Teachers College Press.

Gallegos, J. S., Tindall, C., & Gallegos, S. A. (2008). The need for advancement in the conceptualization of cultural competence. *Advances in Social Work, 9*(1), 51-62. https://files.eric.ed.gov/fulltext/ED595252.pdf

Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38, 915-945.

Gay, G. (2000). *Culturally responsive teaching*. Teachers College Press.

Gay, G. (2010). Culturally responsive teaching: Theory, research, and practice. New York, NY: Teachers College Press.

Gay, G. & Kirkland, K. (2003). Developing cultural critical consciousness and self-reflection in preservice teacher education. *Theory into practice.* 42:3, 181-187. https://doi.org/10.1207/s15430421tip4203_3

Genao, S., & Mercedes, Y. (2021). All we need is one mic: A call for anti-racist solidarity to deconstruct anti-black racism in educational leadership. *Journal of School Leadership, 31*(1/2), 127–141. https:///doi.org/10.1177/1052684621993046

Gershenson, S., Hansen, M. J., & Lindsay, C. A. (2021). *Teacher diversity and student success: Why racial representation matters in the classroom*. Cambridge, MA: Harvard Education Press.

Gertwitz, S. (1998). Conceptualizing social justice in education: Mapping the territory. *Journal of Education Policy. 13,* 469-484.

Gilman Whiting (2009). Gifted black males: Understanding and decreasing barriers to achievement and identity. *Roeper Review, 31*(4), 224–233. https://doi.org/10.1080/02783190903177598

Ginwright, S., & Cammarota, J. (2002). New terrain in youth development: The promise of a social justice approach. *Social Justice, 29*(4(90), 82–95. http://www.jstor.org/stable/29768150

Ginwright, S. (2018). The future of healing: Shifting from trauma-informed care to healing-centered engagement. *Occasional Paper, 25,* 25–32.

Goldin, C., & Katz, L. F. (2008). *The race between education and technology.* Harvard University Press.

Goodwin, A. L. (2016). Who is in the classroom now? Teacher preparation and the education of immigrant children. *A Journal of the American Educational Studies Assoc, 53*. https://doi.org/10.1080/00131946.2016.1261028

Gorski, P. C. (2011). Unlearning deficit ideology and the scornful gaze: Thoughts on authenticating the class discourse in education. *Counterpoints*, 402, 152–173. http://www.jstor.org/stable/42981081

Grissom, J. A., Loeb, S., & Master, B. (2013). Effective instructional time use for school

leaders: Longitudinal evidence from observations of principals. *Educational Researcher*, *42*(8), 433–444. https://doi.org/10.3102/0013189X13510020

Growe, R., & Montgomery, P. S. (2003). Educational equity in America: Is education the great equalizer? *Professional Educator*, 25(2), 23–29. https://eric.ed.gov/?id=EJ842412

Guarino, K. & Chagnon, E. (2018). Trauma-sensitive schools training package. National *Center on Safe Supportive Learning Environments.*

Gullo, G. L., & Beachum, F. D. (2020). Does implicit bias matter at the administrative level? A study of principal implicit bias and the racial discipline severity gap. *Teachers College Record: The Voice of Scholarship in Education, 122*(3), 1–28. https://doi.org/10.1177/016146812012200309

Guerra, P. L., Baker, A. M., & Cotman, A. M. (2022). Instructional supervision: Is it culturally responsive? A textbook analysis. *Journal of Educational Supervision,* 5(1), 1-26.

Haegerich, T. M., Salerno, J. M., & Bottoms, B. L. (2013). Are the effects of juvenile offender stereotypes maximized or minimized by jury deliberation? *Psychology, Public Policy, and Law, 19*(1), 81–97. https://doi.org/10.1037/a0027808

Hallinger P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in Schools*, 4, 221-239.

Hallinger, P. (2011). Leadership for learning: Lessons from 40 years of empirical research. *Journal of Educational Administration*, *49*, 125-142.

Hallinger, P., & Heck, R. H. (2011). Exploring the journey of school improvement: Classifying and analyzing patterns of change in school improvement processes and learning outcomes. *School Effectiveness and School Improvement*, 22(1), 1-27.

Hallinger, P., & Murphy, J. (1985). Assessing the instructional management behavior of

    principals. *The Elementary School Journal*, *86*, 217-248.

Hallinger, P., & Wang, W. C. (2015). Assessing leadership for learning with the principal

    instructional management rating scale. Dordrecht, Netherlands: Springer.

Harber, K. D., Gorman, J. L., Gengaro, F. P., Butisingh, S., Tsang, W., & Ouellette, R. (2012).

    Students' race and teachers' social support affect the positive feedback bias in public

    schools. Journal of Educational Psychology, 104(4), 1149-1161.

    https://doi.org/10.1037/a0028110

Hardy, S. A., & Laszloffy, T. A. (2015). Trauma-informed care and asset-based approaches:

    Bridging the language barrier. *Journal of Child and Adolescent Trauma, 8*(3), 153–160.

Harvey, L. (2015). Beyond member-checking: A dialogic approach to the research interview.

    International Journal of Research & Method in Education, *38*(1), 23-38.

    doi:10.1080/1743727X.2014.914487

Hatt, B. (2012). Smartness as a Cultural Practice in Schools. *American Educational Research

    Journal*, *49*(3), 438–460. https://doi.org/10.3102/0002831211415661

Heck, R., H & Moriyama, K. (2010) Examining relationships among elementary schools'

    contexts, leadership, instructional practices, and added-year outcomes: a regression

    discontinuity approach, School Effectiveness and School Improvement, 21:4, 377-408,

    DOI: 10.1080/09243453.2010.500097

Helms, J. E. (2007). Some better practices for measuring racial and ethnic identity constructs.

    Journal of Counseling Psychology, 54(3), 235–246.

    https://doi.org/10.1037/0022-0167.54.3.235

Helms, J.E. (2008). *A race is a nice thing to have : a guide to being a white person or understanding the white persons in your life* (2). Microtraining Associates.

Helms, J.E., & Cook, D. A. (1999). *Using race and culture in counseling and psychotherapy: theory and process*. Allyn and Bacon.

Hentschke, G. C., Nayfack, M. B., & Wohlstetter, P. (2009). Exploring superintendent leadership in smaller urban districts: Does district size influence superintendent behavior? *Education and Urban Society*, *41*(3), 317–337. https://doi.org/10.1177/0013124508329626

Heinbach, C., Fiedler, B. P., Mitola, R., & Pattni, E. (2019). Dismantling deficit thinking: A strengths-based inquiry into the experiences of transfer students in and out of academic libraries. *The Library with the Lead Pipe*, 498-510.

Hernández, T. K. (2022). *Racial Innocence: unmasking Latino anti-Black bias and the struggle for equality*. Boston, Beacon Press.

Hill, H., & Grossman, P. (2013). Learning from teacher observations: Challenges and opportunities posed by new teacher evaluation systems. *Harvard Educational Review*, *83*(2), 371–384. https://doi.org/10.17763/haer.83.2.d11511403715u376

Honig, M. & Rainey, L. (2015). How school districts can support deeper learning: The need for performance alignment. Boston, MA: *Jobs for the Future*. Retrieved from http://files.eric.ed.gov/fulltext/ED560756

Hopkins, M., Spillane, J. P., Jakopovic, P., & Heaton, R. M. (2013). Infrastructure redesign and instructional reform in mathematics: Formal structure and teacher leadership. *The Elementary School Journal*, *114*(2), 200–224. https://doi.org/10.1086/671935

Horn, I. S., & Little, J. W. (2010). Attending to problems of practice: Routines and

resources for professional learning in teachers' workplace interactions. *American Educational Research Journal*, 47, 181-217.

Hornstra, L., van den Bergh, L., Denseen, E., Voeten, M., & Holland, R. W. (2010). The implicit prejudiced attitudes of teachers: Relations to teacher expectations and the ethnic achievement gap. *American Educational Research Journal, 47,* 397–527.

Howard, T. C. (2003). Culturally relevant pedagogy: Ingredients for critical teacher reflection. *Theory Into Practic*e, 42(3), 195–202.

Howard, T. C. (2010). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms*. Teachers College Press.

Howard T., & Terry C. L. (2011). Culturally responsive pedagogy for african american students: promising programs and practices for enhanced academic performance. *Teaching Education* 345–362.

Huff, J., Preston, C., & Goldring, E. (2013). Implementation of a coaching program for school principals: Evaluating coaches' strategies and the results. *Educational Management Administration & Leadership, 41(4)*, 504-526. https://doi.org/10.1177/1741143213485467

Hussar, W.J., and Bailey, T.M. (2013). *Projections of education statistics to 2022 (NCES 2014-051),* US Department of Education, National Center for Education Statistics, US Government Printing Office, Washington, DC.

Irby D. J. (2021). *Stuck improving: racial equity and school leadership*. Harvard Education Press.

Jackson, G. G., & Kirschner, S. A. (1973). Racial self-designation and preference for a

counselor. *Journal of Counseling Psychology, 20*, 560 –564.

Jackson, J. F. L., & Moore III, J. L. (2017). Teaching with purpose: Asset-based pedagogy as an approach to closing the achievement gap. *Urban Education, 52*(2), 211–235.

Jencks, C., & Phillips, M. (1998). America's next achievement test: Closing the black-white test score gap. *American Prospect, 40*, 44–53.

Johnson, R. B., & Onwuegbuzie A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, *33(7),* 14–26. http://www.jstor.org/stable/3700093

Jones, E., Christi, B., & Murphy, B. (2022). Principals may inflate teacher evaluation scores to achieve important goals. *Educational Assessment, Evaluation and Accountability*, 34(1), 57-88. https://doi.org/10.1007/s11092-021-09366-8

Kataoka, S. H., Vona, P., Acuna, A., Jaycox, L., Escudero, P., Rojas, C., Ramirez, E., Langley, A., & Stein, B. D. (2018). Applying a trauma-informed school systems approach:

Khalifa, M. Gooden, M.A.& Davis, J.E. (2016). Culturally responsive school leadership: A synthesis of literature. *Review of Educational Research,* 86(4), 1272-1311.

Khalifa, M. A., Khalil, D., Marsh, T. E. J., & Halloran, C. (2019). Toward an indigenous, decolonizing school leadership: A literature review. *Educational Administration Quarterly*, *55*(4), 571–614. https://doi.org/10.1177/0013161X18809348

Khalil, D., & Brown, E. (2015). Enacting a social justice leadership framework: The 3 C's of urban teacher quality. *Journal of Urban Learning, Teaching, and Research*, *11*, 77-90.

Kirshner, B. (2015). *Youth activism in an era of education inequality* (Vol. 2). NYU Press.

Knapp, M. S., Copland, M. A., & Swinnerton, J. A. (2007). Understanding the promise and

dynamics of data-informed leadership. *Yearbook of the National Society for the Study of Education*, 106, 74-104.

Kohli, R. (2012). Racial Pedagogy of the Oppressed: Critical Interracial Dialogue for Teachers of Color. *Equity & Excellence in Education*, *45*, 181–196. https://doi.org/10.1080/10665684.2012.644187

Kose, B. W. (2007). Principal leadership for social justice: Uncovering the content of teacher professional development. Journal of School Leadership, 17, 276-312.

Kowalski, T.J. & Björk, L. G. (2005). Role expectations of the district superintendent: implications for deregulating preparation and licensing. *Journal of Thought*, *40*(2), 73–96. https://www.jstor.org/stable/42589826

Kozleski, E. (2014). *Kozleski, E. B. & Thorius, K. K. (2014). Ability, equity, and culture: Sustaining inclusive urban education reform. New York: Teachers College Press.*

Kumashiro, K. K. (2010). *Seeing the world through other people's eyes: Critically examining diversity in education*. New York: Routledge.

Ladson-Billings, G. J. (1995b). Toward a critical race theory of education. *Teachers College Record*, 97, 47-68.

Ladson-Billings, G. (1999). Preparing teachers for diversity: Historical perspectives, current trends and future directions. In L .D. Hammond & G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice.* San Francisco, CA: Jossey-Bass.

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher, 35*(7), 3–12. https://jstor.org/

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: A.k.a. the remix. Harvard

Educational Review, 84(1), 74−84. https://doi.org/10.17763/haer.84.1.p2rj13148 5484751

Larson, C., & Murtada, K. (2003). Leadership for social justice. In J. Murphy (Ed.), *The

educational leadership challenge: Redefining leadership for the 21st century* (pp.

134-161). Chicago: University of Chicago Press.

Le Fevre, D. M., & Robinson, V. M. J. (2015). The interpersonal challenges of instructional

leadership: principals' effectiveness in conversations about performance issues.

Educational Administration Quarterly, *51(1)*, 58–95.

https://doi.org/10.1177/0013161X13518218

Leddy, P.D., & Ormrod, J. E. (2005). *Practical research* (8th ed.). Upper Saddle River, N.J.:

Prentice Hall.

Leithwood, K. (1994). Leadership for school restructuring. *Educational Administration

Quarterly, 30*(4), 498-518.

Leithwood, K. (2013). Strong districts and their leadership. A paper commissioned by the

Council of Ontario Directors of Education and the Institute for Education Leadership.

Retrieved from www.ontariodirectors.ca/ downloads/Strong%20Districts-2.pdf

Leithwood, K., & Jantzi, D. (2008). Linking leadership to student learning: The contributions of

leader efficacy. *Educational Administration Quarterly*, 44, 496-528.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). How leadership influences

student learning: A review of research for the learning from leadership project. New

York: *Wallace Foundation, The*.

Leithwood, K., & Mascall, B. (2008). Collective Leadership Effects on Student Achievement.

Educational Administration Quarterly, *44*(4), 529–561.

https://doi.org/10.1177/0013161X08321221

Leithwood, K., Patten, S., & Jantzi, D. (2010). Testing a conception of how school leadership influences student learning. *Educational Administration Quarterly*, *46*(5), 671-706.

Li, L., Hallinger, P., & Walker, A. (2016). Exploring the mediating effects of trust on principal leadership and teacher professional learning in Hong Kong primary schools. *Educational Management, Administration & Leadership*, *44*, 20-42.

Liou, D. D., & Rojas, L. (2019). W. E. B. Du Bois's concept of sympathetic touch as a mediator of teachers' expectations in an urban school district. *Teachers College Record, 121*(7), 1-38.

Liu, S., & Hallinger, P. (2018). Principal instructional leadership, teacher self-efficacy, and teacher professional learning in China: Testing a mediated-effects model. *Educational Administration Quarterly*, *54*(4), 501–528. https://doi.org/10.1177/0013161X18769048

López, G. R., González, M. L., & Fierro, E. (2010). Educational leadership along the U.S.–México border: Crossing borders/embracing hybridity/building bridges. In C.

Lopez, N. (2016). *Decolonizing social justice education: Critical social justice perspectives and praxis in education*. New York: Routledge

Luft, J. A., Jeong, S., Idsardi, R., & Gardner, G. (2022). Literature reviews, theoretical frameworks, and conceptual frameworks: An introduction for new biology education researchers. *CBE Life Sciences Education*, *21*(3). https://doi.org/10.1187/cbe.21-05-0134

Macias, A., & Stephens, S. (2019). Intersectionality in the field of education: A critical look at race, gender, treatment, pay, and leadership. *Journal of Latinos and Education*, 18(2), 164–170. https://doi.org/10.1080/15348431.2017.1383912

Malinga, C. B., Jita, L. C., & Bada, A. A. (2022). Comparing the organizational infrastructure for instructional leadership in natural sciences teaching among formerly segregated schools in gauteng. *International Journal of Educational Best Practices*, *6*(1), 1. https://doi.org/10.31258/ijebp.v6n1.p1-29

Mandinach, E. B., & Gummer, E. S. (2013). A systemic view of implementing data literacy in educator preparation. *Educational Researcher,* 42(1), 30-37.

Mansfield, K.C. & Jean-Marie, G. (2015). Courageous conversations about race, class, and gender: Voices and lessons from the field. *International Journal of Qualitative Studies in Education, 28(7)*, 819-841.

Marsh, J. A., Bertrand, M., & Huguet, A. (2015). Using data to alter instructional practice: The mediating role of coaches and professional learning communities. *Teachers College Record*, 117(4), 1-40.

Marsh, L. T., & Walker, L. J. (2022). Deficit-oriented beliefs, anti-black policies, punitive practices, and labeling: Exploring the mechanisms of disproportionality and its Impact on black boys in one urban "no-excuses" charter school. *Teachers College Record*. https://doi.org/10.1177/01614681221086444

Marshall, C. (2004). Social justice challenges to educational administration: Introduction to a special issue. *Educational Administration Quarterly*, *40*(1), 3–13. https://doi.org/10.1177/0013161X03258139

Marshall, C. & Oliva, M. (2006), Leadership for social justice (2nd ed., pp. 100-119). Boston, MA: Allyn & Bacon.

Mavrogordato, M., & White, R. S. (2020). Leveraging policy implementation for social justice:

how school leaders shape educational opportunity when implementing policy for
English learners. *Educational Administration Quarterly*, *56*(1), 3–45.
https://doi.org/10.1177/0013161X18821364

Mayne, H. x. (2019). Pedagogical content knowledge and social justice pedagogical
knowledge: Re-envisioning a model for teacher practice. *Research in Educational
Administration & Leadership*, *4*(3), 701–718. https://doi.org/10.30828/real/2019.3.9

Marsh, J. A., Bush-Mecenas, S., Strunk, K. O., Lincove, J. A., & Huguet, A. (2017). Evaluating
teachers in the Big Easy: How organizational context shapes policy responses in New
Orleans. *Educational Evaluation and Policy Analysis*, 39(4), 539–570.
https://doi.org/10.3102/0162373717698221

Maxwell, J. A. (2013). *Qualitative research design: An interactive approach (3rd ed.)*. SAGE.

Mayne, H. (2019). Pedagogical content knowledge and social justice pedagogical knowledge:
Re-envisioning a model for teacher practice. *Research in Educational Administration &
Leadership, 4*(3), 701–718. https://doi.org/10.30828/real/2019.3.9

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and
implementation*. John Wiley & Sons.

McKenzie, K. B., Christman, D. E., Hernandez, F., Fierro, E., Capper, C. A., Dantley, M.,

González, M. L., Cambron-McCabe, N., & Scheurich, J. J. (2008). From the field: A proposal for
educating leaders for social justice. *Educational Administration Quarterly*, *44*(1),
111–138. https://doi.org/10.1177/0013161X07309470

McWhorter, J. H. (2000). Explaining the black education gap. *The Wilson Quarterly (1976-),
24*(3), 72–92. http://www.jstor.org/stable/40260077

Meister, S. M., Zimmer, W. K., & Wright, K. L. (2017). Social justice in practitioner

    publications: A systematic literature review. *Journal of Urban Learning, Teaching, and*

    Research, 13, 90-111.

Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and*

    implementation (4th ed.). San Francisco, CA: Jossey-Bass.

Mills, G. E., & Gay, L. R. (2019). *Education research: Competencies for analysis and*

    applications (12th ed.). New York: Pearson.

Milner, H. R. (2003). Reflection, racial competence, and critical pedagogy: How do we prepare

    pre-service teachers to pose tough questions? *Race, ethnicity and education*, 6(2),

    193-208.

Miller, H. M. (2011). Howard, Tyrone C.: Why race and culture matter in schools: closing the

    achievement gap in America's classrooms. *CHOICE: Current Reviews for Academic*

    Libraries, 49(4), 739.

    https://link.gale.com/apps/doc/A274585143/AONE?u=mlin_m_bostcoll&sid=bookmark-

    AONE&xid=cdb6f2d9

Milner, H. R., & Laughter, J. C. (2015). But good intentions are not enough: Preparing teachers

    to center race and poverty. Urban Review, 47, 341-363.

Milton-Williams, T., & Bryan, N. (2021). Respecting a cultural continuum of Black male

    pedagogy: Exploring the life history of a Black male middle school teacher. *Urban*

    Education, 56(1), 32–60. https://doi.org/10.1177/0042085916677346

Morgan, D. L. (1988). *Focus groups as qualitative research*. Sage Publications, Inc.

Murphy, J., (1988). Methodological, measurements, and conceptual problems, in the study of

instructional leadership. *Educational Evaluation and Policy Analysis, 10(2),* 117-139.

Murphy, J. (1990). Principal instructional leadership. In R. S. Lotto & P. W. Thurston (Eds.), *Advances in educational administration: Changing perspectives on the school* (Vol.1, Pt. B, pp. 163-200). Greenwich, CT: JAI.

National Policy Board of Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author.

Nelson, B. S. (2010). How elementary school principals with different leadership content knowledge profiles support teachers' mathematics instruction. *New England Mathematics Journal*, 42, 43-53.

Neumerski, C. M. (2013). Rethinking instructional leadership, a review: What do we know about principal, teacher, and coach instructional leadership, and where should we go from here? *Educational Administration Quarterly*, *49*(2), 310–347. https://doi.org/10.1177/0013161X12456700

Newman, F. M., King, M. B., & Youngs, P. (2000). Professional development that addresses school capacity: Lessons from urban elementary schools. *American Journal of Education,* 108, 259-299.

Noguera, P. A., & Alicea, J. A. (2021). "The role of education in reducing racial inequality."

Noguera, P. (1997, June 2). Responding to the crisis confronting black youth: Providing support without marginalization. *In Motion Magazine.* http://www.inmotionmagazine.com/pncc1.htm

Milner, H. R., & Lomotey, K. Handbook of Urban Education. 26-49. https://www.routledgehandbooks.com/doi/10.4324/9780429331435-4

O'Donnell, R. J., & White, G. P. (2005). Within the accountability era: Principals' instructional leadership behaviors and student achievement. *NASSP Bulletin*, *89*(645), 56–71. https://doi.org/10.1177/019263650508964505

O'Malley, M. P., & Capper, C. A. (2015). A measure of the quality of educational leadership programs for social justice: Integrating LGBTIQ identities into principal preparation. *Educational Administration Quarterly*, 51(2), 290–330. https://doi.org/10.1177/0013161X14532468

Orfield, G., & Lee, C. (2005). Why segregation matters: Poverty and educational inequality. Cambridge, MA: Harvard University, The Civil Rights Project. Retrieved from http://www.civilrightsproject.harvard.edu/research/deseg/Why_ Segreg_Matters.pdf

Ott, C., & Kohli, R. (2022). *Teacher education for social change: Shifting from race-evasiveness to racial literacy* (pp. 283–288). https://doi.org/10.1016/b978-0-12-818630-5.08044-1

Otter AI. (2023). Otter AI (67) [Software]. Otter.ai. https://otter.ai/

Overholt, R., & Szabocsik, S. (2013). Leadership content knowledge for literacy: Connecting literacy teachers and their principals. *Clearing House: A Journal of Educational Strategies, Issues and Ideas, 86(2)*, 53-58.

Panorama Education. (n.d.). User guide: Panorama teacher and staff survey. Panorama Education. https://www.panoramaed.com/panorama-teacher-survey

Park, V. (2018). Leading data conversation moves: Toward data-informed leadership for equity and learning. *Educational Administration Quarterly*, *54*(4), 617–647. https://doi.org/10.1177/0013161X18769050

Park, V., Daly, A.J., & Guerra, A.W. (2013). Strategic framing: How leaders craft the meaning of

data use for equity and learning. *Educational Policy*, 27(4), 645-675.

Patton Davis, L. & Museus, S. (2019). What is deficit thinking? An analysis of conceptualizations of deficit thinking and implications for scholarly research. *Currents, 1*(1), 117–130. https://doi.org/10.3998/ currents.17387731.0001.110

Penuel, W. R., Fishman, B. J., Yamaguchi, R., & Gallagher, L. P. (2007). What makes professional development effective? Strategies that foster curriculum implementation. *American Educational Research Journal,* 44, 921-958.

Perry, T., Steele, C., & Hilliard, A. G. (2003). *Young, gifted, and Black : Promoting high achievement among African-American students*. Beacon Press.

Phinney, J. S. (1990). Ethnic identity in adolescents and adults: Review of research. *Psychological Bulletin, 108(3)*, 499-514.

Pounder, D., Reitzug, U., & Young, M. D. (2002). Preparing school leaders for school improvement, social justice, and community. In J. Murphy (Ed.), *The educational leadership challenge: Redefining leadership for the 21st century* (pp. 261-288). Chicago, IL: University of Chicago Press.

Pumariega, A. J., Jo, Y., Beck, B., & Rahmani, M. (2021). Trauma and U.S. minority children and youth. *Current Psychiatry Reports*, *24*(4), 285-295. https://doi.org/10.1007/s11920-022-01336-1

Rawls, J. (1971). *A theory of justice*. London: Oxford University Press.

Reed, A. M. (2021). The emotional tax of deficit thinking. *Stanford Social Innovation Review*. https://doi.org/10.48558/PTYH-3C50

Riahi, S. (2019). A *hermeneutic phenomenological exploration of 'last resort' in the use of*

restraint [Doctoral dissertation, University of Central Lancashire].

https://clok.uclan.ac.uk/

Riester, A. F., Pursch, V., & Skrla, L. (2002). Principles for social justice: leaders of school

success for children from low-income homes. *Journal of School Leadership*, *12*(3),

281–304. https://doi.org/10.1177/105268460201200303

Rigby, J. G. (2013). Three logics of instructional leadership. *Educational Administration*

Quarterly. https://doi.org/10.1177/0013161X13509379

Rigby, J. G. (2014). Three logics of instructional leadership. *Educational Administration*

Quarterly, *50*(4), 610–644. https://doi.org/10.1177/0013161X13509379

Reinholz, D. L., Stone-Johnstone, A., & Shah, N. (2020). Walking the walk: Using classroom

analytics to support instructors to address implicit bias in teaching. *International*

Journal for Academic Development, 25(3), 259-272.

Riehl, C. (2000). The principal's role in creating inclusive schools for diverse students: A

review of normative, empirical, and critical literature on the practice of educational

administration. Review of Educational Research, 70, 55-81.

http://dx.doi.org/10.3102/00346543070001055

Riester, A. F., Pursch, V., & Skrla, L. (2002). Principals for social justice: Leaders of school

success for children from low-income homes. *Journal of School Leadership*, 12(3),

281–304. https://doi.org/10.1177/105268460201200303

Rigby, J. G. (2014). Three logics of instructional leadership. *Educational Administration*

Quarterly, *50*(4), 610–644. https://doi.org/10.1177/0013161X13509379

Robinson, D. (2020). "We got y'all!"/ leading and supporting black male teacher

trajectories. *Peabody Journal of Education*, 95(5), 532–548.

https:///doi.org/10.1080/0161956X.2020.1828688

Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on school

outcomes: An analysis of the differential effects of leadership types. *Educational

Administration Quarterly*, 44(5), 635–674.

Ryan, J. (2003). Educational administrators' perceptions of racism in diverse school contexts.

Race, Ethnicity, and Education, 6, 145–164.

Russell J. Skiba, Mariella I. Arredondo & Natasha T. Williams (2014). More than a metaphor:

The contribution of exclusionary discipline to a school-to-prison pipeline. *Equity &

Excellence In Education*, *47*(4), 546–564, DOI: 10.1080/10665684.2014.958965

Saldaña, J. (2015). *The coding manual for qualitative researchers (3rd ed.)*. Washington, DC:

SAGE.

Saldaña, J. (2021). *The coding manual for qualitative researchers*. Sage Publications.

Scanlan, M. (2006). Problematizing the pursuit of social justice education. *UCEA Review*,

XLV(3), 6–8.

Scanlan, M., & López, F. (2012). ¡Vamos! How school leaders promote equity and excellence for

bilingual students. Educational Administration Quarterly, 48, 583-625.

Schiraldi, V., & Ziedenberg, J. (2002). *Cellblocks or classrooms?: The funding of higher

education and corrections and its impact on African American men.* The Justice Policy

Institute.

Sebastian, J., & Allensworth, E. (2012). The influence of principal leadership on classroom

instruction and student learning: A study of mediated pathways to learning. *Educational

Administration Quarterly, *48*(4), 626–663.

Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences.* (3rd ed.). New York, NY: Teachers College Press.

Semingson, P., & Kerns, W. (2021). Where is the evidence? Looking back to Jeanne Chall and enduring debates about the science of reading. *Reading Research Quarterly*, 56.

Seider, S., Clark, S., & Graves, D. (2020). The development of critical consciousness and its relation to academic achievement in adolescents of color. *Child Development*, 91(2), e451-e474. https://doi.org/10.1111/cdev.13262

Shaked, H. (2018). Why principals sidestep instructional leadership: The disregarded question of schools' primary objective. *Journal of School Leadership, 28*(4), 517–538.

Shaked, H. (2020). Social justice leadership, instructional leadership, and the goals of schooling.

Sharma, M., & Portelli, J. P. (2014). Uprooting and settling in: The invisible strength of deficit thinking. *LEARNing Landscapes, 8*(1), 251–267.

Shaw, K. E. (1978). Understanding the curriculum: The approach through case studies. Journal of Curriculum Studies, 10(1), 1-17.

Shevalier, R., & McKenzie, B. A. (2012). Culturally responsive teaching as an ethics- and care-based approach to urban education. *Urban Education, 47*(6), 1086–1105. https://doi-org.proxy.bc.edu/10.1177/0042085912441483

International Journal of Educational Management, *34*(1), 81–95. https://doi.org/10.1108/IJEM-01-2019-0018

Shields, C. M. (2004). Dialogic leadership for social justice: Overcoming pathologies of silence. Educational Administration Quarterly, 40, 109-132.

Shields, C. M. (2017). Is transformative leadership practical or possible? Learning from

    superintendents about social justice. *International Studies in Educational Administration*

    (Commonwealth Council for Educational Administration & Management (CCEAM)),

    45(2), 3–20.

Shields, C. M., & Hesbol, K. A. (2019). Transformative leadership approaches to inclusion,

    equity, and social justice. *Journal of School*

    Leadership. https://doi.org/10.1177/1052684619873343

Shin, H. (2006). Racism without racists: Color-blind racism and the persistence of racial

    inequality in the United States. *TESOL Quarterly, 40*, 652–654.

    https://doi.org/10.2307/40264552

Shulman, L (1986). Those who understand: Knowledge growth in teaching. Education

    Researcher, 15(2), 4-14.

Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard*

Singleton, G. E., and Linton, C. (2006). *Courageous conversations about race:*

    A field guide for achieving equity in schools. Thousand Oaks, CA: Corwin Press.

Singleton, G. E. (2022). *Courageous conversations about race : A field guide for achieving*

    equity in schools and beyond. Corwin Press.

Singleton, R., & Straits, B. C. (2018). *Approaches to social research (6th ed.).* New York:

    Oxford University Press.

Skrla, L., Scheurich, J. J., Garcia, J., & Nolly, G. (2004). Equity audits: A practical

    leadership tool for developing equitable and excellent schools. *Educational*

    Administration Quarterly, 40(1), 133-161.

Slavin, R. E., Cheung, A., Holmes, G., Madden, N. A., & Chamberlain, A. (2013). Effects of a
data-driven district reform model on state assessment outcomes. *American Educational Research Journal*, *50*(2), 371–396. https://doi.org/10.3102/0002831212466909

Sleeter C. (2013). Teaching for social justice in multicultural classrooms. *Multicultural Education Review* 1–19.

Smith, E. C., Starratt, G. K., McCrink, C. L., & Whitford, H. (2020). Teacher evaluation
feedback and instructional practice self-efficacy in secondary school teachers.
Educational Administration Quarterly, *56*(4), 671–701.
https://doi.org/10.1177/0013161X19888568

Smylie, M. A., Allensworth, E., Greenberg, R. C., Rodney, H., & Luppescu, S. (2001). Teacher
professional development in Chicago: Supporting effective practice. Chicago, IL:
Consortium on Chicago School Research.

Sonu, D. (2020). Playing slavery in first grade: When "developmental appropriateness" goes
awry in the progressive classroom. *Multicultural Perspectives, 22*(2), 106-112.
https://doi.org/10.1080/15210960.2020.1741369

Solorzano, D., Allen, W. R., & Carroll, G. (2002). Keeping race in place: Racial
microaggressions and campus racial climate at the University of California, Berkeley.
Chicano/Latino Law Review, 23, 15.

Spillane, J. P. (2012). Data in practice: Conceptualizing the data-based decision-making
phenomena. American Journal of Education, 118, 113-141.

Spillane, J. P., & Miele, D. B. (2007). Evidence in practice: A framing of the terrain. In P. Moss
(Ed.), *Evidence and decision making* (pp. 46-73). Malden, MA: National Society for the

Study of Education.

Stake, R. E. (1995). *The art of case study research*. Sage.

Stake, R. (1996). *The art of case study analysis.* Thousand Oaks, CA: Sage.

Stake, R. E. (2005). Qualitative Case Studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 443–466). Sage Publications Ltd.

Steele, C. (1997). A threat in the air. *The American Psychologist, 52(6)*, 613–629. https://doi.org/10.1037/0003-066X.52.6.613

Stein, M. K., & Nelson, B. S. (2003). Leadership content knowledge. *Educational Evaluation and Policy Analysis*, 25, 423-448.

Stronge, J.H., Richard, H.B. and Catano, N. (2008), Qualities of effective principals, Association for Supervision and Curriculum Development, Alexandria.

Substance Abuse and Mental Health Services Administration. (2015). *Improving cultural competence*. Center for Substance Abuse Treatment. U.S. Department of Health and Human Services. https://www.ncbi.nlm.nih.gov/books/NBK248431/#ch1.s6

Supovitz, J. A. (2012). Getting at student understanding: The key to teachers' use of test data. Teachers College Record, 114(11), 1-29.

Taylor, A. R. (1991) Social competence and the early school transition: Risk and protective factors for African-American children. *Education and Urban Society, 24*, 15 –2

Tefera, A.; Artiles, A.J.; Kramarczuk Voulgarides, C.; Aylward, A.; Alvarado, S. (2023). The aftermath of disproportionality citations: Situating disability-race intersections in historical and spatial contexts. *American Educational Research Journal, 60(2),* 367-404. *https://doi.org/10.3102/00028312221147007. 60*, 367–404.

Terrill, M. M., & Mark, D. L. (2000). Preservice teachers' expectations for schools with children of color and second-language learners. *Journal of Teacher Education*, 51(2), 149-155.

Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. *Educational Administration Quarterly, 43*(2), 221–258. https://doi.org/10.1177/0013161X06293717

Theoharis, G. (2009). The school leaders our children deserve: Seven keys to equity, social justice, and school reform. New York, NY: Teachers College Press.

Theoharis, G., & Brooks, J. S. (2018). What school leaders need to know about social justice. *Educational Leadership*, 76(3), 16-21

Theoharis, G., & Haddix, M. (2011). Undermining racism and a whiteness ideology: White principals living a commitment to equitable and excellent schools. *Urban Education*, 46(6), 1332–1351. https:///doi.org/10.1177/0042085911416012

Theoharis, G., & O'Toole, J. (2011). Leading inclusive ELL: Social justice leadership for English language learners. *Educational Administration Quarterly*, *47*(4), 646–688. https://doi.org/10.1177/0013161X11401616

Theoharis, G., & Scanlan, M. (2020). *Leadership for increasingly diverse schools*. New York, NY: Routledge.

Tichnor-Wagner, A. (2019). District agency in implementing instructional reform: A comparative case study of global education. *Journal of Educational Change*, *20*(4), 495–525. https://doi.org/10.1007/s10833-019-09346-2

TNTP. (2018). *The opportunity myth: What students can show us about how school is letting them down and how to fix it.* Retrieved from:

https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf

Toldson, I. A., & Morton, J. (2011). A million reasons there're more black men in college than in prison; Eight hundred thousand reasons there's more work to be done. *The Journal of Negro Education, 80*(1), 1–5.

Toure, J., & Dorsey, D. N. T. (2018). Stereotypes, images, and inclination to discriminatory action: The white racial frame in the practice of school leadership. *Teachers College Record: The Voice of Scholarship in Education*, 120(2), 1–38. https://doi.org/10.1177/016146811812000207

Tuytens, M., & Devos, G. (2014). How to activate teachers through teacher evaluation? *School Effectiveness and School Improvement*, *25*, 509-530. doi:10.1080/0 9243453.2013.842601

Tse, L. (1999). *Finding a place to be: Ethnic identity exploration of Asian Americans. Adolescence, 34(*133), 121–138.

Ullucci, K., & Howard, T. (2015). Pathologizing the poor: Implications for preparing teachers to work in high-poverty schools. *Urban Education, 50*(2), 170–193.

U.S. Census Bureau. (1990). *1990 Census of Population General Population Characteristics Massachusetts*. U.S. Department of Commerce. Retrieved February 10, 2024, from https://www2.census.gov/library/publications/decennial/1990/cp-1/cp-1-23.pdf

Van Thompson, C. & Schwartz, P. J. (2014). A new normal: Young men of color, trauma, and engagement in learning. *New Directions for Adult and Continuing Education, 2014*(144), 49–58. https://doi.org/10.1002/ace.20113

Villegas, A. M., & Lucas, T. (2007). The culturally responsive teacher. Educational Leadership,

64(6), 28-33.

Villenas, S. (2001). Latina mothers and small-town racisms: Creating narratives of dignity and

moral education in North Carolina. *Anthropology & Education Quarterly, 32*(1), 3–28.

Vogel, L. (2011). Enacting social justice: Perceptions of educational leaders. *Administrative*

Issues Journal, 1(2).

Von Frank, V. (2010). Coaches root out deep bias. *Journal of Staff Development, 31*(4), 20-22.

Walker, S., Bennett, I., Kettory, P., Pike, C., & Walker, L. (2023). "Deep understanding" for

anti‑racist school transformation: School leaders' professional development in the

context

of Black Lives Matter. *Curriculum Journal*, 34(1), 156–172.pdf

Wang, F. (2012). *Leading diverse schools: Tempering accountability policy with social justice*.

University of Toronto.

Wang, F., Aubrey, H., Walters, A. M., & Thum, Y. M. (2013). Identifying highly effective urban

schools: Comparing two measures of school success. *International Journal of*

Educational Management, 27(5), 517–540. https://doi.org/10.1108/09513541311329878

Waters, T. & Marzano, R. J. (2006). School district leadership that works: The effect of

superintendent leadership on student achievement. Denver, CO: McRel. Retrieved from

https://www.mcrel.org/wp-content/uploads/2016/03/McREL-researchpaper_-Sept2006_D

istrict-LeadershipThat-Works-Effect-of-SuperintendentLeadership-on-Student-Achievem

ent-.pdf

Watts, R. J., Griffith, D. M., & Abdul-Adil, J. (1999). Sociopolitical development as an antidote
    for oppression - theory and action. *American Journal of Community Psychology, 27*,
    255–271. https://doi.org/10.1023/A:1022839818

Watts, R. J., Diemer, M. A., & Voight, A. M. (2011). Critical consciousness: Current status and
    future directions. *New Directions for Child and Adolescent Development*, 2011(134),
    43-57.

Weiner, L. (2003). Why is classroom management so vexing to urban teachers? *Theory into
    Practice, 42*(4), 305–312.

Weiner, L. (2006). Challenging deficit thinking. *Educational Leadership, 64*(1), 42.

Weiss, R.S. (1995). *Learning from strangers: The art and method of qualitative interview
    studies.* Simon and Schuster.Wijeyesinghe, & Jackson, Bailey W. (2001). *New
    perspectives on racial identity development : a theoretical and practical anthology*. New
    York University Press.

Whitt, K., Scheurich, J.J. and Skrla, L. (2015), "Understanding superintendents' self-efficacy
    influences on instructional leadership and student achievement," *Journal of School
    Leadership*, Vol. 25. No. 1, pp. 102-132.

Wint, K. M., Opara, I., Gordon, R., & Brooms, D. R. (2021). Countering educational disparities
    among black boys and black adolescent boys from pre-K to High School: A life
    course-intersectional perspective. *The Urban Review*, *54*(2), 183–206.
    https://doi.org/10.1007/s11256-021-00616-z

Wong, M. A. (2022). Dismantling deficit thinking in academic libraries: Theory,
    reflection, and action. *Journal of Education for Library and Information Science*,

63(3), 353-355.

Wright, T. E., & Smith, N. J. (2015). A safer place? LGBT educators, school climate, and

implications for administrators. *The Educational Forum*, 79(4), 394–407.

https://doi.org/10.1080/00131725.2015.1068901

Yammarino, F. J., & Atwater, L. E. (1993). Understanding self‑perception accuracy:

Implications for human resource management. *Human Resource Management*, 32(2‑3),

231-247.

Yin, R. (2009). *Case study research: Design and methods (Vol. 5)*. Sage.

Yin, R. (2014). *Case study research (5ᵗʰ ed.)*. Washington, DC: SAGE.

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6ᵗʰ ed.). Thousand

Oaks, CA: Sage.

Young, V. M. (2006). Teachers' use of data: Loose coupling, agenda setting, and team

norms. *American Journal of Education*, 112, 521-548.

Youngs, P., & King, M. B. (2002). Principal leadership for professional development to build

school capacity. *Educational Administration Quarterly*, *38*(5), 643–670.

Zhao, Y. (2016). From deficiency to strength: Shifting the mindset about education inequality.

Journal of Social Issues, 72(4), 720–739. https://doi.org/10.1111/josi.121

Appendix A

Superintendent Interview Protocol

Guiding Research Questions:

1. How does a superintendent develop and understand their own social justice
   pedagogical knowledge and skill?

2. How does a superintendent enact their social justice pedagogical knowledge and
   skill to develop the capacity of district and school leaders?

Coding

Research Question 1(RQ1)

Research Question 2 (RQ2)

Background Building (BB)

Instructional Leadership (IL)

Pedagogical Knowledge (PK)

Social Justice Leadership (SJL)

Critical Consciousness (CC)

Social Justice Knowledge (SJK)

Social Justice Skill (SJS)

Script

Thank you for allowing us the opportunity to work with you and the district to gain a

perspective on the district's work around instructional and social justice leadership. Our study

will examine how school and district leaders cultivate educators' (leaders and teachers) social justice pedagogical knowledge and practice. Each member of our team is studying an aspect of this topic. I am particularly interested in the superintendency, the way a sitting superintendent is developing their social justice knowledge and using this knowledge to develop the capacity of district and school leaders.

We are doctoral students at Boston College. All of whom have served as principals in various districts and district leaders. This work is important to us as we hope to gain insights and add to the field of education as it relates to topics of instructional and social justice leadership.

During our time together, I hope to gain insight into your background, your leadership as it relates to this topic, and the way in which you put this knowledge into practice. I want to thank you in advance for taking the time to meet with me. I expect this interview to take about an hour. With your permission, I would like to record our interview in order to have it transcribed and accurately recorded your responses. Please feel free to request that I stop recording at any time during the interview.

Superintendent Interview Protocol: Unstructured Superintendent Interview

Background Building/ Establishing Rapport with Participant

Please share your experiences as an educator prior to becoming the superintendent.

- What roles did you have?

- What did this work look like?

What inspired you to become a superintendent?

- What educational path did you take to get here?

- Share any additional influences or experiences that may have led to your journey toward the superintendency.

Social Justice Knowledge:

First, I would like to get to know a little about your orientation towards social justice:

- How do you describe your understanding of social justice? (SJK)

- In your opinion, what is the role of the superintendent in promoting social justice and equity work across the district, and how do you ensure that this remains a priority in your work as a superintendent? (CC, SJL)

- How have you come to understand these ideas?

   - What professional organizations or formal learning have you engaged in?

   - Are there any ways you support your growth in this area?

      - Formal or informal networks?

- How do you communicate your beliefs about social justice throughout the district and community? (SJL)

Social Justice Pedagogical Knowledge

Next, I would like to get an understanding of how your knowledge and learning translates to the daily work or goals you have for your district, leaders, and schools. For this component, we reference the terms social justice pedagogy. Social justice pedagogy, we define as the way that

your knowledge of social justice and equity is delivered across the district and in schools to "change" what and how things are done.

- Can you define your understanding of social justice pedagogy and how it informs your leadership of a diverse school district? SJL

- Can you describe a specific example of how you have addressed systemic barriers to equity and access in your district? (SJK, SJS)

Pedagogical and Social Justice Knowledge

We define social justice pedagogical knowledge and skill as the teaching strategies that lead to the implementation of evidence-based practices or the practice that bridges the theories around social justice with action.

- How do you enact strategies that develop this understanding across the district?

- How do you ensure that your district's curriculum and instructional practices promote social justice and equity for all students? (IL, SJPK)

- Can you describe your approach to the district's professional development opportunities related to social justice and equity, and how do you ensure that all staff members have access to this training? (IL, PK)

- How do you ensure that students from diverse backgrounds feel included and represented in the curriculum and school culture? (CC, SJK)

Social Justice and Community: Pedagogical Skill

We know that in this work, people embody a social justice consciousness within their belief system; this impacts the way they show up and consider the work, curriculum, and initiatives that districts and schools work to improve. I would like to learn more about how you learn about power, privilege, and associated issues related to social justice and equity and how this shapes the way you engage with the community you lead and serve.

- How do you engage with community members and families to ensure that their voices are heard, and their perspectives are considered in decision-making related to social justice and equity? (SJS)

- How do you develop an understanding of power relations in education? (CC)

- How do you work with the school community to help others recognize these power relationships? (CC, IL, SJS)

Overall, if there was one change you could make for the district in such a way that all resistance, challenges, and barriers were removed, what would it be and why?

Appendix B

School and District Leader Interview Protocol

Marybeth O'Brien + Julia Bott	
Purpose	Interview Questions
Background	● Please briefly share your position and tenure in the district.
Instructional Leadership	● What does instructional leadership mean to you?
Content Knowledge & Skills	● What practices do you use to build your teachers' content knowledge and skill?
Social Justice Leadership	*If the interviewee makes a clear connection between Instructional Leadership and Social Justice Leadership only ask question one below. ● What does social justice and/or equity-centered leadership mean to you? ● How do you as a leader communicate your beliefs about social justice to your stakeholders? ● What practices do you use to build your teachers' knowledge of social justice and/or equity-centered teaching? ● How do you see this influencing teachers' knowledge and capacity to implement social justice and/or equity-centered

	teaching? ● How have you come to understand these ideas about social justice? ● What professional organizations or formal learning have you engaged in? ● Are there any ways you support your growth in this area?
Social Justice Leadership Instructional Leadership	● Do you see a relationship between your work as an instructional leader and a social justice leader? ● What instructional practices do you use to build your teachers' knowledge and skill around social justice and/or equity centered teaching? ● .How do your teachers translate these instructional practices into their teaching for social justice and/or equity? How do you know?
Social Justice Pedagogical Knowledge	● How have you used data to monitor the effectiveness of initiatives aimed at promoting educational equity?
District	● In your opinion, what is the role of the superintendent in promoting social justice and equity work across the district?

	● Recognizing that equity is part of the strategic plan, how has the superintendent communicated and elevated this priority? ● Can you describe your approach to the district's professional development opportunities related to social justice and equity? ■ How do you ensure that all staff members have access to this training?

Marybeth O'Brien + Derrick Ciesla	
Purpose	**Interview Questions**
Background	● Please briefly share your position and tenure in the district. ● What roles did you have? ● What did this work look like?
Positionality	● What inspired you to become a school leader? What educational path did you take to get here? ● Share any additional influences or experiences that may have led to your journey toward being a school leader.

Social Justice Knowledge	- How do you describe your understanding of social justice/social justice leadership? - In your opinion, what is the role of the superintendent in promoting social justice and equity work across the district? - Recognizing that equity is part of the strategic plan, how has the superintendent communicated and elevated this priority? - How do you as a leader communicate your beliefs about social justice to your stakeholders? - How have you come to understand these ideas about social justice? - What professional organizations or formal learning have you engaged in? - Are there any ways you support your growth in this area?
Social Justice Pedagogical Knowledge	- How does your knowledge of social justice and equity inform your practice as a principal to improve outcomes for students? - Can you describe a specific example of how you have addressed systemic barriers to equity and access in your district? - What data or evidence do you collect to monitor the effectiveness of strategies and initiatives you have implemented to promote

	educational equity, and how do you use this information to inform decision-making and improvement efforts?
	- How do you enact strategies that develop this understanding across the district? - How do you ensure that your district's curriculum and instructional practices promote social justice and equity for all students? - How do you ensure that students from diverse backgrounds feel included and represented in the curriculum and school culture? - Can you describe your approach to the district's professional development opportunities related to social justice and equity? - How do you ensure that all staff members have access to this training?
Trauma (supports)	- Use dese data - recognizing Olympia is a diverse district not only by racial identity and student with a disability, socio-economic status how has that impacted Black Males. - What systems have you put in place to ensure that your school is meeting the needs of Black males who have experienced trauma? - Can you provide examples of specific instructional practices or interventions you have implemented that have been successful in

	fostering resilience and positive outcomes for Black male students who have experienced trauma? ● How do you collaborate with teachers, counselors, and other support staff to promote positive outcomes for Black males who have experienced trauma? ● How do you involve families and the wider community in supporting the asset-based development of Black male students who have experienced trauma? ● What types of professional development or training opportunities have you provided for teachers to enhance their understanding of trauma-informed and asset-based instructional practices for Black Males?
Trauma (gaps)	● We know that there are many barriers, including systemic and institutional barriers, that hinder the success of Black students and students with trauma. How have these barriers manifested in your schools? ● In your experience, how have you seen misconceptions hinder educators from providing asset-based instructional practices for Black males who have experienced trauma? ● In your experience, what do you feel has hindered the academic achievement of Black males who have experienced trauma?

	● How do you think deficit-based thinking impacts educators' interactions with black male students?
Social Justice	● In your opinion, what additional resources or supports would be beneficial to further the academic achievement of Black males with trauma?

Marybeth O'Brien + Rodolfo Morales	
Purpose	Interview Questions
Background	● Please briefly share your position and tenure in the district. ● What roles did you have? ● What did this work look like?
Social Justice Knowledge	● How do you describe your understanding of social justice? ● In your opinion, what is the role of the superintendent in promoting social justice and equity work across the district? ● Recognizing that equity is part of the strategic plan, how has the superintendent communicated and elevated this priority? ● How do you as a leader communicate your beliefs about social justice to your stakeholders?

	● How have you come to understand these ideas about social justice?
Social Justice Pedagogical Knowledge	● How does your knowledge of social justice and equity inform your practice as a principal to improve outcomes for students? ● Can you describe a specific example of how you have addressed systemic barriers to equity and access in your district? ● How have you used data to monitor the effectiveness of initiatives aimed at promoting educational equity?
	● How do you ensure that your school's curriculum and instructional practices promote social justice and equity for all students? ● How do you ensure that students from diverse backgrounds feel included and represented in the curriculum and school culture? ● Can you describe how the district's professional development opportunities related to social justice and equity have impacted your work as a principal? ● Follow up→ impact on teacher practice, impact on school-based PD

Expectations	• How do you know when a teacher has high academic expectations of students? • How do you know when a teacher has low academic expectations of students?

Comfort Discussing Race	• In the context of today's world, with both the Black Lives Matter movement and the anti-CRT movement influencing policies in schools, how comfortable do you feel talking about race?
	
	    ○ (follow up) What has contributed to your comfort level?
	
	    ○ (follow up) Would you say you feel more or less comfortable talking about race with folks that share your racial identity?

Bias	• Can you tell us how you've supported teachers to recognize their own biases, particularly as it relates to race and students?
	
	• Can you tell me about a time that you worked with a teacher or teachers that held low expectations of students of color?
	
	    ○ (probe on race-based bias)
	
	    ○ (follow up) What specific steps did you take?
	
	    ○ (follow up) What specific steps do you wish you had taken?
	
	    ○ (follow up) Were there any steps you purposefully avoided? Why?

| | ○ (follow up) How does/did the racial makeup of your staff influence your approaches? |
| | ○ (follow up) How does/did your racial identity impact your approach? |

Julia Bott + Derrick Ciesla	
Purpose	Interview Questions
Background	● Tell me more about yourself and a brief history of your work here?
Instructional Leadership	● What does instructional leadership mean to you?
Content Knowledge & Skills	● What practices do you use to build your teachers' content knowledge and skill? ○ Probe: Can you provide an example or a practice you use? ○ (follow up) How do you see this practice influencing teachers' content knowledge and skill?
Social Justice Leadership	*If the interviewee makes a clear connection between Instructional Leadership and Social Justice Leadership only ask question one below.

	● What does social justice and/or equity-centered leadership mean to you? ● How do you communicate your beliefs about social justice throughout your school and community? ● What practices do you use to build your teachers' knowledge of social justice and/or equity-centered teaching? ● How do you see this influencing teachers' knowledge and capacity to implement social justice and/or equity centered teaching?
Social Justice Leadership Instructional Leadership	● Do you see a relationship between your work as an instructional leader and a social justice leader? ● What instructional practices do you use to build your teachers' knowledge and skill around social justice and/or equity centered teaching? ● How do your teachers translate these instructional practices into their teaching for social justice and/or equity? How do you know?
Social Justice	● Can you provide examples of specific instructional practices or interventions you have implemented that have successfully fostered resilience and positive outcomes for Black male students who have experienced trauma?

	● How do you collaborate with teachers, counselors, and other support staff to promote positive outcomes for Black males who have experienced trauma?
Trauma (supports)	● Recognizing Olympia is a diverse district not only by racial identity and student with a disability, socio-economic status, how has that impacted Black Males. ● What systems have you put in place to ensure that your school is meeting the needs of Black males who have experienced trauma? ● Can you provide examples of specific instructional practices or interventions you have implemented that have been successful in fostering resilience and positive outcomes for Black male students who have experienced trauma? ● (probe): How do you collaborate with teachers, counselors, and other support staff to promote positive outcomes for Black males who have experienced trauma? ● (probe): How do you involve families and the wider community in supporting the asset-based development of Black male students who have experienced trauma? ● What types of professional development or training opportunities have you provided for teachers to enhance their

	understanding of trauma-informed and asset-based instructional practices for Black Males?
Trauma (gaps)	• We know that there are many barriers, including systemic and institutional barriers, that hinder the success of Black students and students with trauma. How have these barriers manifested in your schools? • In your experience, how have you seen misconceptions hinder educators from providing asset-based instructional practices for Black males who have experienced trauma? • In your experience, what do you feel has hindered the academic achievement of Black males who have experienced trauma? • (probe) How do you think deficit-based thinking impacts educators' interactions with black male students?

Julia Bott + Rodolfo Morales	
Purpose	Interview Questions
Background	• Tell me more about yourself and a brief history of your work here?

Instructional Leadership	● What does instructional leadership mean to you?
Expectations	● How do you know when a teacher has high academic expectations of students? ● How do you know when a teacher has low academic expectations of students?
Instructional Leadership Content Knowledge and Skills	● What practices do you use to build your teachers' content knowledge and skill? 　○ Probe: Can you provide an example or a practice you use? 　○ (follow up) How do you see this practice influencing teachers' content knowledge and skill?
Comfort Discussing Race	● In the context of today's world, with both the Black Lives Matter movement and the anti-CRT movement influencing policies in schools, how comfortable do you feel talking about race? 　○ (follow up) What has contributed to your comfort level? 　○ (follow up) Would you say you feel more or less comfortable talking about race with folks who share your racial identity?
Bias	● Can you tell us how you've supported teachers to recognize their

	own biases, particularly as it relates to race and students?
	
	● Can you tell me about a time that you worked with a teacher or teachers who held low expectations of students of color?
	
	   ○ (probe on race-based bias)
	
	   ○ (follow up) What specific steps did you take?
	
	   ○ (follow up) What specific steps do you wish you had taken?
	
	   ○ (follow up) Were there any steps you purposefully avoided? Why?
	
	   ○ (follow up) How does/did the racial makeup of your staff influence your approaches?
	
	   ○ (follow up) How does/did your racial identity impact your approach?

Social Justice Leadership	*If the interviewee makes a clear connection between Instructional Leadership and Social Justice Leadership only ask question one below. ● What does social justice and/or equity-centered leadership mean to you? ● What practices do you use to build your teachers' knowledge of social justice and/or equity-centered teaching? ● How do you see this influencing teachers' knowledge and capacity to implement social justice and/or equity centered

	teaching?
Social Justice Leadership Instructional Leadership	● Do you see a relationship between your work as an instructional leader and a social justice leader? Please elaborate. ● What instructional practices do you use to build your teachers' knowledge and skill around social justice and/or equity centered teaching? ● How do your teachers translate these instructional practices into their teaching for social justice and/or equity? How do you know?

Derrick Ciesla + Rodolfo Morales	
Purpose	Interview Questions
Background	● Tell me more about yourself and a brief history of your work here? ● Please briefly share your position and tenure in the district. ● What roles did you have? ● What did this work look like?
Expectations	● How do you know when a teacher has high academic

	expectations of students? ● How do you know when a teacher has low academic expectations of students?

Comfort Discussing Race	● In the context of today's world, with both the Black Lives Matter movement and the anti-CRT movement influencing policies in schools, how comfortable do you feel talking about race?
	
	    ○ (follow up) What has contributed to your comfort level?
	
	    ○ (follow up) Would you say you feel more or less comfortable talking about race with folks that share your racial identity?

Bias	● Can you tell us how you've supported teachers to recognize their biases, particularly regarding race and students?
	
	● Can you tell me about a time that you worked with a teacher or teachers who held low expectations of students of color?
	
	    ○ (probe on race-based bias)
	
	    ○ (follow up) What specific steps did you take?
	
	    ○ (follow up) What specific steps do you wish you had taken?
	
	    ○ (follow up) Were there any steps you purposefully avoided? Why?

	○ (follow up) How does/did the racial makeup of your staff influence your approaches? ○ (follow up) How does/did your racial identity impact your approach?

Trauma (supports)	● Can you provide examples of specific instructional practices you have implemented that have resulted in positive outcomes for Black male students with trauma?
	
	    ○ (probe): How do you collaborate with teachers, counselors, and other support staff to promote positive outcomes for Black males who have experienced trauma?
	
	    ○ (probe): How do you involve families and the wider community in supporting the asset-based development of Black male students who have experienced trauma?
	
	● What systems have you put in place to ensure that your school is meeting the needs of Black males who have experienced trauma?

Trauma (gaps)	● We know that there are many barriers, including systemic and institutional barriers, that hinder the success of Black students and students with trauma. How have these barriers manifested in your schools?

	● In your experience, how have you seen misconceptions hinder educators from providing asset-based instructional practices for Black males who have experienced trauma? ● In your experience, what do you feel has hindered the academic achievement of Black males who have experienced trauma? ○ (probe) How do you think deficit-based thinking impacts educators' interactions with black male students?
Social Justice	● Can you define your understanding of social justice pedagogy and how it informs your leadership in this school district? ● How do you communicate your beliefs about social justice throughout the district and community? ● Can you describe a specific example of how you have addressed systemic barriers to equity and access in your district? ● What data or evidence do you collect to monitor the effectiveness of strategies and initiatives you have implemented to promote educational equity, and how do you use this information to inform decision-making and improvement efforts? ● What types of professional development or training opportunities have you provided for teachers to enhance their understanding of trauma-informed and asset-based instructional

	practices for Black Males?
	● In your opinion, what additional resources or supports would be beneficial to further the academic achievement for Black males who have experienced trauma?

Appendix C

Educator Interview Protocol

In this section, I have selected questions that will be asked of educators. These questions are aligned to four key areas: context setting, instructional leadership knowledge and practices, social justice leadership knowledge and practices, the intersection between instructional and social justice leadership and transfer across the organization. .

Question Key Alignment

Context Setting	CS
Instructional Leadership	IL
Social Justice Leadership	SJL
Instructional Leadership + Social Justice Leadership	IL + SJL
Transfer	T

_____

Questions   Focus Area

These questions will include some variation of the following:

Name   CS

Years of experience in education

Role in the school

Years of experience in current role

Primary responsibilities

1. What is the instructional vision of the school?   IL

2. What specific structures or practices implemented by your school leader

   exist to support your development as an educator?

3. How do you experience these structures or practices as an educator?

4. How, if at all, do they influence your knowledge and practice?

5. What does it mean to be a social justice (or equity-centered) educator to you?   SJL

6. What specific structures or practices implemented by your school leader,

   support the development of your social justice (or equity) knowledge and skill?

7. How do you experience these structures or practices?

8. How, if at all, do they influence your knowledge and practice?

9. How, if at all, does equity or social justice intersect with the instructional vision   IL + SJL

   of the school?

10. What specific structures or practices support the intersection of instruction

    and equity?

11. How do you experience these structures or practices?

12. How, if at all, do they influence your knowledge and practice?

13. Do you think if I asked other educators in this community, I would get   T

    similar responses?

Appendix D

Document/Artifact Review Notetaker

	Type of Document		
	☐ Memorandum	☐ School Improvement Plan	☐ Presentation
	☐ Internal Memo	☐ District Improvement Plan	☐ Website
	☐ Community/Family Memo	☐ School Committee Minutes	☐ Newspaper/Digital Media Article
	☐ Agenda	☐ Professional Development Plans	☐ Press Release
	☐ Data Records/Analysis		

Document Classification

☐ Personal (diary, notes)

☐ Official (press releases)

☐ Restricted Access (minutes, agendas)

☐ Open Access (organization reports, website, publications)

☐ Freedom of Information Act (FOIA)

	Document/Artifact Characteristics ☐ Letterhead ☐ Slogan ☐ Department Information ☐ Notations ☐ Highlights ☐ Signatures
	Date(s) of Documents:
	Author(s)/Creater(s) of Documents, Position/Role:
	Intended Audience:
	Document Information:

A. Purpose of Document:

B: Evidence of Purpose:

C. Evidence of Authenticity

D. Evidence of Credibility

Appendix E

Criteria for Superintendent Selection

- Leads a mid-size urban district that is comprised of a diverse student population

- A minimum of three years of leadership experience at the superintendent level

- Served in the residing district for a minimum of two years

- Experience as an instructional leader at the building level

- Commitment to equity, which is evidenced by a mission and vision linked to addressing systemic inequities particularly related to minoritized populations

Appendix F

Social Identity Wheel

Name:_____

Years as a principal _____

Years as a principal at your school_____

Select and write down your **three most salient identities** in the corresponding boxes below.
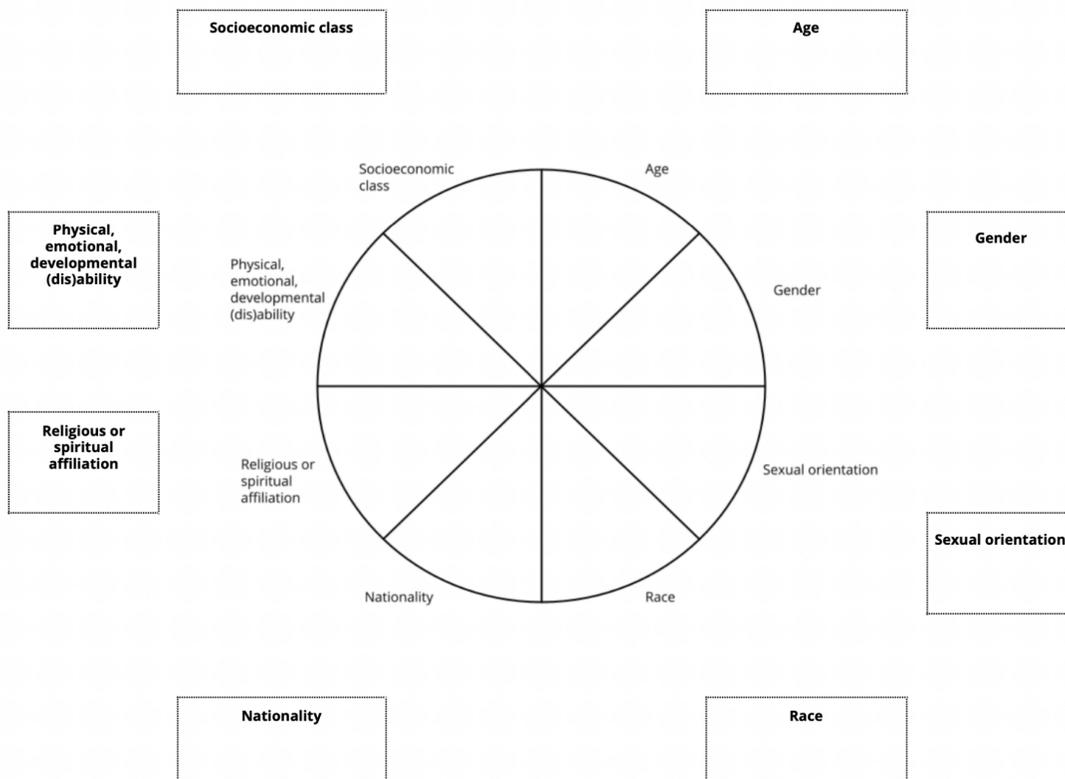
Appendix G

Survey

Question Key Alignment & Interview Questions

Context Setting	CS
Cultural Awareness Adult	CAA
Cultural Awareness Student	CAS
Engaging All Students	EAS
Professional Development for Equity	PDE

Question	Responses					Code
How often do school leaders encourage you to teach about people from different races, ethnicities, or cultures?	Almost never	Once in a while	Sometimes	Frequently	Always	CAA
How often do you	Almost	Once in a	Sometimes	Frequently	Always	CAA

think about what colleagues of different races, ethnicities, or cultures experience?	never while					
How confident are you that adults at your school can have honest conversations with each other about race?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	CAA
At your school, how often are you encouraged to think more deeply about race-related topics?	Almost never	Once in a while	Sometimes	Frequently	Always	CAA
How comfortable	Not at all	Slightly	Somewhat	Quite	Extremely	CAA

are you discussing race-related topics with your colleagues?						
How often do adults at your school have important conversations about race, even when they might be uncomfortable?	Almost never	Once in a while	Sometimes	Frequently	Always	CAA
When there are major news events related to race, how often do adults at your school talk about them with each other?	Almost never	Once in a while	Sometimes	Frequently	Always	CAA

How well does your school help staff speak out against racism?	Not at all well	Slightly well	Somewhat well	Quite well	Extremely well	CAA
How often do you think about what students of different races, ethnicities, or cultures experience?	Almost never	Once in a while	Sometimes	Frequently		CAS
How comfortable are you discussing race-related topics with your students?	Not at all	Slightly	Somewhat	Quite	Extremely	CAS
How easy do you find interacting with students at your school who	Not at all easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy	EAS

are from a different cultural background than your own?						
In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?	Not at all	Slightly	Somewhat	Quite well	Extremely	EAS
When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the	Not at all easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy	EAS

situation?						
At your school, how valuable are the equity-focused professional development opportunities?	Not at all valuable	Slightly valuable	Somewhat valuable	Quite valuable	Extremely valuable	PDE
How often do professional development opportunities help you explore new ways to promote equity in your practice?	Almost never	Once in a while	Sometimes	Frequently	Always	PDE
Overall, how effective has your	Not at all	Slightly	Somewhat	Quite well	Extremely	PDE

school administration been in helping you advance student equity?		

What race(s) do you identify as?	CS
How many years have you taught?	CS
What gender do you identify as?	CS
Which school do you work at?	CS