PRINCIPAL AND TEACHER COLLABORATION FOR SOCIAL JUSTICE IN PREDOMINATELY WHITE, AFFLUENT SCHOOLS

By

Shannon L Anderson

A dissertation submitted in partial fulfillment of

the requirements for the degree of

Doctor of Philosophy

(Educational Leadership and Policy Analysis)

at the

UNIVERSITY OF WISCONSIN-MADISON

2019

Date of final oral examination: 5/7/2019

The dissertation is approved by the following members of the Final Oral Committee:

Bruce King, Faculty Associate, Educational Leadership & Policy Analysis
Julie F. Mead, Professor, Educational Leadership & Policy Analysis
Peter M. Miller, Professor, Educational Leadership & Policy Analysis
Linn Posey-Maddox, Associate Professor, Department of Educational Policy Studies
Rachelle Winkle-Wagner, Professor, Educational Leadership & Policy Analysis

Acknowledgements

This journey, though challenging and spanning more years than intended, has made me a better school leader. I could not have persistent without the love, support, and guidance of many individuals in my life:

First and foremost, my husband Ryan Anderson has been my constant cheerleader, listener, and love of my life. Ryan always pushes me to think more deeply and to have faith when I have lost my way.

My children, Blake and Rose, have spent most of their lives with a principal mom in continual grad school. This had pulled me away from many nights and weekends, games, and other events. They, however, have persevered through Ryan's cooking when I have been away. I could not be prouder of them for their own learning journeys, their dedication to athletics, and their evolution into the compassionate young adults they are becoming.

My parents and grandparents have instilled in me a strong work ethic and a laser focus on learning and education. Their support of my education during my entire life has played a critical role in what I have been able to accomplish. My materal grandmother Alyce Curran passed away while I was conducting this study. She, in particular, was an advocate for my education, and one of the schools in this study is named in her memory.

Candace Weidensee is not only my best friend, but also my doctoral partner. We began the program together, taking every class and crossing each milestone together. Although we frequently got distracted with a nice meal on our dissertation work nights, we always eventually found our way to the Fitchburg Public Library. Her collaboration and support has been invaluable on this journey.

I appreciate the way in which Pete Miller, my advisor, has supported me on this journey as a full time principal while slowly progressing through this program. He always helped to keep things in perspective, maintain a positive attitude, provide clear feedback, and help me to believe in myself.

My staff and the students at Oregon Middle School are what inspired me to do this study. Serving in a predominately white, affluent school is personal to me. I aspire to be a leader that makes OMS equitable and safe for all learners—and I know that I cannot do it alone. I am grateful for the teachers who are willing to learn and lead with me to make OMS socially just. I am grateful for the students who have asked questions, challenged policies, and taken steps to make change. I acknowledge that I have made many mistakes along the way; there is much work to be done, and that brings me hope.

I am also fortunate to have administrative team colleagues who help to sustain my work at the district level. They are always ready to offer guidance and support when I need it. In particular, my superintendent, Dr Brian Busler has not only supported my leadership for social justice, but has also been an advocate for me as a lifelong learner pursing my doctoral degree. For his support I am eternally grateful.

Lastly, I feel blessed to have Sharee Koker in my life. She is a parent with whom I have had the pleasure of working for several years. She pushes me to be a better principal for social justice; I am grateful for her continued honesty and everything she has taught me---things that can never be taught through university study or research in the field.

Table of Contents

List of Tables

List of Figures

Abstract

Despite a commitment to creating socially just schools, gaps and inequities continue to persist in public schools in the United States. While the literature lacks commonly held definitions for both social justice leadership and teaching, it is rich with examples of educators who are striving to make public schools socially just. However, within these examples, principals and teachers frequently identify each other as barriers to their social justice work, and there is little research on how school leaders collaborate with teachers to instill changes in their schools. Additionally, the majority of these studies have been conducted in urban settings where student diversity and socioeconomic needs are high. To address this literature gap, this study will explored the ways in which principals collaborate with teachers to lead for social justice in predominately white, affluent school districts. Using a collective case study approach, the researcher used qualitative methods of interviewing, field notes, and the collection of documents and audiovisual materials as data for the study. Two secondary public school principals and their teachers working in predominately white, affluent districts comprised the cases for the study. This study found five leadership moves principals take to collaborate with teachers to lead for social justice in predominately white, affluent school districts: 1) communicate their vision for social justice, 2) leverage data to address inequitable practices, 3) commit to hiring social justice minded teachers and growing their teachers, 4) provide the resources teachers need to advance social justice, 5) serve as a liaison, and sometimes a buffer, between external factors and the building to support social justice efforts. Ultimately, the findings provide both school administrators and researchers with important information to guide better collaboration between principals and their teachers when creating socially just schools.

Chapter 1

Introduction

In 2001, Congress passed the No Child Left Behind Act (NCLB). This Act resulted in increased school accountability for academic progress for all students. Partially enacted to close "the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers" (The Elementary and Secondary Education Act), NCLB created a renewed urgency for educators across the country to look deeply at their data and practices in an attempt to create more equitable school experiences for their students. This urgency resulted in an increase in published research focused around socially just practices for K-12 schools and the term "social justice became…widely [used] when examining the research in educational administration" (Hernandez, 2014; Jean-Marie, 2008).

Our students today face a diverse society where social injustices are still prevalent despite NCLB. For example, Wisconsin has the largest achievement gap for students of color in the United States. In his State of Education address, then State Superintendent Tony Evers (2014) explained, "It's *unacceptable* that Wisconsin is worst in the nation when it comes to the well-being of African American children. It's *unacceptable* when Hispanic and American Indian students drop out of school at a rate of one in four, and African American students at a rate of one in three. It's *unacceptable* that wide gaps still persist for students with disabilities, English learners, and students in poverty." These persistent gaps show that much work has yet to be done by social justice educators, both teachers and principals, in order to dismantle inequities and mindsets within our schools.

Social justice provides a lens with which to recognize inequities, analyze what perpetuates them, and as a result, inspires a call to action to dismantle them (Kose, 2007b). It is important to note, however, that the ideals of social justice in education far pre-date NCLB (Freire, 1970; Rawls, 1971). While Rawls (1971) did not specifically discuss educational institutions in his writings, he provides a foundation for future social justice educators by questioning traditional views of what makes society just. In addition, Freire (1970) introduced critical theory into the field of education, examining how educational systems produce and reproduce oppression. Since Freire, scholars have recognized the role education plays in developing socially just schools and an equitable society (Carlson, 2007).

Despite the decades-long discussions for social justice in our public K-12 schools, educators vary in their approach to their social justice work. This is rooted in both definition and role. No single definition of teaching for social justice exists within the literature (Allsup & Shieh, 2012; Carlson, 2007; Dover, 2009, 2013a, 2013b, 2015; Johnson et al 2009; Kelly, Brandes, Orlowski, 2004; Sonu, 2012). Similarly, the field of social justice leadership also lacks a universally accepted definition (Alsbury and Whitaker, 2007; Dantley and Tillman, 2006; Ryan 2006; Scanlan, 2013). While the lack of a consistent definition for both teaching and leading for social justice may create confusion across the literature, common themes emerge. For example, principals (Capper & Frattura, 2009; Kose, 2007a; Kose, 2007b; Scheurich & Skrla, 2003; Tallerico, 2005) and teachers (Dover, 2013a; Hirsch & Hord, 2010; Ijei & Harrison, 2010) both identified the importance of professional development in order to create more socially just schools. Principals noted their own activism as an important part of their work (Aleman, 2009; Green & Dantley; Ryan, 2006; Scheurich & Skrla, 2003), and the

teachers did as well (Picower, 2012; Sonu, et al., 2012). Additionally, principals cited the importance of diverse and culturally relevant curriculum (Jean-Marie, 2008; Kose, 2007a; Kose, 2007b; Theoharis, 2009), and this emerged as a theme amongst the teachers as well (Dover, 2013b; Landson-Billings, 1995; Lazar, 2013; Paris, 2012; Sheets, 1995; Upadhyay, 2010).

Despite many similarities and much research on social justice teaching and leadership practices, the literature shows teachers and leaders rarely work effectively together toward creating socially just schools. Teachers commonly view principals as barriers to their social justice work (Chubbuck & Zembylas, 2011; Dover, 2013a; Dowden, 2010; Esposito & Swain, 2009, Gutstein, 2003Kelly, 2004; Swalwell, 2013; Taubman cited in Sonu, 2012; Upadhyay, 2010), and they often identify the fear and frustration principals provoke (Chubbuck and Zembylas, 2011; Dover, 2013; Kelly, 2004; Lazar, 2013). The literature on principal leadership for social justice shows how teachers' negative view and deficit thinking (Aleman, 2009; Alsbury, 2007; Jean-Marie, 2008; Karpinksi, 2006; McKenzie and Scheurich , 2004; Rivera-McCutchen & Watson, 2014; Theoharis, 2011), their resistance to social justice practices (Aleman, 2009; Jean-Marie, 2008; Rivera-McCutchen and Watson, 2014; Ryan, 2010; Theoharis, 2009; Theoharis, 2011), the curriculum and pedagogy they use in the classroom (Hernandez, 2014; Karpinksi, 2006; Theoharis, 2010; Theoharis, 2011), and the systems they create (Karpinksi, 2006; Theoharis, 2007a) create challenges to their leadership. Despite these obstacles, as Affloter and Hoffman (2011) point out, teachers need to actively create learning environments that support social justice; however, they cannot do it without the support and guidance of committed leaders. Similarly, principals realize the important role teachers play in their leadership for social justice (Theoharis, 2009). While the

tension between principals and teachers can easily be gleaned from the literature, these perspectives were gathered in isolation. A gap exists within the literature that explores how principals and teachers can work together for social justice in their schools.

The vast majority of studies that explore both teaching and leading for social justice occur in urban, diverse, high-poverty schools. As Hernandez (2014) notes, most social justice educators, "are… attracted to where they can embrace their past and give forward. Inner-city areas with high concentrations of low-income students of color seem to attract social justice leaders" (Hernandez, 2014, p. 591). As a result, there is a gap in the research that analyzes social justice teaching and leadership in predominately white, affluent, suburban schools. Alsbury (2007), for example, recommends that additional research be conducted that examines social justice education in different settings such as rural and suburban ones. This gap is worth examining through research because racially diverse students and students living in poverty attend schools in the suburbs, and achievement gaps are present. Additionally, the white students who attend these schools need to learn how to become socially just citizens in order to dismantle societal inequities in the future (Swalwell, 2013). The lack of research on social justice practices in predominately white, affluent suburban schools presents a gap in the research.

The challenges of principal-teacher collaboration for social justice in predominately white, affluent school districts is personal to me on three levels. First of all, I taught for fourteen years at the high school level. During my tenure, social justice issues guided my practice. I revised the curriculum to integrate more diverse voices, I advocated for more inclusive practices, and sought out professional learning opportunities that explored issues of equity. Secondly, I am in my tenth year as a building administrator at the secondary level. Leading for social justice is at the center of

my work: challenging inequitable policies and procedures, providing learning opportunities around equity for staff, combating resistance from stakeholders. Third, in both of these roles I served predominately white, affluent suburban communities. Despite the low percentage of students of color and students with socio-economic needs within these communities, I witnessed many instances of racism, inequitable practices, and bias within the curriculum. My experiences as both a teacher and leader advocating for social justice in predominately white, affluent suburban communities has helped me to realize three things: 1) teachers need the support of their administrators in order to engage in social justice work, 2) principals need the support of their teachers in order to lead for social justice within their schools, and 3) social justice issues need to be addressed in predominately white, affluent suburban communities. These realizations through practice are neither documented nor explored in current research, and, therefore, present a gap in the literature.

Clearly, the literature on teaching and leading for social justice is complex and extends far beyond addressing the gaps present in student performance. Given what we know about leading and teaching for social justice, and that we do not know enough about school leaders and teachers collaborating together to lead for social justice—especially in predominately white, affluent suburban communities--more research is needed that addresses these intersectionalities. My study addressed this niche and is guided by the following research question: How do school leaders collaborate with teachers to lead for social justice in predominately white, affluent school districts?

Chapter 2

Literature Review

In this chapter, I first explore the definition of social justice and summarize the foundations of social justice in the field of education. Second, I review the research describing teaching for social justice, examining factors both within and outside of the classroom. Third, I synthesize the common themes and several key frameworks present in the leading for social justice literature. Fourth, I examine how teachers and leaders committed to social justice describe each other. Finally, I articulate the implications of these findings and identify gaps within the literature that lay the foundation for my study.

I began by searching for peer-reviewed, empirical articles written after the implementation of the NCLB in 2001. To identify relevant articles for the review within the established timeframe, I utilized the following EBSCOhost online databases: Education Research Complete, Educational Administration Abstracts, Educational Resources Information Center (ERIC), and Professional Development Collection. I searched only for peer-reviewed articles that explored the practices of K-12 schools in the United States using a combination of the following search terms: schools, social justice, definition, teaching, teacher leadership, leadership, and principals. After an initial reading of the articles gathered from these searches, a snowball technique (Bogdan & Biklen, 2007) was used to supplement the review with additional articles and books that were not identified by my search terms. Additionally, several articles were added to the review if they pre-dated the 2001 search parameters if they appeared to be seminal texts in the social justice field.

Although my reading of current and seminal texts related to social justice teaching and leadership is extensive, I also acknowledge the fact that this review is not

exhaustive. However, I do believe this review has arrived to a place of saturation (Creswell, 2013). I read and analyzed this body of work on teaching and leading for social justice in order to gain a comprehensive understanding of each as well as understand the intersectionality that exists between the two and how they influence each other's work in order to best serve students.

Defining Social Justice

No single comprehensive definition of social justice is present in the literature. In fact, definitions vary widely and are not limited to the field of education. Despite the lack of a commonly held definition, social justice is based on two concepts: power and knowledge (Carlson, 2007). It explores the "relations and dominations of power and the legitimization and distribution of knowledge" (p. 4) in society. Rawls and Freire are two authors who helped to establish the foundation for social justice education.

In *A Theory of Justice*, Rawls (1971) attempted to define social justice. It was written in response to dissatisfaction with traditional views of what makes society and its institutions socially just. He explored the concept of justice as fairness and supported it with two tenets: 1) justice means all people should have equal rights consistent with other people who have access to the same rights and 2) justice means equal opportunity by providing everyone with the same access, and this access should benefit the least advantaged the most. By exploring the themes of liberty and wealth from a social justice perspective, he captures the tensions between equality versus equity. Although Rawls did not specifically examine the educational institutions in his writings, his analysis provides a foundation for future social justice educators.

It was Paulo Freire's seminal text *Pedagogy of the Oppressed* (1970) that combined critical theory and education, resulting in a critical pedagogy that examined

how educational systems produce and reproduce oppression. Freire argues that in order to surmount oppression, "people must first critically recognize its causes, so that through transforming action they can create a new situation, one which makes possible the pursuit of a fuller humanity" (p. 47). Unfortunately, Freire's analysis of current educational practices shows that schooling perpetuates oppression. He challenges the traditional "banking system" of education where teachers view students as empty containers to be filled with knowledge. This system oppresses students and keeps them from developing the critical thinking skills necessary to make changes in their society. Instead, he proposes a "problem-posing" approach that facilitates equal collaboration and dialogue between teachers and students as they work together to disrupt inequities. As a result, as students "are increasingly posed with problems relating to themselves in the world and with the world, will feel increasingly challenged and obliged to respond to challenge" (p. 81).

Since Freire, scholars have recognized the role education plays in developing socially just schools and an equitable society (Carslon, 2007). As this discourse has intensified, however, social justice education still lacks a well-defined and widely accepted definition (Karpinski, 2006). This is problematic for as Carlson explains, in order to prepare social justice educators, we need to "continually challenge, consider, and ask: What does that mean?" (p. 18). The following sections dive deeper into the complex nuances of what it means to teach and lead for social justice.

Teaching for Social Justice

The urban teachers in Esposito & Swain's study (2009) defined social justice education in several ways: helping students understand their relationships with others, empowering students, building academic skills, and teaching critical thinking skills.

Varied definitions of teaching for social justice are certainly not limited to Esposito & Swain's study, however (Allsup & Shieh, 2012; Carlson, 2007; Dover, 2009, 2013a, 2013b, 2015; Johnson et al 2009; Kelly, Brandes, Orlowski, 2004; Sonu, 2012). Landson-Billings (2006) notes that social justice teaching is "less a thing and more an ethical position" (p. 40). In addition, Carlson (2007) explains, while most educators "would agree that they teach for social justice, they could never agree on how to do it" (p. 2). This reality creates confusion and frustration. As Swalwell (2013) notes, "some scholars bemoan the slippery vagueness of the term 'social justice' and warn of its becoming an irreversibly empty buzzword despite its proponents' best intentions" (p. 21). Despite the fact these ambiguities are prevalent, common themes do emerge from a review of existing literature. These themes can best be divided into two categories: what teaching for social justice looks like within the classroom and what teachers need outside of their classrooms in order to achieve and sustain effective social justice teaching.

Social Justice Classrooms

For the purpose of this review, Dover's (2013b) conceptual framework is used to capture the essential elements of teaching for social justice within the classroom. The model is based on a study of 24 secondary English Language Arts teachers who were asked to describe teaching for social justice and explain how they both balance and address challenges of social justice teaching in a standards-based environment. The majority of the teachers in the study were working with students of color in urban, high-poverty districts. The findings of Dover's study revealed three themes that define teaching for social justice: curriculum, pedagogy, and social action. Each theme is further developed with three defining components and is explored in detail in the following sections.

Curriculum. The first theme presented in Dover's (2013b) framework explores the role of curriculum. Social justice curriculum includes the following components: 1) it reflects students' personal and cultural identities; 2) it includes explicit instruction about oppression, prejudice, and inequity; 3) and it makes connections between curricular standards and social justice topics.

Students' personal and cultural identities. First, a curriculum for social justice must reflect students' personal and cultural identities. In 1995 Ladson-Billings advocated for "culturally relevant pedagogy" to meet the needs of African American students. Culturally relevant pedagogy is based on three criteria: developing students academically, nurturing and supporting cultural competence, and developing students' socio political consciousness. Ladson-Billings defined cultural competence as "the ability to help students appreciate and celebrate their cultures of origin while gaining knowledge of and influence in at least one other culture" (2004, p. 1). In addition, Ladson-Billings noted that culturally relevant pedagogy "must provide a way for students to maintain their cultural integrity" (1995, p. 476). Cultural integrity can be achieved through viewing students' lived experiences as assets to the classroom. For example, in their study of the Mexican community in Arizona, Moll and colleagues (1992) encouraged teachers to access students' "funds of knowledge" –knowledge traditions and skills students bring to the classroom—when designing curriculum. Additionally, as one teacher in Dover's study observed, "A [social justice] curriculum needs to be locally designed to meet the needs of local students in each classroom. Content reflects community and student concerns and interest" (p. 7-8)

While Ladson-Billings' study focused on African American students, the tenets of culturally relevant pedagogy have influenced the teaching of other student populations

and the work of other researchers in the field (Ladson-Billings, 2014). For example, influenced by Ladson-Billings' work, Paris (2012) coined the phrase "culturally sustaining pedagogy" in an attempt to "to perpetuate and foster—to sustain---linguistic, literate, and cultural pluralism as part of the democratic project of schooling" (p. 93). Culturally sustaining pedagogies challenge educators to utilize strategies that are more responsive or relevant to the "cultural experiences and practices of young people—it requires that they support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence" (p. 95).

The literature is rich with specific examples of teachers who have based the curriculum on their students' personal and cultural identities. One urban school teacher in Lazar's study (2013) used interviews with family members to help students better understand how historical events impacted their community: "When I said learn, I meant learn about themselves, their communities or a story that had previously remained untold" (p. 718). Upadhyay's study (2010) showed how one urban school science teacher linked science concepts to Hmong students' parents' and relatives' work on the farm. Additionally, the teacher encouraged Hmong students to describe observations in a science experiment using color descriptors used in the Hmong culture. Sheets's study (1995) described a teacher who viewed her students' ability to speak Spanish as an asset by developing a curriculum based on students' cultural heritage that was taught entirely in Spanish.

However, researchers have also noted instances of self-proclaimed social justice teachers who do not believe the curriculum needs to reflect students' cultural identities. For example, Carlson's study (2007) reveals how an urban school English teacher

implemented her own understanding of social justice by intentionally avoiding culturally relevant literature. By only teaching literature from the traditional canon, "[s]he is on some level seeking to give inner-city, underprivileged students 'access' to the kind of privileged education that she had." However, by not requiring her students to write a literary paper, she shows she "doesn't believe that her students can 'access' it" (p. 16). This example illustrates how even teachers who have the best intentions can easily send mixed messages to their students and deprive them of meaningful, culturally rich learning opportunities.

Explicit instruction about oppression, prejudice, and inequity. The second component of socially just curriculum addresses explicit instruction about oppression, prejudice, and inequity. Ladson-Billings (1995) writes that teachers "must help students to recognize, understand, and critique current social inequities" (p. 476). As one teacher in Dover's study (2013b) notes, her curriculum explores issues of "race, class, gender, ability, sexuality, religion, etc. in terms of inequity" (p. 8). Another urban teacher in a study conducted by Kelly, Brandes, Orlowski (2012) explained how teaching for social justice means "all students understand how power works in our society. It means helping students look at the dominant discourses and how they actually privilege elites" (p. 46).

Teaching students about oppression, prejudice, and inequity looks varied across grade levels and content areas. For example, one teacher in a study conducted by Kelly, Brandes, and Orlowski (2004) used racist historical events as a catalyst to reflect on current inequities in their lives (p. 45). Additionally, Ladson-Billings (1995) referenced Robinson when she described how African-American students in Dallas applied their mathematical and literacy skills to analyze and critique the presence of liquor stores in poor communities and their absence in white, upper-class neighborhoods. Regardless of

the age of students or the curricular area, teachers committed to social justice create learning experience for their students that integrate instruction about implicit oppression, prejudice, and inequity.

Connections between curricular standards and social justice topics. The third and final component of a curriculum for social justice explores the connections between curricular standards and social justice topics. Often confronted with the challenge of teaching required standards, teachers frequently find it difficult to find the time to explore social justice topics. One teacher in Lazar's study (2013) simply augmented the required curriculum to include issues of social equity. However, strategically viewing required standards as a tool to support to social justice work helps to alleviate time constraints. As a teacher in Dover's study (2013a) explained, "I see the standards the way an architect might see building codes. While building codes may seem restrictive, a creative person can build a structure that is beautiful, creative, functional, and 'up to code'…It is more difficult to plan [social justice curriculum] than a traditional English Language Arts curriculum, but it creates a more engaging and authentic learning/teaching experiences" (p. 93). Similarly, another participant in the same study used the standards as a "platform to discuss inequity and abuse of power" (p. 8).

Pedagogy. The second theme presented in Dover's social justice framework is pedagogy. Dover's pedagogy for social justice includes the following components: 1) creating a supportive classroom climate that embraces multiple perspectives; 2) emphasizing critical thinking and inquiry; 3) promoting students' academic, civic, and personal growth. Each component is described with supporting examples from the literature below.

Supportive classroom climate that embraces multiple perspectives. The first component of socially just pedagogy explores how educators create a supportive classroom climate that embraces multiple perspectives. Before multiple voices can be shared, however, students need to feel safe in their learning space. In his study in an urban, Latino classroom, Gutstein (2003) noted that in order for teachers and students to openly and honestly discuss social justice issues, they need to work together to create safe classrooms for those conversations to occur. Similarly, Dover (2013b) emphasized the importance of "promot[ing] equity, inclusion, and empathy" (p. 8) within the classroom. One participant in Lazar's study (2013) explained how "Race permeates every interaction between students and me. The more comfortable we all become in discussing the fact that we are of different races, the more comfortable our classroom becomes for addressing issues of identity, and the more learning can occur" (p. 714). Ladson-Billings (1995) found that a supportive climate was established when teachers avoided competitive, individual achievement and instead focused on fostering a collaborative community of learners.

Once a safe learning environment is established, including all voices is critical. As one teacher in Kelly, Brandes, Orlowski's study (2001) explained, "In my classroom, social justice means everyone has a voice that he or she must use respectfully, responsibly, ethically, compassionately" (p. 44). Interestingly, teachers were also quick to point out the importance of multiple voices, especially when there were disagreements. One urban elementary teacher in Johnson et al study (2009) explained, "I think in my class, and I think in general, you should hear different points of view…about their ideas…They don't have to come to an agreement, but that they're building off of each

other" (p. 300). Another participant in this same study explained the importance of encouraging students to share different perspectives and disagree with each other.

When a supportive learning environment is established and multiple voices are engaged in that learning space, new learning is constructed. Gutiérrez (2008) argues that by meaningfully integrating migrant students' voice into teaching, a "third space" is created. This space is "where teacher and student scripts---the formal and the informal—intersect, creating the potential for authentic interaction and a shift in the social organization of learning and what counts as knowledge" (p. 152). From a social justice perspective, this authentic interaction will ultimately result in action. As Allsup and Shieh (2012) note, "To listen to our students is to allow them to enter our curriculum with us agents of change" (p. 50).

Critical thinking and inquiry. The second component of socially just pedagogy explores how educators emphasize critical thinking and inquiry. Although he lived and wrote in Brazil, Paulo Freire is attributed with the critical pedagogy movement in the United States. Critical pedagogy calls for teachers to not view students as empty vessels that need to be filled with knowledge, because by doing so students fail to develop "the critical consciousness which would results from their intervention in the world as transformers of that world" (p. 73). Teachers, instead, need view their role as co-learners with students through an authentic dialogue engaged in problem-posing education. By engaging in problem-posing learning experiences, teachers help students to "develop their power to perceive critically the ways they exist in the world with which and in which they find themselves" (p. 83). Freire's philosophies clearly laid the foundation for critical thinking and inquiry for future social justice educators. When asked to define teaching for social justice, one participant in Dover's study (2013b)

explained, "[t]eaching for social justice uses critical thinking to investigate issues of difference and inequity and inspire students to be change agents" (p. 8). When posed with a similar prompt, a participant Esposito & Swain's study (2009) defined social justice teaching as something that is going to "turn you into a critical thinker" (p. 41).

How teachers teach critical thinking and inquiry varies. Some teachers taught it explicitly embedded into the curriculum. One urban teacher (Esposito & Swain, 2009), for example, had students analyze questions presented in a school workbook focusing on the attributes of a "good citizen." He led students through a discussion about the some of the items on the list: going to church on Sundays, standing during the Pledge of Allegiance, supporting the military and soldiers. Other educators teach critical thinking as an overall approach to learning. For example, one teacher (Ladson-Billings, 1995) pushed her students' thinking by telling them, "Just because I am the teacher doesn't mean I am right." The teacher explicitly taught students the differences between critically challenging an intellectual concept and challenging authority. Another female teacher (Esposito & Swain, 2009) used a similar approach: "I…teach them [to] try to be critical thinkers, 'Don't always [accept] everything at face value…So do you think this is true? Why do you think this is true? So, who wrote this book?" (p. 42).

Regardless of the method, teaching students to become critical thinkers is a key element of social justice pedagogy. Ultimately, by explicitly teaching and practicing these skills, students will be able to transfer them to other contexts. As one participant in Dover's study (2013a) so clearly stated, "[i]n my experience, once students develop analytical tools, they critique the hell out of EVERYTHING" (p. 95).

Students' academic, civic, and personal growth. The third and final component of socially just pedagogy explores how educators promote students' academic, civic, and

personal growth. Of the three areas, promoting academic growth was cited most often in the literature. As Ladson-Billings (1995) explained, "Each of the teachers felt that helping the students become academically successful was one of their primary responsibilities" (p. 475). However, to different teachers, promoting academic growth meant different things. One participant in Dover's (2013b) study, for example, described it as "[t]eaching skills and having high expectations" (p. 8). Another (Allsup & Shieh, 2012) felt it meant "disaggregating our grade books and classes by categories" (p. 49) in order to reveal gaps and learning needs. Another urban teacher (Gutstein, 2003) promoted academic growth by using it as a tool to increase students' sociopolitical consciousness: "Although not all loved math, virtually all understood that mathematics was a tool not only to solve both realistic and fanciful, sometimes enjoyable, problems in books, but it could also be used to dissect society and understand inequity" (p. 67). Teaching the requisite skills in order to empower students was a reoccurring theme. As one Dover (2015) participant explained, "Teaching for social justice means helping students master skills they need to not only be able to survive in their world, but reclaim it" (p. 365).

In additional to promoting academic growth, teachers also fostered students' civic responsibility. The very nature of social justice teaching encourages students to explore and critically analyze the complexities of our society in order to promote change. One participant in Dover's study (2103b) described social justice education as a way to "encourage youth to participate in global change" (p. 9). Additionally, Sonu (2012) explained that social justice education "can cultivate within students a sense of civic responsibility, the duty to care about the plight of others, and the means to work in

solidarity to transform the structural and ideological forces that benefit certain communities at the expense of others" (p. 244).

Lastly, teachers promoted students' personal growth. One participant in Dover's study (2103b) described how teaching for social justice provided "students [with] opportunities for personal growth and development" (p. 9). Promoting students' personal growth is heavily influenced by the way in which teachers view their students. By seeing students from an assets perspective and making changes within themselves to promote student growth, teachers were better able to meet the needs of their students. As Ladson-Billings (1995) explains, "Absent from [the teachers'] discourse about students was the 'language of lacking'. Students were never referred to as being from single-parent household, being on AFDC (welfare), or needing psychological evaluation. Instead, teachers talked about their own shortcomings and limitations and ways they needed to change to ensure student success" (p. 479).

Social action. The third and final theme presented in Dover's social justice framework is social action. Social action includes the following components: 1) teachers' sense of themselves as social activists, 2) teachers' intent to raise students' awareness of inequity and injustice, and 3) teachers' intent to promote students' social action. Each component is described with supporting examples from the literature below.

Teachers' sense of themselves as social activists. The first component of social action begins with teachers' sense of themselves as social activists. If teachers do not understand themselves as social activists, it is challenging, in turn, for them to promote student social action. How do teachers develop a sense of themselves as social activists? Some authors site personal background and personal experiences to describe how teachers position themselves as social justice educators (Sonu, et al., 2012). Others

explore how entering the teaching professional helped to shape teachers' thinking: "As soon as I got into teaching, I recognized the ways that education policy and the larger forces of capitalism affect what goes on in the classroom. It became clear to me that I couldn't just teach and expect the world to get better. I had to be involved in changing the way that education works in society." (Picower, 2012, p.570). Others focus on how beginning teachers can find their own position by defining and negotiating their role as social justice teachers (Sonu et al, 2012) .

What does it mean for teachers to have a sense of themselves as social activists? The first theme in the literature explores courage. Allsup & Shieh (2012) note that "Noticing inequities, and identifying them as such, takes a great deal of quiet courage. The very act of noticing shed light on our own teaching techniques and attitudes"(p. 49). This courage allows for reflection. Johnson et al (2009) challenge teachers to "Tak[e] time to step outside of classroom practice and record personal constructs of social justice…ponder the ways in which one's conceptions of social justice are affected by the practice of teaching…" (p. 308). Reflection helps teachers to make meaning of the injustices in their lives and work collectively against oppression and inequalities (Picower, 2012). However, how those inequalities are challenged and addressed will vary based on the educator (Lazar, 2013).

Teachers' intent to raise students' awareness of inequity and injustice. The second component of social action explores teachers' intent to raise students' awareness of inequity and injustice. Before students can disrupt social inequalities they must first understand them. As one participant in Dover's study (2013a) stated, "kids don't know or realize that things are wrong until we dissect the issue" (p. 96). And this understanding comes through intentionality on the part of the teacher. Some teachers

used curricular content to increase awareness: "…Students used mathematics as a tool to analyze social issues like racism and other forms of bias and to understand power relations and unequal resource allocation in society" (Gutstein, 2003, p. 49). While others intentionally explored issues of inequity as a point of discussion throughout the course: "I encouraged dialogue about institutional racism, inequitable school funding, the weight of poverty, test bias, lack of political clout, media-perpetuated stereotypes, school system structures and practices, and low expectations. After days of discussion, the students articulated better understandings of why their skills were subpar, realizing that they did not lack intellectual potential" (Lazar, 2013, p. 712). Regardless of the methodology, teachers expressed a commitment to "prepare their students to develop understandings of how injustice operates so they, too, could learn how to take actions for social change" (Picower, 2012, p. 566).

Teachers' intent to promote students' social action. Raising students' awareness of inequities and injustices lays the foundation for action. This third and final step is critical: teachers must intentionally help learners realize they can be agents of change (Swalwell, 2013). As Gutstein notes, "To write the world, students also need a sense of agency, that is, a belief in themselves as people who can make a difference in the world, as ones who are makers of history" (p. 4). Freire advocates (2000) for a process in which community members solve problems identified within their community by gathering and analyzing data and taking collaborative, informed action. By organizing themselves, they are increasing their own capacity and expertise to make sustained change. A participant in Dover's study (2015) shared a similar sentiment: "It means preparing warrior scholars who use their critical and creative skills to envision a better world and begin to take action to materialize in that world" (p. 365). A participant in Esposito and Swain's study

(2009) believed that teachers need to approach students in an empowering way: "How can we change this? How can you grow up to change this, being that you see this on a daily [basis], what do you think need to done and how can we get it done?" (p. 42).

The literature is rich with examples of student-driven action steps attempting to disrupt inequities and injustices in society. For example, a participant in Lazar study (2013) asked students to identify and research a social issue. As a result, one student, inspired after learning about the illegal dog fighting in his community and strategies to prevent it, volunteered at a no-kill animal shelter. In Upadhyay's study (2010), Hmong students rewrote a flu vaccine brochure so that it would more clearly communicate the importance of getting a vaccine to Hmong adults in the community. Kelly and Brandes' (2001) work documented how teachers promoted student agency by encouraging students to think through alternative options and their consequences, advocating ideas in settings outside of the school environment, and producing artifacts like posters. Johnson and colleagues (2009) describes students whose "multifaceted project to raise[d] money for homeless organizations and…increase[d] awareness of homelessness in their school community" (p. 303). A participant in Dover's study (2013b) designed a unit on activism that resulted in students starting a gay-straight alliance in their school. Clearly, as these myriad examples illustrate, teaching for social justice serves as a catalyst for students' own social action.

Social Justice Beyond the Classroom

Teachers who strive to achieve and sustain a socially just classroom cannot do it on their own. The literature suggests two factors beyond that classroom that contribute to the success of social justice educators: 1) professional development and 2) relationships with other social justice educators.

Professional development. Hirsch & Hord (2010) argue that "[t]eachers cannot promote social justice if they do not have the knowledge, skills, beliefs, and attitude necessary to ensure success for all students" (p. 11). Gaining these things requires professional development. In fact, in order to increase their capacity as social justice educators, the importance of professional development is frequently cited in the literature (Dover 2013a; Hirsch & Hord, 2010; Ijei & Harrison, 2010). The teachers in Dover's study (2013a), for example, "highlighted the importance of professional development—for themselves and their colleagues—related to teaching for social justice" (p.98). The structures of professional development related to social justice vary. Ijei & Harrison (2010) discuss the use of diversity workshops, curriculum writing training, and instruction on the use of standards, while Hirsch & Hord (2010) focuses on designing professional development with the content, process, and context in mind. Content might explore instruction on safe learning environments, the unique qualities of all learners, or family engagement to support learning. Process includes the way teachers will learn, how their learning will be assessed, and who will monitor the learning. Context determines the resources, school structure, and leadership.

Other social justice educators. The second factor beyond the classroom that contributes to the success of social justice educators explores their relationships with other social justice educators, or what Dover (2013a) describes as "social justice oriented teacher networks" (p. 99). The importance of networking with other educators is prevalent in the literature (Dover, 2013a; Picower, 2011; Picower, 2012; Ritchie, 2012). Picower (2012) found that all teacher activists in her study identified the need to work with other social justice educators in order to sustain the work and increase the effectiveness of their work. In another study, Picower (2011) discovered that networking

with other social justice educators helped teachers to reflect on their journey of becoming social justice educators, to support each other by "ha[ving] each others' backs" when faced with challenging situations, to share work to spread social justice, and to increase confidence and motivation to teach for social justice. As one teacher in the study explained, "I'd have quit teaching…It keeps me going, it definitely keeps me going" (p. 21). Another teacher from the same study noted that "Hearing from other people and seeing their progress lets me have a catalog of what can happen, and later on if something like that comes up, I have a reference for how to deal with it…I do realize it's going to be hard, so just knowing that they did it makes me feel better, and it gives me lots of ideas" (p. 18). Likewise, Ritchie's (2012) study of eight urban educators explored the impact justice-oriented teacher networks and social justice networks outside of education positively influenced the recruitment of new critical teachers, the development of social justice teachers and, sustaining in-service teachers.

Leading for Social Justice

Similar to teaching for social justice, the definition of leading for social justice is varied and complex (Alsbury and Whitaker, 2007; Dantley and Tillman, 2006; Ryan 2006; Scanlan, 2013). Some authors believe that the definition is dependent upon the community in which the work is situated (Alsbury and Whitaker, 2007). Bogotch (2002) argues that leading for social justice is socially constructed: "There can be no fixed or predictable meanings of social justice prior to actually engaging in educational leadership practice," and that "all social justice reform efforts must be deliberately and continuously reinvented and critiqued (p. 153-154). Additionally, while there is a growing body of research on what social justice leadership means in the K-12 setting, researchers agree

that practical applications are missing from the literature (Ryan, 2010; Scanlan, 2012, 2013; Theoharis, 2007a, 2009).

Common Themes

In light of these complexities, what does it really mean to lead for social justice? While no one definition is universally embraced, the literature presents a myriad of possible answers to that question. This next section identifies the common social justice leadership themes prevalent in the research: 1) identity development, 2) strategic communication, 3) visioning, 4) professional development, 5) curriculum and instruction, and 6) activism.

Identity Development. To begin, leaders must reflect (Scanlan, 2012) and work toward fully assessing and understanding their own identity (Hernandez, Murakami, and Cerecer, 2014; Kose, 2007b). This journey might include taking a self-assessment like the Intercultural Development Inventory, an adult diversity assessment; sharing ethic backgrounds and how they influence perspectives; watching videos like *The Color Fear* (Kose, 2007a); reading everything they can about diversity and equity (Jean-Marie, 2008).

This "inside work" also consistently explores leaders' own understanding of their racial identity. Some researchers noted how race impacted the worldview of leaders of color (Hernandez, 2014). For example, Hernandez's study (2014) documented how a Latina principal reflected on her racial identify and how it shaped her work as a school leader. Others analyzed how white leaders came to terms with their own understanding of whiteness. Green and Dantley (2013) documented how a white female principal's awareness of white privilege shaped her views about poverty with education and lived experiences.

This process of leaders fully understanding their own identity development is important for several reasons. Understanding identity formation and values helps the school leader fuel leadership practices geared toward social justice (Hernandez, Murakami, & Cerecer, 2014; Jean-Marie, 2008). Additionally, understanding their own identities, in turn, helps them to better support teachers' identity development Kose (2007b). As several white teachers in this study reported, "one of the most important things that [our principal] did to promote diversity was to share her own unconscious racism" (p. 291).

Strategic Communication. School leaders who embrace a social justice mindset strategically communicate within their role. This communication focuses on how they model their values, navigate the political environment, and address conflict.

Social justice leaders consistently communicate a focus on students and the educability of all (Jean-Marie, 2008; Ryan, 2010), "modeling a philosophy of student-centeredness" (Jean-Marie, p. 348). This value drives their leadership (Jean-Marie, 2008) and how they enact it: communicating about socially just policy development, making decisions, and helping to implement instructional practices (Jean-Marie, 2008). By welcoming and affirming all students in their community, they model their values of inclusion and acceptance (Kose, 2007a; Scanlan, 2012). They step back and really listen to students, teachers, and community members (Green and Dantley, 2013). They communicate that all students in their school have talents and gifts that contribute to society (Jean-Marie, 2008) and that they can learn from their diversity (Kose, 2007a).

Being able to successfully navigate the politics of schools is also a way principals demonstrate strategic communication. Ryan (2010) cited Marshall and Scribner's (1991) use the term "micropolitical skills" to describe the ways in which educators reallocate resources and change practices to reduce inequities and include the voices of groups of people who are underserved in schools. To advance these skills, leaders must know their community well and understand who has the power within their school, community, and staff (Ryan, 2010). They must have the ability to see issues from multiple perspectives from those represented within different groups (Jean-Marie, 2008). They use this knowledge to foster relationships, persuade others, create professional development, and help others to reach their own conclusions all as a form of quiet advocacy (Ryan, 2010). Most importantly, they strategically monitor their own actions. They think carefully about when to act, what to do, and how to do it. They understand and reflect upon the professional and personal implications of "speaking their mind" and doing what they believe is best for students.

Lastly, socially just principals need to know how to communicate when conflict arises in their organization. They take the time to understand the conflicts and know their origins and contexts, while utilizing those conflicts to leverage social justice change within their school (Alemán, 2009). When conflicts about issues such as race emerge, principals are prepared to have open conversations (Alsbury, 2007; Gill, 2013; Rivera-McCutchen and Watson, 2014). For example, in their case study, Rivera-McCutchen and Watson (2014) explored how a new principal addressed racial tensions amongst his staff members privately without publicly acknowledging the conflicting racist beliefs held by his staff. By not communicating on a larger scale about the racial incidents, a

sense of distrust permeated the staff. By not using his power to provide a space and structure for staff to dialogue about the racist events, racial tensions continued to grow.

Establish a Vision. Socially just principals develop a clear vision for equity within their school communities (Kose, 2007a; Kose, 2007b; Kose, 2011; Scanlan, 2012). This act calls for principals to assume a transformative leadership approach—a commitment to leadership that is focused on addressing issues of equity, diversity, social justice, and oppression (Kose, 2011). Kose (2011) conducted a study of six principals in diverse school settings who developed written visions for social justice within their schools. As a result of this study, Kose identified three practices for developing a school vision. The first practice is to provide a rationale for the vision. As one principal noted, "If teachers are going to change [align with a school vision]. They need to know it's going to benefit them as well as the student" (p. 124). Secondly, principals involve representative stakeholders in the visioning process. The three principals in Kose's study actively pursued and engaged the members of both the school and community—specifically seeking voices from diverse members. The other three principals developed their school visions by exclusively seeking input from their school staff. The third practice is to stimulate transformative discussion. This discussion results in ideas such as equity, affirming diversity, or social justice becoming an integral part of the school's vision.

An analysis of the vision and mission statements produced by these school leaders revealed three dimensions to support transformative school practices: specific, manageable, and coherent ideas; emphasis on student learning; and transformative language (Kose, 2013). However, some principals in the study suggested "exercising caution in writing too strong transformative language that could create opposition that

derails or dismantle its purpose" (p. 130). Therefore, school leaders must understand their school cultures well enough to be able to balance language that will help to move staff forward with language that is not perceived as controversial.

However, the literature also shows that without a clear social justice vision in place, even leaders who are social-justice oriented struggle to advance their work. For example, in a study of two white, middle-class, native-English-speaking principals serving in urban schools, Scanlan (2012) found that a "lack of explicit social justice awareness and agenda" (p. 108) limited their work. Although the leaders were committed to promoting excellent education to students traditionally marginalized, the absence of an explicit focus on a social justice vision limited their progress within their schools.

Professional development

A vision for social justice can be partially achieved through the necessary professional development. According to Tallerico (2005) in Kose (2007b), the two most important responsibilities of principals are to establish a shared vision and provide the necessary professional development to achieve the vision. It makes sense then that principals should promote professional development that explores diversity, equity, and inclusion (Capper & Frattura, 2009; Scheurich & Skrla, 2002). Building teacher capacity is necessary for equity to occur (Alsbury and Whitaker, 2007; Kose, 2007 b). Although Ryan (2006) notes, "all members of the school community have to assume the role of both teacher and learner" (p.12), it is important principals consider teacher readiness when planning and offering professional development for social justice (Kose, 2007b). Therefore, professional development needs to be differentiated based on teacher readiness (Kose, 2007a; Kose, 2007b). Principals might use observations and the

evaluation process to determine teachers' growth needs (Kose, 2007b). Kose (2007b) has identified three key components of professional development for social justice: subject matter expertise; social identity development; and a combination of the first two elements.

Subject matter expertise. Providing teachers with necessary subject-specific professional development is needed for equity. If teachers are not experts within their content areas, they will not be able to provide students with the knowledge and skills they need to be successful. Professional development for subject-specific learning might include working with a resource expert or learning about quality assessment practices.

Social identity development. Similar to school leaders' need to develop and understand their own social identity, teachers also need to engage in their own identity development journey supported by professional learning opportunities (Nuri-Robins, Lindsey, Terrell, Lindsey, 2007). Such professional development experiences might include book studies (Jean-Marie, 2008), private meetings with their principals to discuss their views (Hernandez, 2014), article readings (Kose, 2007a), discussions about racial identity (Jean-Marie, 2008), videos like the *Color of Fear* (Kose, 2007b), and inventories like the Intercultural Developmental Inventories (Kose, 2007a). Additionally, teachers engaged in learning activities that helped them to affirm the diversity of their students. Such learning experiences included attending African American parent empowerment meetings or a yearlong strand on Hmong culture. Additionally, McKenzie and Scheurich (2004) offer a pragmatic approach for school principals to address the "equity traps" which often plague teachers' thinking. In order to combat the four equity traps--the deficit view, racial erasure, employment and avoidance of the gaze, and paralogical beliefs and behaviors—principals in their study employed a range of strategies to identify

the traps, understand them, and then avoid/eliminate them through professional learning opportunities for their white teachers working in an urban elementary school. Regardless of the strategy, all professional development experiences provided teachers with opportunities to reflect on their own and their students' social identities and discuss it with colleagues. As one principal in Kose's study (2007b) explained, "You have to be able to do the regular people conversations about race before you can really see it in your work" (p. 291).

Application to the classroom. That idea leads to the last of element in Kose's framework which combines the first two, helping teachers apply what they know about their curricular content and their own social identity and that of their students in order to prepare their students so that they can address social issues. Principals help teachers to see whether or not student learning is equitable for all student groups and reflect on their practice to identify and eliminate inequitities (Kose, 2007a). Additionally, principals prepare teachers to teach their students about diversity, equity, and social justice by integrating it into the curriculum (Kose, 2007b).

Instruction. Principals who strive for social justice know the critical role the school's curriculum and instruction plays in regards to preparing students to become socially just members of society. They understand the importance of curricular coherence (Kose, 2007b), but also allow enough flexibility for innovation to ensure students' needs are met by using content-free frameworks like Wiggins and McTighe's Understanding by Design (Kose, 2007a). They not only allow, but also encourage teachers to implement a critical pedagogy within their classrooms (Green & Dantley, 2013). They view access to a diverse curriculum as a means to improve cultural understanding (Jean-Marie, 2008). For example, a principal in Jean-Marie's study

(2008) explained how she sought out opportunities for students to dialogue about and make meaning of important moments in history like the Civil Rights Movement.

Activism. Lastly, socially just principals act (Aleman, 2009). It is not enough for them to read and study. They search out inequities, critique situations, and do something about injustices (Ryan, 2006). They know how to use their privileges to disrupt inequities in their schools and communities (Green & Dantley, 2013). For example, a white female principal in Green and Dantley's study (2013) learned the importance of applying her knowledge and using her white privilege to make changes in her school. As she noted, "All of my reading, guilt, crying is not enough, I must do something…There is nothing I can do to change my phenotype from being white, but I will strategically employ my Whiteness during necessary times to benefit [my school]" (p. 88, 90). For school leaders, action might look like recreating more equitable school structures (Scheurich & Skrla, 2003), creating integrated classrooms by hiring teachers who already hold or are who willing to obtain an ELL or bilingual license (Kose, 2007b), or requesting waivers to use school funding sources in new an innovative ways (Theoharis, 2011). However, when attempting to dismantle inequities or move toward practices that are more socially just, principals are often met with resistance, especially from parents who benefit from the inequitable system: "White, middle-class parents are not just advocating for their own children. They are also advocating for the maintenance of the structures of inequality that facilitate that advantage (Lewis & Diamond, 2015, p. 156). This commitment to action includes an understanding of the importance of engaging in political activity in their organizations in order to lead for social justice (Ryan, 2010) as well as supporting youth activism within their schools (Green & Dantley, 2013).

Conceptual Frameworks

While the literature clearly shows common themes of leading for social justice, only a few authors have attempted to construct conceptual frameworks that capture the essence of what it means to lead for social justice. This next section explores three frameworks often cited in the literature.

Riehl's tasks of principals. In 2000, Riehl identified three administrative tasks of principals who lead for inclusive schools. Through a review of normative, empirical, and critical literature beginning in the late 19th century, Riehl identified the following tasks: "fostering new meanings about diversity, promoting inclusive school cultures and instructional programs, and building relationships between schools and communities" (p. 183).

In order to achieve the first task, fostering new meanings about diversity, principals need to help all constituents—students, parents, the public, and staff—understand and invest in making meaning of diversity. Through day-to-day management responsibilities of leading meetings, facilitating conflicts, developing organizational structures, hosting events, and creating ceremonies, principals have the positional power to create opportunities to meet the needs of diverse learners. However, Riehl notes that the messages sent by principals' actions are not enough to create change. Principals must work with their constituents to create new meanings within their school and greater community.

The second task of principals is promoting inclusive school cultures that address the needs of diverse students. Within this task, two themes are identified: "promoting forms of teaching and learning that enable diverse students to succeed and molding school cultures that embrace and support diversity" (p. 187). While a principal's impact on teaching and learning is indirect, a school leader can have a positive impact on student

learning through actions such as establishing high expectations for learning, being visible, visiting classrooms, supporting staff, and establishing an environment where professional learning communicates can thrive. Additionally, they promote learning about the cultural diversity of their students by "honor[ing] different ways of knowing and sources of knowledge, allow[ing] students to speak and write in their own vernacular and use culturally compatible communication styles themselves, express[ing] cultural solidarity with their students, shar[ing] power with students, focus[ing] on caring for the whole child, and maintain[ing] high expectations for all" (p. 188).

Riehl's third and final principal task is building relationships between schools and communities. To address this task, principals need to realize that schools are embedded within their communities and interconnected with the agencies that make up those communities. In order to best meet the needs of students, schools need to work in partnership with these organizations and institutions. A leader's purpose in this partnership is to not only support the needs of individual students, but also to improve neighborhoods and communities.

Riehl argues that principals who pursue these tasks approach their work from the perspective of it being a "for of practice" (p. 191). This practice has moral, epistemological, constitutive, and discursive elements. The values of equity and social justice are critical elements of inclusive leadership, and in order to live these values within their work, principals must grapple with its subjective nature.

Riehl's review of principals' three tasks for leading for inclusion serves as a foundation for future researchers in the field of social justice leadership. Within the review, Riehl notes the lack of research that explores how principals promote inclusive

practices in their schools, especially studies that present an optimistic view of principal leadership for diversity and equity.

Social justice and moral transformative leadership. Using aspects of Riehl's work as a guide, Dantley and Tillman (2006) craft a three-pronged framework for social justice that integrates moral transformative leadership. The three components by which they construct their framework include leadership for social justice, moral transformative leadership, and praxis of social justice.

Although the authors note that "Notions of social justice are varied, complex, and contested" (p. 20), they attempt to define leadership for social justice through a review of existing literature. They identify five key characteristics of educational leadership for social justice.

1. A consciousness of the broader social, cultural, and political contexts of schools.
2. The critique of the marginalizing behaviors and predispositions of schools and their leadership.
3. A commitment to the more genuine enactment of democratic principles in schools.
4. A moral obligation to articulate a counterhegemonic vision or narrative of hope regarding education.
5. A determination to move from rhetoric to civil rights activism (p. 23).

However, they also note that given the nature of social justice, it is important to consider the school's context and localize the definition to make it fit the context.

The second component of Dantley and Tillman's framework is moral transformative leadership. They describe moral transformative leadership as having three

characteristics. The first trait acknowledges its critical theoretical perspective—the use and abuse of power within the school. The second trait explores how school leaders "generate and perpetuate inequities and the marginalization of members of the learning community who are outside of the dominant culture" (p. 24). The last characteristic requires leaders to view schools not only as a place of academic learning but also as a place "to create activists to bring about the democratic reconstruction of society" (p. 24).

The third and final component is praxis of social justice. Dantley and Tillman believe praxis takes three different forms: research, scholarship, and teaching; conference presentations; and organizational initiatives. More specifically, research may take the form of conducting equity audits to address inequities within a school or district. Scholarship can include publications and dissertation work. Teaching most frequently occurs at the college level, especially in administrative preparation programs.

Framework for social justice leadership. More recently, Theoharis (2009) has developed a comprehensive conceptual framework by which to understand leadership for social justice (Figure 1). His framework is based on a study of seven public school principals who possessed a belief that promoting social justice was a driving force behind what brought him or her to a leadership position. These principals advocated, led, and kept at the center of their practice/vision issues of race, class, gender, language, and disability, sexual orientation and/or other historically marginalizing conditions. Lastly, these principals had evidence to show their work had produced a more just school. The framework identifies seven keys that are organized into three categories: leadership traits of social justice principals, how principals challenge injustices, and how they develop resistance. Additionally, his findings help to establish connections between research and practice---a link commonly identified as a gap within the field.

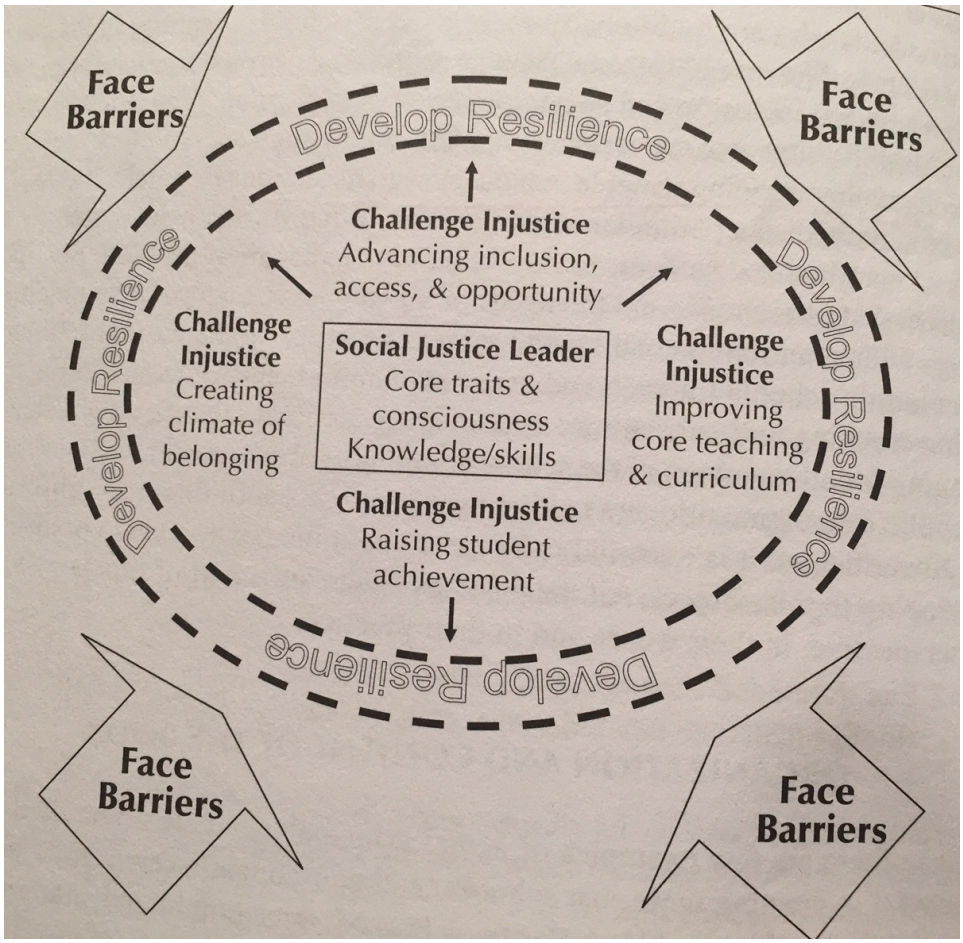


Figure 1: Theoharis' (2009) Framework of social justice leadership

Key 1: Acquire broad, reconceptualized consciousness/knowledge/skill base.

The social justice leader is at the core of Theoharis' framework. A successful leader for social justice must posses a toolkit that includes a social justice consciousness, knowledge, and skills. Theoharis has identified nine consciousnesses: 1) possesses a bold vision, 2) believes that inclusive services and heterogeneous grouping benefit all students, 3) is committed to differentiation and teaming, 4) believes a sense of belonging and of classroom community are imperative for learning, 5) sees teachers as professionals, 6) is committed to own learning and learning of others, 7) understands and

values diversity, 8) believes in holistic approach to working with students and families, 9) is committed to engaging with community (p. 142).

The knowledge social justice leaders must have involves research on inclusion, tracking, and heterogeneous grouping; special education: policy, procedures, disability information, and practice; using and presenting data; English Language Learners: research, policy, and practice; content area curriculum and instruction; interconnected nature of equity in schools; race, identity, and privilege (p. 142).

Finally, social justice leaders must posses the following six skills: 1) using and presenting data, 2) interpersonal communication, 3) language/experience/comfort with issues of race, 4) accessing talented outside resources, 5) developing relationships with diverse people, and 6) management skills: scheduling, creating service delivery and staffing patterns, facilitating class placement, working within negotiated contracts, utilizing resources for professional development, organizing people, arranging transportation and child care, scheduling proactive time for outreach (p. 142).

Key 2: Possess core leadership traits. Theoharis writes, "Understanding leadership traits is a way to more deeply understand who social justice leaders are and how they work" (p 140). As a result, he identifies a series of common leadership traits for social justice leaders: an arrogant humility, a passionate vision, and a commitment to justice. Arrogant humility—a paradox—manifests itself in leaders who are headstrong in their pursuit of equity and what they know is best for students, and at the same time posses a humility that stems from self-doubt, fear of admitting to mistakes, and a questioning their effectiveness. As one principal in the study explains, "I am the keeper of the flame…I am the one who has made this happen. I kept it going. I provided the vision and resources…Me, I did it," in contrast with "I'm doing all I can, but is it really

making a difference? I wonder if I have done any good. I wonder if someone else could do more" (p. 142).

A passionate vision for social justice is the second leadership trait Theoharis identifies. This passion calls for transformative leadership---one that aspires to "change people's beliefs and values from self-centered to other centered" (p. 146). Additionally, principals see their position and the work they do as all encompassing---they are their work. This lack of separation between work and self results in a great commitment to equality; however, it also takes a tremendous emotional toll on social justice leaders. The resistance and obstacles they face will be explored in the seventh key.

A commitment to social justice is the third core leadership trait. Theoharis defines this commitment as "sustain[ing] a steady and persistent focus on equity and justice for their staff as well as for themselves" (p. 147). Principals' commitments were often fueled by small successes and steps toward dismantling inequities within their schools. Additionally, commitments were also strengthened when presented with resistance and obstacles.

Key 3: Advance inclusion, access, and opportunity for all. Advancing inclusion, access, and opportunity for all is the first key that addresses the work principals do to challenge injustice. Theoharis identified four strategies principals used: eliminate pullout and separate programs, increase academic rigor and access to opportunities, increase student-learning time, and increase accountability for the achievement of all students. Eliminating pullout and separate programs included changing special education and ELL services so that students were taught with their peers in the same class, detracking math, and reallocating staff to decrease class size. Increasing academic rigor and access to opportunities involved such acts as changing the courses offered at the

school, making sure all students have access to the arts, and offering after school programs. Increasing student-learning time included reducing transition times, increasing student attendance, and reducing suspensions. Increasing accountability for the achievement of all students meant collecting and analyzing data for every student in the school.

Key 4: Improve the core learning context---both the teaching and the curriculum. Improving the teaching and the curriculum is the second key that explores the work principals do to challenge injustice. The principals in Theoharis' study focused on increasing their staff's capacity by "recentering staff learning on equity and justice issues; adopting current curriculum approaches; and creating a climate that respected, appreciated, and empowered teaching professionals" (p. 47). As a result, Theoharis identifies the following five strategies to improve the core learning context: address issues of race, provide ongoing staff development focused on building equity, hire and supervise through an equity lens, adopt common research-based curricular approaches, and empower staff (p. 48).

Key 5: Create a climate of belonging. Creating a positive school culture that welcomes students and their families is the third key that captures the work principals pursue to challenge injustices. Theoharis emphasizes the "intimate connection between belonging and discipline" (p. 63) to illustrate that safety and security issues are symptoms of larger problems. When school staff focuses on developing a climate that pursues authentic relationships with their students, learning becomes more accessible and successful. As one principal in the study explains: "We cannot forget that when we create schools where students feel connected, where they have adults they know care deeply about them, where they have a welcoming community of their peers, we are

tackling discipline problems from a holistic approach. People think discipline is about punishment and consequences. Certainly everyone is accountable for their own behavior, but discipline is really about connections between students, between adults and students, and between the school and students" (p. 64). To support this key, Theoharis recommends five strategies: create a warm and welcoming climate, foster community building in each classroom, reach out to marginalized families and the community, incorporate social responsibility into the school curriculum, and use a proactive and process approach to discipline.

Key 6: Raise student achievement. The sixth key focuses on the principal's role in raising student achievement. As one principal in the study explains, "We cannot talk about [social justice] without being ultimately concerned about student achievement" (p .79). Theoharis argues that raising student achievement is dependent on challenging the injustices presented in the previous three keys. He uses the metaphor of a three-legged stool to illustrate how increased access to core learning, improved core learning, and an established climate of belonging support improved student achievement.

Key 7: Sustain oneself professionally and personally. The seventh and final key of Theoharis' framework explores the resistance social justice leaders face on their quest to lead for equitable schools and how they are able to sustain that work. Social justice leaders face resistance at multiple levels: at their own school, in their district, and at the institutional level. Challenges at the building level include the massive scope of the principalship, the power of the status quo, the antithetical views and behaviors of staff, and the perspective of privileged parents. Challenges at the district level include an obstructing bureaucracy, district office administrators, and principal colleagues not committed to social justice work. At the institutional level, challenges include not having

enough resources, state and federal regulations, and principal preparation programs that fail to prepare future social justice leaders.

Addressing the resistance at each of these three levels takes a tremendous toll on social justice leaders. As a result, Theoharis notes the resilience they develop on their journey to create and lead equitable schools. This resilience is developed using two strategies: professional and personal. Professional strategies include communicating purposefully and authentically, developing a supportive administrative network, working with school staff and community members for change, keeping "eyes on the prize" (p. 118)--the focus on achieving equity, prioritizing work, engage in professional learning, and build relationships. Personal strategies include prioritizing life outside of school, using mindful diversions, accepting outside validations, engaging in physical activity, providing for others, and employing potentially harmful behaviors.

Significance of frameworks. Although the three frameworks described vary in both content and structure, they each carefully grapple with the complex nature of social justice leadership. Unlike researchers who focused on a singular aspect of social justice leadership, Riehl, Dantley and Tillman, and Theoharis each explored the multi-faceted elements that influence leadership. These frameworks are significant to the research field because they prove that socially just leadership consists of many dynamic and connected and parts. By presenting these elements within a framework, it helps to make meaning of the social justice leadership.

Teaching and Leading Together for Social Justice

Despite the absence of universally accepted definitions for social justice teaching and leading for social justice, a review of the literature does reveal a complex system of common themes in both strands—some of which overlap, while others do not. For

example, both teachers and schools leaders emphasize the importance of professional development that addresses social justice issues; however, only the principals felt that establishing a school vision for social justice was a critical component. Such differences are due, in part, to the differing roles teachers and principals play in their educational settings. Additionally, although not an explicit theme in either strand, how teachers view their principals and how principals view their teachers within the context of their social justice work is noteworthy and worthy of exploration. This section will first capture how teachers view their principals in light of their social justice work. Secondly, it will reveal how social justice principals perceive their teachers.

Teachers' Perception of Principals.

Again, although the role of school administrators was not emphasized in the teaching for social justice literature, their position within the literature is important to note. Most often, administrators were not mentioned at all (Allsup & Shieh, 2013; Carlson, 2007; Dover, 2013b; Johnson, Oppenheim, & Suh, 2009; Picower, 2011, 2012; Reagan, Mitescu, Pedulla, Jong, Cannady, & Cochran-Smith, 2011; Ritchie, 2011; Sonu, Oppenheim, Epstein, & Agarwal 2012). This lack of attention is surprising given not only the role and positionality of principals within K-12 settings, but also because of the resistance and challenges teachers for social justice face in their daily practice. One might expect teachers to seek out their administrators for support and guidance when confronted with the complex and sometimes controversial teaching tasks often associated with social justice work.

Support from principals. In rare instances, the literature captured examples of administrators supporting teaching for social justice. By attending relevant training to increase their capacity (Ijei & Harrison, 2010), visiting classrooms to witness social

justice instruction (Upadhyay, 2010), asking social justice teachers to assist with professional development (Picower, 2011), and listening to advice from social justice teachers (Esposito & Swain, 2009), school leaders assisted social justice teachers.

Obstacles placed by principals. More common, however, researchers noted the obstacles administrators placed in front of teachers seeking social justice in their classrooms and schools. While some administrators simply misunderstood the work (Dover, 2013a) or felt it was "a deviation from 'what is necessary' and as a 'dumbing down' of the curriculum" (p. 95), many intentionally placed barriers in front of teachers. Administrators outright refused to support social justice work (Dowden, 2010; Swalwell, 2013), denied requests to add new courses focused on social justice (Kelly, 2004), failed to support social justice educators when students used inappropriate language directed toward them (Kelly, 2004), disregarded the impact of students' identity and cultural richness in favor of more reading and math instruction (Upadhyay, 2010), mandated assessment practices that perpetuated inequities for underserved populations (Chubbuck & Zembylas, 2011), allowed external agencies to control education (Taubman cited in Sonu, 2012), caved in to parent pushback (Swalwell, 2013), and felt threatened by students critically thinking about inequities in their schools and society (Esposito & Swain, 2009, Gutstein, 2003).

While pursuing social justice within their classrooms, teachers often report a sense of fear and feelings of frustration due to their principal. As one teacher in Kelly's (2004) study explained, "Teachers are pissing in their pants all the time, because they don't want the principal…breathing down their necks" (p. 49). One participant in Dover's study (2013a) described "social justice as dangerous to [her] career" (p. 96) and another reported being fired for it. Chubbuck and Zembylas (2011) captured one

teacher's frustration with her administration for punitive discipline with no option for restorative measures. In a study of three beginning urban teachers (Lazar, 2013), one teacher explained that the administration made social justice teaching challenging. Another teacher criticized principals for mandating scripted lessons that "focused too much on memorization and too little on writing and social commentary" (p. 717) and for chastising her for not following the script despite students receiving strong test results. This frustration led her to aspire to become a school leader herself: "I had met many teachers doing incredible jobs, but not so many administrators. I figured, what if we put more people who are fantastic as teachers and make them administrators? What if we could bridge those two things?" (p. 720).

Clearly, the role of school administrators within the teaching for social justice literature is varied. The preponderance of research indicates that administrators either play a silent role or are a barrier to progress. However, as Swalwell (2013) notes, the "teachers recognized how important [administration's] support was and how infrequently they felt it" (p. 86). The few examples in the literature of social justice teachers who felt supported by their principals clearly support this sentiment.

Principals' Perceptions of Teachers.

Unlike the teaching for social justice literature, the research on leading for social justice consistently documents principal's perceptions of teachers. These findings are mixed. Some highlight the important ways teachers help to advance leaders' social justice agendas; however, most of the literature identifies the challenges and barriers teachers place in front of their school leaders.

Support from teachers. Although not common, the literature does highlight several themes that show how teachers support their principals to lead for social justice.

In their research, Marks and Printy (2003) noted the impact principals can have on school performance when they engage in transformational and shared instructional leadership with their teachers. Likewise, McKenzie and Scheurich (2004) explained that principals can promote equity in their schools by working toward engaging a critical mass of social justice educators to make changes collaboratively, and other researchers have noted (Ryan, 2006; Scanlan, 2012; Theoharis, 2011) that principals' social justice work is limited when leadership is not distributed.

Teachers supported their principals by serving as a resource. For example, one teacher in Scanlan's (2012) study explained how he turned to his English Language Learner (ELL) teachers to help him learn more about best practices for ELL students and the impact of gender-based cultural norms with his Hmong students.

Sometimes teachers help their principals advance a social justice mission by asking questions and stretching their thinking (Rivera-McCutchen & Watson, 2014). For example, Green and Dantley (2013) described a white, female principal who was crying during a staff meeting due to the abysmal results of a recent equity audit. In response, a Black teacher challenged her by saying, "If you are that sad, then stop crying and use your white privilege to do something about it" (p.88). As a result, the teacher stopped and listened. She began to reflect on her white privilege in order to make changes in her school. This interaction succinctly captured how a teacher challenged her principal in order to advance social justice in her school when the principal, despite her best intentions, was not acting in a way to disrupt inequities.

Although often a rarity, the research shows teachers who creatively sought to dismantle social and educational inequities in their school systems. Such practices

included finding ways to make field trip accessible to all students and critically examining behavior data with colleagues (Karpinksi, 2006).

Obstacles placed by teachers. Much more common in the literature are the ways in which teachers place obstacles in front of principals' social justice agendas. These obstacles take the form of 1) deficit thinking, 2) resistance, 3) curriculum and pedagogy, and 4) systems that perpetuate inequities.

Negative views of diversity and deficit thinking. Teachers' negative view of students of color and deficit thinking about their abilities is a common barrier principals face when leading for social justice with their staff (Rivera-McCutchen & Watson, 2014; Alsbury, 2007; Jean-Marie, 2008). In their study in urban schools, McKenzie and Scheurich (2004) explored the "equity traps" white educators fall into. One of these traps explores the deficit and negative view educators hold for students of color and their families. They believed that parents do not value education, that they send them to school unprepared, and that they are really the ones responsible for students' lack of success in school.

These beliefs often manifest themselves in complaints made about increasing student diversity in the teachers' lounge (Karpinksi, 2006) and through negative comments teachers make like, "'those' kids will never achieve at grade level, and we are giving them help. That is good enough" (Theoharis, 2011, p. 673). Additionally, teachers blamed the negative impact of large student of color population has on overall academic performance in their schools (Rivera-McCutchen & Watson, 2014) and on their school's ability to meet Adequate Yearly Progress (AYP) standards (Aleman, 2009). When students of color are not proportionately represented in advanced learning

programs, teachers explained that the lack of student diversity was not a problem, it was due to the students' lack of motivation (Aleman, 2009).

These examples of negative and deficit thinking present a challenge for principals who aspire to lead for social justice within their schools because it prevents students from reaching their full potential. One principal in Jean-Marie's study (2008) explained that culturally insensitive teachers are often "uncomfortable and unhappy" in her school that is 88 percent Black. This results in "an unhappy teacher makes an unhappy student, which is reflected in the teaching and learning process" (p. 349).

Resistance. Principals who lead for social justice face resistance from their teachers in a variety of ways (Ryan, 2010). In some cases, teachers resisted even having discussion about equity issues. For example, teachers in Aleman's study (2009) resisted engaging in discussions about educating all children, viewing the assets of their diverse student population, and engaging parents not typically included in the school. Sometimes the resistance stems from engaging in new, more inclusive practices. For example, a principal in Jean Marie's study (2008) commented on the resistance experienced by her teachers as they shifted from a teacher-centered focus to a student-centered focus as they worked to close achievement gaps in her school. Although challenging, she realized this resistance can be attributed to not a lack of will, but a lack of skill. Likewise, teachers in Theoharis' study (2011) resisted the restructuring of the ELL program to make it more inclusive. Additional resistance can be seen in teachers regarding legislation and testing that attempts to address gaps in performance like NCLB (Jean-Marie, 2008). Lastly, in some instances principals were faced with resistance that was seen amongst staff members. For example, Rivera-McCutchen and Watson (2014) described the resistance that unfolded between white veteran, traditional staff members who were less accepting

of the increasingly diverse student population and the newer, more progressive, diverse staff members who wanted to dismantle inequities. Regardless of the specific situation, principals clearly spend a lot of time and energy addressing, combating, and navigating through the resistance their teachers presented. This time and energy is a barrier, for it keeps principals from making progress on social justice work that focuses on the students and their needs.

Curriculum and pedagogy. The research also shows the ways in which teachers' curriculum and pedagogy presented challenges for their principals. Overall, teachers often engaged in discriminatory practices within their classrooms that conflicted with social justice tenets (Hernandez, 2014). For example, one principal explained how a teacher cast the one student of color in the class as the "Indian" in a historical reenactment during a unit on the southwestern United States that was taught from a Eurocentric perspective. Biased grading practices are another pedagogical issue that principals face. For example, a principal in Theoharis' (2010) study explained that he "spoke with [a] teacher and brought up the fact that this teacher failed the most African American students in the entire school district" (p. 347).

Additionally, teachers believed that the teachers with better pedagogies deserved to teach the honors students, who were predominately white and affluent (Karpinksi, 2006). When required to co-teach in order to provide more equitable, inclusive services, ELL and regular education teachers alike complained to their principal (Theoharis, 2011). All of these examples show how teachers regularly engage in curricular and pedagogical practices that conflict with inclusive and equitable schooling. Principals are charged with the responsibility of addressing and disrupting these practices as part of their social justice leadership.

Systems. Lastly, teachers helped to perpetuate systems that make it challenging for principals to lead for social justice. Principals often face teachers who hold strong philosophical beliefs about school structures that conflict with a social justice agenda. Sometimes the systems teachers help to create revolve around single events, like at a school where teachers only allowed the honor students (who were only white or Asian) to attend assemblies (Karpinksi, 2006). However, most of the time, the systems were widespread and had a significant impact on students. For example, Theoharis (2007a) described a principal who shared, "There are some staff who feel that having special ed. kids in the classroom disrupts the other kids. They don't want challenging behaviors or students who really struggle academically in their classroom" (p. 239). Similarly, Karpinksi (2006) revealed how the rosters in advanced classes in one school did not reflect the school's demographics. Only white and Asian students were in the advanced classes, and all of the Black students were basic skills classes. The teachers in this school believed that students of color were too lazy to be successful in the advanced classes. They failed to reflect on their own practices to see how perhaps they were making the advanced classes accessible to their students of color. These examples show how teachers' philosophical beliefs can help to perpetuate systems that are not inclusive, making it difficult for principals to lead for social justice.

Summary of Methods

Overall, the literature on both teaching and leading for social justice reveals consistent use of similar methods. In both contexts, the vast majority of studies were conducted using a case study approach (Alemán, 2009; Dover, 2013; Dowden, 2010; Esposito & Swain, 2009; Gill, 2013; Green, 2013; Hernandez, 2014; Jean-Marie, 2008; Johnson, Oppenheim, & Younjung Suh, 2009; Kelly, 2001; Kose, 2007, 2011; Ladson-

Billings, 1995; Lazar, 2013; Picower, 2011; Rivera-McCutchen, 2014; Sonu, 2012; Swalwell, 2013; Theoharis, 2010, 2011; Upadhyay, 2010). Through a case study approach, these researchers were able to "[provide] an in-depth understanding of a [the cases examined]" (p. 104; Creswell, 2013). One of the challenges of this approach is selecting a case(s) and deciding whether to focus on a single case in greater depth or study multiple cases to achieve generalizability (Creswell, 2013). The researchers who explored teaching and leading for social justices used both approaches, indicating that either approach would be appropriate for my study.

For both teaching and leading for social justice, the use of interviews was the dominant form of data collection within the studies (Carlson, 2007; Chubbuck, 2011; Esposito & Swain, 2009; Hernandez, 2014; Jean-Marie, 2008; Johnson, Oppenheim, & Younjung Suh, 2009; Kelly, 2001; Kose, 2007, 2011; Ladson-Billings, 1995; Lazar, 2013; *McKenzie; 2004;* Picower, 2011; Ritchie, 2012; *Ryan, 2010; Scanlan, 2013;* Sheets,1995; *Theoharis 2009, 2011;* Upadhyay, 2010). Again, the use of interviews has proven to be an effective data collection tool to better understand the complexities of the cases; therefore, it would be a logical tool for me to employ as well.

The greatest variation in methods was seen in the case selection process. Purposeful and snowball sampling were the most common (Kose, 2007a; Ryan 2010; Theoharis 2008; 2011). However, some researchers used peer nomination to identify cases (Kose, 2011), others studied self-nominated cases (Dover, 2013), and some chose to study their own practice (*Affolter & Hoffman, 2011;* Allsup, 2012; Dowden, 2010; *Gutstein, 2003;* Theoharis 2011). These findings show that selecting cases for social justice-oriented teachers and leaders is complex and varied: not one universal approach is seen in the literature. However, the selection process is based on qualitative data (i.e.

opinions of colleagues) and not quantitative (i.e. school test scores). I anticipate, therefore, using a similar approach for identifying cases for my study.

Making Meaning of Definitions

As the literature clearly shows, a universally accepted definition for neither teaching nor leading for social justice exists. However, through synthesizing the existing literature, I have developed my own conceptual frameworks for both teaching and leading for social justice. My intent in doing so is to clearly articulate how I have made meaning of the definitions as a foundation on which to build my research.

My framework for teaching for social justice (Figure 2) relies heavily on Dover's work. Like Dover, I believe that teaching for social justice consists of three main components: curriculum, pedagogy, and social action. However, at the heart of these components lies the teacher's core traits, consciousness, and knowledge/skills. Similar to core of Theoharis' (2009) Framework for social justice leadership, these elements drive and influence how teachers approach curriculum, pedagogy, and social action with their students. Outside of the classroom, teaching for social justice involves professional development, support from other social justice-minded educators, and collaboration with administration. These external elements shape and influence the curriculum a teacher delivers, the pedagogy they employ, and the ways in which they inspire students' social action.

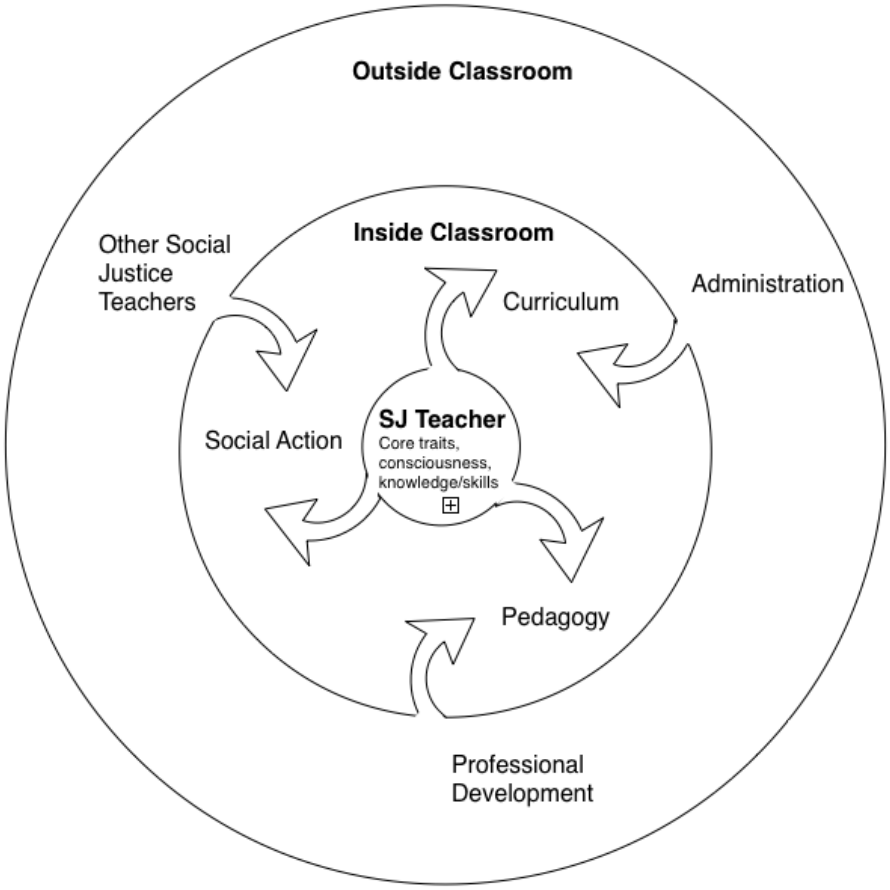


Figure 2: My framework of teaching for social justice

My framework for leading for social justice (Figure 3) relies heavily on Theoharis' (2009) Framework for social justice leadership. The leader's core traits, consciousness, and knowledge/skills drive his or her work to advance inclusion, access, and opportunity; improve core teaching and curriculum; create a climate of belonging; and raise student achievement. In his framework, Theoharis emphasizes the relationship between these elements and barriers/resistance. He explores the resistance principals face from within the school site, from the district level, and from the institutional level. While barriers and resistance are definitely a reality to social justice leadership, I am curious about how resistance from these three levels could be reframed as opportunities for

collaboration to positively influence and shape the key elements of social justice leadership, thus breaking down theses barriers.

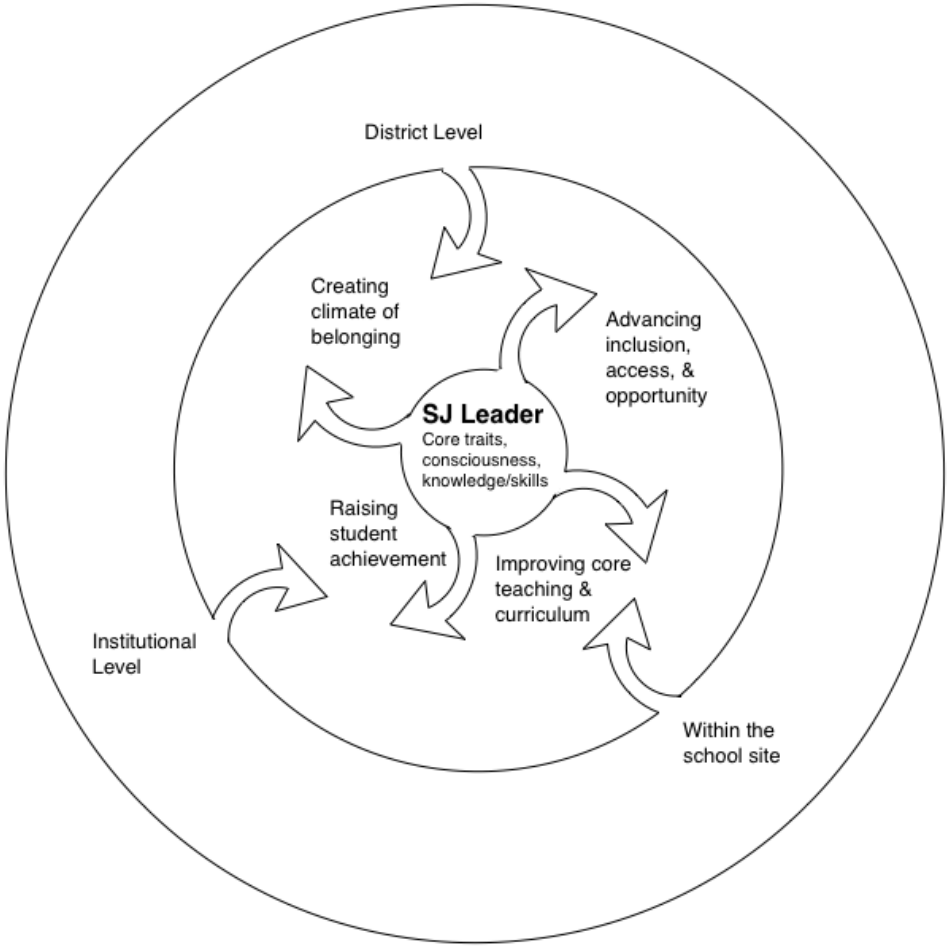


Figure 3: My framework of leading for social justice

Conclusion

Through this review I have illustrated the complex nature of social justice through both the lenses of teachers and schools leaders. Teaching and leading for social justice are complex, multi-faceted, and dynamic. The range of interpretations and assigned meanings allow for flexibility within different educational contexts (Alsbury & Whitaker,

2007); however, they also create a lack of clarity and common understanding. As Affloter and Hoffman (2011) note, there is significant research on teaching for social justice and a growing body of research on leading for social justice; however, what is absent is research that explores the "crucial link of building communities between the two" (p. 368). What little research we do have focuses on the ways in which teachers and principals create barriers and challenges for each other. This gap in the research needs to be filled so that we can better understand how principals and teachers can collaborate together in successful ways.

Additionally, I discovered that the vast majority of social justice research has been conducted in urban, diverse, high poverty schools. We need to learn more about what this work looks like in predominately white, affluent suburban schools—a setting practically absent in the research. The students who have been traditionally marginalized and underserved in these suburban schools deserve equitable experiences and opportunities. Additionally, we owe it to our white, affluent students in these schools to prepare them to lead change and dismantle inequities in our society into the future. Clearly, the absence of research conducted in affluent, white, and suburban schools leaves an unexplored gap in the field.

These key discoveries combined create a gap in the research and beg the need for research that explores how principals collaborate with teachers to lead for social justice in predominately white, affluent school communities. Therefore, I conducted a study that asked the following research question: How do school leaders collaborate with teachers to lead for social justice in predominately white, affluent school districts?

Chapter 3

Research Design and Methodology

This chapter describes the qualitative case study research method and how this approach addressed the research question. I will describe the selection process for the context and sample, data collection, analysis of data, ethical considerations, trustworthiness, positionality as researcher, and limitations.

Research Design

To address the research question, "How do school leaders collaborate with teachers to lead for social justice in predominately white, affluent school districts?" I used a qualitative approach. In Creswell (2013), Denzin and Lincoln define qualitative research:

> A situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including fieldnotes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of meanings people bring to them. (pgs. 43-44)

A qualitative approach helped me to answer the research question as it facilitated deeper understanding of the work school leaders do with teachers in their schools. I was able to learn about participants' perspectives on teaching and leading for social justice. Therefore, it made sense to use a qualitative approach to explore how principals collaborate with teachers to lead for social justice.

Case study. For this qualitative research study, I used a case study approach. As Creswell explains, "case study research involves the study of a case within a real-life contemporary context or setting" (2013, p.97). One of the purposes of case study research is to develop an in-depth understanding of an issue using a case or multiple cases for illustration (Creswell, 2013). Therefore, using a case study approach helped me to better understand how principals and teachers collaborated together to address social justice issues in their schools related to elements such as class, race, sexual orientation and identity, and disability. Specifically, I used an instrumental case study approach. Stake (1995) explains that an instrumental case study should be used when we have "a research question, a puzzlement, a need for general understanding, and feel that we may get insight into the question by studying a particular case" (p. 3). By studying cases of teacher and principal collaboration, I did not aspire to learn about these educators as individuals, but rather, to better understand what collaboration for social justice looks like in secondary schools. Additionally, I employed a collective case study approach so that I could better understand the specific issues leaders and teachers face while collaborating in multiple predominately white, affluent school districts. However, by taking a collective approach, I was also careful to make sure depth was not sacrificed. I learned about each case on its own and then closely examined both cases together for pertinent themes.

Context. I was seeking three sites which would help me to learn about principal-teacher collaboration in three secondary schools, all within districts that have a small level of diversity (less than 25% students of color and/or students who qualify for free/reduced lunch). I selected the state of Wisconsin because of the racial disparities found there. Because I am a middle school principal and middle schools are less often

studied, I was most interested in indentifying middle schools for the study. Student demographics can vary significantly within districts, so instead of looking at a district's overall demographics, I decided to review the demographics of individual middle schools. I used WISEdash (http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp), a public domain resource, to provide me with an initial list of schools that would meet the demographic criteria. The decision to focus on schools with a small level of diversity was based on a gap in the literature. Namely, there is a lack of social justice research conducted in schools where the student population represents a white majority and a low level of students living in poverty.

Sample. For this study, I used purposeful sampling (Creswell, 2013) to identify research cases. Creswell identifies three considerations when using a purposeful sampling approach. First, the researcher considers who to select. For a case study approach, Creswell suggests "unusual cases" to "employ maximum variation" (p. 156). In order to select principal participants, I used the following criteria: 1) middle school principal who leads a public school that meets the context criteria, 2) possess a belief that promoting social justice is an important part of his/her role as a school leader 3) advocate and lead for learners traditionally marginalized in schools 4) has evidence to show his/her work has created a more just school.

Secondly, purposeful sampling requires a specific type of sampling. For this study, I employed a snowball, or chain sampling, strategy (Creswell, 2013). I sought recommendations for cases from organizations and educators who are familiar with social justice-oriented leaders. Such organizations included the Wisconsin Department of Public Instruction (DPI), Association of Wisconsin Administrators (AWSA), UW-Madison School of Education, UW-Oshkosh (Social Justice Program), Association for

Middle Level Education (AMLE), and Rethinking Schools. All principals who were recommended were leading schools whose student population exceeded the initial criteria of less than 25% students of color and/or students who qualify for free/reduced lunch. As a result, I pursued all recommended middle school principals whose student demographics were less than 40% students of color and/or students who qualify for free/reduced lunch. Although this percentage was much higher than I was originally hoping for, I felt it would still provide me with an understanding of how leaders work in schools where the majority of students are white and wealthy. In the end, three middle school principals met the new criteria.

After the three principals were recommended, I contacted them to describe the study and determine whether or not they met the criteria for the study by asking them about the following traits: 1) collaborates with teachers to lead for social justice in their schools, 2) possesses a belief that promoting social justice is an important part of his/her role as a school leader, 3) advocates and leads for learners traditionally marginalized in schools, and 4) has evidence to show his/her work has created a more just school. All three principals communicated that social justice is a high value to their leadership and identified collaboration with teachers as important to that work; therefore, they met the criteria for inclusion in the study.

Lastly, purposeful sampling includes a sample size. For this study, I planned to select three principals so that a range of perspectives and experiences could be explored. I did not plan to include more than three case studies because Creswell (2013) emphasizes the importance of "collect[ing] extensive detail" about each case. While I did find three middle school principals who met the criteria and were interested in participating, I was only able to receive district approval for the study in two districts.

The third district required a more complex approval process, and district administration did not provide the necessary supports to advance the approval process. Despite this reality, I felt that studying two cases would still provide me with adequate data to address the research question.

Description of Context. Two middle schools were selected for this study: Curran Middle School and Kinglsey Middle School (Table 1). Both schools are located in suburban districts situated outside of a Midwestern capital city with a population of approximately 255,000.

Table 1: 2017-18 Student Demographics for Curran and Kingsley Middle Schools

School (Pseudonym)	Grades at site	Total student population	% students qualifying for free/reduced lunch	% students of color	% ELL students	% students with disabilities
Curran Middle	5-8	1192	23%	35%	5%	10%
Kingsley Middle	6-8	547	27%	38%	9%	9%

Curran Middle School. Located in a suburban city of approximately 17, 500 residents, Curran Middle School serves 1,192 students in grades five through eight. Curran is one of two middle schools in the Pershing School District. Curran Middle School is led by Principal Luke Olson. Principal Luke has served as the principal at Curran Middle School for ten years, having served as an elementary principal in the same district for seven years prior to coming to Curran. Before working in the Pershing School District, he served as an elementary principal for ten years in another district and taught middle school literacy for nine years in another area of the same state.

While Curran Middle School received a "Significantly Exceeds Expectations" on the 2016-17 state report card (the highest rating possible), Principal Luke points out that "whether we're looking at literacy or math or behavior or referrals, just every indicator light keeps coming back" when looking at student demographic groups. For example, WiseDash shows that during the 2017-18 school year, the year of this study, only 2% of white students were issued suspensions whereas 9% of students of two or more races were issued suspensions. These findings are similar when examining results on the state's math and reading tests; approximately 70% of white students and 45% of students of two or more races were proficient or advanced on each test. Prinicpal Luke is well aware of these disparities and notes that "We're doing a lot of good things, and we're having a lot of success, but we also have this pattern [of opportunity gaps] year, after year, after decade. You know, some of those same students are not enjoying that same level or success. That's kind of our charge and our challenge." While he is clearly proud of the work of his students and staff, Principal Luke is also well aware of the inequities present at Curran and committed to dismantling them through his leadership.

During the first interview Principal Luke was able to identify five certified staff that he collaborates with to lead for social justice at Curran Middle School (Table 2). The certified staff that he identified represent a range of positions in the school and has worked at Curran for a range of years. I contacted each certified staff via e-mail, describing the study and gauging their interest in participation. All five recommended staff members agreed to participate.

Table 2: Research Participants at Curran Middle School

Certified Staff Name (Pseudonym)	Position	Gender	Race	Years at Curran	Years in Education
Luke	Principal	Male	White	10	36
Kelly	7th grade special education teacher	Female	White	4	4
Ryan	7th grade math teacher /PBIS coach	Male	White	19	19
Lauren	5th grade teacher	Female	White	4	10
Jada	Coordinator of student engagement	Female	Black	2	2
Jazlyn	Dean of students	Female	White	4	8

Kinglsey Middle School. Situated in a suburban town of approximately 29,000 residents, Kinglsey Middle School serves 547 students in grades six through eight. Kingsley is one of two middle schools in the Northfield School District. Kinglsey Middle School is led by Principal Rose Angus. Principal Rose has served as the principal at Kinglsey Middle School for four years, having first served as the school's associate principal for three years. Before coming to Kinglsey, she was the special education coordinator and school psychologist at the district's high school for seven years. Prior to that position, she served as a school psychologist at the middle school level in another district.

Principal Rose is clearly very proud of Kinsgley: "[Kingsley is] the best well-kept secret in the district of Northfield…the people here are really a wonderful, cohesive staff…They go out of their way for kids. They go out of their way for each other…It's just so positive. There's nobody who is expressively negative here." During her tenure,

Principal Rose has used data and direct conversations to help to make Kinsgley a socially just school for the students. She says, "But I really believe my obligation is to these 550 students, and we all work here. We all get paid to work here, right? So sometime we have to do things that we don't like or are uncomfortable for us because it's our job. These kids…They're the ones that we're advocates for."

Despite the positives Principal Rose notes, Kingsley has gaps in both behavior and academic data. For example, WiseDash shows that during the 2017-18 school year, the year of this study, only 5% of white students were issued suspensions whereas 88% of black students were issued suspensions. These findings are similar when examining results on the state's math test; approximately 50% of white students and 30% of students of two or more races were proficient or advanced on the test. Similarly, 60% of white students and 40% of students of two or more races were proficient or advanced on the reading test. Although these examples do not portray a complete picture of racial disparities at Kingsley, they do offer some evidence within the context.

In the initial interview, Principal Rose identified five certified staff that she collaborates with to lead for social justice at Kingsley Middle School (Table 3). The certified staff recommended represents a range of positions and experience levels in the school. I contacted each certified staff via e-mail, describing the study and gauging their interest in participation. All five recommended staff members agreed to participate.

Table 3: Research Participants at Kingsley Middle School

Certified Staff Name (Pseudonym)	Position	Gender	Race	Years at Kingsley	Years in Education
Rose	Principal	Female	White	7	19
Cassidy	6th /8th grade math teacher	Female	White	4	15
Blake	6th /8th grade math teacher	Male	White	4	4
Katy	8th grade literacy teacher	Female	White	15	15
Emily	Counselor	Female	White	4	4
Andrea	Instructional coach	Female	White	18	18

Research Methodology

This section will first discuss the types of data collected and how the data was analyzed. I will then explore the ethical considerations of the study, my positionality as researcher, and limitations of study.

Data collection. In order to develop an in-depth understanding of the cases, multiple forms of data were collected. As Creswell (2013) notes, qualitative data can be "grouped into four basic types: observations…interviews…documents…and audiovisual materials" (pp. 157,159). The data collection methods I used for this study included mainly interviews, as well as field notes, documents, and audiovisual materials. All data collection procedures occurred after gaining Institutional Review Board approval from UW-Madison and approval from both school districts.

Interviews. One principal and multiple teachers were interviewed in each case. The principals for each case met the following criteria: 1) secondary principal who leads a public school that meets the context criteria, 2) principal who identifies social justice as a core leadership value, 3) principal who views collaboration with teachers as a critical

component to leading for social justice within their schools. Creswell (2013) emphasizes that all cases must meet a criteria and that establishing a criteria is "useful for quality assurance" (p. 158).

While identifying the cases and receiving site permission, I developed a semi-structured interview format for both the principal (Appendix A) and teacher interviews (Appendix B). I chose a semi-structured interview approach in order to facilitate a consistent approach across the two cases, while simultaneously allowing for flexibility and responsiveness between the interviewer and interviewee. Creswell (2013) recommends refining interview questions through pilot testing. Therefore, in order to fine-tune the interview questions, I interviewed one building principal not in the study using the developed interview protocol. While I did not make changes to the interview protocol in response to the pilot, the experience improved my ability to conduct the interview in a more fluent and confident manner. The experience also helped me to troubleshoot technical difficulties with recording devices.

Once the cases were identified and site permission received, I began the research process by interviewing each principal using the semi-structured protocol. Creswell (2103) emphasizes the importance of determining a place for the interviews. The interviews were conducted face-to-face in the participants' educational work setting (office). Holding interviews in their offices, was useful not only because these were comfortable spaces for the participants, but also because they allowed me to make observations about leadership philosophies and values through the artifacts in these spaces---books, posters, photographs, etc. Since schools are busy places bustling with activity, I made sure that the principals selected a time that worked well with their schedule and would be free from distractions. With the permission of the principals, I

recorded the interviews. I recorded the interviews using two devices (a digital handheld recorder and an application on my phone called Record Now) to ensure that the interviews would be captured in case one device failed.

After the principal interviews, I contacted the recommended teachers via e-mail to explain the study and invite them to participate. All recommended teachers at both sites agree to participate and provided written permission. Over the course of two weeks at each site, I made multiple trips to the schools to interview teachers over their planning/prep periods during the school day. While all participants selected times and spaces that worked well for them, almost every interview was interrupted by students and/or staff at some point. These interruptions were brief, and did not have a negative impact on the interviews. In some instances, teachers described examples that were already revealed in the principal interviews. In other instances, new stories and thoughts emerged.

After the teacher interviews were completed, I listened to the recorded interviews and created a list of topics and questions I wanted to learn more about. For example, at Curran Middle School, multiple teachers described how Principal Luke declined a free lunch for staff offered by a local restaurant that was recently in the news for supporting anti-LGBTQ rights. As a result, I wanted to learn more from Principal Luke's perspective about the situation and his leadership moves with staff. The generated list of questions served as the catalyst for the final interview with the principals. Again, via e-mail, I arranged for a closing interview with each principal. These interviews took place the week after school was out in the principals' offices, so there were no distractions. I asked each principal about specific stories or ideas that the teachers brought up in their

interviews. As a result, I was able to gather both the principal and teacher perspective on a range of different topics and issues.

Field notes. During interviews and site visits, I also took field notes. Bogdan and Biklen (2007) recommend using field notes to capture the setting, events, reflections, and participants. I took notes during the interviews as well as after the interviews to best capture observations and evidence that could not be recorded electronically. For examples, when interviewing Principal Luke, I made notes about the book titles, posters, photos, and LGBTQ pins on display in his office.

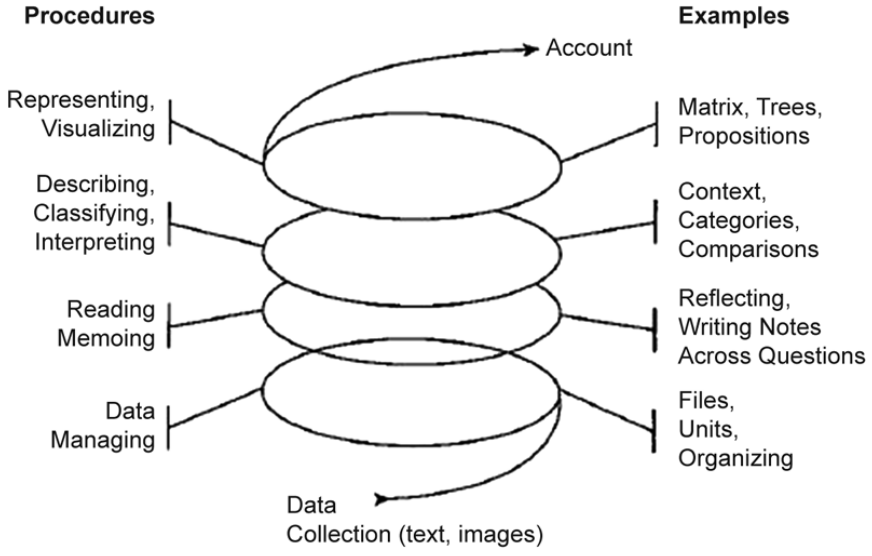
Documents and audiovisual materials. In addition to interviews and field notes, I collected documents that provided evidence of the ways in which teachers collaborate with their teachers to lead for social justice. During the interviews I explicitly asked for artifacts that illustrate this work. Some participants pointed me to tangible artifacts that they gave me, like a circle script activity for a staff meeting. Others described intangible artifacts, like the way a team works together around a table to support students. I also looked for potential counter-evidence that contrasts with what I observed during data collection. For example, one teacher referred to a behavior chart that worked well in promoting social justice in the school, while another staff member noted that the same behavior chart needed to be revised in order to promote social justice. Therefore, the collection of documents helped to not only support the data collected during the interviews, but also captured the complexities of the site.

Creswell (2013) identifies multiple types of documents and audiovisual materials that may be used to illustrate a case. During the study I collected public documents (student demographic data, student handbooks, school mission and vision statements, etc.), electronic resources (school website, e-mails, etc.), and professional development

artifacts (staff meeting resources etc.), curricular materials (math scope and sequence, etc.), and photographs. Paper artifacts were saved and stored electronically according to Institutional Review Board policy.

Data analysis method. Utilizing the data analysis spiral (Figure 4) as suggested by Creswell (2013), I began the process by organizing the data. Following the interviews, I organized the field notes and documents by site. I downloaded and made copies of the electronic recordings to my laptop. I used the translate feature on the Record Now app to transcribe the interviews. Unfortunately, I quickly discovered that the quality of the transcriptions were quite poor. I then uploaded the interviews to an on-line transcription service called Sonix. This service was 85-90% accurate, so I still listened to each interview and made the necessary edits to ensure the transcripts were accurate. Transcribing the interviews helped me to become intimately familiar with the data and situate me well for data analysis. All interviews and transcripts were organized with field notes and documents electronically by case.

Figure 4: Creswell's Data Analysis Spiral (2013)



Secondly, I conducted a holistic analysis of the cases and began by "get[ting] a sense of the whole database" (Creswell, 2013, p. 183) by reading through transcripts, fieldnotes, and gathered documents before breaking them into smaller pieces. As I read and reviewed the data, I made some initial margin notes. I reflected on the larger ideas and themes that emerged and reflected on evidence that supported those themes.

Thirdly, I focused on describing, classifying, and interpreting the data into codes and themes. I began this process by describing the cases and their context. Miles and Huberman (1994) suggest "to start with some general themes derived from reading the literature and add more themes and subthemes" (p. 275). Therefore, I kept in mind some of the themes identified in my literature review as I began the process of open coding. According to Creswell (2013), open coding involves "aggregating the text…into smaller categories of information, seeking evidence for the code from different databases being used in a study, and then assigning a label to the code" (p. 277). I read through data gathered from each case, breaking the data into smaller pieces and assigning category names to major themes that emerged within each case, a within-case analysis. I color-coded the themes in each case, initially identifying 14 themes. Initially focusing on each case separately allowed me to develop a better sense of the themes present within the data at each site. During this process, I also disregarded data that did not need to be used to address the research question.

After conducting this process for each case, I conducted a cross-case analysis, looking for common or significant themes that cut across the cases. Since I am most interested in learning about leadership and collaboration for social justice across multiple sites, I conducted a cross-case analysis of my findings. Within those themes, I compared similarities and differences across sites. This analysis revealed the rich and complex

ways in which the themes manifest themselves in different school settings. While I was not aiming to make broad generalizations about leadership and collaboration for social justice with these comparisons, by learning about different sites and considering them alongside one another, I was be able to delineate some common themes from which other leaders in affluent and predominately white communities might draw to inform their own practice. I worked toward a logic of "transferability" as apposed to generalizability.

Lastly, I developed multiple ways to represent the data. At first this representation was presented in written form, explaining the themes with examples from both sites. Secondarily I developed a visual graphic that communicates the information gleaned from the data.

Trustworthiness. Data validation for this study was achieved through the triangulation of multiple sources of data (Creswell, 2013). The credibility of interviews was supported through documents and observations. Additionally, the use of multiple interviews from the same site increased trustworthiness of the information shared.

Additional trustworthiness was established due to my experience as both a teacher and principal. Having served in these roles for a combined 24 years, I have a lot of background knowledge in understanding how schools operate and the complexities of social justice within schools. For example, as a high school teacher, I collaborated with my principal to provide the opportunity for students with significant disabilities to take art classes with their peers. As a principal, I have collaborated with special education teachers to reduce pull-out special education classes in our building so that students can have access to the general curriculum with their regular education peers. Both of these changes resulted in some resistance from colleagues and parents, while at the same time providing students with new and more equitable learning opportunities. Experiences

such as these strengthen my trustworthiness because I understand the complexities of social justice change from the perspectives of both a teacher and principal.

Ethical considerations. There are several important ethical considerations for this study. During the research study, I reminded the participants of the purpose of the study. Due to the limited number of teachers and principals studied, it was important that I followed the Internal Review Board (IRB) process to ensure confidentiality. I used pseudonyms for the schools and educators included in the study. In addition, I informed participants that transcripts would be stored with a password to protect the data and the records will be destroyed seven years after my dissertation is completed.

Positionality. While my professional positions as both a former teacher and current principal shape my positionality for this research, my lived experiences within my personal and profession lives also play a critical role. My commitment to social justice begins in my family. My half-brother came out to our family when I was a young teacher. Although I had grown up with friends and classmates who identified as gay, when my brother came out, I looked at the world through new lenses. I became acutely aware of the many practices and traditions in our society that promote heterosexual relationships---and those that discriminate against homosexual ones. I watched him endure prom season his junior year, listened to his frustration about the homophobic remarks made by his English teacher, and shuddered when my mother described the derogatory words written on his dorm room door freshmen year of college. By witnessing these painful encounters, I began to wonder how my practices as an educator could help to dismantle the inequities and injustices my brother faced. I became more aware of the heternormative language I was using in my classroom and tried to replace it with more inclusive language. I reached out to our school's then Gay-Straight Alliance

(GSA) for help and guidance. I showed my students that phrases like "That is so gay" would not be tolerated in my classroom and explained why. I researched artists from the LGBTQ community and integrated their messages and work into our curriculum. In sum, by sharing his sexual orientation with me, my brother influenced my teaching practice. In turn, this experience shaped my positionality by making me more cognizant of the importance of creating socially just and equitable schools for the LGBTQ community.

During my 24 years in education, I have experienced numerous encounters that will also influence my positionality in social justice research. For example, as a beginning educator, I completed my student teaching in India. For the first time in my life I was a racial and ethnic minority. For the first time, I stood out because of my height, blonde hair, blue eyes, and fair skin. When I walked down the street, people stared at me. Strangers asked to touch my hair. When I went into stores to look for Punjabi suits, I was told I was "too fat" for anything they sold. For the first time in my life, I wanted to hide---to become smaller, to become invisible, to escape the stressful encounters on the street. However, at the same time, an angry fire was boiling inside me: How could these people who don't even know me, judge me? Why do they stare? Why can't they just let me be? It wasn't until months later when I returned to the safe refuge of my college campus in rural Minnesota that I realized the stress, frustration, and feelings of injustice that likely haunted the few students of color who walked besides me to classes. This newfound empathy and understanding has stayed with me on my journey as an educator and will inevitably also shape my positionality in this research.

Another example of how my positionality will influence how I make meaning of this study stems from the ways in which students with disabilities were introduced to my art classroom. In the first few years of my teaching career, I was curious as to why

students with significant disabilities were excluded from the art classes at my high school. Upon further investigation, I was told that they could not be successful in such an environment. This answer infuriated me, and I begged my principal to allow these students to take these classes and also begged these students' case manager to enroll them the following year. I will admit, I had no idea what I was doing at the time, but learning how to meet the needs of students with significant disabilities was both challenging and rewarding. In fact, my journey to learn how to make my art classroom accessible and meaningful to this student population was the focus of my master's thesis. Through this experience I learned the importance of advocating for students, discovered new strategies to meet their needs, and figured out ways to disrupt inequities within the school system.

Most recently, in my work as a school principal, I regularly encounter the use of racist language. I have white students who call their African-American classmates the n-word at recess or during passing time. Another white student asks his Asian friend if his lunch consists of dog meat. A Latino student reports to me that a boy on the bus told him Trump is going to send him back to Mexico. An African-American mother calls me to complain that a history teacher is using primary source materials that include the n-word without first teaching the historical context of the word. The painful power of words engulfs me.

I meet with these victims and their upset parents. Sometimes the parents swear and yell at me. They tell me that if I knew how to do my job these words would not be spoken within the walls of my school. They tell me that I am a white woman, and don't get it. That I don't do anything about it. That I am racist.

But I listen. And I listen. I listen because these students and their parents need to be heard. Their voices have too often been silenced, or ignored, or misconstrued, and

they live within a society that is based on racial inequities and systemic oppression. The weight of their words and pain sometimes make me feel helpless and terribly ineffective at my work, but they also inspire me. They inspire me to work harder, to ask more questions, to challenge, to ask for help, to learn, and of course, to listen.

While I have briefly presented several layers of my lived experiences that shape my positionality as a researcher for social justice within this study, the unifying theme of them all is a commitment to making schools safe and equitable for all learners—regardless of sexual orientation, disability status, or race. These lived experiences cannot be separated from how I make meaning of the results of this research study. Instead, I believe they help me to better understand the challenges and opportunities the principals and teachers face as they strive to for social justice in their schools.

Limitations. There are multiple limitations to this research study: 1) Finding sites that met the initial criteria became impossible, and so the student demographic criteria was adjusted. 2) Gaining access to one of the schools for the study was challenging, for the district had a complex approval process and the district administration did not help to facilitate the approval process. 3) Since only two cases were developed, each reflecting the views and experiences of two different school principals and their teachers, generalization of findings to other settings is limited. Instead, I sought to develop findings that could present transferability value to readers. 4) Each case study included an initial semi-structured interview with each principal, one semi-structured interview each recommended teacher, and one follow-up interview with the principal. Due to the length and nature of the study, the collection of longitudinal data was not possible.

Summary of Methods

In sum, I used qualitative collective case study design. Using purposeful sampling, I selected three principals on which to build the cases, but was only able to receive district consent at two of the sites. After interviewing the principals at the two sites, I interviewed five of their teachers. After the teacher interviews were completed, I completed follow-up interviews with each principal. Additional data collection for the cases included observations, field notes, and the collection of documents and audiovisual materials. After transcribing and reviewing all data, I developed open codes to identify themes in the data for each case. Next, I conducted a cross case analysis to make meaning of the relationships amongst the open codes. Lastly, I synthesized these findings into both a written analysis and a visual framework that addresses the research question.

Chapter 4

Findings

In this chapter I provide an overview of the research findings that address the research question: How do school leaders collaborate with teachers to lead for social justice in predominately white, affluent school districts? The findings identify and describe five overarching themes that emerged across both cases (Table 4). Within each theme I uncover patterns and examples to illustrate the findings.

Table 4: Summary of Research Findings.

Overarching Themes	**Supporting Subthemes**
Principals communicate their vision for social justice	Establishing a decision making process Modeling Asking questions Clarifying roles
Principals leverage data to address inequitable practices	Setting goals Engaging staff through data analysis Disrupting inequitable practices
Principals commit to hiring social justice minded teachers and growing their teachers	Hiring social justice educators Growing teacher capacity for social justice: • Leveraging the Educator Effectiveness process • Holding difficult conversations • Supporting professional development • Fostering teacher leadership
Principals provide the resources teachers need to advance social justice	Giving time Securing physical space Providing financial support
Principals serve as a liaison, and sometimes a buffer, between external factors and the building to support social justice efforts	Navigating district-level decisions Engaging with parents

Principals Communicate Their Vision for Social Justice

Principal collaboration was fostered through the ways in which they communicated their vision for social justice with their teachers. They communicated this

vision through a myriad of ways in their role as building leader: through the establishing a decision making process, modeling, asking questions, and clarifying roles (Table 5).

Table 5: How Principals Communicate Their Vision for Social Justice

Themes
Establishing a decision making process
Modeling
Asking questions
Clarifying roles

Establishing a Decision Making Process. Making decisions to support a socially just learning environment for students is one way that I found principals communicate their vision. How they involve teachers in decision making and the actual decisions they make communicate to teachers what they believe. Whether those decisions are made using a clear protocol, as in the case of Principal Luke, or in a less structured way, like with Principal Rose, it became evident that when teachers know their role and understand their principal's thinking, collaboration is strengthened.

In every interview at Curran, Principal Luke's decision making process was referenced. In fact, Principal Luke pointed to his decision making process as a key component of successful collaboration with his staff. He noted, "I believe that's it's really important that people know what the process is going to be. And it seems like too often, you know, the decision comes at the end…and that's frustrating." However, he believes that if everyone knows how the decisions will be made and who will be making them up front, people are more satisfied with the process. Jazlyn concurs, noting that it is a relief knowing how, who, and when a decision will be made. Kelly emphasized that Principal Luke will lead staff back to the decision making protocol in discussions, and that helps people to feel more apart of the process. Additionally, Lauren pointed out that

Principal Luke is really "conscious about how decisions are made and whose voices are heard and whose voices are not heard." This awareness ensures that more equitable decisions will be made.

Principal Luke's process includes three levels. The first level, D1, is a top-down decision that is made by the principal. For example, Principal Luke said, "You know…I decide we're going to do a fire drill today at 2:00 pm." However, Principal Luke's D1 decisions are not always simple, procedural decisions. His D1 decisions also address more complex issues, ones that could perpetuate inequitable practices within his school: "A while ago we had some teachers interested in an app called Classroom Dojo…so I reviewed that. To me it looked like, you know, Skinner feeding the seeds to pigeons. It was a behavior modification." After conducting research and consulting other professionals, he determined that the approach of this app eroded everything his school believes about building relationships with kids. As a result, he told his staff at a staff meeting, "I've reviewed this. We are not doing Class Dojo." That was the end of that.

Sometimes, however, the D1 decisions are met with resistance. For example, several years ago, one of the fifth grade teachers arranged for Chick-Fil-A to provide a free lunch for the entire staff. At the time, the company was criticized in the media for supporting anti-LGBTQ organizations and for negative comments the CEO made about gay marriages. Principal Luke stepped in and declined the free lunch for his staff. He said, "So that was a D1. I just said, all the work that we have done with our equity team. I'm not comfortable with every staff member parading through the building after lunch with a Chick-Fil-A bag because it was right at the time when Chick-Fil-A was in the news for all of their stuff related to some of their hiring practices and some of their viewpoints on LGBTQ-related stuff. And, so, I just said, no." Lauren noted that when

Principal Luke made the announcement, "a couple on staff…stood up and clapped and felt supported, but people grumbled, and that was really hard. I stopped going to lunch with my team because people complained about it. Like, 'We should get free food and who cares about this and that?' So, it was awkward." Staff resistance in response to the decision shows that collaboration between principals and staff can be strained despite clarity around the decision making process.

Ironically, while some staff might resist D1 decisions, sometimes they want more of them. For example, Ryan, a seventh grade math teacher who also serves as the school's Positive Behavior Intervention and Supports coach (PBIS), said that it would help his work if Principal Luke made teacher participation in his weekly PBIS lessons a requirement by wanting him to say, "No, you need to do this lesson." He further explained, "When the whole month is focused around getting to class on time, and then [the teachers] complain about the kids not getting to class on time, and they won't do the lessons!" Ryan's frustrations, however, are balanced by an understanding of the complexities of Principal Luke's job. He reflects, "I trust that Principal Luke has other venues that he has to deal with those teachers because there's bigger issues that he needs to worry about." Ryan's reflections capture an acute awareness of Principal Luke's work, an awareness that would likely not be possible without having already established a collaborative working relationship.

In the second level, D2, Principal Luke makes decisions with input. He gathers the thinking of the staff through tools such as multi-voters, brainstorming, or an affinity process, but in the end he makes the final decision. Jazlyn explained how he often "talks it through with [us]" which really helps everyone develop the best ideas. He might also solicit recommendations from a team that he approves, modifies, or denies. For example,

in order to select their fall conference nights, he used a D2 approach. The teachers brainstormed the dates, he looked at them, and eliminated one date because it was the night before Thanksgiving. He explained that this approach is "probably the most or more common one," and Lauren reiterated this by pointing out that Principal Luke is not a top-down leader, but one who is "constantly coaching along" to make the best decisions for our kids.

In the third and final level, D3, the team or a group "has the empowered authority to make the decision." However, Principal Luke notes that there is a time and place for all three types: "If you're all D3 it's probably a little too wide open. If it's all D1, that's pretty top down."

The fact that Luke's decision making process was mentioned in every interview is significant because it shows that all staff know it, understand it, and noted how it helped to support social justice within the school. Regardless of the decision-making level, Kelly emphasized that Principal Luke is constantly keeping equity and social justice at the forefront of all decisions and all team decisions by asking, "Is this an equitable decision?" While the answer to that question might not always be widely agreed upon overall, it does help to foster collaboration between himself and his staff.

Although Principal Rose does not employ a specific decision making protocol at Kinglsey like Principal Luke, her approach to making decisions rooted in social justice values emerged as a theme to support collaboration in the interviews as well. Her decision making process is largely based on soliciting ideas from her staff in order to make the most equitable decisions. For example, when a student of color was facing a pre-expulsion process, she took the time to listen to her teachers' ideas and concerns.

Andrea appreciated Principal Rose's ability to "engage in a tough conversation about what other options are there. And let's brainstorm some alternatives."

When Cassidy and Blake arrived at Kinglsey as new sixth grade math teachers, they were concerned about the selection process and demographic of students invited to enroll in advanced math classes. They noticed that a select number of white, affluent males had been flagged for advanced math. In order to provide greater access to advanced math, they proposed a structural change to the sixth grade math curriculum that would allow all students access to advanced math coursework with their sixth grade peers. Cassidy explains, "[The students] had to live among their peers all of the time and work with all levels of kids all the time…it diminished some of the self-labeling." After listening to their concerns and their proposed solution, Principal Rose approved the change to the math curriculum. Cassidy explains, "[Principal Rose] really embraced the whole idea and let us take care of the ground work of how that had to play out." Blake added, "We proposed the idea to Principal Rose. She was all on board." In the end, Principal Rose pointed out that instead of three white, affluent boys being accelerated, 28 students were able to pursue acceleration. She explains, "So to me, there is an example of an equity opportunity. Every child in sixth grade is taught sixth grade standards and given the opportunity to engage in the work at sixth, seventh, or eighth grade level problems." Despite the more equitable opportunity, Blake admits that the demographic balances of accelerates is not "significantly better. [He thinks] that other factors…are still at play. And that's the part…we're still trying to work on." This example shows how Principal Rose was able to collaborate with teachers to make decisions for more equitable access to advanced math.

Overall, Rose's approach to decision making is very collaborative in nature. As Emily explained, "Rose doesn't tell anybody what to do. Which drives some people crazy, right? She is very much like, I am not the teacher. I am not in your classroom. I'm not going to micromanage and tell you what to do. Here's the issue. Brainstorm what you think is going to work. And I am with you. If it's a good idea, let's role with it." Throughout every situation Principal Rose was clear about the importance of making socially just decisions at Kinglsey: "It's hard to say this, but I don't mange this school in order to be friends with the people I work with…But I really believe that my obligation is to these 550 students…They're the ones that we're advocates for." All interviews captured Principal Rose's ability to collaboratively make decisions with her staff; however, while some staff appreciate that approach, as Emily noted, sometimes staff want to be told what to do.

Modeling. Principals also communicate their vision for social justice by consistently modeling expected behaviors for staff members. When staff members see consistent modeling, it makes it easier for collaboration. As Lauren stated, "[Principal Luke] lead[s] by example, I already know where he stands. I know that he is a social justice leader." However, what does that look like in actual principal practice?

Modeling can be seen in the ways in which principals engage in professional learning within their buildings. For example, Principal Luke explained how the equity and PBIS teams wanted students to participate in community circles in their ELT time. However, to help teachers feel prepared to lead the circles, they asked staff to engage in circles during staff meetings and professional development days. Principal Luke noted that "at first, [the teachers] were uncomfortable with that…for some people just didn't have that comfort level. So the key to getting them to do it with their kids has been we

do is as a staff too." Ryan concurred, stating that many of his colleagues felt nervous about engaging in the community circles with students, so trying them with colleagues first helped to make them feel more comfortable. By being an active participant in the circles, Principal Luke was modeling what he wants his staff to do. Jazlyn, too, noted that Principal Luke put himself into the position of a learner. However, he took this practice a step further by also engaging his colleagues at the district administration center in community circles as well. Principal Luke saw the impact this had on this staff: "…and so they kind of see, 'Wow! This is happening a lot!'"

Modeling is seen in how principals plan and implement professional development in their buildings. For example, Principal Luke described a professional development day that was led by the school's equity team. Staff members could choose from a range of speakers and activities based on their own needs and interests. He reflects, "You know, we'd be contradicting ourselves if in one minute we're saying, you know, student choice is a key to engagement and then we turn around and don't allow any choice or engagement in our offering. So, that's kind of trying to model what we're saying. Good practices are good practices whether it's for the big people or for the students." Principal Rose shared a similar philosophy; she wants to be a facilitator of her staff's learning the same way she wants her teachers to be facilitators of their students' learning. She inquired, "What can I do help you do what you want to do? What can I do to facilitate what you…where you want to go?" By modeling engaging and personalized learning experiences for staff, both principals, in turn, tried to inspire their staff members to develop engaging and personalized learning experiences within their classrooms.

Modeling is also seen in the ways in which principals reflect on their practice. One teacher, Jazyln, noted how Principal Luke is constantly reflecting on his practice and

modeling it for others. She explained, "I feel like he quietly goes about his work doing what's right. He definitely leads by example. He's not afraid to admit when he's wrong." When asked explicitly about her role in leading for social justice, Principal Rose said her role was "To model it." Upon further reflection, she added, "I admit to our staff that every day as I am walking out to the parking lot I'm replaying conversations that I had and asking myself what about that is still nagging at me? What did I do? What did I say that has helped? Or what did I do or say that was a barrier for that kid, or that family, or that interaction?...I hope that I offer that same sort of self-critical thinking. I hope to model it so that everybody does it and does it honestly." For example, when a special education teacher requested that a student on her caseload not attend a college tour field trip due to her disability-related behaviors, Principal Rose sat down with the teacher and modeled how to think through that decision. Through their collaborative reflections and discussions, they were able to develop a new plan that made the field trip a successful experience for that student. Some teachers have been surprised by Principal Rose's willingness to share her reflective thinking. They will say to her, "Really? You do that?" However, Principal Rose responds, "'How can you not do it?' So, I think you want your staff to be able to acknowledge that they're in the same boat."

Lastly, modeling is seen in how principals engage leadership teams. At Curran Middle School, for example, Principal Luke is a member of all of the building leadership teams; however, he is not the facilitator of them. He taps into teacher leaders to help to facilitate these teams, modeling his commitment to collaborative leadership. Kelly explains that "…he's a part of our equity team, he's a part of or the PBIS team, and he's not there every time, but he's there and he connects with teams, grade level teams, building teams, multi level systems of support team, our attendance team, and he makes

sure that equity and social justice conversations are always at the forefront." So, it is not just his mere presence at these meetings that is significant. It is how he models a focus on social justice and equity within these meetings. Jazlyn explains, "Every person in this building knows where [Principal Luke] stands on equity. I think it's evident in the way he talks about kids. It's evident in the way he talks to teachers…Just kind of how he conducts himself."

For example, at one meeting with student services and building administration, the team was discussing the similar behaviors of two students---one who was white and one who was black. As Jada described, "the energy in the room had completely shifted when we're talking about" these two kids. "Almost like excusing the white student's behavior, or not necessarily excusing it, but like uplifting his family life like, he comes from such a good background, and his parents do this, and he is such a delight in this area," she remembered. However, when discussing the black student, the team emphasized that he "lives such an unfortunate life…like down talking his parents, down talking his home life." As the only person of color at the table, Jada felt bothered by the conversation and brought her concerns up to Principal Luke afterwards. When she discussed the situation with Principal Luke, he listened and agreed with her concerns. He responded by asking her a series of questions: "Well, what do you want to do about it? Do you want to address it with the team? Do you want me to address it with the team?" Jada wanted the situation addressed, but felt as a new member of the team the discussion should be led by Principal Luke. Together they decided that Prinical Luke would bring it up to the team. He began the discussion by referring back to the team's norms and challenging members to think about their implicit biases when discussing students. Jada noted that his message was "said beautifully with the team and all of them took a moment

of reflection." In this situation, Principal Luke modeled his ability to not only collaborate with teacher leaders, but also his ability to keep focused on social justice issues within those teams. However, although Jada reported in the interview that she appreciated how Principal Luke handled the situation, there is another way to view his response. By asking her how to address the conflict, Principal Luke could be viewed as dodging his responsibilities as leader and shifting the burden back onto the only person of color on the team. If Jada had viewed the situation from this perspective, Principal Luke's response would be viewed as a barrier to collaboration. Regardless, this highlights the challenging nature of Principal Luke's handling of this situation.

Similarly, Principal Rose is an involved member of the leadership teams at Kingsley. Andrea explained how Principal Rose "work[s] to come to team meetings, work[s] to come to department meetings, and just mak[es] sure that [she] is visible." Her visibility and involvement not only makes teachers feel like she is approachable, but it also provides her a platform to engage in dialogue about social justice and equity issues with teams. For example, Cassidy described one meeting when the team was struggling with a group of male black students. She said, "It's been very interesting to have her in those meetings and hear her dialogue with people around things to consider. What are we really trying to change? What are we recognizing?" Cassidy commended Principal Rose for processing with teachers who are "kind of looking for a quick fix." Additionally, Katy explained that Principal Rose "brings the social justice piece to the forefront and just tries to get us to think through how this is equitable for every kid. What we need to do to make it so. And to kind of challenge a lot of our thinking to make us be very proactive about things."

Asking questions. Another way principals foster collaboration to advance their vision is through asking questions. Oftentimes, these questions not only help the school staff to disrupt inequitable practices, but they also help teachers to increase their capacity to be more aware of inequitable practices within their schools.

At Curran Middle School, Kelly explained how Principal Luke is constantly asking questions from an equity lens every time a decision or proposal is brought to the table. For example, in one situation she described how the school's leadership team was asked to endorse Wait Until 8th, an organization that encourages parents to pledge they will not purchase a smartphone for their children until they are in eighth grade. Kelly pointed out that right away Principal Luke asked, "Who is running this organization? What do the people look like? Who do they put on their website? It is all white people from Texas. So, you know, no thank you." The critical lens by which Principal Luke asks questions helps his staff to become more critical thinkers as well, as Kelly explains, we begin "to really have an equity lens on even the small student decisions" and Principal Luke "champions people who are also doing the same to keep that alive in their team meetings."

Questioning practices and decisions was also evident in Principal Rose's practice. Katy shared that Principal Rose frequently poses questions to help the staff make the most equitable decisions. She said, "[Principal Rose] will say, 'Well, is that really, you know, is that going to be fair for everybody's families? Do you think that every kid has, you know, has the same like access to that…?'" By posing such questions, Principal Rose and her staff were able to dismantle several inequitable practices, such as the eighth grade trip to Washington DC, an annual optional trip that would cost families sixteen hundred dollars. Emily explains, "We used to take eighth graders who wanted to go to

Washington DC through some outside program that would plan the itinerary, and it was fricking expensive. And for years it was just the white kids, upper crust kids, would go, and it never, never even came up as an inequity, right?" After the staff raised the funds for one student to attend the field trip who could not afford it, Principal Rose asked the staff questions about this practice, and the staff quickly changed their thinking. Emily remembers, "Seriously, this is horrible…and then our whole staff being like, this is ridiculous." By eliminating the trip to Washington DC, the issue of some students being able to attend and not others is resolved. However, at the same time, it creates a different issue: now no one gets to go. This leads to the question of how might the staff at Kingsley addressed the issue of inequitable access without removing the opportunity all together?

The questions principals ask also take the form of seeking advice from their teachers. For example, at Curran, Jazlyn described how Prinicpal Luke would not say, "Here is how we will move equity forward." Instead, she said he will come to the equity team and ask, "What do you think?" and "What are we going to do about it?" Similarly, at Kingsley, Katy explained how Principal Rose "often bounces ideas off of us" and we will then say, "This is what you're going to need to explain to people. This is what you're going to need to make sure people understand. These are the kinds of questions people are going to have." Katy felt like Principal Rose really appreciates the feedback and advice she is able to glean from her staff. Additionally, Andrea pointed out that Principal Rose will ask her questions about what she sees happening in the building. She will say, "I need your perspective on that because I see this as principal. What do you see as the coach or as somebody who's in people's rooms?" While this partnership can certainly help to disrupt inequitable practices within the classroom or curriculum, Andrea

points out that it also puts her in a complex position: “I think for me it’s just switching from my own focus to a school focus and leadership focus…and being stuck in the middle a little bit because of that because I’m not, I’m not an administrator.”

Clarifying roles. When principals clearly communicate the roles staff members play in advancing social justice within their buildings, collaboration is fostered. Specifically, role clarity was seen in principal practice through how new roles are communicated, how leadership roles are developed, and how roles are defined in light of student behavior.

When new positions are created to support social justice efforts, collaborative principals clearly articulate the role of the new positions. For example, when Curran Middle School hired Jada, the school’s first student engagement coordinator, she felt like Principal Luke did an excellent job of explaining her role to staff: “[Principal Luke] presented, you know, put me on the stage: ‘This is what she is here for, and this is why she’s amazing at it, and this is why you need her in your classroom.’” Jada also explained that she was shared with another school, and the principal at the other school did not clarify her role to staff and did not offer ideas as to how staff could utilize her expertise. As a result, she said, “So, when I was there last year, no teachers reached out to me…all year long.” Despite Jada’s beliefs that Principal Luke clarified her role clearly, Principal Luke himself shared a slightly different perspective: “So, one of the downsides is, I think, there’s a lot of misunderstanding among staff really of what this role is because so much of it isn’t directly visible. And I really had to reinforce that point that she is not the dean for the black kids.” Unfortunately, Jada resigned from her position shortly after the interview in order to pursue graduate school. However, in his closing interview,

Principal Luke was already reflecting on "making sure [he's] going to do a better job really communicating what the role is" for the next student engagement coordinator.

During their tenure in their positions, both Principal Luke and Principal Rose have developed leadership roles for teachers to assist with advancing their social justice vision. For example, at Curran Middle School, Principal Luke considered ways to shift the leadership role from exclusively on his plate to those of other staff members. He reflected, "Going back five years, it was pretty much me….now a teacher leads our school improvement team, a teacher leaders run our equity team, teacher leaders run our PBIS teams." Principal Luke explained that developing these roles for teacher leadership helped to increase teacher capacity as equity leaders and increase the level or respect and trust on his staff. However, even though these teacher leadership roles were developed, some staff members still expressed confusion over the roles these teams played. For example, Jada explained, "So, last year I came in and it seemed like I was just a little confused on like the role of the equity team in the building, and it seems like it's, we were just more so in charge of providing equity professional development of the building." While teachers were proud of their leadership roles at Curran and were able to explain many of their responsibilities and tasks, Jada's insights show that there is still a lack of clarity regarding the specific roles of some of the teacher leadership teams.

Similarly, at Kingsley Middle School, Principal Rose has developed multiple leadership roles to empower teacher leadership. In fact, Emily went so far as to say, "It's outside of Principal Rose's comfort zone to micromanage." All teachers serve on one of three continual improvement teams that are goal-based: math, literacy, and community engagement. Department chairs, who Principal Rose selects, facilitate these teams. Katy serves on the literacy team. She shared that this team has examined data in order to

figure out which groups of students need additional support. She explained, "We very clearly see that we need to be better when it comes to students who are ELL…so we read Visible Learning for Literacy and looked at the effect sizes of certain things, and we're trying to figure out what types of different strategies we can use that can really bolster [their] growth." Additionally, at Kinglsey every grade level team has a leader. Andrea pointed out that the team leader structure provides another way for teachers to collaborate with Principal Rose, especially if a team member is hesitant to share ideas or concerns. While team leaders are welcome to meet with Principal Rose at any time, Emily felt that collaboration between team leaders and Principal Rose could be strengthened with planned quarterly meetings. However, Principal Rose also pointed out that she does not empower teachers who do not advance a social justice lens. If they hold an "orientation, like that, that kids should be disciplined, or consequences, or something…that's not an individual I fuel. You know what I mean? I don't ask them to be a team leader. I don't ask them, you know, to facilitate a group."

Concerns with student behavior was a common topic explored in all of the interviews at both schools. Role clarification regarding how to respond to student behavior was identified as an important way principals could foster collaboration with their staff members. For example, at Curran Middle School, in collaboration with his building administrative leadership team, Principal Luke employs a behavior flow chart that clearly articulates the steps for teachers and administrators should follow. [See Appendix C] Principal Luke explained that this chart was "new last year because there was a lot of confusion on whose role this is what." Ryan, the PBIS coach, noted that the chart helps teachers know their role in the process as it "helps teachers re-teach prior to students getting into trouble or prior to going to the office." As revisions to the chart

were made for the upcoming year, Principal Luke engaged in dialogue with his staff about ways to make the chart clearer. For example, there were discussions about the difference between "contacting" parents versus "connecting" with parents when a concerning behavior arises. Luke noted, "So contacting home is sending an e-mail—no value. Connecting with home is actually speaking with the parents." Principal Luke's comment shows that he is constantly reflecting on what is not working and then making changes in order to increase role clarity.

At Kingsley Middle School, numerous teachers mentioned increased concerns around student behaviors. Blake explained that "overall, I think that kids are a little bit less respectful…more wild." Teachers mentioned the use of tools like PBIS and restoratives practices instead of punitive measures to address student behaviors. However, teachers also expressed a need for more role clarity in light of how teachers should respond to behavior, as responses seemed inconsistent. Principal Rose shared this concern, describing how when a student arrives late to class, some teachers will make an editorialized comment like, "Oh, you're late," or "Oh, you should get here on time because we did something important while you were gone." Instead, she would prefer to hear a more welcoming comment like, "Good to see ya!" However, Andrea felt that a teacher's role in response to behavior has been very clearly communicated: "I think that our philosophy has been made clear in the building that the belief is that the classroom is the best place for the student, and that walking out does not necessarily mean that you've walked out for the entire period…that we may be walking that student back in and then trying again, because your room is the best place." Despite this clarity, Andrea still hears colleagues complaining that "admin…should just take care if it." The range of views captured in the interviews shows not so much a lack of role clarity, but perhaps more of a

lack of shared philosophy regarding response to student behaviors. These conflicting philosophies result in a barrier to principal and teacher collaboration. In her interview, Andrea suggested that this divide could be closed if collaborative plans for specific students were developed so that everyone---teachers and administration—could be on the same page to support students' behavioral needs.

Principals Leverage Data to Address Inequitable Practices

Principals foster collaboration by using data with their teachers to disrupt inequitable practices within their schools. The use of data followed a similar cycle in both schools. It began by collaboratively setting goals, followed by providing opportunities for school staff to reflect, grow, and make meaning while examining the data. Lastly, inequitable practices were disrupted as a result of that analysis [Table 6].

Table 6: How Principals Leverage Data to Address Inequitable Practices

Themes
Setting goals
Engaging staff through data analysis
Disrupting inequitable practices

Setting goals. School staff at both Curran and Kingsley identified three main goal areas: literacy, math, and community. As Principal Rose explained, "...we have three building goals. One is around literacy. One is around math development, and one is around community in general" (Table 7). The math goal focused on personalized growth goals for all students, with a secondary goal that focuses on students in the bottom quartile. The literacy goal focused on growth, with an additional goal that focused on students in the bottom quartile. Principal Rose described the community goal as focusing on "students' ratings on habits of learning...being prepared, taking care of your materials, being an engaged person...participant in the classrooms" (Table 8). The leaders of the

Continuous Improvement Team (CIT) divide themselves amongst the three goal areas. They, in turn, facilitate goal teams for the rest of the staff. All teachers are required to serve on one of the teams. Andrea explained that the team is "starting to really dig into what are some action plans that we can implement to make things move faster or move in the direction that we want." Specifically in regards to the literacy goal she added that she finally feels, "like each grade level has a plan around literacy school-wide. Everyone is engaging, so that we can see growth…And so just really an emphasis on becoming a school of readers and holding the high bar for everyone regardless of who you are." In all interviews, teachers were able to provide a general explanation of the Continuous Improvement Team structure. Additionally, they were able to summarize the work of the team on which they served. However, none of the teachers were able to provide details regarding the work of the teams on which they did not serve. This lack of understanding could serve as a barrier to school-wide improvement.

Table 7: 2017-18 Goals at Kingsley Middle School

Literacy Goal	
Statement	**Result**
Every one of our [Kingsley] scholars will make 80 point gains or more in non-fiction literacy as measured in level set of Achieve3000 from the beginning to the end of the school year.	During the 2017-2018 school year, 59% of our scholars made gains of 80 or more lexile points.
A majority of scholars in the lowest and highest quartile of literacy skill will make twice the national average. The most extreme outliers (fewer than 10% of students) will make meaningful progress in literacy skill development as measured with their personalized goals.	During the 2017-2018 school year, our highest quartile of readers made an average gainof 125 lexile points. Our lowest quartile of readers made an average gain of 109 lexile points. This exceeds the national average of growth of 70 lexile points. Average growth for all of [KMS] was 107 lexile points.
Math Goal	
Statement	**Result**

Every one of [KMS] scholars will meet or exceed their individual learning target in math as measured with the NWEA Map assessment.	In 2017-2018, % of [KMS] Scholars that met individual growth target for fall to spr as measured on MAP: 57% of 6th graders 42% of 7th graders 54% of 8th graders
The majority of scholars in the first quartile of math skill development will make 1.5 times their learning target.	Of the lowest quartile students in 2017-2018 In 6th grade 26% (11 out of 42) In 7th grade 20% (9 out of 45) In 8th grade 37% (15 out of 41) made 1.5 times their projected growth target.
Community Goal	
Statement	**Result**
The [Kingsley] Community instills in all learners responsibility and self-discipline as we engage together in learning. Habits of Learning are a measure of this positive engagement. We will review the distribution of HOL grades across demographic groups to ensure our expectations and success in mastering these important skills are culturally assimilated. Families will be kept informed about student characteristics to emphasize their importance for each scholar. We intend to ensure that disciplinary expectations are inclusive and responsive to all our students and families. We will review behavioral incidents and expect them to be proportional across demographic groups.	Discussion about these outcomes and the potential goals that the data suggest. For example, a goal continuing to examine disciplinary outcomes and a goal aimed at acceleration and remedial learning matching the demographic characteristics of our learners.

Table 8: Kingsley Middle School's Habits of Learning

Habit	Descriptor
Accountable	I accept ownership for setting, monitoring and accomplishing my goals.
Adaptable	I positively recognize and respond to change as warranted.
Collaborator	I share opinions while listening and encouraging others.

Communicator	I use and apply different modes of communication for different situations and audiences
Courageous	I make attempts even when the activity is difficult or uncomfortable.
Critical Thinker	I solve problems and can think of solutions that are not obvious.
Influential	I lead in a positive way.
Innovative	I develop creative solutions that are not obvious.
Interpersonal	I work well with all individuals.
Planner	Understands the big picture to manage time, organize materials and develop a path to completion
Resilient	I remain cool under pressure, rebound from setbacks quickly, and stay optimistic during tough times.
Resourceful	I know how to get things done using other people, technology, resources, and support.
Self-Aware	I understand my own strengths, weaknesses and opportunities.

At Curran, the building goals are rooted in the district goals. For 2016-21, the Pershing School District identified three goals areas: plan for growth, improve student engagement and well-being, and enhance adult engagement and well-being (Figure 5). The second goal serves as the foundation for the three building goal areas at Curran that focus around literacy, math, and community. Principal Luke explains that these are "our big picture school goals which are based on district goals which are set by the board…but it really comes down to the same key things about literacy…and behavior or referrals…What really stands out where we excel is in math." When reflecting on Curran's overall performance, Principal Luke highlighted the school's score on the state's report card, an "Exceeds Expectations" indicator. However, Principal Luke paused to explain,

> But then after we've taken a moment to celebrate, we also have to make sure that we dive into that with some humility and ask ourselves how much of that is due to the facts, you know, due to the work that we're doing and how much of that is due to the address of most of our students, and just we see that pattern over and over again. That whether we're looking at literacy, or math, or behavior, or referrals and just every indicator light that keeps coming back to the impacts of racism of poverty, or whether the student has an IEP, or whether they're an English language learner, or whether they're a Latino student. I mean those five categories just continue to stand out. So that's why the humility part is so important. We're doing a lot of good things, and we're having a lot of success, but we also have this pattern of year, after year, after decade. You know some of those same students not enjoying that same level of success. That's kind of our charge and our challenge.

At Curran, several teacher leadership teams work on the school goals. Whether it is the School Improvement Team, the Positive Behavior Intervention and Support (PBIS) team, the equity team, or grade level teams, many staff members take an active role in developing and implementing the school goals. Principal Luke emphasized the collaborative nature of goal writing: "It is not so much that it's me pushing, saying, you know, 'Here it is. This is a D1. This is our goal, and you must do this. It was more encouraging the work being done by the team, growing it in that way, and it kind of gradually ramping up the intensity of everything too." When reflecting on the goal writing process, Kelly questioned, "What do we do so we are gathering a lot of data and sort of make next steps to sort out our goal?" While most of the teachers interviewed had some awareness of the three goals areas and could connect the goal work to equity and

social justice efforts within the building, Jada raised a unique perspective in the area of goal development. She explained that if equity and social justice is something "you're committed to, equity had to be about disrupting systemic oppression. And if you're equity goals are not aligned with that, then you're not really moving towards an equitable building or an equitable organization." She suggested that she would feel "more confident in our equity initiatives if we were working towards a measurable goal that came out of our data—not just I think we should be doing this. I don't even want to go based on my opinion. I want to go back by data and it has to be measurable so people, so we can see the progress, the students can see the progress, the district at large can see the progress. I just really, I just think that is something we are missing right now. It is just those measurable goals."

Figure 5: Pershing School District Strategy Map 2016-2021

Engaging staff through data analysis. At both Kingsley and Curran, the principals provided opportunities for school staff to reflect, grow, and make meaning while examining the data.

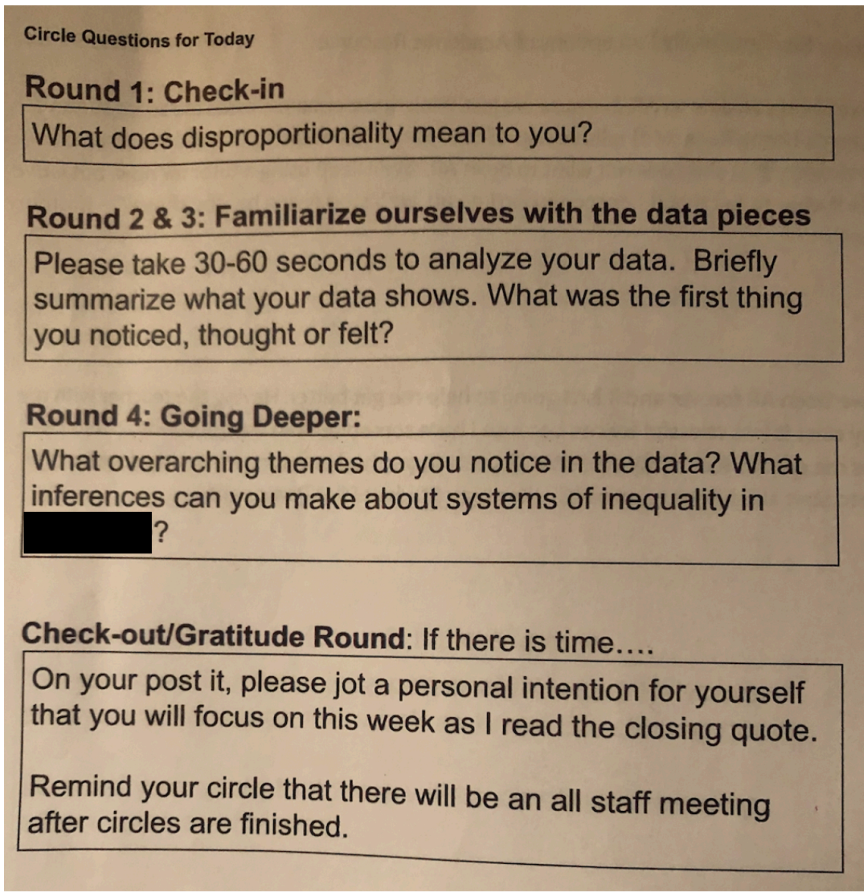
At Curran, Principal Luke is intentional about giving teachers time and space to learn about and reflect on the data. He explained, "So, you know, I would give them the data, and I feel like it was more of a nurturing process and encouraging that growth…and just the data itself is so compelling when you show them the scores that, you know, that really works for some people." Kelly explained how Principal Luke work provide them with the data to activate their thinking for change. She said, "The staff took the data. It was sort of a grassroots effort of like, we know it's not working. Why are we doing this? And [Principal Luke] was like, 'You're right. This doesn't make any sense.'" He used several strategies to help teachers explore the data. For example, one strategy involved the use of a program called Educlimber. Educlimber is an on-line program that allows schools to analyze a range of student information including academic achievement, attendance, and behavior data. Principal Luke leveraged the expertise of his teachers to lead the training. Ryan, for example, coordinated the training for the entire staff with the assistance of the PBIS tier one team. In their first year of using Educlimber, Kelly felt like the application was a better fit than the one they used the year before: "We were using a different system that didn't really fit our needs. We were all trying to track behavior. We were trying to get teachers to track behavior…the data wasn't easily accessible by the staff who were trying to read the data, so then we sort of ended up with nothing." Additionally, Kelly felt like the purpose behind tracking the data was not clear, and that created inconsistencies. She explained, "So, people were like, so nobody is

following through. Then admin is like, but that is not the point. If people don't know what the point is, then why are they going to do it?" Fortunately, with the transition to Educlimber, Kelly felt like administration clearly articulated the purpose behind collecting the data: "We're going to start taking data about kids so that we can see where are the gaps. Is it in the lunch room? Is it during quiet time? Is it every day at noon everything just blows up?" Providing teachers with a clear purpose for using the data and selecting a tool that made data collection and analysis accessible were two strategies Principal Luke employed to help teachers make meaning of the data.

Another strategy used at Curran to help teachers make meaning of the data involved the use of community circles. Principal Luke referred to the community circles as "our number one accomplishment" this year. The community circles are led by a dozen key teacher leaders on staff. Each staff member is assigned to a circle, and the leaders serve as circle keepers. Whereas before Principal Luke would discuss intense topics with he entire staff of 120 in the dining commons, "Now it's happening in a group of 10 people in their community circle as part of a preplanned process to, you know, kind of talk it through and figure out their response. So we do that more and more." Jazlyn described how they used the community circle structure to examine the demographics of students enrolled in Academic Resource. Academic Resource is a special study hall for students who need additional support. As a school, Curran does not offer its students a study hall, so the Academic Resource pulls students from other classes that their peers are taking, like band. Jazlyn noted that "In order to help the staff make meaning of the inequitable practice of Academic Resource, the circle facilitators prepared both quantitative (ie. student demographic) and qualitative (ie. student quotes) for data for analysis. Each member of the circle received one piece of data. They were given two

minutes to look at their data, read their question, and develop a noticing statement (Figure 6). They would share their thinking with the group, and then the process would repeat itself. Jazlyn explained, "What we wanted staff members to see is that the numbers are glaring. The numbers don't lie. And then there was also that qualitative piece. So there's going to be quotes that would be...like qualitative pieces from actual students. These are things they actually said." By using teacher leaders to facilitate data analysis and reflection in community circles, teachers were given time and space to make meaning of the data.

Figure 6: Community Circle Prompts from Curran Middle School Staff Meeting



At Kingsley, Principal Rose repeatedly said in her interviews, "I just show [the teachers] the data." She felt that the data speaks for itself, for it clearly shows how the

black, brown, bilingual, and male students are disproportionately represented in the data. In fact, she argues that "[Data] is the biggest argument. You just show them the data. Right? And if it's bilingual and kids of color, then there's something wrong with that. What's wrong with that is our system, not kids." For example, at the end of each quarter the Community Continuous Improvement Team meets to analyze the habits of learning ratings. Oftentimes, Principal Rose explained, the poor ratings are "disproportionately boys and very disproportionately bilingual boys, to some degree African-American boys as well. But actually it's so interesting that those kids who are doing who are getting poor ratings in their habits of learning their citizenship stuff are Latino boys. And then we also obviously look at our discipline data to see where the disciplines, office discipline reports come from. And that is disproportionately high in African-American and bilingual boys also." Katy explained that seeing the demographic breakdown of students getting sent to the office helped her to think about "precipitating factors that are leading to those things to really try to dig in and see what we can do better as a school, not just avoid sending kids to the office, but to try to figure out why what's precipitating all of that and how can we get kids to be engaged." Similarly, Andrea described how seeing and analyzing the data helped her to identify systemic inequities at Kingsley. One experience helped her to see that a reward trip was not equitable for male students of color. She said, "So when we recognized that, we started to call that out. And so I think just knowing that we have a culture in our building where we can start to have those tough conversations." In addition to showing the data, Principal Rose has leveraged students to help staff make meaning of the data. Katy explained, "She's had some kids lead some discussions for us that have been interesting. Individual students have come in and talked about like their experience and what kinds of, what they're thinking about how are, you know, the kids'

view staff, and not individual teachers necessarily. The kinds of feedback that they've gotten. So, she's done like little focus groups with kids which has been pretty interesting for us then to hear the feedback to try help us understand a little bit."

Disrupting Inequitable Practices. After setting goals and analyzing the data, the principals collaborated with their staff to end inequitable practices. Throughout the interviews, numerous examples emerged as teachers and principals shared stories of changes they made to make their schools more equitable.

After analyzing the eighth grade summer school referral data at Kingsley, Principal Rose worked with the eighth grade teachers to develop a new approach to reduce the number of students who were required to attend summer school. Principal Rose would often notice that the students referred to summer school---predominately boys of color—actually had a basic understanding of the course content. However, they were referred to summer school for other reasons: "And part of that was pulling in part habits of learning. Is he a good citizen? Is he, does he, is he is a positive participant? No. Does he come on time? No. Does he bring his materials? No. Does he hand in his work? No. Give him an F in habits of learning. You know, fine. But let's actually gauge the degree of mastery of the content that you value, that you said you value, the standards of your course." Although separating student performance on academic standards from the habits of learning improved the summer school referral rate, there were still issues with students being referred to summer school. Again, the student demographic was primarily male and of color. Principal Rose collaborated with teachers by setting up a system that focused on identifying the essential understandings for each course, communicating with parents earlier and throughout the school year, and working with students in small groups at alternative times. Principal Rose supported this collaboration with a "hands-on"

approach. Instead letting teachers do all of the work, she also met with parents, worked with students, and was a partner in the problem solving. As a result, Principal Rose noted that "Every year there are fewer kids [referred to summer school]." Despite the effectiveness of this collaboration, Principal Rose did face some resistance from staff: "So, I just want to say to the teacher [who is referring a student to summer school without academic evidence and with poor habits of learning], 'Come listen [to what he has to say], because now he has a degree of mastery for the content of your class.' And so grudgingly, the teacher who wanted that kid punished...Well, we'll have to give him a, you know, maybe a near mastery or a beginning level understanding of Revolutionary War or whatever." This example shows that while Principal Rose was able to work with teachers to make significant changes to the inequitable practice of summer school referrals, the change was not readily embraced by all teachers.

As previously described, at Kingsley the sixth grade math teachers reviewed the demographics of the in-coming sixth grade students who had been pre-selected at the elementary schools for placement in advanced math. Cassidy and Blake immediately noticed that the only students selected were white, male, and affluent. Blake reflected, "We were tracking kids, and you know, and then you end up getting some demographic issues too. Because usually the kids…that stand out have good test scores…are usually kids that also have a lot of other privileges prior to that." His teaching partner, Cassidy, shared a similar view. She worried about the assigned labels students receive at such an early age that can influence their academic careers. As a result of their analysis, Cassidy and Blake proposed a new approach to math acceleration to Principal Rose. As Cassidy explained, we created

…vertical shoots. It was basically…let's say it was week by week. So this week we're working on this content standard from sixth grade. If that goes well for you, this is the closely aligned seventh grade standard that goes with it. And this is the eighth grade standard that goes with it. So, you decide learner how this standard feels for you and how far you want to push yourself downward through the standard that we're addressing this week. So every learner, every Monday, say, got the chance to see. We called it essential sixth grade, stretch seventh grade, and beyond was eighth grade. How far can you go in this particular standard?

Figure 7: Excerpt of Cassidy's and Blake's Standard "Vertical Shoots" Planning Guide

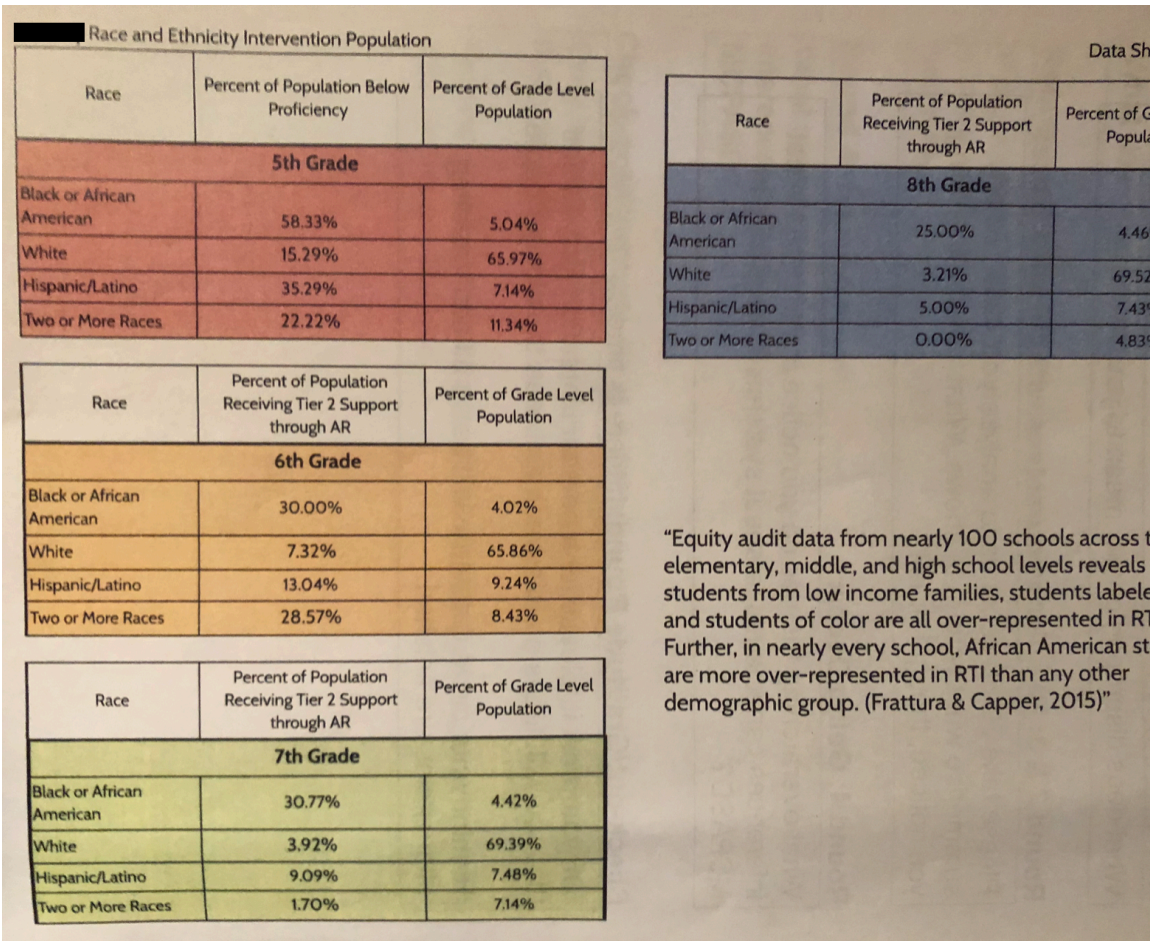
STANDARD	6NS1	6NS2	6NS3	6NS
	MULTIPLYING & DIVIDING FRACTIONS	Long Division	OPERATIONS WITH DECIMALS	GFC AND
	7NS1A	**7NS1C**	**7NS2A**	**7NS2**
	Adding Signed Numbers	Additive Inverse	Multiplying Signed Numbers	Dividing Si Numbe
	7NS1B			
	Plotting Numbers on a Numberline			
	8NS1	**8NS1**	**8NS2**	**8F1**
	Rational/Irrational Numbers	Repeating Decimals as Fractions	Estimating Square Roots	
				8F2

In the end, Principal Rose appreciated how Cassidy and Blake were able to "give [all] sixth graders the opportunity to demonstrate mastery on the sixth, seventh, and eighth grade math standards." The change made, as Blake noted, eliminated the "door that doesn't let kids into the advanced class because we pick who goes in." Again, Cassidy

presented similar thinking by emphasizing that “We’re wiping that slate totally clean, and we’re trying to give access to all levels of math to every learner.”

At Curran, after the staff engaged in the community circles to analyze the Academic Resource data, the staff became aware of several disproportionalities. For example, they noticed that a disproportionate percentage of black students were below grade level benchmarks in reading or math in all four grades (Figure 7). Additionally, Jazlyn noticed, “If you have to take AR reading or AR math or you're underperforming, you don't get to do arts. You have to do AR instead. Okay, so now not only do these students...are they probably disengaged from school because they're already struggling, and it's not fun to struggle, and it pushes you away, but now they have this special hour once a day where they don't get to take the classes that would engage them in learning, so that they can get extra reading, which they already hate, or extra math which they already hate.” After the community circle analysis, the staff decided to no longer offer Academic Resource for the 2018-19 school year for students who are performing below grade level. Instead, students who need additional support will receive it in the regular classes with their peers.

Figure 8: Race and Ethnicity Intervention Population by Grade a Curran Middle School



[redacted] Race and Ethnicity Intervention Population

Data Sh

Race	Percent of Population Below Proficiency	Percent of Grade Level Population
5th Grade		
Black or African American	58.33%	5.04%
White	15.29%	65.97%
Hispanic/Latino	35.29%	7.14%
Two or More Races	22.22%	11.34%

Race	Percent of Population Receiving Tier 2 Support through AR	Percent of Grade Level Population
6th Grade		
Black or African American	30.00%	4.02%
White	7.32%	65.86%
Hispanic/Latino	13.04%	9.24%
Two or More Races	28.57%	8.43%

Race	Percent of Population Receiving Tier 2 Support through AR	Percent of Grade Level Population
7th Grade		
Black or African American	30.77%	4.42%
White	3.92%	69.39%
Hispanic/Latino	9.09%	7.48%
Two or More Races	1.70%	7.14%

Race	Percent of Population Receiving Tier 2 Support through AR	Percent of C Popul
8th Grade		
Black or African American	25.00%	4.46
White	3.21%	69.52
Hispanic/Latino	5.00%	7.43
Two or More Races	0.00%	4.83

"Equity audit data from nearly 100 schools across t elementary, middle, and high school levels reveals students from low income families, students labele and students of color are all over-represented in RT Further, in nearly every school, African American st are more over-represented in RTI than any other demographic group. (Frattura & Capper, 2015)"

Another inequitable practice that was eliminated as a result of data analysis was the school's annual honors breakfast. Principal Luke remembered that "Back when I first arrived here it was the top…I don't remember if they selected the top 5 or 10 percent of the kids were recognized in this honors breakfast. So that might mean and if you had a three point nine seven GPA you were invited, but if you got to three point nine six, you weren't." However, what was pretty clear is that the students invited to attend the breakfast were affluent and white. Jazlyn added, "You know, we realized that we looked at the data that it was entirely disproportionate of our students." In the process of moving away from honors breakfast, the school also eliminated grade point averages, honor roles, and letter grades and adopted a standards-based grading system.

Principals Commit to Hiring Social Justice Minded Teachers and Growing Their Teachers

A commitment to hiring and developing teacher capacity emerged as an important theme in the interviews. Principal and teacher collaboration is fostered when principals are able to hire teachers who are committed to social justice. Additionally, when principals are dedicated to growing teachers, collaboration between the two is strengthened [Table 9].

Table 9: How Principals Commit to Hiring Social Justice Minded Teachers and Growing Their Teachers

Themes	Subthemes
Hiring social justice educators	N/A
Growing teacher capacity for social justice	Leveraging Educator Effectiveness Holding difficult conversations Supporting professional development Fostering teacher leadership • Teachers leading committees • Teachers assisting with hiring • Teachers leading professional development • Teaches solving their own problems

Hiring social justice educators. Effective collaboration between principals and teachers can begin with the hiring process. Multiple times throughout his interviews Principal Luke emphasized the importance of hiring. He described hiring as a "luxury", and it is one that he has been able to enjoy a lot of in his ten years at Curran. He noted that hiring socially just minded teachers helped him to "know where they were coming from the moment that [they] were brought on board." Kelly shared this thinking when she said Principal Luke's hiring process made "sure the people coming into those positions have an equity mindset and are willing to do the tough work." In addition to

including questions about social justice topics in the interview question set, Principal Luke requires all interview candidates to plan and present a five minute mini-lesson:

> As part of the interview process we had the candidates do a mini lesson as if they're doing a social justice mini lesson, in say, that readers/writers workshop…and we do every interviewee have a five minute pre-prepared mini lesson as part of it. Jada's stands out in my mind because when I saw her do that mini lesson, I just realized, wow, she can have an impact not by doing mini lessons, because that's not practical, and we don't need the lone African-American person that we have out doing these social justice mini lessons. But just thought, the skill that she has is to coach our staff members on how to integrate equity and social justice into everything that they do.

Principal Luke views the hiring process as a way to not only bring social justice teachers to his team, but also as a way to help increase the capacity of other teachers on staff. In fact, the opportunity to hire more teachers committed to social justice changed the culture of the school because the new hires helped to make "that culture shift, and they are doing the work and responding to it." For example, in her interview Lauren described being a new teacher at Curran who wanted to get involved with the equity work. Having years of teaching experience, including teaching out of the state with a diverse Spanish-speaking population, Lauren had a lot of expertise to offer the staff at Curran. Principal Luke not only encouraged her to join the equity team, but he also made sure her ideas mattered. She remembered,

> So, the first year when I joined equity, right away, I had a bunch of ideas. I just kind of gave them to Principal Luke. I wrote a stream of consciousness e-mail saying I am really excited and here are some ideas I have. I came to the first

> meeting, and my email was our meeting! That was what we did. He used it as our…agenda. And one, it made me feel incredible. And two, I was like, wow, he gets it! Oh, my gosh! Three, I felt like I have a voice, and it's like something that I thought was really untapped before, and I have all of these ideas!

The simple leadership move of listening to a new staff member's ideas and integrating them into a meeting agenda had a profound impact on Lauren's experience on the equity team. It not only empowered her as a teacher leader, but it also helped to advance the equity team's work forward.

Principal Luke's ability to hire well is noted by his colleagues. He explained that his superintendent "told me that that he thinks one of my best strengths is that I'm good at hiring. And I think that's something that I'm proud of. I'm good at hiring, or good at seeing that potential in people." Jazlyn shares the superintendent's thinking by explaining in her interview Principal Luke's commitment to hiring high quality candidates committed to social justice: "It is evident in his hiring practices," and he knows "The concept of that I can teach you to do a running record, and I can teach you how to deliver Lucy Caulkins reading instruction. I can't teach you to be reflective. I can't teach you to be a good human. I can't teach you to check yourself. I can't teach you to have grace and calm and humility."

Despite Principal Luke's effective hiring practices, Jazlyn noted that Curran has failed to hire a more diverse staff. She explained,

> We're actively trying to hire, recruit, and retain people of color in the district. It continues to be an issue. We're not able to, whether it's because of our reputation, or whether it's because of our recruitment strategies. We have not been able to successfully recruit a larger proportion of black and brown staff members. And

> for that matter, you know members of the LGBTQ plus community…We don't have any openly gay, lesbian, bisexual employees at my school…But if you're anything other than a wealthy, white kid in our district, you definitely feel out of the loop.

Jazlyn's final comment shows the importance of hiring a diverse staff—so that all students can see themselves in the educators who work with them every day. This is particularly challenging reality in schools like Curran and Kingsley where the communities are predominately white and wealthy.

Growing teacher capacity for social justice. While hiring teachers who are committed to social justice helps to foster collaboration and advance social justice efforts in the building, both principals cited growing teacher capacity as a critical component of making their schools more socially just. The idea of helping to nuture his staff was a repeated theme in Principal Luke's interviews. He explained, "It's really satisfying when you think, you know, someone has, you know, a skill, or capacity, or ability, or potential, and to, you know, nurture that in the right way. That's… that's really satisfying. But, you know, it's not a formula or anything." This idea of nuturing capacity is one seen in Principal Luke's practice. For example, Jazlyn commented that "You just don't wake up with a social justice lens." It needs to be developed through interactions—both at school and outside of school.

While Principal Luke claims there is no "formula" for growing staff capacity, there are a range of strategies Principal Luke and Principal Rose use to grow their staff members. This is seen in how they leverage the Educator Effectiveness process, hold direct conversations, support professional development, and foster teacher leadership.

Leveraging Educator Effectiveness. Both Curran and Kingsley utilize the same state-mandated educator evaluation model. Principal Luke views the Educator Effectiveness process as a way to increase teacher capacity through direct feedback. Ryan and Kelly also noted how Principal Luke leveraged the Educator Effectiveness process to increase teacher capacity. In his interview Ryan mentioned that he knows Principal Luke uses the Educator Effectiveness process "behind the scenes" to help teachers improve, and he sees him using a range of strategies to help his colleagues grow. Kelly explained, "I feel like the first thing is giving feedback. I know with Educator Effectiveness that is a lot of classroom observation going on, so giving really honest and open feedback about things that aren't going so well…following up and making sure that teachers are using equitable practices." Within the context of direct feedback, Principal Luke also tries to take a personalized approach based on the teacher's needs despite the fact the Educator Effectiveness format is prescribed. Principal Luke explained, "…that's kind of the art of being a principal… You know, you use one style, and, you know, other times it's kind of [a direct approach] to supervision. And when do you step in? There's no formula." To illustrate this thinking, Principal Luke described a time when a second year teacher was giving herself fours, the highest rating, while Principal Luke was giving her ones and two, the lowest ratings. In response, he said, "We've got a discrepancy here and I've got some concerns. We're going to do this again. And then during the course of the year it evolved into a plan of awareness. And so that was kind of an intense approach of building this awareness, but in the post conference, you know, I almost fell out of my chair because she said, 'I'm so glad we did this the second year. I've grown more in this last year than ever.' So, you know, that doesn't always work out that way. But that was a success story." Principal Luke went on to explain that in this case he was more directive

in his approach; however, another teacher might need a two sentence conversation in the hallway or to be handed a book to get them to think about more equitable practices. Regardless of the approach, it was evident that Principal Luke used a range of collaborative strategies within the Educator Effectiveness structure to increase teacher capacity.

Holding difficult conversations. Having difficult and open conversations with staff members is another strategy principals use to foster collaboration with teachers to promote social justice in their buildings. In fact, when asked about what role Principal Rose plays in promoting social justice in her school, one of the things she identified is having these conversations: "So I mean that's what I do, and I do it all the time. I have, I guess they're called difficult conversations." For example, earlier I described a time when a special education teacher requested that a student on her caseload not attend a college tour field trip due to her disability-related behaviors. Principal Rose sat down with the teacher and held a difficult conversation, one that helped the teacher to see how keeping the student from the field trip was not an equitable. In the end, they were able to develop a new plan that made the field trip a successful experience for that student. This is one of many examples of how Principal Rose holds difficult conversations to leverage change with teachers within her school. Examining a couple more examples from Principal Rose's practice will illustrate how holding difficult conversations helps her to collaborate with teachers.

Students being out of class was one challenge that emerged in the Kingsley interviews. Multiple teachers, as well as Principal Rose, described this as a concern that frequently came up in discussions around the building. Andrea explained that "our philosophy has been made clear in the building that the belief is that the classroom is the

best place for the student, and that walking out does not necessarily mean that you've walked out for the entire period...that we may be walking that student back in and then trying again, because your room is the best place." However, despite that clearly communicated belief, Andrea further explained that teachers will complain that "something should happen" to those students and that administration is not addressing the problem. In response, Andrea explained that Principal Rose will "just be very honest about that and upfront about that. And when there is pushback, she will say, 'We believe that having students in your classroom is the best place for them. That having them out, for even five minutes may be too much.'" In addition to being committed to engaging in difficult conversations around student attendance issues, Principal Rose also makes sure to end these conversations from a place of support. Andrea described how she will end the conversation by saying, "I do want you to come and talk to me later for follow up."

While Principal Rose is direct in her approach when addressing out of class student issues, she also knows when discussing such issues will be counter-productive. For example, she has declined requests to discuss tardy issues with the entire staff because she feels like that would not be a productive conversation and it would turn toxic. She explained,

> One of the things I have avoided…Is this when people want to say, "I think we should talk at a staff meeting about kids being tardy to class." Why would you want to do that? Wouldn't we just say, "That's bad. Okay, let's move onto the next thing." Right?...I believe I steer away from it because… Things are going to go bad to worse. People are going start commiserating. They're going to start complaining. They're going to add on to a complaint, and it's got to leave people feeling bad, you know? Discouraged. And I don't ever want people to walk away

> from anything feeling bad or discouraged. I want to find a way to spin it as. "Here. And here's what we're trying to do, or here's the way to do it that can engage more kids." So that's something I avoid, is the when people want to just talk about something they're unhappy about.

This reflection shows that Principal Rose is intentional not so much about which issues are discussed, but more so about how they are discussed. Instead of turning a difficult discussion into a negative complaint session, she aspires to find ways to support the staff in a productive way as they navigate the challenge.

Another time Principal Rose found herself engaged in a difficult conference revolved around the district-mandated Family Contact Day Conferences. As part of this requirement, all teachers were expected to schedule seven and a half hours of conferences with their advisory students between August 1 and October 1. These conferences were intended to take place off school property—at the students' home or at a public location like the library or a coffee shop. While some teachers interviewed found the conferences to be a valuable and powerful experience, Principal Rose explained that some teachers pushed back on the idea. She explained, "I won't beat around the bush, or try to make an accommodation, or do anything else but to say, 'You know, it's the rules. This is what we're doing. So, you know, if you're uncomfortable making this family contact, see if you can get one of our counselors to go with you. Or any family that you are uneasy with, I'll go with you. [The associate principal] or I will go with you. And so it's sort of like, the answer's no. So just go do it.'" This direct response was difficult for the teacher to hear; however, at the same time, Principal Rose was offering to collaborate with her by attending the visits together. This approach captures both Principal Rose's high expectations and a willingness to support the teacher.

Reflecting on these difficult conversations, Principal Rose knows how her direct nature can have a negative impact on collaboration with teachers. She explained, “some of the teachers who are chronic or who, who have that [negative] personality are kind of afraid of me I think. I mean, they will go to [the associate principal] for all kinds of things, but they won't come to me. Because I'm direct, and I'll just tell them the straight answer.” When meeting with teachers she will often verbalize her thinking, and that often includes expressing concerns that she has. She explained,

> You just got to come invite them in and say, "I get why you're thinking that, but here's what I'm afraid of. Here's what, here's the caution in the back of my mind." So, how do we, how do we take the idea that you guys think is a really good idea, but at the same time recognize that there are these really serious potholes that we could fall into? And even, then, I want them to help me figure out how to avoid them. So that's what it is. I think that just saying out loud what I think, which is why some people don't come talk to me because, I say out loud what I think and they don't want to hear it.

As this example illustrates, Principal Rose will not shy away from holding difficult conversations; however, at the same time she is committed to collaborating with teachers to address the inequitable practice. Additionally, while this fear of Principal Rose might deter teachers from collaborating with her, she also felt that her strong relationship with her associate principal helped to balance their administrative team. More importantly, however, she admitted that her focus on making her school equitable for her students was worth making her teachers uncomfortable when necessary.

Supporting professional development. Principal support for professional development related to social justice and equity was a significant theme at both Curran

and Kinglsey. This section will first examine professional development practices at Curran: the philosophical approach to professional learning, its content and structures, as well as its challenges. It will then describe professional learning at Kingsley.

At Curran, the beginning of professional learning around social justice began with the school's equity team. Principal Luke supported the equity team's early work by giving them opportunities to share their learning with the entire staff. In the years that followed, this team provided a range of equity and social justice related professional development experiences. This professional learning began with "internal work" early in that process. Lauren said that a lot of the early work focused on "helping all staff to open their eyes to bias." Principal Luke further explained, "A big part of the first couple of years was more, not so much, taking action. It was more personal work and personal reflection." Jazlyn noted that by encouraging "staff members to be reflective and also be vulnerable" would help them to do the same "with [their] kids and that [would] ground them and intrinsically motivate them." Engaging staff in the complex internal work of examining bias was not easy. Lauren described one early professional learning session that involved watching a video and discussing it in small groups with colleagues. She remembered, "I felt like in the beginning there was a lot of 'I don't do that' or 'I don't understand privilege' or 'All of this is BS. I'm not going to listen to any of it, and this is how it's going to be.'" However, now Lauren feels like "that has been shed. I am not saying we are perfect, because we are certainly are not…[but now people are] seeing the bias, seeing the stuff within the curriculum and they are like, 'Oh, this is not okay,' or they are like, 'Wow, that's worded really weirdly.'" In her interview, Jazlyn shared one example of how this internal work changed her own language usage. She explained that five years ago she would have said, "Oh yeah, I worked really hard. I was like a slave

driver." However, now she understands the power of her words and the micro-aggressions that can easily slip into her daily language. She reflected, “When you use language, it says a lot about who you are, and so being careful with my language…Catching myself. Apologizing when I'm wrong.” This example provides powerful evidence of how professional learning with her colleagues helped to change her thinking.

Despite the growth, Lauren emphasized that the learning is a slow process. She went on to explain that despite the progress made with internal reflection, teachers sill felt that the solution was tools. She said,

> They wanted tools. They were screaming for tools. And sometimes people on our team are like, “If they want tools, we need to get them tools.” But, we’re like, “You need to get it too.” It’s not something to fix. If we could fix it, would have...They have to start with themselves, so it can't start with tools. It can't start with “Do this thing and you'll be fine.” They have to like grow as a human being and grow as...they have to become more awoke. And that is really difficult to do. One, if someone doesn't want to do it, but two, they have to get to the point where once you see, you can’t unsee and…and once they're there, then they have a much more critical eye, and than that affects everything.

Principal Luke added, “And then after a few years of [internal work], you know, we kind of purposely stayed away from forcing actions. And then we kind of reached the point where people were craving, what are the steps, what do you do, what are the actions. So, we still struggle with that a little bit because we say to really [do this work] the personal work and the personal awareness is the biggest thing.”

Principal Luke understands the importance of social justice learning from within first before actionable steps can be explored, and then he leverages his teachers to lead that professional learning. However, what does that learning actually look like at Curran? This can best be described as varied. Some professional development opportunities were "wide open" and looked like 15 different mini courses where teachers could select a topic or speaker of interest. Kelly explained, however, that all of these sessions "focused around equity, around how to make curriculum more equitable for kids…providing professional development about how to include other voices in our classrooms." Lauren added that the majority of the professional development has been around "culturally relevant pedagogy, and so not only getting teachers to examine their curriculum, but to also think about how they themselves have bias and recognizing those unconscious bias." Sometimes there would be a required speaker, like the leader of the local gsafe or a professor from the local university, with two choice sessions following. Sometimes the sessions were tiered and required pre-requisite coursework. Other times the learning took the form of teacher-led book studies, movie viewings with discussions, or professional learning days where the Curran staff combined with another school in the district. Most recently, the teachers were learning together in community circles at monthly staff meetings led by their colleagues.

Despite the many positives that were noted around the teacher-led professional development at Curran, some concerns emerged in the interviews. For example, Lauren described how she was criticized by her colleagues for being a white woman leading diversity training. She explained, when "we first started out, there was pushback of 'So, you're white and you're facilitating. Why are you facilitating?'" Despite this criticism, Lauren responded by stating that she feels it is her job to as a white person to educate

other white people, because it should not be a burden on people of color. With only one staff member of color at Curran, white colleagues must step up to lead professional learning.

Additionally, Jazlyn explained how challenging it has been to lead professional learning with white staff who might take offense or become defensive when discussing race or privilege. She explained, "So we feel like the goal overall has been to be really, really careful with the white people who don't want to be offended. So we've been trying to do that really, really gently as we move along because obviously if we come in with a steamroller, we're going to lose a bunch of good people, and we're not going to really impact change. So that's been very, very slow work." Similarly, Lauren noted in her interview that it was difficult for her colleagues to see their white skin color as a privilege—especially with staff who grew up in poverty. Navigating complex discussions around race and privilege provided teachers like Jazlyn and Lauren with opportunities to increase their leadership capacity.

Lastly, while all of the professional learning options and formats provided many choices and many teacher leadership opportunities, one drawback Principal Luke noted was that "The risky part of that is the more people that you bring in as presenters, so like they'll come forth with their proposal and say, 'You know, I'd like to speak on social justice'…You don't have time to really screen all those presentations. So, the more you open it up, the more risk that the presenter may not be the exact message that you're hoping for. So there's that balancing that control versus just sharing in what people judge." Despite having a speaker mis-represent the school's social justice message, Principal Luke felt the benefits of teacher-led sessions outweighed the risks. Trusting

teachers to develop and lead professional learning was one of the most commonly cited forms of collaboration in the teacher interviews.

Although organized professional learning led by teachers was the primary method Principal Luke employs for professional development at Curran, there is another, more subtle, method he uses. In every interview, the teachers described Principal Luke's love of reading and book buying habits. His voracious reading habits not only increase his capacity as a social justice leader, but they also help him to distribute books to his teachers. His office, lined with shelves and stacks of books, provide evidence of this. It is common for teachers to leave Principal Luke's office with a book and highlighter after a visit, or for a book to appear in their mailbox as a follow up to a hallway conversation. Principal Luke explained that often after giving a teacher a book, shortly thereafter another teacher will appear in his office, and say they "saw Suzie was reading some Howard Zinn, and I'll say, 'You know, here's one for you. I'd like you to have this for your professional collection.' What they don't know is I've got 20 more copies of that in my closet!" Principal Luke feels that teachers like the attention of being given a specific book brings, and it helps them to continue their learning journey together through a common text. In fact, in one case, Principal Luke gave a book to a teacher who was struggling, and he felt like after reading it, "that was like the turning point in his journey."

Lastly, professional development is also offered to Curran staff from the district level as well. In the past this has looked like book studies, guest speakers, equity institutes, and multi-session courses that explore topics like the hidden curriculum. However, teacher and principal leadership in these offerings was minimal. Regardless, the teachers interviewed felt like these experiences had a powerful impact on their

practice. Kelly noted the complexity of the overall professional learning opportunities offered:

> I know I gained a lot from the Equity Institute, but I also know that some people that went to the Equity Institute that I feel like are still struggling to commit. So, I don't feel like that there's one PD that is the be all end all. I just feel like there needs to be constant feedback about opening people's lenses, and that it is a mindset. It is not a checklist of things we are going to do and complete…we are still building the ship while we are flying it, so are still trying to figure it out, so getting everybody on board.

As Kelly's comments indicate, the need for a range of on-going professional learning formats offered at Curran is critical in getting everyone to grow and get "on board." Clearly, Principal Luke has leveraged collaboration with his teachers to advance professional learning around social justice and equity.

Similar to Curran, professional learning surrounding social justice and equity at Kinglsey was frequent and varied. In her interviews, Principal Rose described a range of strategies she has employed to increase staff capacity in this area. For example, she had the entire staff take the Harvard Implicit Bias. This on-line assessment provides participants with instant feedback regarding racial biases that they hold. Principal Rose explained her rationale for administering this assessment: "So that they get their results, so that they are informed by their implicit bias. So we all recognize that we have these wired ways to interact with our world that affects our… how we walk through it." In addition to reflecting on their biases, Principal Rose planned professional development for staff that included bringing in outside speakers, showing videos, and providing time for staff to engage in dialogue around social justice topics. Sometimes, she sent staff

members outside of the district for learning experiences as well. Andrea explains that Principal Rose is committed to "encouraging conversations during staff development time, or bringing in people to work with us during staff development around issues of equity." For example, one outside presenter, Andrea remembered, "came to talk to us about social justice and having some pretty pointed conversations about things." However, Principal Rose shared that sometimes teachers were resistant to this professional learning. For example, one teacher refused to take the Implicit Bias Test, and another teacher returned from the Beyond Diversity training with a very negative outlook. Overall, professional development related to social justice topics at Kingsley was varied, but was focused on providing time for teachers to make meaning together through discussion.

Fostering teacher leadership. Principals in the study leveraged a range of strategies to foster teacher leadership in their buildings. By increasing teacher leadership capacity, the principals were able to better collaborate with teachers. Specifically, this took the form of teachers leading committees, leading professional learning, assisting with hiring, and solving their own problems.

Teachers leading committees. As already discussed, both Principal Luke and Principal Rose provided numerous opportunities for teacher leaders to facilitate teams and committees in their buildings. However, the idea of fostering teacher leadership through teacher-facilitated committees can be explored more deeply when considering fostering teacher growth.

For example, the creation of the equity team at Curran Middle School shows how Principal Luke fostered teacher leadership. Principal Luke explained the first efforts with equity as "low key, voluntary before and after school coffee talks." During these

informal sessions, the staff members who came would read an article or engage in a discussion question. After a while, more than ten staff members were regularly attending these meetings, and they said, "'Oh, we should, we need to formalize this.' And that is where the idea of an equity team came." Instead of facilitating the team himself, Principal Luke sought out teachers to lead it. Kelly explained, "He pushes teachers who have an equity mindset to be leaders in their team meetings. He's the one who pushed me to be a facilitator on equity team… you know real gently, he's very gentle, he's like, 'You can do it. You would be great. How about you step up?' So, you know, I feel like he really is a cheerleader for people who are doing the work and who believe in education for a vehicle for social justice and for social change." Principal Luke not only supported the creation of a teacher-led equity team, but he also provided the team with opportunities to share what they were learning with the rest of the staff when they requested to plan and deliver professional development. This example is noteworthy because it shows how Principal Luke provided a small, informal learning opportunity for staff and allowed it to grow in a way that was meaningful to emerging teacher leaders in the building.

Principal Luke used a similar approach with the development of the PBIS team. Ryan, remembers, "Principal Luke put out an email saying, 'Anybody interested in this classroom management thing?" and, you know, I'm like, I'm always good for class, and little did I know that I would end up on the PBIS team, and little did I know I would end up leading that PBIS team as the internal coach for Curran." In his role as the PBIS internal coach, Ryan facilitates the tier one meetings twice a month, plans the meeting agendas, organizes weekly PBIS lessons on Wednesdays for the entire school, trains the staff on Educlimber, and is assisting with the community building circles with staff. Ryan sees the PBIS team as a critical part of Curran's equity work because "with PBIS

the goal is to teach every student how to behave…we all come from different places, so when we all come to school, we're not on the same playing field… so [we need to] make sure that we help everyone and we bring everyone to the same level and re-teach those that need it. As opposed to highlight all of the negative things students don't quite understand." Additionally, Kelly, the other facilitator of the PBIS team, explained that the team, "really sift[s] through [behavior] data and [is]mindful about what does that [data] mean for our school and what does that mean for our teachers who are re-teaching behavior? What does that mean in terms of the gaps that we see based on our kids' race?" Similar to the equity team, Principal Luke provided an opportunity for teachers to develop and lead a new PBIS committee because he saw the potential of their leadership. Ryan reflected, "He has a way of empowering people to be better than they are and to not micromanage them. He doesn't have to have it done his way. He can see the future, and he can back step it a couple of steps to encourage people to grow everything through a process." This idea of empowering teachers to grow as leaders through leading committees is one that clearly fosters teacher leadership and helps them to see they are making a difference. Ryan added, "I listed the things that I do, and every year I get $250 for it! He has a way of inspiring people--I mean I wouldn't still be doing this if I didn't believe I was making a difference."

Overall, it is evident that Principal Luke leverages teacher leadership on committees as a key way to increase collaboration at Curran. Principal Luke reflects, "And so, you know, I don't I don't take the credit for my leadership. I think it's the shared leadership of a lot of people that came together in that moment. I think it was something that we nurtured."

As already discussed, at Kingsley, teacher leaders facilitate the Continuous Improvement Team (CIT) and divide themselves amongst the three goal areas. They, in turn, facilitate goal teams for the rest of the staff. All teachers are required to serve on one of the teams. Prior to Principal Rose's arrival, teachers were selected for these leadership roles based on seniority and peer-selection. However, Principal Rose quickly learned that the most student-centered and socially-just educators were not necessarily the most senior on staff. As a result, she removed teachers from these roles and invited other staff members to serve. Principal Rose explained, "So like my first year here…I met with everybody who is entitled to retire, I said, 'I think it's fair to let you know that I'm going to ask a different member of the social studies to be the department chair next year. I just think that's fair for you to think about'…It made him really mad. But it is the right thing to do, because you put your most powerful people in positions of authority." Principal Rose emphasized her focus on selecting positive, innovative, solution-focused, and equity-focused teachers for leadership roles, and not ones who embrace a punitive mindset. She explained, "and if they [have] an orientation, like that, that kids should be disciplined, or consequenced, or something... that's not an individual I fuel. You know what I mean? I don't ask them to be a team leader. I don't ask them to…facilitate a group." By selecting other teachers to serve in leadership roles who embrace a similar vision for social justice, Principal Rose fostered growth and new opportunities for collaboration at Kingsley. However, in the interviews, teachers were acutely aware of which teachers Principal Rose was selecting for leadership roles. As Katy pointed out, "I think that has made some people feel very left out and…I think in some ways that's led to some animosity. Like, 'Why are you guys part of knowing what's happening?' and then making them feel less valued, which I think has increased some friction."

Teachers assisting with hiring. While I have already discussed the importance of hiring socially-just minded educators as a critical pre-cursor to effective principal-teacher collaboration, it is worth briefly looping back to the topic of hiring when considering the role principals have teachers play in the hiring process. In numerous interviews, teachers proudly mentioned they have been invited to participate in the hiring process. This participation looked like helping to write interview questions that focused on social justice topics and as well as serving on the interview committee. As Lauren explained, "I've been on hiring committees before where I was asked to contribute some of the questions for like equity-based questions." By including teachers in the hiring process, principals are not only able to more confidently hire social justice-minded teachers, but they are also able to foster collaboration with their current staff through the authentic—and important—task of hiring. By giving teachers opportunities to play an active role in the hiring process, principals are increasing their leadership capacity.

Teachers leading professional development. Again, the topic of teacher-led professional development was explained previously. However, it is worth explicitly pointing out how teacher leadership was fostered through planning and leading professional development. Lauren shared that being able to plan and lead professional learning at Curran gave her an immediate purpose: "I feel that since I've been here, I was like, I want to be a part of equity in some way. What can I do? And it was so early. What else can I do? What can I do tomorrow? What can we do today? What can we do as a district?" By giving her opportunities to lead a book study as a new member of the school, Lauren was quickly able to emerge as a leader on staff. Jazyln concurred with Lauren's thinking, pointing out how teachers being able to plan and lead professional learning sessions empowers them to be leaders with a purpose at Curran.

Throughout his interviews, Principal Luke was quick to give credit to the teacher leaders who led the professional development at Curran. He said, "I'm kind of the concept guy. I'm good at concepts, but I surround myself with smarter, more talented people who are good at carrying it all out. So I kind of nurture and make sure it happens in the big picture, and that the Kellys and Ryans and Jazlyns of the world carry it out." Jazlyn concurred, explaining that Principal Luke never micro-manages the teachers who want to lead professional learning. Instead, he listens to what they are thinking and supports their efforts. He never says, "Here's what we are doing for professional development." However, he will always be available to talk through a frustration or challenge. Principal Luke clearly trusts his teachers to carry out and lead professional learning; this is noteworthy because it authentically fosters collaboration between himself and the teachers.

Although teacher-led professional learning around social justice topics was less of a theme at Kingsley compared to Curran, one teacher-led learning opportunity merits mentioning. On one in-service day, the only black teacher at Kinglsey presented on her experiences. Andrea explained:

> And it was an open and honest conversation about what it was like for her growing up. She is from New York. But then also what it's like to be in Wisconsin and be the only black teacher. And we have a few teaching assistants, but, and to realize that she's maybe the first black teacher some of the students have ever had, you know, just all of that. So she had a really honest conversation with our whole staff about that.

While her presentation was powerful, what Andrea noted as significant about it was what it said about Principal Rose's leadership. Andrea said that it shows Principal Rose knows

the limitations of who she is and what she can teach her staff as a white woman. Andrea explained, "Principal Rose is able to say, 'I know who I am. I know where I'm from. And I know that I don't bring a diverse background, or I don't, I can't represent diversity because of who I am, so I'm going to bring in other people to speak with the staff about the experiences that I can't.'" This willingness to admit her limitations makes collaboration with this teacher authentic and in genuine service of making her school more socially just.

Teachers solving their own problems. Lastly, principals fostered collaboration with their teachers by giving them opportunities to solve their own problems. This is the last example of how principals developed teacher leadership, and perhaps the most complex.

Earlier I described a situation where Principal Luke helped Jada to decide how to respond to a biased conversation within their building student services and administration team meeting. By asking Jada to help decide the best path forward in this situation, Principal Luke was empowering her to solve the problem. This shows his trust in her judgment and commitment to helping his staff solve their own problems. While Jada appreciated Principal Luke's trust in her, she said that this trust can also be problematic. Sometimes she is hesitant to come to him with problems because "sometimes I don't have the answer, and I know when I take it to him, his first response is, 'How do we want to handle this?' and if I say I don't know, and I don't know if he will either." Jada's insight captures the complexity of principals believing teachers can solve their own problems: How can they respond when teachers do not know what to do? Worse yet, how will students be negatively impacted when the questions are not even asked? While

Principal Luke felt like he was empowering Jada, his actions could easily be viewed by others as not leading enough.

Principal Luke also helped the equity team decide how they wanted to proceed with their work. Jazlyn explained that the team was stuck with how to get teachers to lead circles with students. Instead of telling the teachers on the team how to overcome this obstacle, Jazlyn explained his approach: "Principal Luke did not say, 'Here is how we will move [circles] forward.'" Instead, he has "come to our equity team and said, 'What do you think?' And then we all said, you know, 'We think that this continues to be an issue. This is what we're seeing.' And then Principal Luke, you know, always a facilitator says, 'What are we going to do about it? What's it going to look like? And then why?'" As a result, the equity team decided to group staff members into their own teacher-led community circles so that they could become comfortable with the process and learn from each other. However, the challenge of engaging teachers in the community circles was not without resistance. Despite the teacher-led circles, some staff members complained about the circle format. Ryan explained, some teachers told us, "'Oh, I'm really nervous' and we're like, slow down." In order to respond to the concerns, the equity team told Principal Luke, "We're not asking anybody to do anything with community building circles that is a risk. We're asking them to talk. Basically we're having people do ice breakers. We're just getting the format really slowly." By solving their own problem---getting staff to lead community circles with students---the equity team increased their leadership capacity with the staff. Principal Luke supported their work not by solving the problem for them, but by asking questions and talking them through their process.

While the previous two examples show how Principal Luke supported teacher efforts to successfully solve their own problems, the final example from Curran arguably lacks a completely successful resolution. The topic of student behavior emerged in every interview, in particular with students of color. Ryan explained in his interview that "Currently, you know, we have a group that is a pretty hard-core behavior group. Doing things like swearing in the hallways, threatening people." It is noteworthy that during my one hour interview with Jazlyn we were interrupted six times by students who were sent from class or left class to see her---all of whom were boys of color. In her interview, Jazlyn pointed this out pattern as well.

What is challenging for the staff is not the behavior itself, but how there are different philosophical approaches to responding to it. From his initial interview, Principal Luke described a couple of teachers who are "really on the traditional punishment end of the spectrum." Principal Luke explained how he has collaborated with Jazlyn to increase these teachers' capacity: "[She] nurtured and encouraged the relationships and recognized… help[ed] some people see just how choices… things that they could do in class could make a difference. You know, we're not all the way there yet. But those two students are just experiencing a lot more success, and teachers are coming around." As just described, while Principal Luke could certainly point to areas where teachers have increased their capacity, concerns about behaviors were evident. While Principal Luke could point to instances where teachers have changed their thinking about student behavior, there were still instances where that was not the case.

For example, in her interview, Jazlyn explained how she was recently with a student in the hallway who was escalated and causing a disruption. Her narration clearly captured the complexity of the situation; she explained,

> We were sitting on the ramp, and we were trying to fight anybody who would walk by. And, you know, "Fuck the police!" You know, "Fuck the 5O! Bring me straight to jail. I don't care. I don't care what my JJ worker says, I don't." Well, you're right. Those aren't school acceptable behavior, and that's not okay. But we also know that he has a history of trauma. He's been in and out of Winnebago. Major, major mental health concerns. Mom is amazing and is doing every single thing that she can to keep him together. Dad is incarcerated. Family's all in Chicago. So we've got all of these moving pieces, and in a building of this size, and when not everybody's on the same page, and you can't, you know, broadcast publicly his social emotional concerns. I'm not going to suspend that child. I really don't care if you don't like me. It's not going to happen because it's not what's best for kids. So that's hard. It makes it hard.

Jazlyn clearly takes a trauma-informed and whole child approach to handling challenging behaviors. However, she shared that her approach to situations such as this one has solicited criticism on the staff survey. She explained that there are inconsistencies within the building regarding how teachers respond to behavior. That makes it difficult for any staff member to solve their own problems.

Interestingly, staff members were not the only ones concerned about student behavior. In his interview, Ryan shared a story about how some of his students were upset that students who were misbehaving did not receive consequences for their actions and were praised when they followed the basic, school-wide expectations. He explained, "I mean, there's a lot of students here still that want other students to be punished. You know, they show up late to class, 'They need a lunch detention!' These are not teachers---these are students! What is a lunch detention doing for anyone? You know? Let's

help them. But they are like, 'No, I'm getting to class on time. They need to be punished.'" In response to this thinking, Ryan would like to focus on increasing empathy for his students. He would like to be able to offer a social justice forum to allow students to have more voice in what is going on. While he has an idea on how to solve this problem, he identified the lack of time as the biggest barrier.

Similar to Principal Luke, Principal Rose empowered teachers to solve their own problems. For example, as previously described, Principal Rose supported Cassidy and Blake's efforts to develop a new approach to math acceleration that made access to the advanced curriculum more accessible for all students. As Blake noted, "She gives the teachers the freedom to try to solve the problems that they face rather than, you know, it's not all coming from her. She facilitates discussions about these problems. It does feel like we are all trying to come up with ideas together. And if someone has a good idea, then that idea is celebrated and, you know, the people are, you know, sort of encouraged then." And while Cassidy shares Blake's thinking, she also believes that Principal Rose has a vision for what the school can become, but is patient about allowing teachers to get there when they are ready. As Cassidy explained, "This is a guess on my part, but I think she maybe in some ways was waiting for someone to be bold enough to do the changes we did because what we did is not something I would say you can mandate on someone as an administrator. I mean, we organically wanted to make ourselves crazy! If a principal had told me I had to do what we did and I wasn't ready for it, it wouldn't have worked." Cassidy's reflections are significant because they show that Principal Rose understands the importance of creating a culture where teachers can solve their own problems in an authentic way without her telling them what problems need to be fixed and how.

Another problem teachers solved under Principal Rose's leadership involved the eighth grade passion project. Every year Principal Rose requires each grade level to develop an interdisciplinary project that provides students with the opportunity to demonstrate mastery in at least three different disciplines. She explained, "The goal of that was I want kids to be able to generalize their knowledge between science, math, and social studies, and literacy within a project. [And I don't want students to think that] I only write in English class. I don't write in math class. I want kids to feel like they need to see opportunities to generalize their learning across areas. We need it handhold them to do that because that hasn't been their experience." For example, in sixth grade they completed an archeo-astronomy project, in seventh grade they did an innovators project, and in eighth grade they engaged in a passion project. For the passion project, students selected any topic of interest, researched it, and shared their findings with classmates in a culminating project.

Over the course of the last several years, however, the eighth grade teachers began to notice that many students who have outside resources and connections were taking the project to an advanced level, and that created inequities for the students who had fewer resources or privileges---mainly students of color, students learning English, and students living in poverty. For example, a student whose father was an architect was able to provide him with access to important information about an architect's work, and he had the financial resource to spend money on a final architectural project. However, a student without any connections outside of school or money to spend on a project ended up having a very different experience. Katy pointed out that we "really try to think through that are we giving certain advantages to the white upper-middle-class kids that we're not giving to the other kids." In response to this trend, the eighth grade teachers met together and

committed to providing every student with an outside resource or connection for the passion project. Katy explained, "Every kid should have that… I said, 'All right, we're going through every single kid's project, and no matter what their topic, as we are going to tap every resource that we possibly can think of [so we can get every] kid a mentor experience that would relate to what their project so that we can try to give every kid that equitable chance to produce something that's really cool and that's going hook into something that they care about.'" This commitment meant that teachers were not only collaborating with each other, but also with Principal Rose. Principal Rose supported hiring substitutes so that teachers could take students off site, and she empowered teachers to access resources in the community in creative ways. At times, she was concerned about so many teachers coming and going, but in the end she was glad she trusted them to coordinate the student experiences. Principal Rose explained, "They've just gone crazy with that passion project! I mean they go out and take kids out in the community, they go down to have chefs at Graft teaching them how to make stuff. There were times when I could have gotten, where I could have like reined them in, and I'm glad I didn't."

Another time Principal Rose turned to a staff member to solve a problem that involved the racial bias of another staff member. A paraprofessional of color was standing with Principal Rose at lunch one day in the cafeteria and said to her, "Yeah, well, you know, I understand why these kids see racism. It's everywhere." In response, Principal Rose asked for an example. The paraprofessional described how a white teacher responded differently to the behaviors of white and black students in her classroom. Specifically, the paraprofessional observed how the black boys were not allowed to sit together because they were talking too much; however, the white students

were also talking and allowed to stay in their chosen seats. Principal Rose reflected, "How can that not be racist from [the students'] point of view? And from this black woman's point of view? I said [to her], 'You know what, would you, would you go down and tell and explain that to the teacher because she'll hear you very honestly and she will better understand." The paraprofessional willingly engaged in that conversation, and the teacher was open to the feedback. However, it was still difficult for the teacher to see beyond her initial thinking of "That isn't why I said they couldn't work together. They're a disaster together. They don't get any work done. They play around, they messed things up. They don't...they're not good for each other." Instead of addressing the concern herself, Principal Rose asked the paraprofessional to share her observations directly with the teacher. This not only empowered the paraprofessional, but is also helped to increase the teacher's awareness of a bias she was holding. While Principal Rose felt this situation empowered the paraprofessional, it could have easily been perceived another way. By not addressing the concern herself, Principal Rose was putting the paraprofessional of color in a difficult situation: first, as a person color asked to address the racist actions of a white person; second, as a paraprofessional asked to address the behavior of a teacher. Both dynamics create a power imbalance within the context.

Clearly, Principal Rose's belief that her staff can solve their own problems is one that fosters genuine collaboration in order to make her school more socially just. As Principal Rose explained in her concluding interview, "Who better to make decisions about the kids who are in their care than the people who are face to face with those kids every day?" However, this focus on allowing teachers to solve their own problems was not always a welcomed one. As Emily explained, "Principal Rose doesn't tell anybody what to do. Which drives some people crazy, right? She is very much like, 'I am not a

teacher. I am not in your classroom. I'm not going to micromanage and tell you what to do. Here's the issue. Brainstorm what do you think is going to work. And I'm with you. If it's a good idea, let's roll with it.'" Similarly, Cassidy noted that "[Principal Rose] doesn't want to be the idea person always, which is a yea and boo sometimes depending on the context, but for the most part, she wants the ideas to come in from the teachers, and then she will do her best to get it to happen. And put in the necessary supports from the administrator lens." As Emily and Casidy said, this approach can be difficult for teachers, but Principal Rose clearly feels it is the best approach to empowering teachers as they collectively work toward making Kingsley social just for all students.

Principals Provide the Resources Teachers Need to Advance Social Justice

Principal collaboration with teachers was supported by providing the necessary resources. This included providing teachers with time, space, and financial resources [Table 10].

Table 10: How Principals Provide the Resources Teachers Need to Advance Social Justice

Themes
Giving time
Securing physical space
Providing financial support

Giving time. At both schools, staff identified providing time as a way principals supported their social justice work. For example, at Curran, Jazlyn noted how much she appreciated Principal Luke's commitment to providing time monthly at staff meetings for community circles to meet to discuss, explore, and learn about social justice issues. She noticed that Principal Luke protected this time by always communicating information via e-mail whenever possible instead of in person at staff meetings. Principal Luke added that

protecting time for the circles was critical for staff to develop their own comfort level with the circle structure so that they could lead them with their students.

Additionally, at Kingsley, teachers pointed out how Principal Rose provided time in a variety of ways. Sixth grade math teachers Blake and Cassidy explained how Principal Rose provided them with time to work together to develop their new math curriculum. Cassidy said, "She…supported us with a few release days of paid work time to build the curriculum because, like I said… we were flying, literally flying the ship while we were building [it]." Blake added, "She gave us time. She gave us some curriculum time to go sit down and work. Because if you're, if you're going to try to map out three years all top of each other, you need to, kind of like, grid that out and create a flowchart of that." Principal Rose, in turn, emphasized how important it was for Cassidy and Blake to have the time to develop these curricular changes. Blake also noted that afterwards, Principal Rose took the time to meet with them to understand the curriculum they had developed so that they could better support the changes.

Principal Rose also provided time for teachers to meet with each other across grade levels to learn about the new practices Cassidy and Blake were implementing. Cassidy explained, "[Prinicpal Rose] did her best to try to get seventh and eighth grade math teachers to come and spend time with us that year. Come and see what's happening because in our building we have different daily bell schedules for all the grade levels. I mean, even though we're in one building, we really siphoned the three grade levels kind of apart from each other. So she tried to really fold those teachers and come and see what's happening in sixth, get down and talk to [us]." While Cassidy and Blake appreciated this time, the time created some angst and uncertainty for other teachers who were not in the math department. Cassidy explained, " As a math department we were

supportive of each other, but I think it started to get panicky for other subject areas. Are we going to do this in all subject areas? We are going to be like math? So that's where things are still kind of interesting to talk about. What does this have to look this way just in math? How might this look?"

Lastly, Principal Rose allowed teachers to use time in flexible ways to meet students' needs. For example, eighth grade English teacher Katy explained how Principal Rose allowed teachers to cover for each other during the passion project so that all students could have access to outside school resources. She explained, "It was a lot of, 'Hey, I'm going to be gone. I'm taking a group of kids that are baking downtown to Graft to meet with their professional pastry chef, and I need to be gone for the morning. Is that okay?' And she was very supportive of making this be something that we could do. So it was a lot of thinking through how we could cover and make sure that we can give kids all of these different experiences." Principal Rose supported the use of internal and substitute coverage during this project, and she felt that allowing such flexibility "paid off for the kids and staff."

Securing physical Space. In addition to providing time, principals protected physical spaces for their staff to advance their social justice work. Securing spaces, in some cases, created tension amongst staff members that the principal needed to navigate. For example, Jada, the coordinator of student engagement who only has a small office, needed classroom space for her Black Girls Magic group. She sought out Principal Luke's help to secure a space. Jada explained that the teachers "didn't want [me] using their classroom space. Like it was a huge problem for me to even be in a space to even run the group. And then it is over lunch as well, so students have to eat when they're with me, and we have to eat in whatever classroom we are in… So, we just sort of had a

deal with ridiculous commentary, but I always felt like whatever the teachers said didn't matter because I had the principal's support. So, he was super supportive in that sense, because if I needed teacher permission, the group wouldn't exist." The tension over sharing space could be rooted in role clarity. In discussing Jada's role, Principal Luke noted that the "downside is…there's a lot of misunderstandings among staff really of what [her] role is because so much of it isn't directly visible." This confusion made collaboration between Principal Luke and all staff members difficult.

Providing financial support. Staff members at both schools expressed appreciation for principal support regarding the allocation of financial resources to support their social justice efforts. At Curran and Kingsley, teachers noted that principals were willing to purchase curricular materials what supported a diverse and engaging curriculum. English teacher Katy explained, "[Principal Rose is] so supportive when I go to her and say, 'Here is what I am dreaming…this is what I think…will be good'…and she'll ask a few questions to…clarify that we have thought through everything and then she is good." Likewise, fifth grade teacher Lauren explained, "If I went to my principal and I said I want to increase my own classroom library for diverse looks, here is how much money I need. It's done. No questions asked, because he trusts me as a professional in the books that I am going to choose. And two, I don't have to convince him of anything because he's already are on board. We need to have diverse books. Things beyond slavery. We need to have black authors. We need to have happy characters and protagonists that are people of color" (Figure 9). Principal Luke also pointed to the sixth grade social justice book clubs as "the best work being done" when "the books…in the classroom library" are being used to deepen students' thinking around social justice issues. Additionally, Jazlyn pointed out that the support teachers have for

"filling their libraries with books that are culturally and linguistically, not just responsive, but like celebratory." Principal Luke's passion for purchasing diverse books for staff and students was noted numerous times in interviews.

Figure 9: Teacher Lauren's Classroom Library Filled with Diverse Books

The financial support provided by principals was also directed toward experiential learning opportunities. For example, one of Principal Rose's teachers commented on being able to take students on a field trip that would promote teambuilding and access to experiences students might not otherwise be able to attend: "The sixth grade went roller skating and bowling. Not because it tied to something academically, but because it built the team up, and we didn't leave anybody behind." More importantly, Andrea pointed out that Principal Rose would financially support any field trip "as long as [teachers] are not setting some type of criteria that would eliminate people from going." Likewise, Jada

on Principal Luke's staff was able to take students from different groups on a range of field trips. Principal Luke said that she provided students with "unbelievable opportunities to build background knowledge. I mean, every weekend she had a group in Chicago, downtown Madison, Milwaukee. Networking experiences, you know, conferences and workshops and interacting with professionals in all different fields."

Principals Serve as a Liaison, and Sometimes a Buffer, Between External Factors and the Building to Support Social Justice Efforts

Lastly, principals supported collaboration with their teachers by serving as a liaison, and sometimes a buffer, between external factors and the building's social justice efforts. The two external factors that emerged as themes throughout the interviews included navigating district decisions and engaging parents (Table 11).

Table 11: How Principals Serve as a Liaison, and Sometimes a Buffer, Between External Factors and the Building to Support Social Justice Efforts

Themes	Subthemes
Navigating district-level decisions	Advocating for resources Navigating clarity around roles and definitions Supporting professional development Supporting curriculum Making connections with parents
Engaging with parents	Dismantling inequitable practices Advocating for marginalized groups Supporting social justice topics Responding to accusations of racism

Navigating district decisions. The teachers interviewed saw their principals as liaisons, communicating information from the building to the district office and synthesizing information from the district office to deliver it to the buildings. As Jazlyn described Principal Luke, "[His] role is really being two ways. Because he needs to be the barometer for the district about what actually goes on in the building where there's

children. But he also needs to be able to take what they're telling, him digest it, and make it something that staff can easily access." However, the district office played a varied role in the lives of Principal Luke and Principal Rose. Sometimes the district office provided amazing support that was appreciated by the school staff members, and other times the decisions made at the district level created confusion or made staff feel deflated. Regardless, teachers saw their principals as key players in navigating this terrain, especially when considering resources, roles and definitions, and professional development, curriculum, and parent involvement.

Advocating for resources. Teachers noted how their principals advocated for additional resources in the face of district mandates. For example, when discussing the district's concerns about disproportionality with suspensions, Jazlyn explained that the district wanted to see a reduction; however, the staff felt they did not have enough resources to support alternatives to suspension. She stated,

> We need Principal Luke to be going to district office and saying, "Here's what is actually happening. If you had your boots on the ground and you weren't in your office at D.O.C. with no children, you would know that our administrative team does not want to suspend our children. You've said to us, we don't want, you don't want us to do that because it's disproportionate. It's not okay to be doing that. But we have nothing else, and we have no funding, and we no people help us." So, we need him though, too, to go back and say, "I need more school counselor time. I need more school psych time. I need more social work time. My dean is going to have a nervous breakdown if you don't get us some help."

Jazlyn clearly appreciated the advocacy Principal Luke provided for Curran at the district level; however, despite this advocacy, she still feels that Curran does not have the staffing resources necessary to meet the needs of its students.

Navigating clarity around roles and definitions. Sometimes principals found themselves navigating clarity around roles and definitions set forth by the district office. For example, as previously described, Jada felt her position as the Student Engagement Coordinator was not clearly defined and staff at Curran were confused about her responsibilities, even though she felt tremendous support from Principal Luke with her work. In addition to confusion within his own staff, Principal Luke noted that too many opinions from the leadership level and district leadership about the role of this position created confusion and tension. Principal Luke explained that he was not her supervisor, but that her supervisor was at the district office, and who she reported to changed three times. He explained, "She probably felt tugged in a lot of different directions because she's got [the director of equity's] opinion, my opinion, [the director of instruction's] the opinion, and she's trying to navigate all that plus figure out how a big school like this operates." For example, initially, in her first year at Curran the district wanted her to provide coaching for teachers on culturally responsive practices and curriculum. The first challenge Jada noted with this expectation is that the district lacked a definition for what it meant by culturally responsive practices. She remembered,

> So last year what they realized is that the district had no model for culturally responsive teaching. So to send someone in there to create culturally responsive curriculum, it wasn't strategic, and it wasn't working because I will have my own definition of culturally responsive pedagogy…and the teacher would have something completely different, and since there's no like district definition or no

> district model to follow, it's my word over yours and whether not we can come to an agreement. So that was a barrier to me because… I didn't have any backing from the district based on what I thought it was, and so I communicated that like we need to have a district definition if that is the direction we want to go in.

From her interview Principal Luke saw Jada's potential as a great resource for teachers with culturally responsive practices. However, in her second year, the district decided to remove culturally responsive coaching from her position. Jada explained that this decision was rooted in the fact she does not have a teaching license. Jada explained, "I didn't want that because I felt like I had made progress with the teachers in this building—that I was ready to come in and do curriculum this year, and I had like key teachers I know I was gonna start the year off strong with even though there were some barriers last year." Instead, in her second year, Jada was assigned to work exclusively with students. This situation placed Principal Luke in an awkward position, one where he was simultaneously trying to support the district's vision with both the Student Engagement Coordinator position and its vision for culturally responsive practices while also collaborating with Jada to support social justice efforts in the building.

At Kinglsey, sometimes decisions were made at the district level that would typically be made at the building level, and this caused role confusion. For example, when two school board members were dissatisfied because their children did not receive an award in eighth grade, the superintendent, in turn, asked both Principal Rose and the principal of the district's other middle school to change the awards process. The principals wondered if this mandate would have been made if the request had not come from two privileged, white parents in positions of power who did not benefit from the system. Principal Rose explained, "So we were both told to figure out a new way to do

that that doesn't piss people off." In response, Principal Rose turned to her teachers for guidance. Together they came up with a new awards structure that recognized students in a different way. In this example, despite the role confusion set forth by the district office, she served as the buffer and was able to collaborate with teachers to address the issue raised.

Supporting professional development. In addition to building-designed and building-led professional learning, both schools were engaged in district-led professional learning. At Curran, most of the time these opportunities were viewed as positive experiences. For example, Kelly explained, "I did a [district] professional development about the Latino—It is called the Hidden Curriculum--and it was the Latino experience. And we talked about culturally responsive teaching, and things that we might never have heard of, we did a lot of reading…and it was awesome!" Lauren added, "There's lots of PD that is offered to teachers…You can tell that our district puts the effort into [having] tons of opportunities for us in those categories. So I feel like we've had a lot of those tough conversations that other districts are just starting, or that are still worried about starting." The teachers saw Principal Luke's role in this work as a supporter. Jazlyn noted how Principal Luke guided teachers toward the learning path set forth by the district: "I think that in order to have any type of systems change what I've learned in a district of our size is that we …need [Principal Luke] to be helping the staff members along with what the district is saying like, 'We need this change is best for kids. You go that way.'" In addition to encouraging teachers to pursue professional learning at the district-level and oftentimes followed up with them later to learn about their experiences.

Another time, Principal Luke acted as a liaison when he helped to bring the community circle format from Curran to the district leadership team. As a result, the

district leadership team also began using the circle format at some of their meetings. Since the community circles were viewed as critical work at Curran, teachers felt that by Principal Luke sharing it with his administrative colleagues he was showing how much he valued it as well. Ryan explained how Principal Luke helped to spread community circles, "But by Principal Luke having the staff do it, and the equity team do it, and it was even mimicked at the leadership committee it was doing it. Now I'm sure the [district] leadership was doing community [circles.]" Overall, Principal Luke's modeling and support of community circles at first the building level and then the district level made teachers feel like he was authentically collaborating with them.

Despite the many positive comments made about district-initiated professional learning, sometimes there were challenges. For example, Lauren felt that despite district-developed norms for the professional learning around social justice, "there was a lot of pushback and that would be like emotionally upsetting." This was compounded by the fact that at the time, Curran had just opened as a new building with the addition of fifth grade staff. This made the staff much larger, and teachers did not know each other. Looking back, Lauren felt supported by Principal Luke during this difficult transition, but wondered about how the district office and Principal Luke could have worked together better to create a safer learning environment for staff.

Another professional development challenge that emerged from Curran was the recent focus on trauma informed schools. During the 2017-18 school year, the majority of professional learning time was dedicated to this topic. Although these sessions were led by members of the student services team, teachers reported feeling like their social justice work was "put on the back burner" because of the district requirement to focus on

trauma. Additionally, teachers felt like the district could have used this opportunity to, as Lauren said, to "work along side" with these two initiatives.

At Kingsley, some professional learning around social justice and equity was mandated by the district; however, Principal Rose pointed out that district-led professional learning was rare. Principal Rose described one district-wide learning session where an outside speaker engaged staff members in a privilege activity that made people uncomfortable:

> They had us do that exercise where you, you stand out...you like rate yourself on a bunch of privilege. And then if my score is in 96, I go over and stand with the 96 people. And my score is 14, then I go over here with the 14 people. And as it turns out, you end up with all these entitled white people weighing down this whole end of [the performing arts center]. And you end up with scattered people of different nationalities, or languages, or ethnicities scattered around the room. And that made some people district-wide really like going nuts.

Overall, the interviews at Kingsley expressed concern about the district-led professional learning. For example, Katy explained how the sessions have left her and her colleagues feeling like they are not doing anything right: "It's like they're more of a deflated than inspirational. That I think has happened a couple times with some like presentations…at the district level." Katy appreciated it when Principal Rose acknowledged feelings and how the sessions had a negative impact of staff morale. In response, Principal Rose tried to make the professional learning sessions in the building feel more safe and inclusive. By acknowledging their concerns and working toward developing meaningful professional learning within the building, Principal Rose acted as both a buffer and a liaison between her staff and the district office.

Supporting curriculum. While the Pershing School District has not adopted a formal definition of culturally responsive teaching, it is very supportive of teachers who wish to explore the hidden curriculum that is not included in traditional textbooks. Lauren explained, "You are free to go outside of the textbook, and you should. And our district wholly encourages that. Our district has been open and saying we want you to teach the hidden curriculums." As already discussed, the district supports this work through professional development. These experiences have helped teachers to "have the courage to go into their classrooms and look at their curriculum and change it up," Lauren noted. She sees Principal Luke as highly supportive of her doing just that: "My principal trusts me as a professional to do what's best for students and to have that lens already…to know what is appropriate, but I know there are standards, but we're also trusted as professionals in what we do. So that is huge." Additionally, principal Luke extends the curriculum established at the district level by offering additional resources. For example, the district sent out curricular guidance for gun rights and student protests after the Stoneman Douglas High School shooting, and Principal Luke followed-up with his staff providing additional legal resources and historical materials to support instruction. Overall, Principal Luke has fostered collaboration with his teachers by serving as a supportive liaison between the district's curricular expectations and his staff.

Making connections with parents. When Principal Rose's superintendent felt like the district was not making connections with families the way they needed to, he required all staff members to participate in Family Contact Conferences so that every child in the district received a visit from a teacher before the start of the school year. While at first this seemed like a daunting task, Principal Rose involved the assistance of her associate principal and two teacher leaders to figure out the best way to make this requirement

come to life at Kingsley. Katy remembered Principal Rose asked, "How are we going to do this?" Together the team developed an advisory structure that assigned each certified staff member to 16 students. Each advisory teacher, in turn, was responsible for contacting and meeting with a their advisory students and their parents. Katy explained, "you meet these families wherever they want to meet with you, so sometimes that might be at their house, or that might be at a coffee shop, or it might be at McDonald's, or it might be at school if they want to, or they might say, 'Come to my kid's soccer game and sit and chat with me while we watch the game.'" Regardless of the location, the goals were for the conference to be convenient for families as possible and for the teachers to then gain as much knowledge about the student as possible. After Principal Rose collaborated with the team about the logistics of the Family Contact Conferences, the teachers asked her to help sell it to staff. Katy explained, "We basically told Principal Rose that she has to explain the empathy part of it behind it all--that it's not just one more thing we have to do but that by doing this we're going to understand a lot more about where a kid comes from and what they need and that it's not just this other extra expectation. It just needs to be something that we do in order to be better people for the kids that we need to be with." By both collaborating with teachers to solve the problem of Family Contact Conferences and then messaging the why behind the conferences, Principal Rose served as both a buffer and a liaison between this district mandate and her staff.

Engaging with parents. Principal Luke and Principal Rose identified families as key stakeholders in their learning communities. However, they both described several situations with parents that were challenging in light of their social justice work. Teachers, in turn, felt their principals served as liaisons as well as buffers in these

complex situations. These complex situations typically fell into three categories: dismantling inequitable practices, advocating for marginalized groups, and supporting social justice topics.

Dismantling inequitable practices. When Principal Luke and Principal Rose collaborated with teachers to lead for social justice in their schools, this often resulted in dismantling inequitable practices. Oftentimes, these practices were ones that benefited the white, wealthy, and privileged students in their schools or members of their community. For example, while Principal Luke expressed appreciation for the school's PTO as

> hardworking caring people who bring in lots of resources for Curran, and purchase technology, and playground equipment, and do a great job of raising money, but there are some people on the very conservative end of the political spectrum…who want more harsher punishment and support suspension. Entitlement. You know, "I've worked hard, and I've purchased this house [here], and therefore entitled to whatever."

As a result, the principals often received pushback from parents.

For example, at Curran Principal Luke worked with the eighth grade teachers and the advanced learning teachers to dismantle a long standing tradition at Curran---the eighth grade honors breakfast. The breakfast occurred during the school day and was a special event for selected students and their families. Students who had maintained a specific grade point average over the course of multiple semesters were invited to attend. However, the demographics of students included did not represent the Curran's population; those invited were primarily white, in regular education, and wealthy. Jazlyn reflected on how this event made those not invited feel: "How do kids feel about

themselves when they know that an awards banquet is going on and nobody that looks like them is there?" Principal Luke explained that he did receive pushback from parents when this tradition was eliminated. He remembered that there were parents "Who would question, you know, phasing out the honor roll breakfast." However, the staff strategically discontinued the event at the same time the school switched to standards-based grading. He explained, "As we moved into standards based grading, it was like GPA became irrelevant. We phased out an honor roll through the grades, and the awards breakfast went with it too. There was an equity side of that too because it was pretty clear. You know the three point nine eights were a lot of rich kids." When dismantling an inequitable practice, Principal Luke buffered his staff from pushback from parents; however, by strategically eliminating at the same time as making other changes, the resistance from parents was likely decreased.

Earlier I described how Principal Luke made a D1 decision to decline the Chick-Fil-A donated lunch for his staff. While some staff celebrated this decision, other staff members were critical of it. Principal Luke shared that he also received resistance from the parents about the staff Chick-Fil-A lunch. He explained, "Some PTO leaders thought that that was ridiculous. Or they would say things like, 'Don't you have to accept every offer that's made to you? Here's a legitimate area business' and I said, 'No, we get all kinds of offers from all kinds of organizations all of the time, and I'm going to continue to be highly selective about that.'" While Principal Luke's decision to not accept the donated lunch might seem like a small act, it sends a clear message to parents about what practices he feels are socially just. By not succumbing coming to parental pressure about the lunch, he served as a buffer to his staff.

At Kingsley, Principal Rose also faced pushback from parents when dismantling inequitable practices with her staff. For example, Emily described how the staff realized that the optional eighth grade trip to Washington DC was not an equitable practice. One year a student living in poverty wanted to attend the trip, but her family could not afford to pay for it. The family reached out to Emily for assistance. The staff rallied around the student by raising enough money to pay for her entire trip. However, it quickly became apparent to the staff that this was not a sustainable practice, as the only students who were able to afford the trip were white and affluent. Emily remembered teachers saying, "Seriously, this is horrible. And then our whole staff being like, this is ridiculous. We can't do this anymore!" As a result, the trip was no longer offered. Principal Rose received some pushback from parents about discontinuing this trip. However, Emily noted, "but we won't hear about it. I mean, she's very, I think. [Principal Rose] gets a lot of pushback, and she tries to keep it at a minimum, because I think she just wants to keep forging ahead at what is the best." This example illustrates how Principal Rose was able to support a problem the teachers solved by serving as a buffer between them and malcontented parents.

As previously discussed, Principal Rose supported the work of Cassidy and Blake as they dismantled the inequitable practice of predominately white, affluent, and male students being pre-selected for advanced math in sixth grade. Instead, the two teachers developed a new learning structure that placed all students in heterogeneous groups and allowed all students opportunities for acceleration. While this new approach was supported by the staff at Kingsley, parent pushback was significant. As Cassidy pointedly summarized, "We ruffled a lot of feathers!" She went on to explain that the families felt they "were owed this moment for their kids." Blake shared that the parents

were upset because they liked the idea of their children being in a special math class since the "troublemakers are not in that class." Principal Rose remembered, "It took a lot of spine for us to tell those parents that we know this is the right thing to do for your gifted son. Right? And they were so mad at us. They were so mad. I mean like they were filing complaints with DPI and everything else. And we would say we have two high school certified math teachers who are developing this curriculum and we believe it's in the students' best interests." While Blake and Cassidy met with some parents to listen to their concerns with the new approach, they both felt that Principal Rose took the brunt of parent pushback. Blake commented that Principal Rose was "very supportive…[she] had a number of meetings with individual parents, but also, as like a community, parents would come in and talk, sort of like a question and answer." Although Cassidy and Blake were the ones to solve the problem of inequitable access to advanced math coursework, Cassidy noted how Principal Rose "owned" this approach when addressing parent complaints. Cassidy explained,

> She buffered quite a few of them, because she took our philosophy as "our" philosophy in the building. So, she didn't let Blake and I make these shifts in terms of, "Well, those are just, that's the way our math department does it." No, that's the way our school does work. So she really embraced the whole idea and let us take care of the ground work of how that had to play out. But her embracing the whole philosophy of what we were trying to do. She was our spokesperson and really handled a lot of communication, and I think saved us from some of those pieces.

By Principal Rose buffering Cassidy and Blake from parent pushback, they were able to focus on the more meaningful work in the classroom through developing curriculum and

supporting student learning. Interestingly, after that first year, parents began to see how the new structure did benefit their children. In fact, Cassidy pointed out that "You could call any one of them now, and they will absolutely sing our accolades. And I don't mean to sound arrogant, but we have tapped into some of them because our biggest naysayers have become our biggest advocates because their kids are doing such amazing work." Through a combination of dismantling an inequitable practice and parent communication, Principal Rose and her teachers were able to flip a contentious situation into one that strengthened the partnership between home and school.

While most of the inequitable practices that were eliminated at Kingsley usually resulted in parent pushback, that was not always the case. For example, one inequitable practice that Principal Rose and her teachers addressed was the end of the year trip to a water park. In the past, only students who met behavioral expectations were allowed to attend. For example, a student who had received a suspension was not eligible. However, there was clear disproportionately in who was eligible. As Andrea shared, "You could walk into school on the first day, and you could pick out who would not go on the trip at the end of the school year. Because it was if you were a boy, and especially if you were not a white boy, you were not probably going to make the trip. And so when we recognized that we had that type of systemic inequity and that then we started to call that out." Instead of eliminating the trip altogether, Principal Rose met with the parents of the students who would have otherwise been ineligible. She explained,

> And so every one of those parents and kids and I sat down and talked about what, what I was afraid of for them and what the risks are for them. And as it turned out, every one of those kids went and had a perfectly good time. So, but you know, I think you got to just be honest and say, I don't want to, I don't want to not take

> your kid because he's bad. I want you as a parent and you as the kid to hear what I'm worried about for you in this setting. And then, I want you guys, you parent and kid to make that determination of whether you are going to go into it with a positive intention and make it work.

By first collaborating with teachers to dismantle an inequitable practice and then by engaging with parents, Principal Rose served as a liaison between her staff and parents.

Advocating for marginalized groups. Sometimes Principal Luke found himself buffering his staff from concerns raised by parents about specific student populations. For example, one time he remembered a comment a parent made to him about the school's English as a Second Language program, "Yeah, I mean, I had a guy tell me. 'That's ridiculous to call it an ESL program because English needs to be our first language. English comes first. How dare you have a program that puts English second?'" While Principal Luke found this comments like this one concerning, he preferred that parents came to him with these thoughts rather than share them with his teachers.

In another situation, Principal Luke explained how a parent e-mailed him, questioning why Curran has a GSA (Genders and Sexualities Alliance Network) and other related issues with GSA. After engaging in an e-mail exchange, Principal Luke later learned she had taken the e-mails, cut and pasted the responses into multiple e-mails, and e-mailed them to other parents using the PTO parent directory. Fortunately, in an interesting turn of events, other parents brought this to Principal Luke's attention. Principal Luke remembered, "some of the parents who started receiving these e-mails pushed back with her, and said you're crazy. I'm glad they're doing this work. So it's just pure luck that we're in a progressive area. The parents pretty much muffled that. You know it exists." Additionally, Principal Luke emphasized the importance of staying

connected with progressive parents to facilitate social justice efforts at Curran. He explained, "There are other parents kind of backing us up, and so we network with those parents and check in with them. And it may be subversive, but even sometimes I've had conversations. You know, parents have called me to tip me off and say, 'Just so you know, here's what's coming at this PTO meeting if you want to get your thoughts together.' And so having those connections has really made a difference." So while some parents resisted Curran's efforts to support an organization like GSA, others were actively supporting the school's efforts by reaching out to Principal Luke. This dynamic shows the meaningful ways in which Principal Luke has been able to serve as both a liaison and buffer between parents and his staff.

Supporting social justice topics. Principal Luke cited times when they served as a buffer to parental concerns about social justice topics in the classroom. For example, he described a situation in a sixth grade classroom where students were self-selecting social justice topics and researching them. As he remembered, the parents discovered that their daughter was researching transgender and "The parent [flipped] out." The student was hesitant to tell her parents that she had selected the topic on her own, so "it kind of came back as 'And the teacher, and the teacher is not doing a good enough job of monitoring the research that their students are doing, or that teachers should get permission before allowing that.'" In this situation, Principal Luke agreed to "take the heat for that and kind of take the blame rather than saying, 'Well actually, no.' We just didn't want to put the student in that situation." This situation shows how Principal Luke was not only serving as a buffer for his teachers, but also for one of his students. By working with the teacher to take responsibility for the situation, he was demonstrating support for social justice practices at Curran.

When asked how he helps teachers to be successful with bringing social justice topics into their classrooms, he cited his own willingness to buffer parent concerns as a strategy. He elaborated,

> I've been here 10 years. I've got a halfway decent reputation. I can retire whenever I want. I mean I'm going to turn 58 in a couple days…In my stage I have this responsibility because I have that experience, and I do have this influence. And I want to go out using it to the max for the good. And so in my head actually some of the situations where we are getting some pushback, you know, was stressful and it's unpleasant. But I also walk away from saying. "We're doing the right thing because we're getting some of that" and so you can't do it to the point where you go down in flames. And it takes up all of your time. That's over the top, but just having the right amount of dissonance and discomfort and feedback.

Clearly, Principal Luke embraces his role as a buffer to support social justice topics in the classrooms at Curran.

Responding to accusations of racism. Lastly, one of the more challenging ways in which Principal Rose engaged with parents was when they accused her of being racist. As a white female principal in a predominately white, affluent district, there have been many times when parents of color have accused her of being racist. These accusations usually emerged when parents had concerns about student behaviors and the ways staff address students. One time, for example, a student and his family were upset about the way a situation was handled with a teacher, and the family went to the news media about it. As a result, a story was published in a local paper.

Cassidy expressed her struggles with maintaining a balance of holding students accountable while simultaneously being aware of bias that can impact teacher behavior.

She shared, I have concerns "about strong black families labeling us as a racist school or a racist district. And I'm going to own my hat as a white, middle class, female that none of this is to say I understand the inner workings. However, how do we find the balance of still holding all kids accountable to the highest standard possible without fear that high standards means we are singling out or being unfair? Because maybe it's being unfair in the opposite direction at times?" In her interview, Andrea shared similar concerns, and wondered how Principal Rose can navigate these complex situations as a school leader:

> So you are a white principal, working in a predominantly white school, and you know your background. And then you have families who keep coming at you and saying that there are unjust practices in your school. And I think that, that's something that's really hard, and something that...is a…it's a challenge. So how do you deal with that? How do you move forward from that? And I think that that is an area of struggle.

While Principal Rose admitted there are no easy answers to these questions, she did provide two important insights worth noting. First, she emphasized that when families do have concerns about racist practices, she respectfully listens and acknowledges that the "family…has a reason to champion one perspective because it belongs to them." At the same time, she also focuses on moving forward by reflecting on her practice and considering different approaches for the future. Principal Rose did not become defensive when discussing these situations. She, instead, acknowledged that there are systems and practices within schools that are racist and that she is continually working toward learning more and doing a better job to disrupt those practices. She admitted that she is "not there yet" and continues to reflect on her practice.

Summary

In this section I have summarized the findings that addressed the research question: How do school leaders collaborate with teachers to lead for social justice in predominately White, affluent school districts? The findings identified and described five overarching themes that emerged across both cases. Within each theme I uncovered and explored a series of sub-themes that were illustrated with a range of examples.

Chapter 5

Discussion

My purpose in this discussion section is multifaceted. I will first review the research question and summary of findings. Then I will compare the study's findings in relationship to the research. Thirdly, I will identify implications for practice. Lastly, I will explore implications for future research and provide some closing thoughts.

Review of Research Question and Findings

A question guided this study: How do school leaders collaborate with teachers to lead for social justice in predominately white, affluent school districts? Through my analysis of the data collected throughout the study, I identified five themes that emerged as findings: 1) principals communicate their vision for social justice, 2) principals leverage data to address inequitable practices, 3) principals commit to hiring social justice minded teachers and growing their teachers, 4) principals provide the resources teachers need to advance social justice, 5) principals serve as a liaison, and sometimes a buffer, between external factors and the building to support social justice efforts. These themes were, in turn, supported through examples and descriptions across both cases.

Comparison to the Research

In this section I discuss the findings in relationship to the research. In Chapter 2, I first explored the definition of social justice and summarized the foundations of social justice in the field of education. Second, I reviewed the research describing teaching for social justice, examining factors both within and outside of the classroom. Third, I synthesized the common themes and several key frameworks present in the leading for social justice literature. Fourth, I examined how teachers and leaders committed to social

justice describe each other. Finally, I articulated the implications of these findings and identified gaps within the literature that laid the foundation for my study.

Now, at the conclusion of the study I will provide an analysis of how my findings compared to the research. Given that the study's focus on leadership moves to support collaboration with teachers for social justice, this analysis will hone in on the relevant aspects of the leading for social justice literature and the ways in which principals and teachers describe each other. This analysis will contain four elements: confirmation of existing literature, contradictions in existing literature, additions to the literature, and a new metaphor.

Confirming existing literature. As previously explored in Chapter 2, there exists a gap in the literature that specifically examines the ways in which principals collaborate with teachers to lead for social justice in predominately white, affluent schools. Alsbury and Whitaker (2007), however, believe that social justice leadership is dependent upon the community in which the work is situated. This finding is relevant to this study for the context of white, affluent communities shaped much of the work. Despite the fact that the literature did not explicitly explore the ways in which principals can collaborate with their teachers to do this work, many of the traits of social justice leaders explored in the literature were evident in this study. However, the leaders I studied weren't perfect. They had limitations, yet they were really trying to make their schools more socially just. I argue that these traits, in turn, helped to facilitate collaboration with teachers. Most noticeably, the following traits present in the literature support this collaboration: communication and professional development. Additionally, the challenge of finding sites for this study reflects the gap in the literature about white, affluent schools.

Communication. This study affirmed much of the research on principal social justice leadership related to communication. In both the research and study, communication was complex and multi-faceted. Like the principals in this study, the literature showed that leaders must clearly communicate their vision for social justice (Kose, 2007a; Kose, 2007b; Kose, 2011; Scanlan, 2012). In both the study and in the research, this looked like leaders having a laser focus on equity, diversity, social justice, and oppression (Kose, 2011). For example, by Principal Rose continuously asking questions like, "'Well, is that really, you know, is that going to be fair for everybody's families? Do you think that every kid has, you know, has the same like access to that…?'" she was bringing issues of equity and access to the forefront of every discussion. Additionally, when issues emerged, principals were prepared to have open conversations (Alsbury, 2007; Gill, 2013; Rivera-McCutchen and Watson, 2014). Principal Rose called them "difficult conversations," and Principal Luke prevented many issues through his multi-tiered decision making process. Both Principal Luke and Principal Rose demonstrated that they knew their community well and understood who had the power within their school, community, and staff (Ryan, 2010). They leveraged this knowledge to navigate challenging situations with parents, advance district mandates, and increase the capacity of their staff members. Although the commitment to holding these open conversations was evident in both the research and the study, the emphasis on outright resistance from teachers to engage in such discussions was more prevalent and intense in the research. This is likely due to the fact this study examined the ways in principals collaborated with teachers with whom they already had a positive working relationship.

Professional development. This study further supports the literature on principal leadership for professional development. Professional development emerged as a critical theme in principal interviews in the study, and it was through this learning that collaboration between principals and teachers was fostered. Principals in the study viewed learning, both their own and their teachers, as a necessary part of increasing capacity for social justice in their schools (Alsbury and Whitaker, 2007; Kose, 2007 b). Professional learning was deeply rooted in both identity development and curricular content. For example, Principal Rose had her teachers take the Harvard Implicit Bias Test to reflect on their biases, and at Curran, teachers were provided with opportunities to learn about the "hidden curriculum" in their content areas. Oftentimes, the learning was a combination of both, like when the staff at Curran engaged in community circles to review data and reflect on the reasoning behind the inequities. These experiences align with Kose (2007b) who identified three key components of professional development for social justice: subject matter expertise; social identity development; and a combination of the first two elements. The professional development in both cases positioned the principals as both leaders and learners; likewise, teachers played both roles as well. For example, Principal Luke distributed books to his staff to read about social justice topics, while at the same time he attended professional learning sessions led by his teachers as a participant. In turn, Lauren attended district-offered learning sessions about the hidden curriculum, but also led a book study for her colleagues. As Ryan (2006) noted, "all members of the school community have to assume the role of both teacher and learner" (p.12).

Site selection. As explored in chapter two, very little research exploring social justice topics have been conducted in white, affluent schools. While this gap in the

literature provided an opportunity for this study, it also created a barrier. It was extremely difficult to find social justice oriented principals leading predominately white and affluent schools. In fact, one educational leadership professor whose work focused on social justice in K-12 settings said via e-mail, "I don't know of any middle school principals who fit the criteria. I know of middle school principals who are social justice but their schools are not white/affluent." The challenge of finding social justice oriented leaders of white, affluent schools clearly aligns with existing research and it begs the question, "Why it is like this?"

Contradicting existing literature. While much of the literature supports the findings of this study, how principals and teachers perceived each other was quite different from the literature. To begin, the teachers in this study frequently narrated their social justice stories and experiences within the context of their work alongside their principal—even when not explicitly asked to do so. This contradicts the literature because, most often, teachers rarely even mentioned their principals as a part of their social justice work (Allsup & Shieh, 2013; Carlson, 2007; Dover, 2013b; Johnson, Oppenheim, & Suh, 2009; Picower, 2011, 2012; Reagan, Mitescu, Pedulla, Jong, Cannady, & Cochran-Smith, 2011; Ritchie, 2011; Sonu, Oppenheim, Epstein, & Agarwal 2012). Additionally, in this study, the teachers not only described their principal as an integral part of their work, it was clear that they viewed them as supporters, cheerleaders, confidents, buffers, liaisons, and advocates. Again, this contradicted the research. When teachers did mention principals in the literature, they were often seen as barriers to their social justice efforts (Chubbuck & Zembylas, 2011; Dover, 2013a; Dowden, 2010; Esposito & Swain, 2009; Gutstein, 2003; Kelly, 2004; Swalwell, 2013).

Similarly, in the leadership for social justice literature, principals rarely noted teachers as partners in their social justice efforts, (Green and Dantley, 2013; Karpinksi, 2006; Rivera-McCutchen & Watson, 2014; Scanlan's, 2012). However, in this study, Principal Blake and Principal Rose mentioned collaboration with their staff in every example and story they shared. Additionally, they viewed their collaboration with their teachers as critical to advancing social justice efforts in their buildings. Again, this contrasts with the literature, as principals often identified teachers as barriers to their social justice work (Aleman, 2009; Alsbury, 2007; Hernandez, 2014; Jean-Marie, 2008; Karpinksi, 2006; McKenzie and Scheurich, 2004; Rivera-McCutchen & Watson, 2014; Ryan, 2010; Theoharis 2007a; Theoharis 2010; Theoharis, 2011).

Despite these staunch differences, I think it is important to note that I explicitly selected social justice principals who valued and supported collaboration with their teachers. Additionally, they recommended teachers who they identified as successful collaborators. In light of these two elements, it makes sense that the findings of this study contradict the literature. Additionally, in Chapter 2 I developed a framework that explicitly aspired to explore the ways in which principals can work with the institutional level, district level, and school level (Figure 3). More specifically, in this study, I was interested in how principals work within the school site—with teachers. The framework identified four areas or collaboration between principals and the three levels: advancing inclusion, access, and opportunity; improving core teaching and curriculum; raising student achievement; creating a climate of belonging. This study identified examples from all four areas, most notably advancing inclusion, access, and opportunity.

Adding to the literature. While this study confirms much of the existing educational research regarding principals committed to social justice, it is unique in that it

examines the principal's specific leadership practices that supported collaboration with teachers. As Affloter and Hoffman (2011) note, there is significant research on teaching for social justice and a growing body of research on leading for social justice; however, what is absent is research that explores the "crucial link of building communities between the two" (p. 368). Most noticeably, this study revealed two significant ways principals can build this "crucial link": by increasing teacher leadership capacity and by providing teachers with opportunities to solve their own problems. While Theoharis (2009) identifies "[seeing] teachers as professionals" as one of the nine consciousnesses in a social justice leader's toolkit, I would argue that this study takes this idea a step further. By encouraging teachers to lead and facilitate, the principal and the teachers are leading the school together. The work becomes shared, and this shifts the mindset from one of "us against them" to one of "us." By empowering teachers to solve their own problems, principals become more invested in the work and increase their sense of self-efficacy. Instead of trying to solve problems in isolation in the principal's office, the principal can serve as a support to teachers, and they can each play a role in solving the problems together.

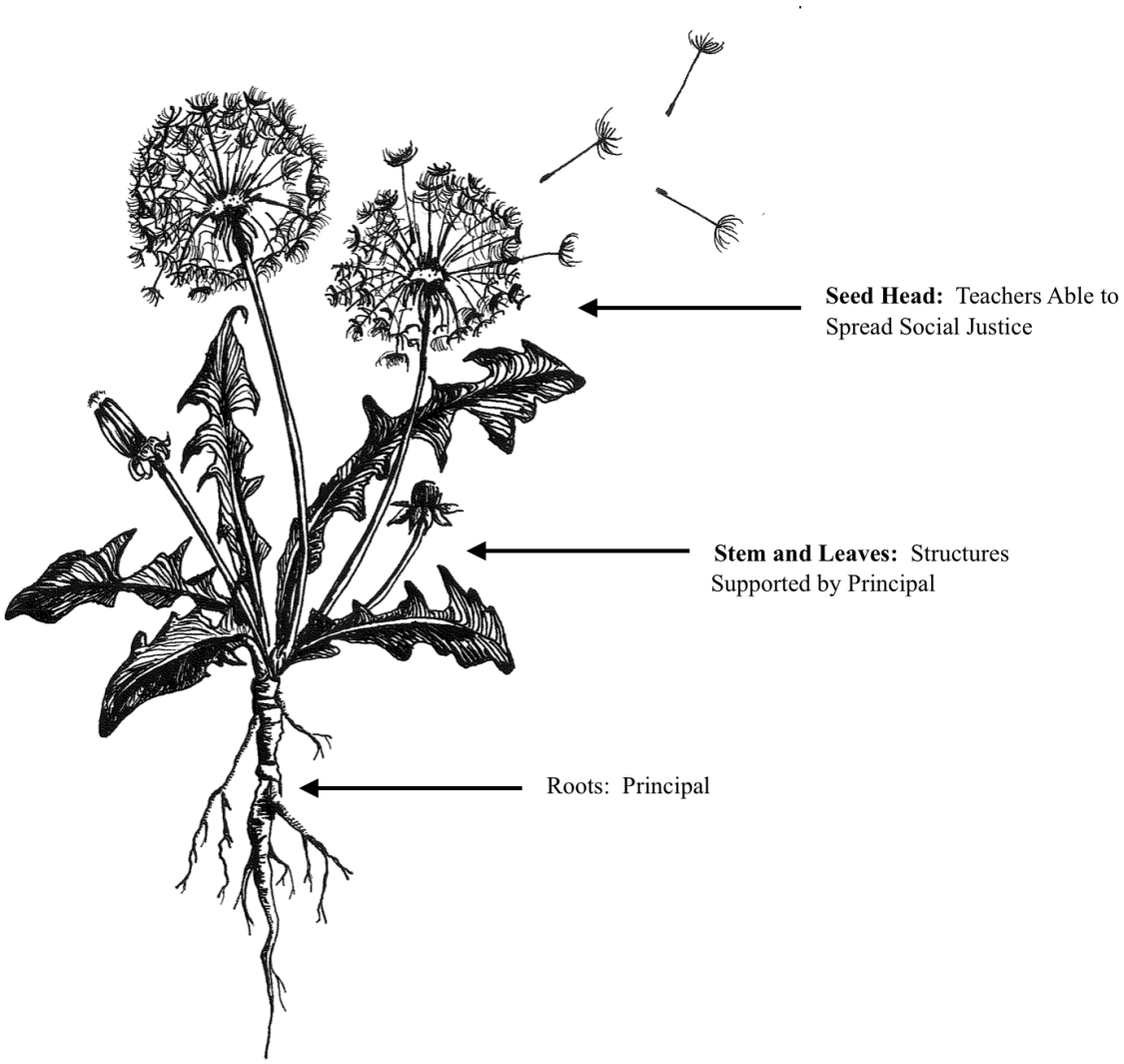
A new metaphor. I concluded Chapter 2 with a proposed framework by which to better understand the work of social justice leaders (Figure 3). Part of this framework shows how principals receive resistance from the school site, from the district level, and from the institutional level. While barriers and resistance are definitely a reality to social justice leadership, I was curious about how resistance—specifically from teachers within the school site—could be reframed as opportunities for collaboration to positively influence and shape the key elements of social justice leadership, thus breaking down theses barriers.

By conducting this study, I learned about the leadership moves principals can take to collaborate with their teachers to reduce or even eliminate resistance within the school site. As part of the each interview, I asked each participant to provide me with a visual that captures the collaborative relationship they have with their counterpart, principal with teachers, or teachers with principal. The answers to this question were fascinating. Participants shared with me range of metaphors: a stack of books, an African symbol for continuous education, a tricycle, a statue of Abraham Lincoln, the multiple-handed Hindu god Durga. However, Kelly described an image that best captures the essence of this study. When asked how she would visually represent collaboration for social justice with Principal Luke at Curran, she said,

> Maybe like a dandelion. The really fluffy kind. [The principal] maybe he's the roots, and the systems are the trunk and we are all the seeds, and we have to be able to go out and spread out the message, and we're all going to land in different places and be doing different things and growing in different ways. The main core message is all similar at the base somewhere because equity work doesn't just happen in one place. It is spread throughout our personal life and the community and the work that we do with kids here, but also outside.

The more I reflected on Kelly's metaphor, the more I realized it captures the essential components discovered in this study. As a result, I propose this metaphor as a means to communicate the relationship between principals and their teachers to lead for social justice in these white and affluent communities. (See Figure 10)

Figure 10: A New Metaphor for Principal-Teacher Collaboration for Social Justice



The principal serves as the roots of the plant—establishing the vision, providing supports, buffering, allocating resources, and supporting the stem. The stem and leaves represents the structures that help to sustain the work--like professional development, school goals, and hiring practices. Lastly, the seed head represents the teachers. With support and structures provided by the principal, the teachers are able to disperse throughout the school to lead and solve their own problems. Ideally, the teacher "seeds" will land and germinate quickly in order to sustain the work, even after the principal leaves.

Implications for Practice

By studying how principals collaborate for social justice with their teachers, this study revealed several ideas that can be transferred to other practicing principals. While many lessons can be learned, the most important ones are as follows: principals need to consider ways to provide teachers with leadership opportunities, create conditions where teachers are able to solve their own problems, and navigate how to serve as a liaison or buffer when engaged with external stakeholders.

Teacher leadership. For true collaboration for social justice to occur, principals need to provide leadership opportunities for their teachers. In this study, principals were not micromanagers, but principals who tended to their teachers' capacity to lead and facilitate change within their schools. This not only increased teacher capacity, but it also ensured that social justice efforts would spread across and permeate the entire building. Additionally, through distributed and shared leadership, social justice practices will be sustained and not fade away when there is a change in leadership or staffing.

Teacher problem solving. Second, in a similar vein, I recommend that principals create conditions where teachers have opportunities to solve their own problems related to social justice issues. All too often, staff members come knocking at the principal's door looking for the principal to fix a problem or "do something about it." By empowering teachers to solve their own problems, the solutions become something even better than what the principal would have come up with on his or her own, as the principals in the study often noted. This is not so say, however, that principals should let teachers solve these problems in silos. As the study clearly revealed, principals still play a critical role in supporting the problem solving, whether it be through allocating resources, asking questions, or acting as a buffer with disgruntled parents.

While empowering teachers to lead and solve their own problems can help principals lead for social justice in their schools, principals should proceed with caution. Principals need to make sure they assume their duties as social justice leaders. This means that they do not shift the responsibility of anti-racism work onto their teachers of color, that they do not relieve themselves of the duty of learning how to talk about complex topics like race, that they do not shy away from complex situations where conflict emerges. For example, when Principal Luke and Principal Rose turned to staff members of color to solve racial conflicts in their schools, were they empowering them or stepping away from their duty as principal?

A similar question is posed by Vac and Diamond (2019) in an article that was published at the conclusion of this study. The authors describe the work of a Principal Mark in a predominately white and affluent school where two teachers lead a book study about race. One of the teachers was white, and the other one was of color. The principal not only struggled to engage in meaningful conversations about race with the teacher of color, but he also stopped attending the book study because "there is simply too much on his plate…there is only so much he can do as principal." By not increasing his capacity to discuss race and failing to stay engaged in the book study, additional conflicts and tensions on staff arose and with the district office. While the two teachers who led the study were certainly given an opportunity to increase their leadership and help their colleagues grow, the lack of principal leadership created a series of misunderstandings and tension.

This recent example from the literature aligns with the new findings of this study. In order to lead for social justice, principals need to empower teachers to lead and solve

their own problems. However, the caveat is that they need to have the skills, time, and ability to step in and lead when necessary.

Principal navigation. The final key idea gleaned from this study suggests that principals learn to navigate when to serve as a liaison and when to serve as a buffer when external stakeholders threaten the social justice efforts within the building. While all schools have a district office to report to, I argue that the parent pushback in predominately white, affluent communities is unique when dismantling educational inequities that benefit those with the most privilege. As this study revealed, the forces of the district office and disgruntled parents can make staff feel threatened, uncomfortable, or frustrated. It can distract them from their most important work--serving the students who come before them every day. Additionally, as this study showed, when the principals are able to effectively work with external stakeholders in complex situations and protect staff whenever possible, principal-teacher collaboration is strengthen.

Implications for Future Research

The findings of this study answered the research question; however, additional questions can be posed from this research study that will provide opportunities for future research: 1) How do school leaders collaborate with teachers who do not subscribe to a social justice mindset to lead for social justice in predominately white, affluent school districts? 2) How do school leaders of color collaborate with teachers to lead for social justice in predominately white, affluent school districts? 3) How do white school leaders of collaborate with teachers to lead for social justice in diverse school districts?

How do school leaders collaborate with teachers who do not subscribe to a social justice mindset to lead for social justice in predominately white, affluent school districts? I pose this question because the teachers included in this study were

identified by their principals as collaborative, socially just-minded, and already committed to this work. However, as Principal Rose pointed out in her concluding interview, "For one thing, I did give you people that I know and admire to talk to. Right?" However, time and time again, the teachers who did not subscribe to a social justice mindset were identified as barriers, and it was difficult to change their thinking. By better understanding this population and the leadership moves that help to increase their capacity, researchers can learn how principals can improve collaboration with their most challenging staff members to lead for social justice.

How do school leaders of color collaborate with teachers to lead for social justice in predominately white, affluent school districts? As was the case in this study, both principals were white. They were serving in predominately white, affluent communities. They were collaborating with staff members who looked like them—white. However, I wonder how leaders of color might navigate this work in the same setting. Would their leadership moves be the same? How would they navigate resistance from privileged parents? What new challenges would they face because of the color of their skin?

How do white school leaders collaborate with teachers to lead for social justice in diverse school districts? Lastly, I pose this question because I am curious about how leadership moves might be different in a more diverse setting. As previously explored in Chapter 2, the majority of social justice leadership research has been conducted in diverse schools. Some research has even studied white leaders leading these diverse schools. However, I think it would be interesting to examine how white leaders collaborate with teachers for social justice when the student population is diverse. Again, would their leadership moves be the same? How would they navigate resistance

from diverse parents? What new challenges would they face because of the color of their skin in these diverse settings?

Conclusion

This study focused on the leadership practices of principals serving predominately white, affluent school districts in their efforts to collaborate with their teachers to lead for social justice. The two principals in this study led schools where collaboration with teachers was identified as an important element of their social justice leadership. And as a result, it was easy to identify the leadership moves that facilitated this work. I am grateful for their willingness to share their practice with me; likewise, I am grateful for the teachers who graciously shared their precious prep time with me and allowed me to enter their instructional spaces to learn about their work.

While I heard their stories and learned about their successes and challenges, I could not help but to connect their lived work experiences to my own. Throughout the journey of completing this study, I have often paused and reflected on my own leadership for social justice struggles. I have oftentimes doubted myself and my ability to lead this difficult and complex work. My heart resonated with Principal Rose as her teachers described the times parents accused her of being a racist. As I, too, was accused of being racist by black parents when issuing a suspension to their son for fighting. And on the other end of the spectrum, at the time of this writing I have white, affluent parents seeking legal representation for a school consequence I issued that involved their white son calling one of our black students the n-word. I often feel torn between these two worlds of thought and feel incompetent in navigating both.

When reviewing the school goals and data from Curran and Kingsley, I stopped and reviewed my own school's data to analyze opportunity gaps and question the

practices that perpetuate inequities. As a result of my involvement with this study, I have begun to question practices that I did not question before, like why do we continue to offer the eighth grade trip to Washington DC knowing that many of our students cannot afford it? However, some of the practices revealed in the study, like eliminating honor roll, were ones our school also eliminated several years ago. These discoveries were reaffirming.

Some days I scanned our staff photo board and could easily identify many staff members I would recommend if a researcher asked me for key collaborators with my school's social justice efforts. This study has made me more grateful for the teachers with whom I have the honor of collaborating. I know I can go to them for advice and guidance. They serve on the school's leadership team, PBIS team, or equity team. They plan and lead professional development and serve as curricular resources to their colleagues. However, they also serve in non-official leadership roles by asking difficult questions at team meetings or by advocating for a student's needs. They embrace restorative practices and strive to take students where they are at, even when those behaviors don't meet the traditional expectations of what we think about when "doing school." They walk into my office with an idea to solve a problem our school or our learners are facing, and I am ready to offer them the support they need to carry out this work. In sum, I know I could not do this work without them, and that, in true essence, is the reason for this study.

References

Affolter, T. L., & Hoffman, D. A. (2011). Flip the Script: What Happens when Teachers and Administrators Lead Together for Social Justice. *Scholar-Practitioner Quarterly*, *5*(4), 360–370.

Alemán Jr., E. (2009). Leveraging Conflict for Social Justice: How "Leadable" Moments Can Transform School Culture. *Journal of Cases in Educational Leadership*, *12*(4), 1–16. http://doi.org/10.1177/1555458909352367

Allsup, R. E., & Shieh, E. (2012). Social Justice and Music Education: The Call for a Public Pedagogy. *Music Educators Journal*, *98*(4), 47–51.

Alsbury, Thomas, & Kathryn S. Whitaker. (2007). Superintendent perspectives and practice of accountability, democratic voice and social justice. *Journal of Educational Administration*, *45*(2), 154–174. http://doi.org/10.1108/09578230710732943

Bogdan, R., & Biklen, S. K. (2007). *Qualitative research for education: an introduction to theories and methods* (5th ed). Boston, Mass: Pearson A & B.

Bogotch, I. E. (2000). *Educational Leadership and Social Justice: Theory into Practice*.

Brown, K. M. (2004). Leadership for Social Justice and Equity: Weaving a Transformative Framework and Pedagogy. *Educational Administration Quarterly*, *40*(1), 79–110. http://doi.org/10.1177/0013161X03259147

Capper, C. A., & Frattura, E. M. (2009). *Meeting the needs of students of all abilities: how leaders go beyond inclusion* (2nd ed). Thousand Oaks, Calif: Corwin Press.

Carlson, D. L. (2007a). Examining the Embedded Assumptions of Teaching for Social Justice in a Secondary Urban School: A Case-Study. *Penn GSE Perspectives on Urban Education*, *5*(1). Retrieved from

http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=eric&AN=EJ852631&site=ehost-live&scope=site

Chubbuck, S. M., & Zembylas, M. (2011). Toward a critical pedagogy for nonviolence in urban school contexts. *Journal of Peace Education*, *8*(3), 259–275. http://doi.org/10.1080/17400201.2011.621362

Creswell, J. W., & Creswell, J. W. (2013). *Qualitative inquiry and research design: choosing among five approaches* (3rd ed). Los Angeles: SAGE Publications.

Dantley, M. & Tillman, L. (2006). Social justice and moral transformative leadership. In C. Marshall & M. Oliva (Eds.), *Leadership for social justice: Making revolutions in education* (pp. 16-30). Boston: Allyn and Bacon.

Dover, Alison G. (2013a). Getting "Up to Code": Preparing for and Confronting Challenges when Teaching for Social Justice in Standards-Based Classrooms. *Action in Teacher Education (Association of Teacher Educators)*, *35*(2), 89–102. http://doi.org/10.1080/01626620.2013.770377

Dover, Alison G. (2013b). Teaching for Social Justice: From Conceptual Frameworks to Classroom Practices. *Multicultural Perspectives*, *15*(1), 3–11.

Dover, Alison G. (2015). "Promoting Acceptance" or "Preparing Warrior Scholars": Variance in Teaching for Social Justice Vision and Praxis. *Equity & Excellence in Education*, *48*(3), 361–372. http://doi.org/10.1080/10665684.2015.1056710

Dover, Alison George. (2009). Teaching for Social Justice and K-12 Student Outcomes: A Conceptual Framework and Research Review. *Equity & Excellence in Education*, *42*(4), 506–524.

Dowden, A. R. (2010). A Personal Journey in Promoting Social Justice as a School Counselor: An Action Research Approach. *Journal of School Counseling*, *8*(24).

The Elementary and Secondary Education Act (The No Child Left Behind Act of 2001). (2001). Retrieved July 29, 2016, from http://www2.ed.gov/policy/elsec/leg/esea02/index.html

Esposito, J., & Swain, A. N. (2009). Pathways to Social Justice: Urban Teachers' Uses of Culturally Relevant Pedagogy as a Conduit for Teaching for Social Justice. *Penn GSE Perspectives on Urban Education*, *6*(1), 38–48.

Evers, T. (2014, September). *State of Education address.* Retrieved from http://dpi.wi.gov/sites/default/files/imce/eis/pdf/dpinr2014_104.pdf

Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed). New York: Continuum.

Gill, H. (2013). Unmasking Vandalism: A Case of Social Justice Leadership Complexities. *Canadian Journal of*

Green, T. L., & Dantley, M. E. (2013). The Great White Hope? Examining the White Privilege and Epistemology of an Urban High School Principal. *Journal of Cases in Educational Leadership*, *16*(2), 82–92. http://doi.org/10.1177/1555458913487038

Gutstein, E. (2003). Teaching and Learning Mathematics for Social Justice in an Urban, Latino School. *Journal for Research in Mathematics Education*, *34*(1), 37–73. http://doi.org/10.2307/30034699

Hernandez, F., Murakami, E. T., & Quijada Cerecer, P. (2014). A Latina Principal Leading for Social Justice. *Journal of School Leadership*, *24*(4), 568–598.

Hirsh, S., & Hord, S. M. (2010a). Building Hope, Giving Affirmation: Learning Communities That Address Social Justice Issues Bring Equity to the Classroom. *Journal of Staff Development*, *31*(4), 10–12,.

Ijei, C., & Harrison, J. (2010). The Long and Winding Road to Social Justice: Missouri District Uses Culturally Responsive Instruction to Close the Achievement Gap. *Journal of Staff Development*, *31*(4), 30–33,.

Jean-Marie, G. (2008). Leadership for Social Justice: An Agenda for 21st Century Schools. *Educational Forum*, *72*(4), 340–354. http://doi.org/10.1080/00131720802362058

Johnson, E., Oppenheim, R., & Suh, Y. (2009). "Would that be Social Justice?" A Conceptual Constellation of Social Justice Curriculum in Action. *New Educator*, *5*(4), 293–310.

Karpinski, C. F. (2006). And the Band Played on? Social Justice and the Wilson Middle School Arts Program. *Journal of Cases in Educational Leadership*, *9*(4), 41–52. http://doi.org/10.1177/1555458906294315

Kelly, D. M., & Brandes, G. M. (2001). Shifting out of "Neutral": Beginning Teachers' Struggles with Teaching for Social Justice. *Canadian Journal of Education / Revue Canadienne de L'éducation*, *26*(4), 437–454. http://doi.org/10.2307/1602176

Kelly, D. M., Brandes, G. M., & Orlowski, P. (2004). Teaching for Social Justice: Veteran High School Teachers' Perspectives. *Scholar-Practitioner Quarterly*, *2*(2), 39–57.

Kose, B. W. (2007a). One Principal's Influence on Sustained, Systemic, and Differentiated Professional Development for Social Justice. *Middle School Journal*, *39*(2), 34–42.

Kose, B. W. (2007b). Principal Leadership for Social Justice: Uncovering the Content of Teacher Professional Development. *Journal of School Leadership*, *17*(3), 276–312.

Kose, B. W. (2011). Developing a Transformative School Vision: Lessons from Peer-Nominated Principals. *Education and Urban Society*, *43*(2), 119–136.

Lac, V. & Diamond, J (2019). Working for Racial Equity at the Margins: Teacher-Leaders Facilitate a Book Study on Race in Predominately White Suburban High School. *Journal of Cases in Educational Leadership*, 1-14.

Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*, *32*(3), 465–91.

Ladson-Billings, G. (2014). Culturally Relevant Pedagogy 2.0: a.k.a. the Remix. *Harvard Educational Review*, *84*(1), 74–84.

Lazar, A., alazar@sju.edu. (2013). Degrees Toward Social Justice Teaching: Examining the Dispositions of Three Urban Early-Career Teachers. *Urban Review*, *45*(5), 701–727. http://doi.org/10.1007/s11256-013-0243-8

Lewis, A.M., & Diamond, J.B. (2015). *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools.* Oxford Press.

Marks, H. M., & Printy, S. M. (2003). Principal Leadership and School Performance: An Integration of Transformational and Instructional Leadership. *Educational Administration Quarterly*, *39*(3), 370.

McKenzie, K. B., & Scheurich, J. J. (2004). Equity Traps: A Useful Construct for Preparing Principals to Lead Schools That Are Successful With Racially Diverse Students. *Educational Administration Quarterly*, *40*(5), 601–632. http://doi.org/10.1177/0013161X04268839

Miles, M.B., & Herman, A.M. (1994). Qualitative data analysis: An expanded sourcebook. (2nd ed.). Thousand Oaks, CA: Sage.

Mullen, C. A., & Jones, R. J. (2008). Teacher Leadership Capacity-Building: Developing Democratically Accountable Leaders in Schools. *Teacher Development*, *12*(4), 329–340.

Nuri-Robins, K., Lindsey, D. B., Terrell, R. D., & Lindsey, R. B. (2007). Cultural PROFICIENCY: Tools for Secondary School Administrators. *Principal Leadership, Middle Level Ed.*, *8*(1), 16–22.

Paris, D. (2012). Culturally Sustaining Pedagogy A Needed Change in Stance, Terminology, and Practice. *Educational Researcher*, *41*(3), 93–97. http://doi.org/10.3102/0013189X12441244

Picower, Bree. (2011). Learning to Teach and Teaching to Learn: Supporting the Development of New Social Justice Educators. *Teacher Education Quarterly*, *38*(4), 7–24.

Picower, Bree. (2012). Teacher Activism: Enacting a Vision for Social Justice. *Equity & Excellence in Education*, *45*(4), 561–574.

Rawls. (1992). [Rawls: "A Theory of Justice" and Its Critics]. *The American Political Science Review*, *86*(2), 488. http://doi.org/10.2307/1964238

Rawls, J. (1999). *A theory of justice* (Rev. ed). Cambridge, Mass: Belknap Press of Harvard University Press.

Reagan, E. M., Pedulla, J. J., Jong, C., Cannady, M., & Cochran-Smith, M. (2011). Measuring Practices of Teaching for Social Justice in Elementary Mathematics Classrooms. *Educational Research Quarterly*, *34*(3), 15–39.

Riehl, C. L. (2008). The Principal's Role in Creating Inclusive Schools for Diverse Students: A Review of Normative, Empirical, and Critical Literature on the Practice of Educational Administration. *Journal of Education*, *189*(1/2), 183–197.

Ritchie, S. (2012). Incubating and Sustaining: How Teacher Networks Enable and Support Social Justice Education. *Journal of Teacher Education*, *63*(2), 120–131. http://doi.org/10.1177/0022487111428327

Rivera-McCutchen, R. L., & Watson, T. N. (2014). Leadership for Social Justice: It Is a Matter of Trust. *Journal of Cases in Educational Leadership*, *17*(4), 54–65. http://doi.org/10.1177/1555458914549663

Ryan, D. F., & Katz, S. J. (2007). Just Thinking, Reflecting, and Acting in Schools. *Journal of Cases in Educational Leadership*, *10*(2), 1–1.

Ryan, J. (2010). Promoting Social Justice in Schools: Principals' Political Strategies. *International Journal of Leadership in Education*, *13*(4), 357–376.

Ryan, James. (2006). Inclusive Leadership and Social Justice for Schools. *Leadership and Policy in Schools*, *5*(1), 3–17.

Scanlan, M. (2011). How principals cultivate a culture of critical spirituality. *International Journal of Leadership in Education*, *14*(3), 293–315. http://doi.org/10.1080/13603124.2011.560283

Scanlan, M. (2012a). Inadvertent Exemplars: Life History Portraits of Two Socially Just Principals. *Journal of School Leadership*, *22*(1), 79–115.

Scanlan, M. (2012b). The Role of an Epistemology of Inclusivity on the Pursuit of Social Justice: A Case Study. *International Journal of Qualitative Studies in Education (QSE)*, *25*(8), 1067–1086.

Scanlan, M. (2013). A Learning Architecture: How School Leaders Can Design for Learning Social Justice. *Educational Administration Quarterly*, *49*(2), 348–391.

Scheurich, J. J., & Skrla, L. (2003). *Leadership for equity and excellence: creating high-achievement classrooms, schools, and districts*. Thousand Oaks, Calif: Corwin Press.

Sonu, D. (2012). Illusions of Compliance: Performing the Public and Hidden Transcripts of Social Justice Education in Neoliberal Times. *Curriculum Inquiry*, *42*(2), 240–259.

Sonu, D., Oppenheim, R., Epstein, S. E., & Agarwal, R. (2012). Taking Responsibility: The Multiple and Shifting Positions of Social Justice Educators. *Education, Citizenship and Social Justice*, *7*(2), 175–189.

Stake, R. (2000) Case study. In N. Denzin & Y. Lincoln (Eds). *Handbook of Qualitative Research, 1ed.* P. 435-454.

Stake, R. (1995) *The art of case study research.* Thousand Oaks CA: Sage.

Swalwell, K. M. (2013). *Educating activist allies: social justice pedagogy with the suburban and urban elite*. New York: Routledge.

Theoharis, G. (2007). Social Justice Educational Leaders and Resistance: Toward a Theory of Social Justice Leadership. *Educational Administration Quarterly*, *43*(2), 221–258.

Theoharis, G. (2008). "At Every Turn": The Resistance That Principals Face in Their Pursuit of Equity and Justice. *Journal of School Leadership*, *18*(3), 303–343.

Theoharis, G. (2009). *The School Leaders Our Children Deserve: Seven Keys to Equity, Social Justice, and School Reform*. Teachers College Press.

Theoharis, G. (2010). Disrupting Injustice: Principals Narrate the Strategies They Use to Improve Their Schools and Advance Social Justice. *Teachers College Record*, *112*(1), 331–373.

Theoharis, G., & O'Toole, J. (2011). Leading Inclusive ELL: Social Justice Leadership for English Language Learners. *Educational Administration Quarterly*, *47*(4), 646–688.

Upadhyay, B. (2010). Middle School Science Teachers' Perceptions of Social Justice: A Study of Two Female Teachers. *Equity & Excellence in Education*, *43*(1), 56–71.

List of Appendices

Appendix A

Interview Protocol for Building Principals

Interviewee:	Interviewer:
School:	Date of Interview:
School District:	Place of Interview:

Introduction:
Thank you for meeting with me today to share your experiences. As part of the work toward my dissertation, I wanted to ask you a few questions about your experiences collaborating with teachers to lead for social justice in your school.

1. Can you share your educational position including how long and in what capacity you have worked in this district?
2. What does social justice mean to you in light of your work at this school?
    a. What are specific social justice goals you have for your school?
    b. Please point me to something (ie. artifact) that indicates your work on social justice in your school.
3. How does your student demographics (low poverty, low student of color population) influence this work?

Questions relating to the research question: How do school leaders collaborate with teachers to lead for social justice in predominately white, affluent school districts?

1. Describe a time when one of your social justice efforts was successful. Tell me your story.
    a. How did you collaborate with teachers around this?
    b. What do you attribute these successes to?
    c. Were there any challenges? How might they have been overcome?

2. Describe a time when one of your social justice efforts was challenging. Tell me that story.
    a. How did you collaborate with teachers around this?
    b. What were the challenges? How might they have been overcome?
    c. Were there any successes? What do you attribute these to?

3. Who are the teachers on your staff who have helped you to advance social justice in your school?

4. If you were to draw a diagram or image to illustrate what it means to lead for social justice in your school, what would that look like?

Closing:
1. Is there anything else you would like to add or explain in more detail?
2. Do you have any questions for me?

Thank you for your time and for sharing your experiences with me today. Your responses will remain confidential. I will follow-up with you later if I need to clarify anything or need additional information.

Appendix B

Interview Protocol for Teachers

Interviewee:	Interviewer:
School:	Date of Interview:
School District:	Place of Interview:

Introduction:
Thank you for meeting with me today to share your experiences. As part of the work toward my dissertation, I wanted to ask you a few questions about your experiences collaborating with your principal to achieve social justice in your school.
1. Can you share your educational positions including how long and in what capacity you have worked in this district?

2. What does social justice mean to you in light of your work at this school?
    a. What are specific social justice goals for your school?
    b. Please point me to something (ie. artifact) that indicates your work on social justice in your school.
3. How does your student demographics (low poverty, low student of color population) influence this work?

Questions relating to the research question: How do school leaders collaborate with teachers to lead for social justice in predominately white, affluent school districts?
1. Overall, when you think about your social justice work, what role does your principal play? How do you collaborate with your principal to achieve social justice in your school?

2. Describe a time when one of your social justice efforts was successful. Tell me your story.
    a. How did you collaborate with your principal around this?
    b. What do you attribute these successes to?
    c. Were there any challenges? How might they have been overcome?

3. Describe a time when one of your social justice efforts was challenging. Tell me that story.
    a. How did you collaborate with your principal around this?
    b. What were the challenges? How might they have been overcome?
    c. Were there any successes? What do you attribute these to?

4. If you were to draw a diagram or image to illustrate what it means to lead for social justice in your school, what would that look like?

5. Are there any other staff members at your school you think I should speak with who have helped to advance social justice in your school?

Closing:

1. Is there anything else you would like to add or explain in more detail?
2. Do you have any questions for me?

Thank you for your time and for sharing your experiences with me today. Your responses will remain confidential. I will follow-up with you later if I need to clarify anything or need additional information.

Appendix C

Behavior Flow Chart at Curran Middle School