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The Role of School Leadership in Setting the Conditions for Impactful, Sustained Social Justice Professional Development

Rod C. Bowen
Antioch University

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THE ROLE OF SCHOOL LEADERSHIP IN SETTING THE CONDITIONS FOR
IMPACTFUL, SUSTAINED SOCIAL JUSTICE PROFESSIONAL DEVELOPMENT

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by

Rod C. Bowen

ORCID Scholar No. 0009-0003-1496-2825

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THE ROLE OF SCHOOL LEADERSHIP IN SETTING THE CONDITIONS FOR
IMPACTFUL, SUSTAINED SOCIAL JUSTICE PROFESSIONAL DEVELOPMENT

This dissertation, by Rod C. Bowen, has
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DOCTOR OF PHILOSOPHY

Dissertation Committee:

Dr. Lemuel W. Watson, EdD, Committee Chair

Dr. Philomena Essed, PhD

Dr. Shannon R. Waite, EdD

ABSTRACT

THE ROLE OF SCHOOL LEADERSHIP IN SETTING THE CONDITIONS FOR
IMPACTFUL, SUSTAINED SOCIAL JUSTICE PROFESSIONAL DEVELOPMENT

Rod C. Bowen

Graduate School of Leadership and Change

Yellow Springs, OH

The racial diversity of children in US public schools continues to increase while most teachers and school leaders are White. In addition, systemic racism, whitewashing of curricula, microaggressions, and deficit mindsets persist within schools across the country. These pervasive injustices that plague the student experiences of children of the Global Majority must be addressed with focused, sustained intention. This study offers social justice school leadership as an effective strategy to dismantle oppressive approaches to schooling. Specifically, it explores how social justice-oriented school leaders set the conditions for impactful, sustained staff development in social justice practice. By employing multiple case study methodology, the experiences of leaders within two New York City public middle schools that have established commitments to culturally responsive/relevant teaching (CR/RT) will be explored. Semi-structured interviews were used to uncover how school leaders leveraged both adaptive and technical leadership to enact school-wide efforts to embed CR/RT into instructional practice. Analysis was built on an existing framework to identify specific leadership roles that best support impactful social justice professional development over time. This study seeks to understand frequently overlooked aspects of this topic by delving into mindsets and actions, acknowledging both formal and informal school leadership and how such

efforts play out within multiracial staff. This dissertation is available in open access at AURA (https://aura.antioch.edu) and OhioLINK ETD Center (https://etd.ohiolink.edu).

Keywords: social justice in schools, school leadership, teacher professional development, culturally responsive, culturally relevant, case study

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CHAPTER I: INTRODUCTION

The student populations of public schools in the US have become increasingly more racially diverse while the vast majority of teachers and school leaders within public schools remain predominantly White (U.S. Department of Education Institute of Education Sciences National Center for Education Statistics [NCES], 2023). Scholarship has explored the oppressive, lived experiences that can be pervasive in school communities with such racial dynamics (Dixson et al., 2015; Dumas, 2014; Henry & Dixson, 2016; Kohli et al., 2017; Normore, 2013). These realities are exacerbated by the historical and ongoing whitewashing of education (Sandoval et al., 2016) as well as the current effort of conservative politicians to ban instructional content and materials that center racial diversity and socially progressive perspectives (Kim, 2022).

This research study submits that social justice school leadership is a viable corrective for the ways in which systemic racism is enacted within school communities. There is ample theoretical research pertaining to social justice school leadership. In addition, there is plenty of empirical scholarship that acknowledge professional development as a core tenet of social justice school leadership (DeMatthews, 2015; Galloway & Ishimaru, 2020; Giles et al., 2005; Kose, 2007, 2009; Mugisha, 2013; Normore & Jean-Marie, 2007; Theoharis, 2007, Wang, 2018). However, there is a dearth of empirical scholarship that discusses the role of school leadership in developing and sustaining professional development of social justice teacher practice. The few that do focus solely on the efforts of the principal (Cooper, 2009; DeMatthews, 2015; Galloway & Ishimaru, 2020; Kose, 2007, 2009; Normore & Jean-Marie, 2007; Santamaria & Santamaria, 2015; Shields, 2010; Theoharis, 2010; Wang, 2018). Though

some research acknowledges the race of principals, the racial demographics of staff and the accompanying racial dynamics are rarely revealed or explored (DeMatthews, 2015; Galloway & Ishimaru, 2020; Kose, 2007, 2009; Normore & Jean-Marie, 2007; Santamaria & Santamaria, 2015; Shields, 2010; Theoharis, 2010; Wang, 2018). Lastly, the empirical research on social justice professional development names the intention of the training but rarely notes the impact on teacher practice (DeMatthews, 2015; Galloway & Ishimaru, 2020; Normore & Jean-Marie, 2007; Santamaria & Santamaria, 2015; Theoharis, 2010; Wang, 2018).

This research study aims to surface leadership that results in setting the conditions for ongoing professional development in (CR/RT), a pedagogical approach that is in alignment with social justice. It acknowledges leadership enacted by key staff members within racially diverse school settings. Though not the primary focus of the study, racial dynamics will be addressed, and the impact of the development will be shared. The quality of professional development will not be emphasized, nor will the experiences and perspectives of teachers, or the impact of professional learning on student performance.

This dissertation is intended to serve as a bridge between social justice school leadership and impactful teacher development. The findings offer practitioners key leadership roles (actions) that can be enacted by various leaders in their communities and ideal conditions that can result from such collective effort. Insight into mindsets and the realities of interracial staff dynamics will also be shared.

Racial Reality of Public Education

In this dissertation, I use the term "Global Majority" to disrupt the "of color"/White binary that centralizes Whiteness, while affirming that those deemed "of color" represent most of the world's population (Hawthorne, 2023; Lee et al., 2023). National public school data from the U.S. Department of Education Institute of Education Sciences National Center for Education Statistics (NCES) showed that approximately 50% of primary and secondary public schools across the country had student populations that were primarily of the Global Majority in the fall of 2020 (NCES, 2023). Of the 50% of public schools with predominantly White students, 24% had students of the Global Majority (SoGM) populations of 25%-49%. In the remaining 26% of schools with majority White student populations, SoGM were 25% or less of their enrollment. While the racial make-up of students increasingly became more diverse, data from 2020-2021 showed 80% of teachers and 77% of principals were White (NCES, 2023). This data, reflected in Table 1.1, paints a picture of an increasing majority of SoGM being educated by primarily White teachers in schools run by mostly White school leaders.

Table 1.1

Percentage Distribution of Principals, Teachers and Kindergarten Through 12th Grade

Students Enrolled in Public Schools: School Year 2020-21

Race/ethnicity	% of principals	% of teachers	% of students
American Indian/Alaskan Native	<1	N/A	1
Asian	<1	2	5
Black	10	6	15
Hispanic	9	9	28
Pacific Islander	<1	N/A	N/A
White	77	80	46
Two or more races	1	2	4

Note. Adapted from U.S. Department of Education Institute of Education Sciences

National Center for Education Statistics (2023). Characteristics of Public School

Principals, Characteristics of Public School Teachers and Racial/Ethnic Enrollment in

Public Schools.

Waite (2021) explored the pervasive and oppressive ideologies that inform the

ontological and epistemological frameworks in society and noted that White supremacy,

patriarchy, heteronormative and hegemony are "cornerstones in education and

disseminated in PreK-12 education today" (p. 68). Through the theoretical lens of anti-

blackness, Dumas (2014) asserted that social and educational policies fuel anti-Black

violence and suffering on a daily bias within schools.

In their comprehensive literature review, Kohli et al. (2017) probed the "new

racism" perpetuated in K-12 schools by multiculturalism, colorblindness and everyday

individualized interpretations of policy and practices. They found patterns that yielded

three theories: evaded racism, "anti-racist" racism and everyday racism. Evaded racism

ignores the role of structural racism, power or inequities found in policy and practices.

Instead, it suggests that the solution to academic success in schools requires that SoGM and their families adjust their behaviors. It also allows for progressive approaches to education such as multiculturalism, CR/RT, and anti-bias teaching to perpetuate Whiteness when their implementation is void of an analysis of racism (Epstein et al., 2011; Lindsay, 2007).

"Anti-racist" racism is a product of neoliberal policies and practices that under the guise of racial equity further hinder students and families that have historically been marginalized. Such policies promote capitalism, market driven goals and divestment from public education. Examples include high stakes standardized testing policies that promote meritocracy (Au, 2016) and the increase of White-dominated corporate charter schools that displace and devalue Black teachers and school leaders while in many instances also implementing deficit-minded instructional approaches and punitive classroom management strategies (Casey et al., 2013; Dixson et al., 2015; Henry & Dixson, 2016). Colorblindness, an ideology guised as an approach to equity that ignores race, can actually perpetuate racism (Castro-Atwater, 2016) in discipline practices (Dumas & Ross, 2016; Milner, 2013), learning standards (Vasquez Heilig et al., 2012), and pedagogies (Chandler, 2009). In effect, it negatively impacts SoGM by erasing their history and lived experiences with oppression (Kohli et al., 2017). Language and special needs designation policies created to address the challenges of dual-language learners and others who are significantly challenged by learning in general class settings continue to be used to create inequities in access and quality instruction (Ahram et al., 2011; Blanchett, 2006; Flores et al., 2015).

Borrowing from Essed's (1991) everyday racism, Kohli et al. (2017) used the term to describe their third theory which normalizes the frequent microaggressions found in the practices of teachers and administrators that are connected to pervasive, systemic racial injustices. White teachers who cast themselves as equity-oriented "good" teachers while never engaging in critical analysis of their social positionality was provided as a frequent source of everyday racism experienced by SoGM (Hyland, 2005; Vaught & Castagno, 2008; Young, 2011).

Social justice promotes an intentional subversion and disruption of policies and practices that sustain marginalization and exclusionary processes (Gewirtz, 1998). My research interests lay in the ways in which social justice-oriented school leadership influences staff to engage in the disruption and undoing of pervasive approaches to schooling that perpetuate harm and inequity. To narrow this large topic and leverage some of the expertise that I've acquired over the years as an instructional leader, both on the school and system-wide levels, I am focusing on the conditions set by school leaders to implement and sustain impactful professional learning for in-service teachers in CR/RT.

Key Terms

Social Justice School Leadership

Social justice school leadership in practice is contextual and not easily defined (Bogotch, 2002). Theoharis (2007) defined social justice school leadership as principals making, "issue of race, class, gender, disability, sexual orientation, and other historically and currently marginalizing conditions in the United States central to their advocacy, leadership practice, and vision" (p. 223). Wang (2015, 2016) added that in addition to

discrimination grounded in social identities, principals must also contend with harmful policies and practices related to special education and school safety. Dantley and Tillman (2006) asserted the need for social justice in schools to focus on the oppression of underserved, underrepresented and undereducated students. Grogan (2019) referred to it as a moral purpose of commitment to serving all students as opposed to only those with the privileges of wealth and social class. It is an intra-school activity (Berkovich, 2014) that requires an awareness of the social and political realities that exist beyond the school walls that can positively and negatively influence equity-oriented efforts within the school (DeMatthews, 2018). Ryan (2016) added that social justice in schools compels one to not only understand the system, but also the values and priorities of the people who comprise the system. More recently, the concept of social justice within educational leadership has expanded beyond equity, participation, and empowerment to include democracy, social transformation, criticality, inclusiveness and ethical/moral care (Wang, 2018). To summarize, as well as for the purposes of this doctoral study, social justice-oriented school leadership purposefully aims to counter the prevalence of societal inequities as they exist within their schools.

Transformative School Leadership

Transformative leadership highlights the role of power in maintaining or disrupting systemic inequities. It decreases authoritarianism while increasing authority and responsibility at all levels of an organization (Quantz et al., 1991). It critiques inequitable practices, deconstructs and reconstructs knowledge frameworks, emphasizes individual achievement as well as the public good, while promoting

excellence, inclusion and equity for every student (Shields, 2010; Shields & Hesbol, 2020).

Culturally Responsive/Relevant Teaching

Ladson-Billings (1995) defined culturally relevant pedagogy as being committed to collective empowerment by ensuring that students experience academic success while developing and maintaining cultural competence and critical consciousness. Its three criteria insist that young people experience and learn: academic success, cultural competence and critical consciousness to challenge the status quo. Gay (2010) asserted that culturally responsive teaching uses "the cultural knowledge, prior experiences, frames of reference and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them" (p. 36). In 2018, she discussed the transformative, dual agenda of CR/RT; disrupting the cultural hegemony that is pervasive throughout curricula and instructional approaches in traditional education, and "developing social consciousness, intellectual critique, and political and personal efficacy in students so that they can combat prejudices, racism and other forms of oppression and exploitation" (p. 42). Using the work of Ladson-Billings (1995), Gay (2010) and others, including Brown-Jeffy and Cooper (2011), and the New York State Education Department published the Culturally Responsive-Sustaining Education Framework (2018). Its four principles intended to inform the actions of all school stakeholders are: welcoming and affirming environment, high expectations and rigorous instruction, inclusive curriculum and assessment, and ongoing professional development.

Problem Statement

There is theoretical research on social justice-oriented school leadership (including culturally responsive leadership) which alludes to the importance of professional development of teacher practice. However, there are limited empirical studies that provide robust descriptive accounts of the decisions made to develop and sustain such training. Studies that explore how school leaders implement such training across lines of racial difference are also lacking and the impact on the practice of participating staff members is rarely referenced.

In addition, there is ample theoretical literature on approaches to developing teachers in CR/RT. However, most of the empirical studies focus on district wide initiatives. The problem statement for this dissertation research is that the explicit role of leadership in implementing and sustaining school-based training in CR/RT is under researched.

Purpose of Study and Proposed Research Questions

The purpose of this study is to explore how leadership is enacted in public school settings to ensure that in-service teachers receive impactful, ongoing support and development in CR/RT. Given my research interest, CR/RT is serving as a proxy for any social justice or anti-racist approach to schooling intended to disrupt the pervasive, oppressive ideologies embedded within K-12 education as they are within society at large. The selection of CR/RT as a specific pedagogical method allows me to narrow the study as well as note impact on teacher practice. CR/RT professional development that yields a clear impact on the instruction of multiracial staff will be prefaced. This study has the potential to provide useful guidance to school leaders who wish to embed

ongoing CR/RT (social justice in general) professional learning in their schools and either may not know where to begin or want to deepen efforts already in existence. The study explores the following questions:

- *What is the role of leadership in setting the conditions for sustained and impactful teacher development (in CR/RT)?*

- *What roles do those other than the principal play in leading this work?*

- *How does this effort evolve in the context of a multi-racial teaching staff?*

Organization of Dissertation

In this first chapter, I shared the realities of the racial demographics in public education and coupled it with research that highlights the prevalence of 'new racism' being experienced across the country by students of color. I proposed social justice-oriented school leadership as a means to address the persistent (racial) inequities in schools with a focus on the development of teachers. To narrow my research, I have elected to explore school leaders' implementation of CR/RT as a social justice-oriented pedagogical approach. In Chapter II, I review research on the role of leaders in creating and sustaining social justice-oriented professional development. Priority was put on staff-wide efforts within schools. I also explore CR/RT professional learning for in-service teachers and introduce an emergent framework for the role of principals in social justice professional development (Kose, 2009). In Chapter III, I share my rationale for using multiple case study methodology to address my research questions, as well as my research design and the realities of implementing it. I discuss the findings from my study in Chapter IV and present a comparative analysis of leadership practice in both schools through the lens of Kose's (2009) framework, while distilling new themes

that arose. Chapter IV ends with the introduction of a new framework that is cognizant

of multi-racial school communities and honors leadership contributions by all relevant

staff members. The stories of the two participating schools' CR/RT professional

development journeys are shared in Chapter V to sequence decisions and actions

within each case as well as provide more context for those decisions. And lastly, I

present my conclusions and implications for further research on my topic in Chapter VI.

CHAPTER II: CRITICAL REVIEW OF THE THEORY, RESEARCH, AND PRACTICE

Introduction

This literature review is structured to begin with a relatively broad conceptual framing of social justice within the field of K-12 school leadership, and end with content that points to practical application relevant to school leaders. This progression leads to the relevance of this research study and its place within current discourse.

Common approaches to social justice-oriented school leadership are distilled through an analysis of school-based empirical research. They are critical consciousness, valuing and understanding diverse cultures, inclusive decision making, and professional learning. The review of research then narrows further to specific approaches to professional learning at which point an emergent framework (Kose, 2009) is presented to serve as a starting point for understanding the role of leaders in providing social justice-oriented professional learning for staff. Since CR/RT is used to ground the study in a specific aspect of social justice development, this chapter includes a review of scholarship on CR/RT training for in-service teachers, looking specifically at implications for leaders. A reflection on the research pertaining to CR/RT development through the lens of impact on teacher practice is offered, followed by the potential implications and considerations for school leaders. The chapter ends with discussing how this research study is positioned within the literature reviewed. Connections to this research study are made throughout the chapter to ensure that this dissertation contributes to the existing discourse.

Social Justice School Leadership

The concept of social justice is broad, and the research shows that its application to the field of education is expressed through several leadership styles. My intention is to use this part of my literature review to identify patterns across these theories as they relate to school leader mindsets and practices. I also assert the adaptive nature of meaningful social justice work as it requires not only a commitment to action, but also the appropriate mindsets and beliefs to inform those actions (Bogotch, 2002; Freire, 1970/2000; Furman; 2012).

Dantley and Tillman (2006) posited the need for social justice in schools to focus on the oppression of underserved, underrepresented and undereducated students. Grogan (2019) referred to it as a moral purpose of commitment to serving all students as opposed to only those with the privileges of wealth and social class. Such work requires an awareness of the social and political realities that exist beyond the school walls that can positively and negatively influence or affect equity-oriented efforts within the school (DeMatthews, 2018). Ryan (2016) adds that social justice in schools compels us to not only understand the system, but also the values and priorities of the people who comprise the system. Social justice promotes intentional subversion and disruption of policies and practices that sustain marginalization and exclusionary processes (Gewirtz, 1998). Centering the need to improve the conditions of marginalized people is foundational to social justice, and it is through this lens of social justice and praxis that I engaged research to understand the prevailing social justice-oriented approaches to school leadership focused on disrupting systemic inequities in public schools.

The literature discussed social justice school leadership as well as several leadership styles that can be classified as social justice-oriented, such as multicultural, culturally responsive, inclusive, and transformative. Much of the research focused on the values, intentions, and choices of school principals.

Leadership Approaches

Patterns related to social justice-oriented approaches focused on interrogating power and disrupting systemic inequities. I used the word "approaches" in my research to have space to consider not only the actions of leaders, but also what informs their actions: their beliefs, values, and dispositions. Several articles preface the dispositions of school leaders as a key component of the research (Beachum, 2011; Madhlangobe & Gordon, 2012; Mugisha, 2013; Museus et al., 2017; Santamaria & Santamaria, 2015). The theoretical readings outlined values and beliefs specific to the types of social justice leadership that they focused on. For the sake of this part of the discussion, I focused my observations and analysis on the empirical research conducted as it was closer to conveying what has occurred in actual practice. In doing a thematic analysis of the empirical research, a few recurring social justice-oriented leadership approaches (values with accompanying actions) were evident; critical consciousness, valuing and understanding diverse cultures, inclusive decision making, and professional learning. Though my research question focuses on the latter approach, analyzing all four is valuable as they are not mutually exclusive. More specifically, critical consciousness, valuing and understanding diverse cultures and inclusive leadership should intersect in ways that support the professional learning that takes place in schools, making them all germane to my research question.

Critical Consciousness and Reflection. Freire's (1970/2005) concept of critical consciousness addresses the ability to "read" oppressive social conditions. It is an antidote to the pervasive dehumanization of the historically marginalized; systemic oppression normalized to the point of being unperceivable even to those victimized by it. Contemporary iterations of critical consciousness include learning to question social dynamics and structures that marginalize others, building the capacity to confront injustice and participating in action to bring about change (Diemer et al., 2016).

Within the field of education, Quantz et al. (1991) noted that leaders must grapple with the social, economic, and political dilemmas that schools face. In describing transformative leadership, they stated that schools need to be understood as "active sites of cultural politics where different groups with varying access to power seek to interject their cultural understanding into school discourse and practice" (p. 98). With this, school leaders must not only acknowledge and critique oppressive conditions but decide how to change them (Anderson, 1987). Critical consciousness requires that educators reflect on current practices and beliefs, identify those that perpetuate inequity and address them (Beachum, 2011; Galloway & Ishimaru, 2020).

An example of two principals leveraging critical consciousness to critique existing practices can be found in Shields' (2010) research. One took issue with the school's gifted and talented program—seeing it as elitist and exclusionary. She also objected to the prefacing of academic goals over citizenship goals as well as some of the expectations of her superintendent. The other principal was willing to take an unpopular, supportive stance regarding a gay teacher and confront deficit thinking. In both cases, the principals worked to dismantle old knowledge frameworks grounded in deficit

thinking and inequity and construct new knowledge frameworks based in inclusion and equity. The constant interrogation of practice in the participating schools of Shield's (2010) study resulted in responsive and flexible student groupings that were strategic toward student need, replacing instructional interventions that were punitive in their execution. Staff also began to address issues of power and privilege resulting in more student voice and more equitable approaches to rewarding and celebrating students. The idea of acknowledging and confronting deficit thinking, as well as dismantling old knowledge frameworks and building new ones provided a clear lens for questioning and analysis during my research.

A principal in Galloway and Ishimaru's (2020) study formed an equity team consisting of members from across the school community to identify and analyze racial disparities in achievement outcomes, school climate, behavioral discipline, student-teacher relations and teacher assumptions and expectations. Though framed as a standalone driver for equitable leadership, ongoing inquiry work on the part of the equity team in Galloway and Ishimaru's (2020) study was integral in their ability to regularly question the efficacy of their practices specifically in relation to equity. The findings of Galloway and Ishimaru's (2020) study revealed that though equity teams engaged data in new ways, there was no systemic impact on how teachers operated, and only individual instances of success were referenced. However, the use of inquiry and teaming as ways for staff to share accountability for equity work compelled me to explore if there are structures which allow for critical consciousness to be enacted collectively.

A thematic finding in Kose's (2009) study was the role of being a transformative cultural leader. One of the competencies was the "relentless reflection on whether personal and school beliefs and actions perpetuated, interrupted, or rectified social injustice within and beyond school" (p. 643). Principals in the study were observed facilitating conversations with staff about achievement gaps, as well as their own unconscious racism and struggles with serving diverse students. Several White teachers in Kose's (2007) study noted that they were more likely to reflect on their identities and interactions with people and students of color as a result of the principal's acknowledgement of their own unconscious racism. The creation of racial autobiographies was named as being invaluable in White teachers' understanding the relevance of race in the lives of their colleagues of color, and the privilege they had in it not being a conscious part of their lived experiences. This inspired me to be mindful of gathering information on the context and lead up work that proceeded the implementation of instructional practice-based training, and more specifically, the degree to which reflective, self-work lived within school efforts.

An assistant principal that was part of Santamaria and Santamaria's (2015) research, observed instruction through a critical lens and noticed that many teachers were competent at teaching most general education students and differentiating instruction for children with physical disabilities, but were unable or unwilling to address the needs of students that had behavioral challenges, were late with assignments, and were not English language dominant; all of whom were African American or Latino. Given the methodological approach of creating cumulative counter-narratives focused

on the actions of principals, the impact of the school leader's effort was not explored as part of the study.

Principals who participated in Gardiner and Enomoto's (2006) study also concluded that deficit perspectives towards students from lower income backgrounds were pervasive amongst their respective teaching staff. However, none of the findings from the study referenced how such noticings were addressed by school leaders. I worked to avoid this type of gap in my study as I tried to understand how school leaders responded to such realities in the process of sustaining adult learning over time.

The leaders discussed in Galloway and Ishimaru (2020) as well as Gardiner and Enomoto (2006) were committed to developing reflexivity in their professional communities, yet the findings showed that such reflective work lacked a bridge to practice. The least impactful approach reflected the technical solution of forming equity teams (Galloway & Ishimaru, 2020). There was little evidence of the mindset training needed to sustain the belief that critical reflection is necessary and transferable across the school. The Santamaria and Santamaria (2015) study highlighted the idea that multicultural leadership approaches accommodate the need for diverse representation in learning spaces, but not necessarily a meaningful disruption of deficit mindsets or pervasive inequitable practices.

Though not always labeled "critical consciousness," most of the leaders that took part in the research evidenced some level of noticing, reflecting, and/or critiquing through the lens of equity prior to committing to action. There was an acknowledgment of unconscious (Kose, 2009; Shields, 2010) as well as deficit (Gardiner & Enomoto, 2006; Shields, 2010) thinking. There was also an understanding of how existing (status

quo) practices were not simply ineffective, but invariably inequitable. Only Kose (2007, 2009) and Shields (2010) delved into the evolution of both beliefs and practices. Although the quality of teaching and learning that resulted from the flexible grouping strategy noted in the Shields (2010) study was not explored, the shift in practice that came from the acknowledgment that the previously existing practice was punitive is a meaningful outcome of critical consciousness thinking. White teachers' assertion that they were likely to reflect on and revise how they interact with students and families of color (Kose, 2007) based on ongoing reflection on their identities as well as the identities found within the communities they serve was another significant result of critical reflection. Given my experience in educational leadership as well as racial equity work, these adaptive, equity-oriented epiphanies that can occur from critical consciousness are imperative in cultivating new knowledge frameworks that can disrupt deficit thinking and inform meaningful actions.

Valuing and Understanding Cultures. At its most basic level, the concept of valuing and understanding cultures is an acknowledgment of not only racial, but cultural heterogeneity as a norm, where all members of school communities come together with social identities that are intact and evolving. In this section of the chapter, I explore empirical research grounded in school leaders' attempts to honor cultural diversity and potentially see it as an asset to teaching and learning, a perquisite in social justice practice intended to impact CR/RT.

In their literature review of scholarship on culturally responsive leadership, Khalifa et al. (2016) noted the need for leaders to embrace and affirm the authentic cultural practices of students. Beachum (2011) asserted that the work of education is

not merely objective but connected to communities and the external society at large. In building on the work of Hiner's (1990) definition of education, Davis (2002) went on to frame education as a process of shaping how others develop a sense of self identity, learn the ways of society and hone ways to own and transmit their culture. She noted that one of the barriers that educational leaders have in engaging in such work is a lack of understanding about the cultures that their students come from. The research reviewed in this study evidenced varying degrees of investment in the cultures of students; from acknowledging them to embracing them as invaluable resources that can inform the processes of teaching and learning. This idea of understanding students' cultures was key in my assessment of conditions and expectations that leaders set for the depth of development in CR/RT that schools engage in.

Cooper's (2009) study presented a principal that promoted students having access to texts written by authors of the global majority, multi-cultural celebrations, acknowledgements of the historical contributions of people of color and more family outreach. Another multicultural-oriented practice of hallway displays was referenced by Gardiner and Enomoto (2006). Student identities were validated by displays in corridors and classrooms that highlighted different languages, skin color and cultural norms. In these schools, deeper iterations of meaningfully honoring cultural diversity were left to the discretion of motivated teachers. In these two studies, representation was a primary driver of how diverse backgrounds were honored. It did not require leaders or staff to do any of the reflective self-work that comes with critical consciousness. These studies informed my need to develop selection criteria for a participant pool vetting process that

support the identification of schools that were engaged in approaches to CR/RT that challenge (pre)existing beliefs and practices.

Two White South African principals determined to integrate their historically White schools were the participants in Jansen's (2006) research. Their view of integration consisted of a commitment to embrace both White and Black cultures, tradition,s and contributions. They were aware of the need to have their actions be perceived as fair and equitable. The changes needed included the racial desegregation of the student body and teaching staff, social integration of students and staff and inclusive curriculum. Leadership profiles, motivations and beliefs were the foci of this study. As such, the impact of their leadership moves was not explored in detail. Though the impact of their efforts were not presented in the study, the beliefs and convictions of the school leaders were essential in addressing racial inequity and specifically disrupting the monocultural systems that had been prevalent in the South African education since apartheid. Uncovering the convictions, motivations and beliefs of school leaders were invaluable in gaining a holistic understanding of their role in setting conditions for ongoing social justice-oriented professional development for staff.

In Kose's (2007) study, a principal exposed his teaching staff to experiences intended to affirm the cultural diversity that existed among the student population. In one example, teachers visited Hmong restaurants, grocery stores, and bookstores in the community that many of their students were from. Another principal encouraged staff to engage with Black, Hmong, or Latino parent empowerment groups. Though not mandatory, some of the teachers who participated in such cross-cultural experiences reported feeling more comfortable with and committed to engaging with students of

diverse backgrounds. Others remarked that it impacted how they interacted with students and developed lesson plans (Kose, 2007).

The acknowledgement of cultural differences was a common theme throughout these studies. Multicultural approaches highlighted by Gardiner and Enomoto (2006) required little of teachers other than acts of representation, with no concerted effort toward shifting beliefs or mindsets. Not surprisingly, this study did not address the level of reflection found in critical conscious approaches to promoting diversity. The research only conveyed the need for teachers to develop beliefs in the capacity for all students to learn without interrogating their assumptions. The study also referenced a principal who focused on socializing immigrant students into the US school system with no acknowledgement of the richness of their cultures, languages, and knowledge (Gardiner & Enomoto, 2006).

The efforts to affirm diversity by facilitating experiences where teachers gain firsthand experience with their students' cultures and communities was impactful for most of those who participated (Kose, 2007). However, these opportunities were not mandatory, and it was not clarified what percentage of teachers from that school took part. Only the students whose teachers prioritized such learning reaped any benefits from the resulting shifts in their practice. This is not a surprising result, and it validated my intention to collaborate with schools that had been engaged in sustained, school-wide efforts that were embedded in the professional expectations of the school.

Mugisha (2013) showed a number of New Zealand principals embracing bi-cultural learning environments that embraced both Māori and Pakeha cultures. These leaders mentored teachers and held them accountable for utilizing Māori cognitive

styles in the planning and implementation of their lessons. Several New Zealand studies presented efforts to integrate Māori values, cultural beliefs, language and rituals into classroom and school culture (Ford, 2012; Mugisha, 2013; Santamaria & Santamaria, 2015). A contextual nuance of this New Zealand effort is that school leaders were supported by a system-wide emphasis on Māori students. The New Zealand Ministry Education's policy document, *Ka Hikitia-Managing for Success: The Māori Education Strategy 2008-2012,* included the statement, "Māori enjoying education success as Māori" (Ministry of Education, 2008, p. 14). This idea embedded in policy asserted the value of schools having a role in Māori children sustaining their culture. This effort came closest to cultural justice as it was a systemic approach that was supported by policy. Its intent was not to replace the historically dominant Pakeha (White) culture, but to create a purposeful balance between the two cultures that served all learners.

The culturally responsive work presented in these New Zealand studies set a remarkably high bar for social justice-oriented professional learning, requiring that teachers learn, understand, and integrate students' cultural norms, values and practices into the design of instruction. It must be noted that subsequent studies (Berryman & Eley, 2017; Hetaraka, 2019) assessing the success of such efforts to center Māori culture and values have questioned their efficacy on teacher cultural competency as well as the daily experiences of Māori students. However, my interests in presenting New Zealand's *Ka Hikitia* work are to highlight the potential for district policy to inform school leader expectations of the implementation of ongoing development and the desired impact on pedagogy.

Addressing cultural differences in the vein of improving the quality of schooling for underserved SoGM was acknowledged in all of the studies referenced in this section. There were participants who were only asked to provide students with resources and environments that reflected aspects of their identity on a surficial level (Cooper, 2009), and those who received ongoing training and support on how to embed cultural values and ways of knowing into their pedagogy (Ford, 2012; Mugisha, 2013; Santamaria & Santamaria, 2015; Smits, 2011). The former is evidence of inequity being addressed through technical strategies. The latter is reflective of more critical conscious, adaptive approaches.

Inclusive Decision-Making. Historically, when referencing inclusion within the context of schooling it pertained to the mainstreaming of students with learning disabilities into general education classrooms. However, the use of the term has evolved to also address other identity markers that typify marginalization on a society level: age, race, class, gender, immigration status (Boscardin & Jacobson, 1997; Dei & James, 2002). Inclusivity practiced through a critical conscious lens is a purposeful response to the prevalence of exclusion; the patterned ways in which students and parents are left out of various opportunities, decisions, and access to resources (Ryan, 2006). At minimum, inclusive decision-making invites those with little to no formal authority to influence organizational decisions. Applied as a tool for social justice, historically marginalized voices are welcomed at the table. When leveraged at deeper levels, it challenges hierarchy and power itself (Quantz et al., 1991).

One principal instituted racially diverse equity teams consisting of members from across the school community, i.e., office staff, teachers, parents, and students in

Galloway and Ishimaru's (2020) study. Though role-based authority was present in the team, it did create opportunities for multiple perspectives and shared decision-making. Another school leader in the same study developed a steering committee composed of administrators, teachers, parents, and others to debrief meetings and strategize next steps. The researchers noted that neither participating principal invited students nor parents to facilitate meetings that they were encouraged to engage in.

The research of Giles et al. (2005) resulted in the identification of five transformative principles. One being the organizational principle. The participating principal evidenced this principle by distributing formal leadership throughout the school via interconnected committees and teams. Committees, which consisted of 60% teachers, 20% aides and 20% parents were charged with mutually agreeing upon improvement goals for the school pertaining to curricula, discipline, parent involvement, morale, and beautification. The study presented no evidence of the effectiveness of the committee work, as the focus was solely on the principal's development of systems and structures.

Policy was to be the intended instigator of shared decision-making in South Africa with the passing of the South African Schools Act in 1996. One of the key interventions mandated that every school have an elected School Governance Board (SGB). Its primary objective was to establish a democratic structure that required the participation of students, parents, teachers, non-teaching staff, and school leaders as partners of the state in education. Some of the functions of SGB included making recommendations in the hiring of teachers, issues pertaining to the school facilities and determining school fees which are the financial contributions made to the school by

families. However, this progressive policy was issued with no investment in training

school communities on how to implement them (Heystek, 2004). Many school leaders,

including those who were Black, not only operated contrary to the expectations of SBG,

but worked to maintain power dynamics and marginalizing practices that existed during

apartheid (Heystek, 2004; Mafora, 2013; Mncube, 2008). It was only in a study wherein

two White male school leaders were invested in going beyond written expectations to

challenge the oppressive status quo that inclusive decision making took hold within

schools (Jansen, 2006).

Principals in Theoharis' (2010) study spoke of staying grounded in and in control

of the overall vision and direction of their schools while embracing the need to empower

teachers and staff in ways that were aligned to social justice. One noted her role was to

protect teachers' ability to make professional decisions from affluent parents. A principal

in Mugisha's (2013) research purposefully included parent and community voices in

determining the cultural agenda of the curriculum. Though not implemented at the time

of the Santamaria and Santamaria (2015) study, a principal discussed his plans to

increase meaningful participation of Black and Latino families by including their voices

in consensus-oriented decision making.

All participating school leaders strived to provide space for staff to have a voice;

yet most did not provide any demographic information related to staff (Galloway &

Ishimaru, 2020; Giles et al., 2005; Theoharis, 2010). It would have been interesting to

know what percentages of staff members represented historically marginalized groups

as it would have informed the degree to which the initiative could be considered a

strategy for social justice as opposed to just one for inclusivity. Aspirations to honor the

potential contributions of parents and students also served as motivations, yet there were virtually no findings that confirmed whether parents and/or students were meaningful contributors to decision making processes (Galloway & Ishimaru, 2020; Giles et al., 2005; Heystek, 2004; Mafora, 2013; Mncube, 2008; Theoharis, 2010). As such, associational justice (Gewirtz & Cribb, 2002) was not evidenced in the research reviewed.

The empirical studies discussed in this section all explored the intention to enact decision making processes that included those beyond formal leaders without relinquishing the power that comes with their positional authority, which is not required by most of the social justice leadership styles. The fact that there were no examples within this literature review of inclusive approaches that challenged established hierarchy or power highlights a gap for further research. The degree to which school leadership is shared or delegated within schools taking part in my study were explored as well as how such inclusivity supported development in CR/RT.

Developing Staff. Several of the empirical studies referenced professional learning and increasing staff capacity as strategies for social justice in schools (DeMatthews, 2015; Galloway & Ishimaru, 2020; Giles et al., 2005; Kose, 2007; Mugisha, 2013; Theoharis, 2007; Wang, 2018). In the cases where the content of such training was noted, the two most frequently cited topics were related to building critical consciousness and supporting CR/RT.

The principal's role in the professional development for social justice was the focus of Kose's (2007) study. In his discussion centered on the transformative learning leader, he explored practices related to fostering the development for social justice on

both the teacher and organizational levels. Teacher focused learning centered on the integration of social identity development and subject matter mastery, balancing inside and outside expertise and differentiating support based on teacher need. Work on social identity development consisted of mostly White teachers writing racial autobiographies and understanding their racial identities in relationship to those of their students. Kose observed a staff meeting at one school where teachers discussed multicultural education, and at another the concept of teaching with a world view was explored.

Galloway and Ishimaru (2020) studied the efforts of two principals who prioritized professional learning focused on equity by perpetually reflecting on practices through an equity lens and building the capacity of staff to engage in race-explicit conversations. The principals in Shields' (2010) study both discussed the deconstruction of old knowledge frameworks and replacing them with new frameworks of inclusion and equity. One of the principals organized community walks of the neighborhoods that many of their students resided in and discussed the assumptions and fears that were associated with the communities. The other principal conducted sessions where staff reflected on the inequitable systems within the school and developed new redistributive principles grounded in equity, for example being strategic with how more experienced teachers were assigned in relation to students with learning challenges.

Accept, accommodate, and affirm were the three themes that informed the annual training that a principal conducted for her teaching staff (Normore & Jean-Marie, 2007). Her intention was to deepen instructional strategies that reflect ethnic awareness, student contributions and varying learning styles. Another principal participating in the study formed teacher study groups on such topics as Black student

achievement, Hispanic English language learners and ninth grade intervention in the hope of developing specialized skill sets in supporting individual student needs. The phenomenological methodology utilized in this study relied exclusively on the perspectives and stories of the participating female principals. As a result, there were no findings that explored the impact of these professional learning structures on teacher practice.

School leaders who participated in New Zealand-based studies led staff in the development of culturally responsive teaching practices to meet the needs of Māori students and families, as well as their tribal affiliations (Ford, 2012; Mugisha, 2013; Santamaria & Santamaria, 2015).

Wang (2018) interviewed 24 school administrators to uncover their perspectives on social justice practice. In his discussion on developing people for social justice, participants acknowledged the need to hire and recruit staff that possessed social justice values, encourage staff to take risks and implement new ideas, empower teachers to work collaboratively toward shared goals and cultivate leadership within their staff.

One of the injustices that principals worked to disrupt in Theoharis' (2010) study was "deprofessionalizing teaching staff." Two of the four strategies leveraged across the participating principals were addressing issues of race and providing ongoing staff development focused on building equity. All six of the participating principals conducted staff-wide discussions intended to examine personal beliefs and experiences with race. With predominantly White staff, they noted the need to move beyond tolerance toward an acceptance of diversity and understanding of how race impacts everyone's lives.

Strategies included discussion groups, book talks, responsive conversations to racial incidents within their community, and establishing ground rules for conversations around race. The data collected in the study were gathered via autoethnography and interviews with school leaders. The focus was on the establishment of structures and reflections on practice. As such, there was not sufficient evidence of the impact of these professional development experiences on the staff participants.

With their foci on school leadership, several studies relied significantly on the self-perceptions of principals (Galloway & Ishimaru, 2020; Normore & Jean-Marie, 2007; Santamaria & Santamaria, 2015; Theoharis, 2010; Wang, 2018). This resulted in there being little in the findings that addressed the impact of their efforts on their school communities. Across these studies, CR/RT was either a stated content of professional development or could easily be included given its alignment with values prefaced by participating school leaders.

Discussion of SJSL the Literature

From a scholarly perspective, I appreciate the focus on school leaders' dispositions and actions as described in the studies. Understanding their "why" as informed by a commitment to combating inequity was useful in understanding their motivations. The need to tell the story of the leader and avoid measuring highly contextual social justice approaches may have informed an aversion to numerical data.

As a practitioner, I continually found myself wondering about the degree to which the leaders' approaches worked, and specifically—what was the impact on the quality of lesson planning, lesson execution and/or student learning? Some presented specific leadership moves that can inform initial action steps for those who wish to implement a

similar strategy in their schools, yet school leaders consuming this research need more holistic examples. The studies that provided such levels of depth were Shields (2010), Kose (2007), and a few of the New Zealand based studies that looked at culturally responsive leadership and pedagogy (Ford, 2012; Mugisha, 2013). Without a sense of whether strategies resulted in teacher growth/improvement, the research prompts more thinking than action.

My activist inclinations question the varying degrees to which the social identities of researchers, participating school leaders, school staff and students were acknowledged. Specifically, the racial/ethnic identities of teaching staff were absent in most of the studies. This is an interesting omission as the rationale for, as well as the approach and resistance to social justice efforts are undoubtedly informed by those who contribute to them and what they bring to the experience as professionals with social identities. Therefore, in this study I paid attention to the ways in which the social identities (in particular racial identities) of both school leaders and their staff informed how development in CR/RT was implemented and sustained.

The Role of Professional Development in SJSL

The literature shows that principals played various roles in social justice-oriented professional development including conducting trainings and forming study groups (Mugisha, 2013; Normore & Jean-Marie, 2008), facilitating discussions (Theoharis, 2010), and coordinating community walkthroughs (Shields, 2010). Galloway and Ishimaru (2020) acknowledged efforts of participating principals to not only form teams but share power and decision making across them.

Though professional development was a patterned approach for social justice-oriented school leaders, little specificity was provided as to how the professional development was implemented. The lack of depth found across the literature reignited my initial interest in the adaptive work school leaders could engage in intended to impact the mindsets of staff. Kose (2009) discussed social identity development, and Murtadha-Watts & Stoughton (2004) named cultural mirroring and addressing cultural bias. Yet even when the topics used to address staff mindset and beliefs were named, the manner in which teachers were engaged in such learning, as well as the effect of these trainings on teacher practice were rarely referenced.

The article which resonated most with my research interests was Kose's (2009) study. In it, he conducted a literature review focused on the role of principals in the development of social justice teacher practice. He then engaged in an in-depth qualitative multiple case study of three principals committed to developing their staff in approaches to schooling through the lens of social justice. Over 40 semi-structured interviews were conducted across staff with various roles in the schools. In analyzing findings from this study, Kose (2009) emphasized the descriptor "transformative" based on the work of Shields (2004) who proposed transformative leadership as being committed to moral and ethical values with the intention of advancing society. Kose (2009) gleaned that transformative school principals "promoted professional development for equity, diversity, and social justice, particularly in relation to socially just teaching and socially just student learning" (p. 638). His discussion explored practices related to fostering the development for social justice on both the teacher and organizational levels. Teacher focused learning centered on the integration of social

identity development and subject matter mastery, balancing inside and outside expertise and differentiating support based on teacher need. Work on social identity development consisted of mostly White teachers writing racial autobiographies and understanding their racial identities in relationship to those of their students. The findings from the literature review and multiple case study informed the creation of an emergent framework for the Principal's Role in Professional Development (PRPD) for social justice consisting of five roles (Table 2.1).

Table 2.1

Kose's (2009) Emergent Framework for the PRPD for Social Justice

Principal's role	Practices
Transformative visionary leader	· Developing and communicating a transformative vision · Establishing concrete school goals
Transformative learning leader	· Fostering teacher development for social justice · Promoting organizational learning for social justice
Transformative structural leader	· Creating formal learning teams · Structuring an inclusive service-delivery model · Organizing common work, time, and space · Distributing internal resources
Transformative cultural leader	· Fostering collaborative learning · Promoting collective responsibility for all students · Connecting schools with social justice
Transformative political leader	· Maximizing external resources and opportunities for professional learning · Building school-wide support for change decisions

Note. Adapted from "The principal's role in professional development for social justice: An empirically based transformative framework" by B.W. Kose, 2009, *Urban Education, 44*(6), p. 639. Copyright 2009 by B.W. Kose.

Transformative Visionary describes a principal's ability to effectively communicate a vision and mission to varied stakeholders that addresses the importance of eliminating inequities and promoting the success of all students by especially serving, affirming, and maintaining high expectations for those who have been traditionally marginalized. (Capper & Frattura, 2008; Riehl, 2000; Schaffner & Buswell, 2004; Scheurich & Skrla, 2003). In addition, there are school goals tied to this vision to guide professional learning efforts.

Transformative Learning Leaders invest in teacher development through deepening their content area expertise while also committing to social identity development. Exploration of the latter consists of reflecting on one's own identity while also learning how to affirm others'. It also includes learning how to teach students about social justice, diversity, and the benefits of both. Expertise of those within the community as well as external sources of knowledge are intentionally leveraged. There is a commitment to growing all teachers with professional development that is differentiated to meet varied needs, ability, and curricular subjects with an emphasis on encouraging job-embedded learning (Kose, 2009). Principals invest in a systemic approach to professional learning, building school-wide coherence across grades and subject areas as it relates to instruction, data collection and analysis, and when appropriate, curricula and assessment; all through the lens of social justice (Kose, 2009). Lastly, there are formal and/or informal means to evaluate the quality and effectiveness of professional learning, specifically by gathering feedback from teachers (Kose, 2009).

Transformative Structural Leaders foster the conditions for professional learning by providing resources such as time allocated to planning and development, instructional materials, technology, personnel, finances, and incentives (Birman et al., 2000; Bredeson & Johansson, 2000; Leithwood, 2014; Lindstrom & Speck, 2004; Loucks-Horsley et al., 2009; Newmann et al., 2000; Tallerico, 2005; Youngs & King, 2002). Specific approaches include the formation of formal teams with clear purposes and goals, and strategic scheduling of teams, space, assignments, and professional development.

Transformative Cultural Leaders move beyond collegiality and positive relationships toward trust building, risk taking, ongoing reflection, collaborative learning, mutual accountability, and continuous improvement (Birman et al., 2000; Blasé & Blasé, 1999; Bredeson, 2002; Bredeson & Johansson, 2000; Leithwood, 2014; Lindstrom & Speck, 2004; Loucks-Horsley et al., 2009; Tallerico, 2005; Youngs & King, 2002). There is also ongoing reflection on how beliefs and actions perpetuated, disrupted, or addressed social justice within and beyond the school (Kose, 2009). This aspect of transformative cultural leadership is most aligned to the concept critical consciousness (Beachum, 2011; Galloway & Ishimaru, 2020).

Kose (2009) isolated political leadership as being concerned with building collective investment in change decisions related to professional learning. This work requires clarity on the rationale for change and who initiates it. Building support can require strategic use of messaging conveying school-wide challenges, pacing (of implementation), and relationships. It also includes the ability to maximize external resources in support (Kose, 2009) and implies the use of vision, goals, student data, to

clarify the needs for professional development (Bredeson, 2002; Halverson, 2007; Knapp et al., 2003; Tallerico, 2005).

In outlining the five roles principals can take in implementing social justice-oriented professional development, Kose (2009) provided a viable starting point for naming the conditions needed for ongoing CR/RT staff training in schools. However, the context of this study leaves room for further exploration of this framework. All three principals were White women with predominantly White staff and student populations. In addition, Kose focused solely on the singular role of the principal. In this multiple case study, I intentionally sought participating leadership of diverse racial backgrounds that lead multiracial staff in schools that served student populations that are SoGM. I also acknowledged leadership, regardless of the titles of those who embodied it.

In-Service Training in CR/RT

This research study is an exploration of how social justice-oriented leaders create and sustain ongoing, impactful professional development for their teaching staff. To capture impact, it must be clear what is being positively affected by professional learning. To this end, this study is grounded in CR/RT given its alignment with the intentions of social justice.

There is no singular definition for CR/RT, nor a prominent approach to its implementation in schools. However, this study embraces it as a viable pedagogy for social justice. The quality of the CR/RT training is not investigated. This section of the literature review explores research on how CR/RT in-service professional learning can live within school communities. I seek to understand what decisions are informing ongoing, impactful, sustainable professional learning experiences for classroom

teachers. School leaders are implicated in this inquiry, and I hope to glean the roles they have in maintaining adult learning in CR/RT for their teaching staff. My hope is to identify existing approaches to CR/RT development that can support the collection and analysis of qualitative data provided by school communities in my study.

The literature selected consists solely of empirical research pertaining to in-service professional learning in CR/RT. My quest for resources revealed numerous articles on certification and degree programs that included CR/RT courses for aspiring/pre-service teachers. Significantly fewer focused on practicing (in-service) teachers. Seven qualitative studies were identified that met the criteria of CR/RT professional learning for K-12 in-service teachers. One was eliminated because it was an extension of a university education program focused exclusively on induction. The teacher participants for all six remaining studies came from various schools across school districts. Given that my hope was to explore school-wide approaches to CR/RT professional learning, I would need to glean the efforts of school communities and their leaders to support and sustain this work. In addition, my summaries will focus on the modalities used to facilitate professional learning, and the degree to which they influenced the participants in any way. My analysis focuses on the transferability to school leadership.

In four of the studies, teachers engaged in external programs to deepen their CR/RT mindsets and/or skills (Brown & Crippen, 2016; McCormick et al., 2013; Mellom et al., 2018; Voltz et al., 2003). Science Teachers are Responsive to Students (STARTS) PD program was developed to prepare high school life science teachers to create and implement innovative, culturally responsive instructional materials. Brown

and Crippen (2015) studied the experiences of five teachers as they engaged in the six-month program. The learning was job-embedded, as the outputs of the program were to be used in actual instruction. Teachers worked in professional learning communities (PLCs) to engage in lesson studies focused on their ability to collect data on student learning, analyze them and use what they learned about their students' needs to revise lessons. After completing a lesson study cycle, teachers would complete reflective practice protocols to support the learning of how students' backgrounds were incorporated into instruction. Curriculum topic studies served to deepen participant science content knowledge. Professional growth tasks required teachers to select three pedagogical topics, integrate them with culturally responsive approaches and create action plans outlining how they could be implemented in their classrooms. In-person Saturday Collaboration Sessions were the sites of lesson idea brainstorms, best-practice shares, designed innovative instruction as well as for opportunities for Brown to teach and model culturally responsive instructional practices. Learning culminated in capstone projects that were culturally responsive science units.

Strengths of the STARTS professional development were evident in participants' ability to critically reflect on their practices, deepen their understanding of students' learning needs, develop responsive instructional strategies and identify science topics relevant to their students. The findings also showed that teachers did not gain sufficient facility with incorporating student backgrounds into core science ideas.

Saturday Collaborative Sessions were the optimal learning spaces for participants in the study, posing a logistical challenge for how this could be integrated into a teacher's professional work week. However, the types of activities that teachers

engaged in during that time such as lesson planning, best-practice shares and the modeling of (culturally responsive) instructional practices are aligned with how teachers could be directed to use non-instructional professional time during their workday. The article made no mention of how job-embedded efforts were supported at school sites. It is likely that teachers received little to no coaching and had to wait until the convenings of PLCs to reflect collectively and provide collegial feedback. These findings motivated me to inquire about the types of activities teachers are expected to engage in during planning, grade and/or departmental meetings that relate to CR/RT.

McCormick et al. (2013) researched how the year-long Project REACH (Reclaiming Educators' and Children's Hope) impacted both pre- and in-service teachers' approach to teaching diverse students. The 270 K-5 teachers, along with 49 elementary interns assigned to participating schools, engaged in weekly books studies, book talks by the author, and met periodically to engage in conversations about awareness and practices related to teaching diverse students. The findings pertaining to the in-service teachers reflected their understanding of the relevance of out-of-school variables that can impact student performance and behavior in school, resulting in more empathy. The belief that all students can achieve, the need to discover and work with children's learning styles, and the importance of understanding the cultures of their students were all acknowledged as key learnings of in-service participants.

It was noted that the weekly book studies took place in small group grade level meetings facilitated by grade team leaders as well as through large group faculty meetings facilitated by school principals. This process clarifies the principals' role not only as a facilitator, but also in ensuring that staff have dedicated time during grade

team meetings to engage in this specific work. In addition to professional expectations, this study brings up the question of what expertise, if any, the school leader brings to the implementation of teacher learning.

A grant funded Instructional Conversation Project was the focus of a study conducted by Mellom et al. (2018). Their intent was to discover how the project would impact teacher attitudes and practice. Participants were from a school district that was in the midst of a significant increase in English Language Learner (ELL) Latino students. The two-year study consisted of a "practice" year followed by an "experimental" year when student data was collected. The treatment group received regular in-person training and coaching in the instructional conversation (IC) pedagogy in year one and monthly check-ins in year two. The IC pedagogy was designed to develop teachers' ability to produce jointly with students, develop language and literacy across the curriculum, connect school to students' lives, teach complex thinking and teach through conversation. Findings from this study were consistently non-conclusive, though the researchers claimed that the intervention of IC pedagogy "can seem to mitigate negative attitudes over time" (p. 106). Participants from both the control and treatment groups evidenced awareness of students' use of English and their home languages in and out of school as well as an ignorance of student language use. Similarly, there were those from both groups whose interaction with their ELL students changed over the course of the year, and those that did not. In general, there was a noted increase in the treatment groups' interaction/engagement with ELL students.

The description of the project as well as the findings of the study seem to suggest that the intention of shifting teacher attitudes was through a focus on strategies

on how to engage students and data. Yet there was no apparent effort put into addressing the mindsets of teachers, hence there being inconsistent impact given the goals of the project. This study validated the need for selection criteria that avoided schools that directed teachers toward the implementation of practices before dedicating time for mindset work.

Samuels (2018) collected qualitative data from over 200 K-12 teachers during a four-month period to explore perceptions of CR/RT in a large urban school district. Participants experienced two three-hour sessions; the first provided a foundational understanding of cultural responsiveness as a theoretical framework and pedagogical practice. Emphasis was put on cultural responsiveness not merely as strategies, but also as a mindset that informs class climate and culture. During the second session, teachers individually read research about the implementation of CR/RT in classrooms. After time to reflect on their own, they were divided into focus groups of four or five and engaged in discourse on how CR/RT could be implemented in K-12 classrooms. Analysis of participant responses showed that teachers agreed on the benefits of CR/RT in several areas including relationship building, inclusivity as well as affirming and validating diverse perspectives. Teachers as learners and facilitators and the deepening of student voice were named as key variables that could inform meaning shifts in class cultures. Perceived challenges to the implementation of CR/RT included time and resources. One of the biggest concerns was teachers' ability to navigate controversial topics, specifically when teachers did not share social identities and/or experiences (as with race), or when the choices and lifestyles of a group conflict with the values of the teacher. One participant cited their Christianity inclined them to

disapprove of the lifestyle of the LGBTQ community. Others shared concerns with managing inter-student conflicts that may arise during discussions. The need to reflect on one's own biases and the discomfort that comes with that was also raised as a potential hindrance to the successful implementation of CR/RT. Based on these findings, Samuels asserted the need for spaces where teachers can reflect on their practice and examine their own biases.

In addition to school leaders providing spaces for staff to reflect on their biases, the findings from this study also suggest the need for ongoing support with teacher discomfort in dealing with conflicting ideologies or controversial topics that may come up in class. Adult learning in getting teachers to understand and acknowledge their positionality would also be relevant given the teacher concerns that came up in the study. Another issue presented in the study goes beyond readiness and delves into willingness. In my research, I inquired about how school leaders dealt with resistance.

Te Kotahitanga is the name of the professional development program in New Zealand focused on improving Māori student outcomes by repositioning the relationships between them and their teachers. A response to the traditional technical-rational approaches to adult learning where experts impart skills and understandings to teachers for use in the classroom, this co-construction model acknowledges students as experts in what is best for them. Hynds et al. (2011) conducted a case study on Te Kotahitanga with 150 teachers (both Māori and non- Māori) across 22 secondary schools. Participants experienced an induction workshop in culturally responsive pedagogy of relations which included reading student narratives about relationships with teachers. Facilitators provided on-site support to teachers through classroom

observation and feedback, co-construction teacher team reviews and planning as well as individual show-coaching. Teacher reflections on their learning included an awareness of shifts in biases and assumptions; the importance of getting to know students' interests, prior knowledge, and experiences; the role of student voice in co-constructing learning and behavior strategies; and the design of learning experiences where students learn from and push one another.

The key role of professional learning facilitators or coaches in providing ongoing support to colleagues is a function that school leaders would need to prioritize within staffing structures. In my study, I explore how teachers receive feedback and coaching and to what degree this type of support and development is provided by those both with and without formal authority. In addition, this article compelled me to be open to qualitative data aligned with the idea of co-construction, particularly as training gets sustained over time.

Impact on Teachers

As noted earlier, this study does not analyze the quality of professional development described in the research presented. However, this section strives to glean the impact that studies referenced in this chapter had on teacher practice. The value of the literature review lies not in the success of professional development efforts, but in understanding the purpose of and approach to social justice professional learning, as well as the intended outputs.

Two of the included empirical studies explored teacher attitudes and perceptions related to the benefits and/or feasibility of CR/RT without addressing implementation or practice (McCormick et al., 2013; Samuels, 2018). Samuels (2018) explicitly noted the

role of mindset in the training of teachers without exploring the actions that can come from such work. It is likely that this intentional prioritization of conceptual understanding of CR/RT over implementation is what allowed challenges related to teacher beliefs and values to surface.

The key learnings and understandings which came out of Project REACH (McCormick et al., 2013) are the importance of knowing students' learning styles, cultures, and lives outside of schools resulting in meaningful levels of empathy and the belief that all students can learn. However, without researching how these perspectives translated into practice, it was unclear whether the new attitudes withstood the challenges of implementation. The selection of participating schools that had experience with both teacher mindset and practice was extremely important to the generation of thoughtful findings related to leadership condition setting.

The lack of movement in the mindsets of special education teachers who participated in the CRISP Project may be a product of their experiencing the learning provided as being redundant with their training in teaching students with learning challenges. Whereas general education teachers may have perceived the content as new learning. It is also possible that special education teachers serving high needs student populations may have had difficulty reconciling the possibilities presented in the project with their lived realities in the classroom. As a result, deficit thinking may likely have been at play informing thoughts of "This won't work with my students," or "These students can't…" General education teachers, having not worked with a high concentration of students with learning challenges, may have experienced more optimism in regard to feelings of preparedness given that they had not transitioned to

implementation as part of the study. Inquiring with school leaders about which "types" of teachers were more or less resistant, and what leadership moves were enacted to address them is a compelling aspect of this work that I was attentive to.

The STARTS PD Program also ventured to move teachers toward CR/RT by developing skills. In this case, the focus was on curricular planning and resource development. Collaborating in PLCs intent on engaging student data in new ways, lesson and curricular topic studies and tasks purposefully designed to integrate CR/RT approaches into learning experiences all provided teachers with opportunities to learn by thoughtfully engaging in instructional planning. Another key feature that supported mindset development was the structure for reflection. This was absent in the IC Project which had a relatively homogeneous participant population. The five participants in the Brown and Crippen (2015) study were all female and represented multiple ethnic backgrounds. The student populations across schools identified as Latino, Haitian, Black, White, Asian, and multi-racial.

Hynds et al. (2011) had the most tangible and meaningful impact of teacher practice following adult learning processes that centered members of the historically marginalized communities that the teachers served. This idea of teacher development being informed by community members and/or students was highly culturally responsive (Alaska Native Knowledge Network, 1999; Belgarde et al., 2002; Bishop et al., 2009; Hynds et al., 2011).

The research provided valuable context for how to approach impact as a criterion for school selection for participation in my study. The need to prioritize not only shifts in practice but also in mindset was confirmed. Delving into the importance of both

compelled me to understand how much mindset work was done before implementation began.

Potential Implications for School Leaders

Of the studies included in this literature review on CR/RT professional learning for in-service teachers, only one (McCormick et al., 2013) made a direct reference to a role for school leaders in supporting the development of their staff. This is in part a result of the fact that none of the studies centered on a specific school-wide effort and instead were district sponsored opportunities. My analysis of qualitative data collected from participating schools in this study aggregated the approaches, learnings and contexts and made sense of them through the decision-making discretion that most school leaders have.

In three of the studies reviewed (Brown & Crippen, 2016; McCormick et al., 2013; Samuels, 2018), the expertise that informed in-service teacher learning came from outside of the walls of participating schools. Author talks, lectures and demonstrations mostly in partnership with universities, served as key modes of foundational conceptual learning for participants. Budget and time were the key considerations here for principals, as well as the need to ensure that the most effective external consultants and resources were identified.

Table 2.2 lists the skills that were prevalent across the studies. The two skills that appeared in the most studies are connecting school to students' lives and engaging the learning needs of diverse students.

Table 2.2

Most Prevalent Content for In-service Teachers in CR/RT

Skills	Studies by authors
Awareness building regarding serving students of diverse backgrounds*	Fickel (2005), McCormick et al. (2013)
Reflect on biases*	Hynds et al. (2011), Samuels (2018)
Connect school to students' lives	Brown & Crippen (2016), Fickel (2005), Hynds et al. (2011), Mellom et al. (2018)
Engage the diverse learning needs of students	Brown & Crippen (2016), McCormick et al. (2013), Voltz et al. (2013)
Collaborate with families from diverse cultures	Fickel (2005), Voltz et al. (2013)
Incorporate student background into lesson design	Brown & Crippen (2016), Fickel (2005)
Deepen content knowledge	Brown & Crippen (2016), Fickel (2005)
Co-construction with students	Hynds et al. (2011), Mellom et al. (2018)
Relationship building	Hynds et al. (2011), Samuels (2018)
Affirming and validating diverse perspectives	Fickel (2005), Samuels (2018)
Creating collaborative classroom environments that honor student voice	Fickel (2005), Hynds et al. (2011)

*Content that reflects purposeful learning related to participant mindset.

Non-instructional time, referred to as preparation (prep) periods in NYCDOE public schools is provided to most pedagogues throughout their work week. School leaders have the discretion to guide, and in some instances mandate, how prep periods are used. The list below includes activities that participants in the research engaged in, however not necessary during their work week. With the appropriate structures,

expectations, and training, any of these professional activities could be effectively embedded into a teacher's work week.

- professional learning communities

- data analysis/lesson studies

- Reflective Practice Protocols

- best-practice shares

- model culturally responsive instructional practices

- book studies

- planning with school-based teams

- conversations and discourse

I was purposeful to discern which professional activities were utilized in schools participating in this study.

Another strategy for in-service teacher support in CR/RT was on-site training and coaching (Hynds et al., 2011; Mellom et al., 2018) and classroom observation and feedback (Hynds et al., 2011). These job-embedded forms of pedagogical support exist in most schools. As an external researcher, I was very invested in understanding what expectations and structures might be in place to develop instructional practice in an ongoing manner.

Positioning This Research

In this chapter, I have presented the concept of social justice-oriented school leadership and acknowledged it as an approach to address systemic equities that exist within schools. I have identified a framework for the principal's role in professional development for social justice (Table 2.1). I used it as a starting point for my research,

however, the context for its creation lacked the realities of racial diversity and focused solely on the principal. I modified the framework based on the literature in this chapter, as well as my findings. All modifications fall within the parameters of being transformative, particularly as defined by Foster (1986), as they support the critique of oppressive conditions and decisions on how to change them.

There is theoretical research on social justice-oriented school leadership (including culturally responsive leadership) which acknowledges the importance of developing staff toward culturally responsive practice, but it is accompanied by limited empirical studies which do not provide robust descriptive accounts of the decisions made to develop and sustain such training. The impact on the practice of participating staff members is also rarely referenced. In addition, there is ample theoretical literature on approaches to CR/RT. However, most of the empirical studies on the training of in-service teachers in CR/RT focus on district wide initiatives; with insufficient research focused on school-wide efforts. As a result, the explicit role of school leadership in implementing and sustaining school-based training in CR/RT is under researched. With this, my study focuses solely on school-wide initiatives, where impact is evidenced across grades and subject areas, and success is indelibly linked to the decisions and actions of school leadership. In the next chapter, I will share the research method that will be used to conduct the study.

CHAPTER III: METHODOLOGY

Introduction

The purpose of this study was to explore how leadership was enacted in school

settings to ensure that in-service teachers received impactful, ongoing support and

development in culturally responsive/relevant teaching (CR/RT) practices. CR/RT was

used to serve as a proxy for any social justice-oriented approach to schooling that

purposefully replaced practices that consistently underserved and/or harmed SoGM.

Approaches to CR/RT professional development that yielded a clear impact on the

instruction were prefaced. This multiple case study of two urban schools surfaced

perspectives from school leaders aligned to the following research questions:

- What is the role of leadership in setting the conditions for sustained and
  impactful teacher development (in CR/RT)?
- What roles do those other than the principal play in leading this work?
- How does this effort evolve in the context of a multi-racial teaching staff?

Theoretical Rationale for Methodology

Qualitative research embraces knowledge as a lived experience in context that

can be understood via inductive or theory generating inquiry with as little disruption to

the natural setting as possible (Merriam, 1998). It seeks to holistically understand real-

world problems by collecting rich narrative data (Moser & Korstjens, 2018). Merriam

(1998) also shared three orientations to qualitative research, and two are germane to

my topic: interpretive and critical. Interpretive research within education sees it as a

process and school as an experience. Within the orientation of critical research,

education is considered "a social institution designed for social and cultural reproduction

and transformation" (Merriam, 1998, The three orientations of research, para. 2). This study assumed that schools are socio-cultural institutions that enact processes, policies and practices that impact and have the potential to transform all members of their communities. This study explored the role of social justice-oriented leadership in implementing impactful professional learning in CR/RT by assuming a constructivist stance; valuing the perspectives and lived experiences of school leaders, both formal and informal.

A review of the various types of qualitative designs helped confirm case study as the most appropriate methodology for my research. Ethnographic studies delve into socio-cultural context (Simons, 2009) at a level that is deeper than my interest. Findings tend to reveal patterns of behaviors, language and actions in a cultural group over time (Creswell & Creswell, 2017). Their focus on theories of culture (Bogdan & Biklen, 1997; Merriam, 1998) as opposed to leadership did not serve my research interest. As I was not concerned with determining the value of a program or project that defined a case (i.e., CR/RT training for in-service teachers), evaluative design was also not a good match. My desire to explore the perspectives of not only the school principal, but other relevant leaders as well lended itself to narrative design, however that required a holistic view of the lives of participants as well as embracing the structure of story as a key feature of the research (Creswell & Creswell, 2017; Treloar et al., 2015). My investment in leadership stories was specifically within the context of developing, implementing, experiencing and reflecting on school-based adult learning of CR/RT. A phenomenological approach would require that I contemplate the meaning that the study's participants make of a shared experience (Creswell & Creswell, 2017; Van der

Mescht, 2004), whereas I was concerned only with the leadership choices that led to their development in CR/RT. Critical participatory action research is a collaborative process typically initiated within the participating community and emphasizes the voices of the historically marginalized (Fine, 2018; Fine & Torre, 2019). However, this study was not intended to center marginalized perspectives. In addition, maintaining an outside researcher's stance better positioned me to engage in cross case analysis. Grounded theory, also informed by the perspectives of participants, is designed to develop an abstract theory of process, action or interactions (Creswell & Creswell, 2017). In this study, I built on an emergent framework (Kose, 2009).

Of the types of qualitative research, case study was best suited for my inquiry as it explores multiple perspectives of a particular project, policy, institution, program or system in a 'real life' context (Simons, 2009; Yin, 2009). In understanding the role of social justice-oriented school leadership as it related to the professional development of teachers, I looked to engage those responsible for key decisions related to the trainings as well as implementers. Case study is an ideal methodological research design when interested in process (Merriam, 1998). Reichardt and Cook (1979) offered a definition of process in the context of case study research as causal explanation; where one discovers or confirms the effect of a treatment. In my research, though there was no traditional "treatment," my intention was to discover the effects of school leaders' decisions and actions on the evolution of teacher practice toward CR/RT.

Case study has been a prevalent methodological approach in education since the early 1970s, covering topics related to students, teachers, schools, programs, policies and more (Merriam, 1998). In these instances, as with most case studies, cases

were defined as being bounded by time, activity or context for the sake of clarity and feasibility (Creswell, 2013; Stake, 1995; Yin, 2009). However, Bartlett and Vavrus (2016) challenge this idea with their Comparative Case Study (CCS) approach which identifies three different axis' of comparison (horizontal, vertical and transversal) which can expand the parameters of relevance to the case and avoid stagnant and essentialist ideas in favor of embracing context as always changing. Aspects of the heuristic nature of CCS were valuable in how it opened the possibilities for comparing, contrasting and therefore understanding. For this study the horizontal axis allows for acknowledging the evolution of a case over time, while the vertical axis supports cross case comparison. The transversal axis was not utilized.

The identification of case study as my methodology helped clarify my desire to understand processes as opposed to outcomes. This was reflected in my problem statement which pointed to the need for descriptive accounts of decisions made and how implementation occurred. This was also evident in the phrasing of my research questions which alluded to setting conditions, responding to evolving contexts, leading and the evolution of efforts. The need to gather the perspectives of participants, a key feature of case study (Simons, 2009; Yin, 2009), informed the use of interviews as the key feature of data collection. Findings were generated through thematic analysis of qualitative data, a common approach to interpretive research (Merriam, 1998).

Positionality as a Researcher

Qualitative research requires humans to serve as collectors and interpreters of data as well as tools for fieldwork and reporting (Merriam, 1998; Simons, 2009). Our ability to make meaning of other human interactions while being mindful of context is

invaluable. To enact this role, the study was conducted using interpretive epistemology. My professional experience as an educational leader, both on the school and district level who is also steeped in racial equity work positioned me to build on Kose's (2009) Emergent Framework for the Principal's Role in Professional Development (PRPD) for social justice.

I was a founding principal of a NYCDOE high school before taking roles as a central administrator. One of the NYCDOE offices that I led had the function of conducting school evaluations. This experience positioned me to engage school communities in ways that they are familiar with as part of the School Quality Review process which required interviews with leaders, the collection of artifacts, and the interpretation of qualitative data to yield findings. I also led an office charged with providing pedagogical resources and trainings to the system at large. CR/RT was embedded in most of our work and this office was at the forefront of the central DOE's effort to support CR/RT across the system. Lastly, as a leader of CR/RT within the central office, I collaborated with external advocates to get the DOE to formalize its commitment to CR/RT. None of my work within the DOE put me in ongoing or meaningful contact with any schools that have successfully implemented CR/RT.

I have a deep personal investment in the potential for CR/RT to counter the historical and ongoing whitewashing of education (Sandoval et al., 2016) as well as the current effort of conservative politicians to ban instructional content and materials that center race and socially progressive perspectives (Kim, 2022). My contribution to discourse is grounded in my commitment to surfacing the leadership mindsets and actions needed to introduce, develop, and deepen CR/RT (as well as other social

justice-oriented approaches) practice within schools over time. These are the topic aligned values that I brought to this research. To conduct an effective study, my actions reflected those of an external researcher who engaged transparently with school leaders responsible for informing and/or sustaining structures and expectations for professional learning in their schools. My goal was not to prove the effectiveness of CR/RT, but to tell the stories of those who have implemented ongoing professional development in CR/RT.

Research Design

Identifying Collaborating Schools and Leaders

I focused my search to find two partner schools in a specific borough within the NYCDOE. I chose New York City's public school system for practical reasons. As a former NYCDOE principal, I was familiar with the professional eco-system and the variables informing school leadership including a powerful teachers union, mayoral control, and the diversity that comes with being the nation's largest public school system. Within the last 10 years, borough-wide leaders were named. I chose a particular borough as my pool for potential partnering schools because it was once led by a woman of the global majority that had a strong commitment to racial equity and CR/RT. Though the role was discontinued with the election of a new mayor, my hope was to identify schools with leaders who embraced her district-wide priority, using resources and opportunities made available to them during her tenure to build systems and expectations that resulted in CR/RT to persist to the present.

I used purposeful or criterion-based sampling as it allows researchers to use a list of essential attributes which reflect the purpose of the study, to identify cases (Merriam, 1998).

The criteria for inclusion were:

- Schools must serve a student population that is majority of color and consist of a staff that is racially diverse.

- Schools must be in at least their second year of an established, sustained, school-wide commitment to CR/RT, and the current principal must have been in place for that time.

- Professional development must have informed notable shifts in the teacher's approach to pedagogy over time (impact).

School level demographics from NYCDOE public schools are accessible online (see APPENDIX E). Schools that had a SoGM population of at least 60%, and a teacher of the global majority of at least 35% satisfied this criterion. Eighty-five percent of NYCDOE students are SoGM (NYC Public Schools, 2019); making 60% a reasonable baseline for students. Thirty-five percent was deemed feasible for an expectation of teachers of the global majority given that they account for 42% of NYC public school teachers (NYSED, 2018). Principal surveys (APPENDIX A) asked potential participants to confirm the duration of the school's investment in CR/RT as well as whether CR/RT professional development resulted in meaningful impacts on teachers' instruction.

This last criterion reflects the social justice school leadership approach that is central to my research: developing people (DeMatthews, 2015; Ford, 2012; Galloway &

Ishimaru, 2020; Giles et al., 2005; Kose, 2007; Mugisha, 2013; Normore & Jean-Marie, 2007; Santamaria & Santamaria, 2015; Shields (2010); Theoharis, 2007/2010).

Inclusion criteria tend to describe demographic, clinical, and geographic characteristics (Patino & Ferreira, 2018). In my research design, these inclusion criteria served as a preliminary means of creating a viable participant pool. They ensured that participating schools utilized CR/RT with SoGM who have been historically marginalized (Gay, 2010; Hammond, 2014; Ladson-Billings, 1995), had a level of racial diversity amongst staff, currently had leaders with sufficient experience with the school's CR/RT effort and could evidence impact on instructional practice as a result of professional learning in CR/RT.

There was also a chain or network sampling (Merriam, 1998) aspect to this process as I emailed fliers that contained the inclusion criteria to an educational research center, former colleagues, and academics who had supported schools within this borough with CR/RT. The superintendents in this borough were also contacted. Two were former colleagues, the other six were not. The intention was for these recipients of the flier to recommend schools. When recommendations were provided, I emailed the principals sharing transparently how they came to my attention, my research topic and why they were suggested. A key message during recruitment was to acknowledge my desire to codify and share leadership approaches to CR/RT staff development that had resulted in shifts in instructional practice. My hope was to assuage concerns that there was a predetermined bar of implementation that they would be assessed by.

I sent an online principal screening survey (APPENDIX A) to those who expressed interest. On-line surveys were used as they provide an efficient means of collecting data (Roberts & Allen, 2015), which could then be readily transferred to a spreadsheet for analysis. The survey design consisted of closed ended, drop down items that allowed respondents to utilize a minimal amount of time to complete it if they choose to do so. Survey questions gathered additional school context and also served the purpose of gathering cursory data related to the other three prevalent approaches to social justice-oriented school leadership: critical consciousness and reflection (Beachum, 2011; Diemer et al., 2016; Galloway & Ishimaru, 2020; Gardiner & Enomoto, 2006; Kose, 2007/2009; Quantz et al., 1991; Santamaria & Santamaria, 2015; Shields, 2010), valuing and understanding cultures (Cooper, 2009; Davis, 2002; Ford, 2012; Khalifa et al., 2016; Kose' 2007; Mugisha, 2013; Santamaria & Santamaria, 2015; Smits, 2011), and inclusive decision-making (Boscardin & Jacobson, 1997; Dei & James, 2002; Galloway & Ishimaru, 2020; Giles et al., 2005; Mugisha, 2013; Quantz et al., 1991; Ryan, 2006; Theoharis, 2010). The survey also consisted of items assessing principal willingness to share artifacts and access to additional leaders of CR/RT development in their schools.

Two schools were selected for participation in this multiple case study as a result of meeting the inclusion criteria and openness to the requested depth of partnership. A larger number of schools was not necessary as I was not trying to produce representative findings of the entire district (Stake, 1995). I chose not to conduct a single case study as I was not inclined to have a deep understanding of a specific person (school leader), context (school community), or phenomenon (approach to

CR/RT professional development) (Gustafsson, 2017). Bartlett and Vavrus (2016) asserted that comparing "allows us to think how similar processes lead to different outcomes in some situations; how different influences lead to similar outcomes in others; and how seemingly distinct phenomena may be related to similar trends or pressures" (p. 15). I conducted a comparative case study across two schools so that I could better understand the role of leadership in social justice professional development by synthesizing information given their shared and unique contexts (Bartlett & Vavrus, 2016).

After each principal interview, I sent an email to other leaders in each school responsible for the implementation of school-wide professional learning in CR/RT and interviewed those who were willing to participate. One additional leader from each school was interviewed, a lead teacher who had just been promoted to assistant principal (AP) within days of the interview, and an assistant principal. Throughout the rest of this dissertation, pseudonyms will be used to distinguish the schools; Stone Park Middle School (SPMS) and Communal Growth Middle School (CGMS).

Data Collection

All interviews were conducted and recorded via zoom. Geographic distances, time constraints and cost are mitigated when video conferencing is used as a medium for qualitative research (Sedgwick & Spiers, 2009). As with in-person interviewing, I was mindful of rapport building through sharing a bit about myself and my research interest, structuring the interview as a conversation, answering questions as they came up, closing with gratitude and offering to share my research with them when it is complete (Sah et al., 2020).

After selecting two schools, one 60–90-minute semi-structured interview was conducted with each the principal (APPENDIX C), the focus being on their personal values and their journey of integrating CR/RT into teacher practice. The foci of the 45–60-minute additional leader interviews (one per school) were also semi-structured (APPENDIX D) but also included select site specific questions needed to obtain a complete sense of how leaders instituted ongoing teacher development and support in CR/RT.

The semi-structured approach was chosen as its predetermined open-ended questions provided the focus needed to ensure that interviewees respond within the research topic while allowing levels of responsiveness via follow up questions (Adeoye-Olatunde & Olenik, 2021; Harvey-Jordan & Long, 2001; McIntosh & Morse, 2015). The protocoled questions were asked of leaders in the same order so that comparable data could be collected across cases (McIntosh & Morse, 2015). In their exploration of different types of semi-structured interviews (SSI), McIntosh and Morse (2015) developed a typology of SSI. Of the four types, the one that best supported my methodology was descriptive/interpretive as it acknowledged the participants as knower/expert. Subjective knowledge was deemed critical as perspectives shared confirmed or refuted established norms, beliefs or practices. This idea of valuing subjective knowledge was crucial to understanding the change agency needed to meaningfully embed CR/RT in school-wide practice. Such change required convictions that at times countered prevailing approaches to schooling.

Artifacts such as materials used in teacher training, curricular documents, observation notes and articles shared with staff were requested based on the content of

the interviews. To ensure document authenticity (Merriam, 1998), I requested that documents be submitted in their actual state, as opposed to being "cleaned up", updated, or revised.

Data Analysis

It was important that this study not focus solely on principal actions, but also actions of others who were integral in leading CR/RT development. Figure 3.1 offers a conceptual framework for qualitative data analysis that acknowledges leadership actions taken, who executed the action, and the conditions that were created as a result. As informed by Kose (2009), the actions were thematically analyzed. The coding of those actions clarified the role of the principal in setting the conditions for the professional development of staff. A similar process was used in this study. After a thematic analysis of the data from each case, themes (leadership actions taken) were reconciled (in part) through Kose's (2009) Emergent Framework for the Principal's Role in Professional Development (PRPD) for social justice (Table 2.1). The coding process also allowed for other transformative leadership types to be identified if needed.

Figure 3.1

Conceptual Framework for Thematic Analysis
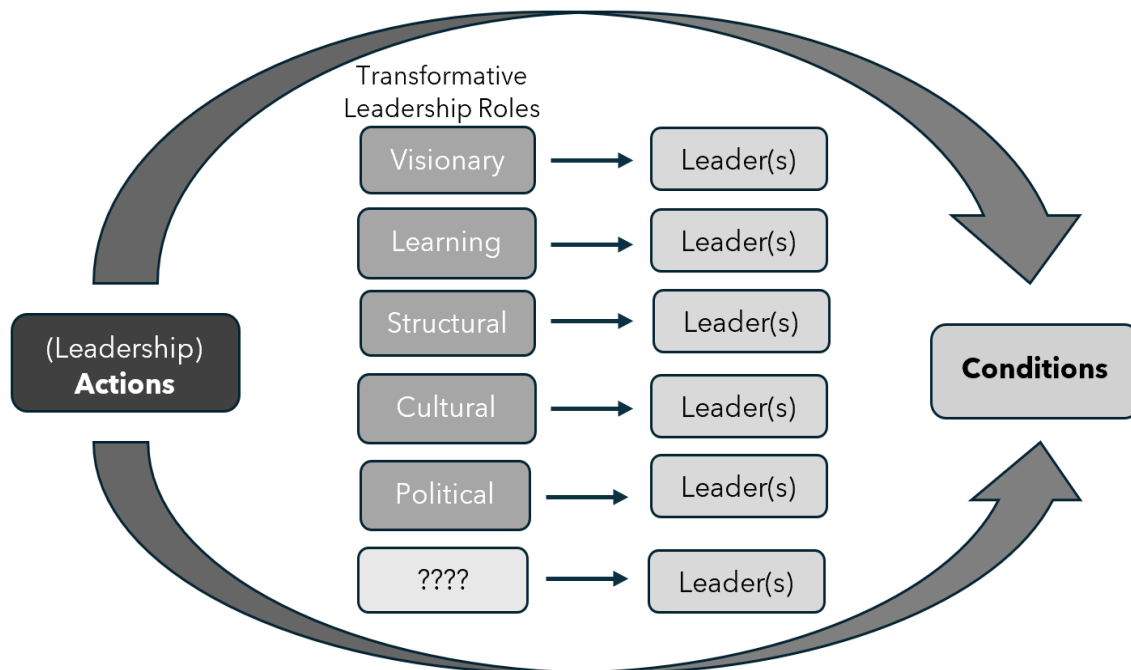
To ensure effective data reduction (Simons, 2009) at this phase, the following questions were used to guide the thematic analysis and coding of data:

1. What actions were taken that resulted directly or indirectly in the implementation of teacher support and development in CR/RT?

2. How did those actions fit within Kose's (2009) framework?

3. Who was responsible for those actions?

4. If there are actions that do not fit within Kose's (2009) framework, what modifications or additions can be made to that framework to accommodate them?

5. What were the conditions that were set as a result of the actions?

6. What racial dynamics arose in the connected to CR/RT development?

7. What was the impact on teacher practice?

These questions focused my coding process, ensuring that I was uncovering answers to my research questions.

Kose's (2009) PRPD framework provided a valuable foundation for analyzing the roles of leadership in establishing CR/RT professional development, while aligning them to social justice and more specifically transformative attributes. The intent was to see the degree to which the practices identified in the study align with those in the PRPD for social justice framework, while leaving room for either new interpretations of the roles defined by Kose (2009) or emergent ones. The focus on leadership in whatever form it took compelled me to translate Kose's Emergent Framework for the Principal's Role in Professional Development (PRPD) for Social Justice to a framework for the Role of Leadership in Professional Development (RLPD) for Social Justice.

Within the transformative cultural leadership codes, another round of analysis was conducted with a focus on racial dynamics. Lastly, there was a thematic analysis in search of impact on teacher practice.

Horizontal comparisons (Bartlett & Vavrus, 2016) within this study occurred through comparing findings across the two schools. To support a coherent analysis, cross-case comparisons were conducted within the most prevalent shared themes (leadership roles) found in both schools.

Transcripts were recorded in and downloaded from zoom. Artifacts were also coded and cataloged. Components of the artifact coding system included: who

generated it, who used it, in what context was it used, what was its primary function, how did it reflect an intention or action of leadership?

Validity and Reliability

To ensure that data collection, analysis, interpretation, and reporting were accurate and coherent, assertions made by one leader within the school community were verified by another and/or by artifacts that reflect the claim. Member checking or respondent validation (Birt et al., 2016; Merriam, 1998; Simons, 2009; Stake, 1995) allowed participants to check the authenticity of my descriptive account of their experiences.

I wrote narratives (Chapter V) of both schools including not only the actions of school leaders, but the contexts and mindsets that informed them as well as the resulting impact on teacher development and instruction. Such rich descriptions (Merriam, 1998) supported the reliability and transferability of the study, increasing the likelihood that readers may connect their experiences to those of participants.

Ethical Protection of Participants

To ensure that there was thoughtful and ethical engagement with participants, none of the education professionals involved in the study had any professional connection to me. An information sheet was sent to all potential participants; providing them with accurate and sufficient information pertaining to the nature of the research, intended audience, redaction of names that allow for anonymity, rationale for collecting race and gender data, and the ability to decline or withdraw from the study at any time. It was made clear that participation was voluntary and that consent forms were needed to partake in the study. It was also noted that submission of a completed survey along

with consent did not guarantee inclusion in the research. An Internal Review Board (IRB) approval was issued from Antioch University and therefore not required from the NYCDOE.

Study Limitations

The initial methodological design called for two to three NYCDOE high schools. Given the NYCDOE's commitment to culturally responsive and sustaining teaching it appeared likely that there would be an ample number of schools that would meet the inclusion criteria. The prioritization of high schools was informed by the hope that the instructional expectations for CR/RT would push both student critical and social consciousness as well as personal efficacy at deeper levels than developmentally possible in elementary and middle school. Fliers were shared with 26 members of my professional network both within and outside of the NYCDOE as well as on LinkedIn. Seven colleagues responded to the outreach for clarity on the study and to share their support of the effort. Five replied with recommendations totaling 15 high schools. Introductory emails were sent to all 15 principals acknowledging who had recommended them and describing the nature of the research. Of the 15, three responded with a willingness to learn more about the study and what it required. Two of the three were able to be contacted, the third elected not to engage after a follow up email was sent to schedule a call. One of the interested principals was excited about making herself available to as much conversation needed to gather data, however she was unwilling to provide access to her staff asserting that they had begun to complain about visitors (including researchers) wanting to engage them about their practice. The second principal, also in a doctoral program, committed to speaking with her advisor to see if

there was a conflict given some action research she was preparing to embark on in her school. She never followed up after that conversation regardless of subsequent attempts at outreach. A second round of emails were sent to the other 12 principals that were recommended. None responded.

Determined to stay within the NYCDOE, the IRB was revised to allow K-8 schools to participate in the study in addition to high schools. The same colleagues were updated in the hope of reaching out to elementary, middle and high school principals with the opportunity. Other than a few emails confirming receipt and the intent to spread the word, there were no responses.

After a few months, the IRB was updated yet again to allow for a nation-wide search of K-12 public schools that might meet the criteria for inclusion. In addition, the criteria that marked the desired length of commitment to CR/RT was decreased from three years to two given the post-COVID pandemic realities; understanding that many schools were still recovering from teacher attrition, learning lag and remote instruction. Two organizations that provide districts with support in CR/RT were contacted and the flier was posted to list serves. The revised flier was also posted on LinkedIn. A representative from one of the organizations was invested in my topic and research question. After a conversation, she felt optimistic that she might be able to connect me with a few charter schools that she was working with in Washington, D.C. However, only one met the criteria of having been invested in CR/RT for at least two years and that school leader was not interested.

Months later, I reached out to a colleague, a former principal who now serves as a non-supervisory instructional specialist in the same borough where the two high

school principals who had articulated interest in the study lead their schools. It was clear that the best chance of getting participants was to find them in this borough given the former Executive Superintendent's commitment to CR/RT (see Chapter V). This colleague was part of previous rounds of outreach. She agreed to personally connect with a few principals that she knew that might meet the criteria for inclusion and talk them through the study at an introductory level. Within a few weeks, she had identified two middle school principals that were willing to participate. Her relationship with them was invaluable. She would later share she had forwarded the flier for the study to both of them months earlier.

The principals were emailed surveys (APPENDIX A) which confirmed them as viable participants given the selection criteria. As described in Chapter III, data collection was to occur via a one-on-one interview with principals, a focus group with secondary leaders and an additional focus group with teachers. In the studies conception, their perspectives were crucial to understanding the role of leadership in their schools. In total, the number of participants could have totaled up to 24 with two schools and 36 with three schools.

Though Mr. Isaiah agreed to support the need for secondary leader and teacher focus groups, after interviewing him, the investment waned. The instructional leadership team and perhaps both of the APs would have been the ideal pool for me to reach out to in the hope of getting up to six volunteers as described in the initial methodological design. However, Mr. Isaiah proposed that an hour of an ILT meeting be allocated for me to conduct the secondary leader focus group in person. I agreed and it was stated that the date would be scheduled in the new year; a little over two months from when

our principal interview took place. When the time came, Mr. Isaiah pivoted away from using an ILT meeting and instead asked the assistant principal Mr. Michaels to serve as a participant. My request to reach out to teachers for a focus group either in person or virtually was not honored for scheduling reasons. A compromise was to try and conduct 20–30-minute one-on-one interviews with up to six teachers, but scheduling individual virtual interviews within their school day was also daunting and ultimately not feasible.

During the interview with Ms. Thomas, she made it very clear that the person that needed to be interviewed in addition to her was Mr. Bryant, her recently appointed assistant principal, as he was the primary leader of the CR/RT professional development effort with meaningful support from her and collaboration with the ILT. Though I shared my intention to ask for teacher volunteers for either a focus group or 20–30-minute one-on-one interviews, Ms. Thomas felt uncomfortable with her staff being asked to engage the study outside of contracted hours and was not budgeted to pay per session. She was also unable to commit to coordinating time in the school day. In the end, study participants included a principal and an assistant principal from each school, as opposed to the initially envisioned set of focus groups at each school.

In addition, SPMS neglected to submit artifacts as requested that would serve as useful data points for triangulation. For example, staff survey data that reflected teacher perspectives on their implementation as well as the effectiveness of CR/RT support and training were requested. What was shared was a copy of an uncompleted survey (APPENDIX J). Similarly, a completed lesson plan was requested, and a blank feedback template was shared (APPENDIX I). Lastly, redacted teacher observation

feedback was not provided when it was agreed that it would be. Follow up emails were not returned.

My ability to theorize my findings did not come from data collected from numerous schools, but from the quality of my interpretation of data from two (Simons, 2009). The data analyzed focused on the decisions, practices and processes exhibited by both school administration and teachers positioned to serve as leaders. The primary criterion for identifying leadership "moves" was their role in informing decision making, influencing others and impacting teacher practice. However, acknowledging any shifts in pedagogical practice in alignment with the intent of support and training did not account for the effectiveness or quality of implementation. As such, data reflecting student performance or perspectives were not included in this study.

Reflexive Bracketing

It is incumbent upon researchers to reflexively identify their backgrounds, experiences, values and biases that might inform the collection and analysis of data, as well as how engaging participants may impact the researcher (Creswell & Creswell, 2017; Merriam, 1998; Simon, 2009). Gearing (2004) described bracketing as an awareness of the beliefs and perspectives of the researcher as informed by their history, knowledge, culture, experience, value, or academic reflections as well as the external suppositions that can exist within the case being studied. Bracketing is not a one-time activity but a process of reflection that can occur throughout a research study (Creswell & Miller, 2000; Drew, 2004; Tufford & Newman, 2012). To support this intention, I offer relevant aspects of my professional history, identity and positionality that inspired my interest in this research.

I was a public school principal in New York City for seven years. The high school that I founded and led for six of those years was in the Bronx. Seventy-three percent of my students were Latino, 24% percent were Black, 84% qualified for free and reduced lunch, 30% were English Language Learners and 34% had Individualized Education Plans (IEPs) which required mandated special education services. In all, 100% of my students belonged to historically marginalized groups. Though I was extremely clear with my intentions of leading an effort to provide all my students with the education needed to thrive after graduation, I had not been exposed to any approach to school leadership that could have supported my intention with specific mindsets and practices.

Having lived the inequities that come with racial and class injustice as a Black American man, I developed a vision for the school focused on instilling students with the means to navigate, circumvent and when possible, break through the systemic barriers of oppression that would undoubtedly await them. However, I did not have the awareness to actively question and disrupt numerous status quo practices that informed how the school was run. At best, I tried to give students more voice in aspects of school life and saw "code-switching" as a means to honor their culture while learning how to assimilate to the professional and academic norms of society. I would later come to realize the need to problematize code-switching, as it upholds the norms of dominant culture.

I transitioned from school leadership to working at the New York City Department of Education's central office. Within two years I was serving as the Senior Director of the Office of School Quality (OSQ). While in this role I attended a workshop entitled *Beyond Diversity*. With a focus on the systemic racial disparities that exist throughout American

education, the two-day training was designed to support educators' ability to face such challenges by engaging in protocoled interracial discussions about racism (Singleton, 2015). Though I had pondered systemic racism within my profession, I had yet to invest time into researching and understanding it beyond the ways that it was evident in my lived experience previously as a principal and then as a district-level leader. It was the beginning of a commitment to learning of racial literacy, racial consciousness, whiteness, socialization and other phenomena that can shape people's biased and oppressive views of each other and the world. A few years later, I took on the role of Senior Executive Director of the Office of Teacher Development (OTD) which had been engaged in anti-racism learning for months prior to my arrival and was further along in its collective journey than we had been in OSQ. A racial literacy professional learning series was in place, and I was incredibly excited to join in. During my tenure as the Senior Executive Director of OTD, we collaboratively revised our mission statement and goals to include supporting educators in developing their racial literacy and identifying, planning for and implementing highly effective and culturally responsive instructional practices that would increase student self-agency.

Some of our strongest professional development opportunities were structured as series, where participating teachers would be expected to implement their learning between sessions. Time was allocated for participants to reflect on the challenges and successes of their on-site efforts. One of the most common frustrations shared by teachers was when their principals did not fully support the approaches to instruction that they had learned. Others commented that their growing expertise in culturally responsive/relevant teaching (CR/RT) only lived in their classrooms but was not

nurtured and spread across their grades or departments. My team frequently discussed the need for school leaders to receive training in CR/RT so that they might set the conditions for it to take hold across their schools.

In 2020, I took the position of Chief of Schools - High School with a Charter Management Organization. In this role I led the evolution of the high school academy which consists of a small number of high schools across Rhode Island, Connecticut, and New York. I witnessed school efforts to embed approaches such as CR/RT and restorative justice with limited success. The question of how to support and develop school leaders' capacity for effective school-wide implementation of social justice-oriented practices resonates not only as a need to better serve (SoGM) but also as a driver for my success in my career.

These experiences informed my sensemaking of the qualitative data that was collected. Prior to conducting an interview, I listed my values and beliefs as they relate to each of Kose's transformative roles as well as CR/RT training and general ideas pertaining to assessing school practice. Table 3.1 is the list of perspectives that reveal personal values and beliefs that could reveal bias and impact my analysis of evidence. I added thoughts on inclusive leadership once it was decided that it would be added to the framework.

Table 3.1

Researcher's Values and Beliefs

Visionary leadership	● Evidence of coherence and effective communication is reflected in similar if not identical sentiments shared by community members.
Learning leadership	● Stating expectations of what you want to see is not sufficient. The "how" must be part of the development. Modeling is necessary ● There should be an expectation that content and skills are the foci of professional training will be utilized in practice. ● Accountability on some level a must
Structural leadership	● From a planning perspective, teachers must have allocated time to wrestle with marrying their academic content with CR/RT
Cultural Leadership	● CR/RT is only effective when teachers have the right mindsets which includes revisiting their role and use of power in the classroom ● Feedback should always be actionable.
Political Leadership	● Being strategic/intentional with resistors is necessary. ● Sometimes leaders rely too much on external resources and supports with little effort towards building capacity in house. Bring the right people to the table early
Inclusive Leadership	● Principals don't lead everything. They can't do it all. ● Teachers should have a meaningful say in the decision-making, not just delegated to. ● The perspectives of students and caregivers should be considered if not welcomed.
CR/RT	● The change management required to meaningfully impact the implementation of CR/RT with an inter-racial staff, will result in leaves of racial tension and discomfort ● CR/RT rarely honors the tenet involving raising student critical consciousness ● Cultural responsiveness and relevance are not just about students' race, ethnicity, and home language ● CR/RT is usually focused in humanities classes and avoided in STEM courses

General	- Assessing the presence of (CR/RT) is not the same as evaluating the quality of it. - The best artifacts are used as opposed to templates. - A principal's perception of their schools is not the whole story of the school. - If the principal is not fully bought in and well versed in the expectations of CR/RT, there will not be a successful school-wide implementation of it.

Throughout the process, I referenced this list to remain cognizant of not predetermining what evidence might look or sound like. More specifically, when coded content from transcripts seemed aligned to my preconceived ideas, I looked again at the evidence to determine whether it was valid on its own. In addition, when evidence contradicted or did not meet my beliefs, I again reviewed the content to see if within its context, it could stand on its own. I engaged in writing brief reflections throughout the process (APPENDIX L) and noted my impressions of participants as well as what assumptions I was having. I also reconciled my notes with my reflection list to stave off unintended bias.

In these first three chapters, I presented the case for there to be purposeful efforts to address pervasive and oppressive practices that persist in American public schools. Social justice school leadership, with a specific focus on its capacity to create and sustain ongoing professional development for teachers, was named as a viable strategy to address the prevalence of racism in K-12 education. Culturally Responsive/Relevant Teaching (CR/RT), serving as a proxy for social justice approaches to schooling, allowed for a focus on practices that have a clear impact on instruction. Multiple case study was named as the research methodology best suited for

this project as it considers both my ability as a sense maker given my experience as an

educational leader as well as the lived experiences of those who currently engage in

this work at the school level. This project seeks to contribute to current discourse by

exploring the connection between leader actions, how this work is sustained over time

and how these efforts live in multi-racial contexts.

CHAPTER IV: THEMES AND INSIGHTS

Introduction

This chapter discusses the degrees to which Kose's Emergent Framework for the Principal's Role in Professional Development (PRPD) was present in the leadership processes found within the two schools that participated in this case study. Unlike Kose's work, this study is not intended to focus solely on the principal, and includes leadership enacted by any staff members whose efforts positively impacted the implementation and sustainability of CR/RT. As a result of this broader focus on leadership, the actual findings as well as research discussed in Chapter II, I added the role of Transformative Inclusive Leadership. Similarly, given that Kose's (2009) study was conducted with White school leaders serving predominantly White staff and students, there was an absence of the interracial realities that could inform additional transformative practices and roles for social justice-oriented leaders. Using the literature review in Chapter II, I embedded the criterion "valuing of racial and cultural diversity" within the descriptor to transformative cultural leadership. Table 4.1 contains the codes used to analyze the interview transcripts.

Table 4.1

Codes Used During Analysis

Leadership Role	Actions (Codes)
Transformative Visionary	· Values (teaching & learning / racial cultural diversity*) · What's being communicated · Re-envisioning systems/practices
Transformative Political	· Purposeful hiring (for diversity/value alignment*) · Promotion/Succession planning* · Utilizing district grants/resources · Determining who initiates change · Strategically building support for change · Rationale for change
Transformative Structural	· Creating teaming structures · Organizing common work, time, and space · Distributing internal resources
Transformative Inclusive*	· Sharing power with staff* · Principal as manager (of resources) *
Transformative Cultural	· Trusting relationships · Risk taking · Valuing racial and cultural diversity* · Supportive Feedback*
Transformative Learning	· Balancing inside & outside expertise · Social identity development · Organizational Learning · Evaluating PD · Job-embedded learning and program coherence · Accountability* · Social identity development

*Codes generated during analysis.

As noted earlier, CR/RT is serving as a proxy for any social justice/anti-racist approach to schooling intended to disrupt the pervasive, oppressive ideologies embedded within K-12 education as they are society at large. The analysis of transformative leadership roles as well as the addition of one were informed by the literature review, participant interviews and artifacts submitted post-interviews.

This introduction explains how research findings were analyzed and organized. Brief descriptions of the four participants and their roles are presented, as well as the formal leadership structures within the participating schools. This is followed by narrative descriptions of how each transformative leadership role was evidenced in the schools, and by whom. Within each transformative leadership section there will be cross-comparison of these enactments of leadership between the schools. It will also be clarified who the key leaders were at each school. Given that interviews revealed the evolution of CR/RT professional development over time, findings related to shifts to previously established approaches were shared. Where applicable, transformative leadership sections will include any key shifts that were made by leadership. Following this, a narrative account of the impact of CR/RT development on teacher practice will be shared.

This chapter concludes with a three-part approach to addressing my research question. First, the conditions for ongoing professional development in CR/RT are described. Conditions will be an interpretation of the criteria used when coding leadership actions. Then I provide a review of who enacted invaluable leadership within both schools. Lastly, I present a leadership framework that captures aspects of Kose's

work that were mirrored along with additions and modifications that were a product of the findings.

The research questions which guided the study were:

1. What is the role of leadership in setting the conditions for sustained and impactful teacher development (in CR/RT)?

2. What roles do those other than the principal play in leading this work?

3. How does this effort evolve in the context of a multi-racial teaching staff?

Initial rounds of thematic analysis were conducted through the lens of leadership actions that impacted CR/RT development. Subsequent rounds focused on coding these leadership actions through the transformative leadership roles taken directly from Kose's (2009) Emergent Framework for the PRPD for social justice. An additional transformative leadership role grounded in inclusivity was added because it was a social justice school leadership trait validated by empirical research (Galloway & Ishimaru, 2020; Giles et al., 2005; Theoharis, 2010) and evidenced in the interviews. Its omission from Kose's (2009) was undoubtedly because he focused solely on the actions taken by principals.

Collectively, the leadership roles discussed addressed the research questions and illuminated leadership enacted by multiple players in each school. One principal and one assistant principal were interviewed from each participating school; though one of the assistant principals was promoted to the role days before the interview. Most of his impact on the CR/RT journey of his school occurred while he was a lead teacher. Though not as strong as also having access to teacher voices, having two perspectives

representing a school was invaluable in confirming assertions that were made

individually and provided more nuance than could be accomplished with one voice.

The transformative leadership roles discussed in this chapter are captured in

Table 4.2 along with practices associated with them.

Table 4.2

The Role of Leadership in Professional Development (RLPD) for Social Justice

Leadership role	Practices
Transformative visionary leader	· Developing and communicating a transformative vision
Transformative learning leader	· Fostering teacher development for social justice · Promoting organizational learning for social justice
Transformative structural leader	· Creating formal learning teams · Organizing common work, time, and space · Distributing internal resources
Transformative cultural leader	· Fostering collaborative learning · Valuing and understanding racial and cultural heterogeneity · Providing supportive feedback · Promoting trust and risk taking
Transformative political leader	· Maximizing external resources and opportunities for professional learning · Hiring for equity mindset and racial diversity · Strategic promotion and succession planning · Building school-wide support for change decisions
Transformative inclusive leader	· Including those other than administrators in key decision-making

Codes used to analyze interview transcripts (APPENDIX F) were a combination

of key findings from Kose (2009) that were also evident in this study and findings

generated from this research.

Interview Participants

The participating schools in this case study, SPMS and CGMS, are similar in several ways. They are located within the same borough, each serving approximately 300 students with Black and Brown student populations of approximately 90% (APPENDIX E). Their teachers are 37% and 38% Black, and 50% and 41% White respectively. Table 4.3 outlines the four school leaders who were interviewed.

Table 4.3

Study Participants

School*	Name*	Title	Sex	Racial Identity	Time in current role	Years in school	Years in education
SPMS	Mr. Isaiah	Principal	Male	Black	5 years	8	15
SPMS	Mr. Michaels	Asst. Principal	Male	Black	7 years	11	17
CGMS	Ms. Thomas	Principal	Female	Black	5 years	28	28
CGMS	Mr. Bryant	Asst. Principal	Male	Black	1 month	10	10

*Both school and participant names are pseudonyms.

Leadership at SPMS was represented by Mr. Isaiah, the principal, and Mr. Michaels, an assistant principal. Both identify as Black men. Mr. Isaiah transferred to SPMS eight years ago as an assistant principal and was groomed to lead the school by the founding principal who transitioned out of the school five years ago. Mr. Micheals was a founding teacher of SPMS and became an assistant principal in year five of the school.

Ms. Thomas, the principal of CGMS, joined the school community as a first-year teacher 28 years ago. She would eventually serve as an assistant principal for 18 years before becoming the principal five years ago. Mr. Bryant was appointed to the role of

assistant principal of CGMS within a week prior to participating in the study. He started his teaching career at CGMS 10 years ago, and for the last seven years he was a lead teacher. It was while serving as a lead teacher that he led the CR/RT work at CGMS.

Both schools have a principal and two assistant principals. These are the positions with the most authoritative power in the schools as they are administrators. Within the NYCDOE, it is expected that every school has an Instructional Leadership Team (ILT) charged with identifying instructional priorities and implementing school-wide instructional practices (NYC Public Schools, 2019). The principal determines who serves on the ILT, but the guidance suggests that membership should include key influencers, multiple perspectives, represent varied backgrounds and experiences, and have the ability to engage in levels of reflection. For additional context, Equity teams were once mandated in this specific borough.

Themes

Transformative Visionary Leadership

For the purposes of this study, transformative visionary leadership describes the beliefs and values held by key leaders that informed the implementation of CR/RT. In full alignment with culturally responsive teaching, leadership from both schools viewed the diversity of students' cultures as valuable assets that should be leveraged to deepen teaching and learning across content areas. Both Ms. Thomas and Mr. Bryant shared a clear message regarding the importance of teaming, which was echoed in their approach to CR/RT implementation. Ms. Thomas was deeply invested in the curricular shifts needed to make lesson and unit plans more culturally responsive and relevant. Mr. Bryant was motivated to focus on instruction. As the work evolved, Mr. Bryant

advocated for racial equity-oriented instruction to be considered good instruction, a response to when equity was introduced to the school and treated as separate from strong pedagogy.

Mr. Isaiah owned the vision and direction of CR/RT professional development at SPMS. The SPMS ILT were positioned to elaborate upon and deepen the vision as it related to implementation.

Under the Transformative Visionary role in Kose's (2009) study, principals identified Specific, Measurable, Achievable, Relevant and Time-Bound (SMART) goals tied to their social justice efforts. Though Mr. Michaels from SPMS articulated a desired end goal for the CR/RT work this year; student-led conferences, there was no means shared to monitor or track student readiness toward this goal. Table 4.4 offers sample quotes from the interviews and the codes used during analysis. The only Transformative Visionary code that was generated from the findings in this study and not relevant in Kose's (2009) was the specific value of racial and cultural diversity as his study only included schools with White leadership and staff.

Table 4.4

Transformative Visionary Leadership Excerpts and Codes

Sample excerpts	Relevant codes
Stone Park Middle School	
"What we really want to come out of this is student voice. And so we want to increase the independence with the end result being them being self-aware and knowledgeable about themselves. Enough so that they can lead parent/teacher conferences themselves." (Mr. Michaels)	Values (Teaching and learning) What's being communicated
Communal Growth Middle School	
"I really want to live in the message that equity is good instruction." (Mr. Bryant)	Values (Teaching and learning)
"I don't think you can do this work without a teaming model period full stop. And this is Thomas' philosophy as well. Her philosophy is, she doesn't push teachers, teachers push teachers." (Mr. Bryant)	What's being communicated
Both Schools	
"We're centering the importance of students' cultures and backgrounds. Staff have to understand the value of them. We have to honor and acknowledge their cultures and leverage this understanding to make learning more meaningful and engaging." (Mr. Isaiah)	Values (*racial and cultural diversity*) Values (Teaching and learning)
"But knowing who the kids are in your room in front of you and trying to engage them in ways that are respectful of who they are, as people." (Ms. Thomas)	What's being communicated

Transformative Political Leader

Kose (2009) describes Transformative Political leadership as being concerned with building collective investment in social justice (CR/RT) professional learning by identifying who was initiating (leading) the change, providing a strong rationale for change, strategically building support for change, and purposefully maximizing external resources. The latter included various resources from outside of the school building including opportunities and funds from local and federal government, community-based

organizations, and institutions of higher education. It is relevant to acknowledge that the findings within Kose's (2009) study reflected principals' need to contend with external political realities that could have hindered social justice efforts. However, in this study, the external political context was supportive of and informed the CR/RT foci within the participating schools. This will be explained in Chapter V.

What was not noted in Kose's (2009) study regarding Transformative Political leadership but added in my analysis was the hiring of external talent. Both schools were very intentional about hiring racially diverse staff and vetting all candidates for alignment to the respective visions for racial equity and CR/RT, practices also found in Wang's (2018) study. The Stage One Interview Question (APPENDIX K) evidences such strategic vetting by SPMS staff. Hiring committees in both schools consisted of select teachers and an assistant principal who made recommendations to the principal, the final decision maker. Another addition informed by my interpretation of the findings and the Transformative Political Leadership role was Promotion/Succession Planning. In the case of SPMS, Mr. Isaiah was positioned by his predecessor, with support from the superintendent, to succeed her when she departed five years ago. Mr. Bryant joined the teaching staff of CGMS when Ms. Thomas was an assistant principal. She was integral in developing him as a teacher leader, grooming him for an eventual administrative role. He was appointed within days of being interviewed for this study.

Both schools were clear with staff about who was leading their CR/RT work. In the case of SPMS, it was Mr. Isaiah the principal, while in CGMS it was Mr. Bryant, a veteran/lead teacher. Ms. Thomas welcomed Mr. Bryant's passion for racial equity and appointed him the head of the borough mandated equity team. He was also a crucial

contributor to staff professional development. Once the school took on CR/RT, he was a logical choice, embraced by staff to spearhead the new approach to instruction.

Table 4.5 contains excerpts and codes pertaining to Transformative Political Leadership. Both SPMS and CGMS deepened their exploration of CR/RT by taking advantage of opportunities from either the borough office and/or their district offices. Lastly, both schools realized the necessity to ground the viability of CR/RT in Hammonds (2014) research that referenced the neuroscience behind the efficacy of CR/RT. There was also the strategic engagement of key staff who held influence amongst their peers.

Table 4.5

Transformative Political Leadership Evidence and Codes

Sample excerpts	Relevant codes
Both Schools	
"Our students shouldn't have to hunt for representation. They shouldn't have to look for proof that their culture is valued and respected." (Mr. Isaiah)	Rationale for change
"Our goal is to ensure that we are closing the achievement gap by helping to make our students think critically and make connections to the world." (Mr. Bryant)	
"My biggest challenge as a leader, is distributive leadership. And the vision is often from me." (Mr. Isaiah)	Determining who initiates change
"And everyone has their thing on leadership team. And so my thing is equity. And like pretty much the professional development in our school. And so, I'm really in charge of the culturally responsive PD, so the map, the scope sequence, it's all. It's all me" (Mr. Bryant)	
"I speak highly of Ms. Dillard in any setting that I go to, and I owe a great deal of my success to what I learned from her, and as well as her choosing me to be her successor." (Mr. Isaiah)	Promotion/Succession planning*

Sample excerpts	Relevant codes
Both Schools	

"Mr. Bryant is great. We tagged him a couple of years ago as a teacher, so he was a teacher leader, and we also have a lot of teacher leaders. He was peer collaborative. Right up until we just switched them to the AP line." (Ms. Thomas)

"The whole first part is all about their willingness and their understanding of cultural responsive instruction in order to try to weed out people who would not be down for this type of work." (Mr. Isaiah)

Purposeful hiring (for diversity/ value alignment)*

"Ms. Dillard was intentional about making sure there were a decent amount of people are color in here. Like with the new principal now (Mr. Isaiah). The parents see it. So they see him. Black principal. See me, Black assistant principal. You know what I'm saying, they see a bunch of black teachers." (Mr. Michaels)

"We have very few people that are resistant to anything that we do like. We try really hard to hire people that drink the Kool-Aid. We talk in those terms when we hire people." (Ms. Thomas)

"Dr. Marshal brought a system and brought resources that we can use, and then brought PD's like Courageous Conversations and different things like that, and also had the CCER workshops through NYU, and allowing teachers to go to that as well." (Mr. Isaiah)

Utilizing district grants/resources

"Our district had secured Gholdy Mohammed to deliver a series of workshops that our teachers could attend." (Mr. Isaiah)

"The New Teacher Center who was a district partner, offered us sort of background in what culturally responsive and sustaining education was sort of like on a theory and historic level. So that last year our teachers got sort of the theory behind a lot of it." (Mr. Bryant)

"Our work with the New Teacher Center again. That was a grant that was given to us with their parameters, and so this year we got them again. But this time. We are now planning

Sample excerpts	Relevant codes
Both Schools	
the things that we need versus like. They're giving us this thing." (Mr. Bryant)	
"You gotta target key resisters because they're the ones who have influence over others." (Mr. Isaiah)	Strategically building support for change
"strategic about which teachers could benefit the most from it, not only because their minds need to be shifted, but they're the same people who, when coming back and speaking to their colleagues, can have influence on them as well." (Mr. Isaiah)	
"So we had to first dispel their preconceived notions about what the work was, and specifically breaking down chapter by chapter of Culturally Responsive Teaching in the Brain, and then also now applying it to… immediately every time we finish the chapter. Okay, now, what are we doing? What does this mean about shifts we need to make instructionally? So they could see that connection." (Mr. Isaiah)	
"I always lead with research. So it's not me making a positing an opinion. It's look at this research. What do we think about this research right now? What is like in our classroom? So I try to structure it, based off my experiences in the past of pushback that we would have gotten." (Mr. Bryant)	

*Criterion for Transformative Political Leadership based on findings.

Transformative Inclusive Leadership

Of the four social justice-oriented leadership approaches presented in Chapter II, inclusive decision-making is the only one not referenced in Kose's (2009) emergent framework. This is likely because of its sole focus on the principal. In both schools, principals are held accountable to some degree for every aspect of how their school functions and are ultimately the final decision makers. However, they do not lead everything nor make all the decisions that impact a school community. Wang (2018) pointed out the importance of teachers as facilitators of change. As noted in the

literature review, inclusive decision-making processes include those beyond formal leaders without relinquishing the power that comes with their positional authority. My analysis of interview transcripts resulted in the identification of two codes: principal as manager and sharing power with staff. Ms. Thomas was clear in her intention of not being over involved in many aspects of her school. This stance allows her to address potential distractions from the district office and other external variables, provide resources and support as needed, as well as distribute and develop leadership. She is constantly open to ideas and suggestions from all members of staff so long as the instructional needs and well-being of their students are at the center of their proposals. She sees herself as a manager.

Mr. Isaiah's perspective is that since accountability for all things in the building ultimately rests with him, he must have a presence in all if not most decisions. He relinquishes control once he is confident that those who report to him are clear on his vision and expectations. The decision making power that Mr. Isaiah shares with the ILT pertains to execution, not envisioning. With that, he and Mr. Michaels acknowledged the ILT's role in identifying text to ground organizational learning as well as developing professional learning experiences are invaluable.

Both schools rely heavily on teams whose members include teachers. Determining instructional expectations for implementation across grades and subject areas falls upon these teams. Comparatively, Mr. Isaiah is significantly more involved in SPMS ILT meetings, where Ms. Thomas prioritizes being updated regularly and is not always in attendance at CGMS ILT meetings. In both schools, teachers also play a role in holding peers accountable to meeting instructional expectations via intervisitations

and walkthroughs. Quotes that evidence the ways that transformative inclusive leadership exist in both schools are below in Table 4.6.

Table 4.6

Transformative Inclusive Leadership Excerpts and Codes

Sample excerpts	Relevant codes
Stone Park Middle School	
"It always starts with the ILT and equity team which are together meeting and talking about, what are we gonna focus our work on for this year? Now, of course, as things come up, we can branch off into different directions. But what are we gonna focus on? What text do we wanna use?" (Mr. Isaiah)	Sharing power with staff
"When it gets more granular is where I put that responsibility on them. Anytime we do walkthroughs the first thing I do, is, I say, okay, based on the walkthrough, what are some things that you guys think we need to focus on or shift in terms of this work, and that's where they get to contribute." (Mr. Isaiah)	
Referencing the work of the ILT: "Talk about how the PD's are gonna go, how we're gonna roll it out, how we're gonna circle back to check on whether it's working or not, how we're gonna provide systems where they get to see us model this stuff as well." (Mr. Michaels)	
Communal Growth Middle School	
"I need to give people money, time, and freedom, and if you do that, no matter what the work is. You have a better chance of it getting done. So that's what I do to support." (Ms. Thomas)	Principal as manager
"And I'm not really at the head of any of it. I'm sort of I'm part of this team. Sometimes I'm not. Sometimes I'm just the person that they report back that this is the thing that's going on. There's very little at this point that I would say I am the leader of." (Ms. Thomas)	
"I don't have to be fully responsible for every single thing, because mistakes are gonna happen. It's how we'll learn. It's how we'll get to the gems. And if I'm personally responsible, people can't make mistakes." (Ms. Thomas)	
"Ms. Thomas allowed me to shift equity from being a standalone thing." (Mr. Bryant)	

Transformative Cultural Leadership

In the context of this study, Transformative Cultural Leadership encourages trust building, risk taking, supportive feedback and the valuing of racial and cultural diversity as related to implementation of CR/RT. The last criterion is reflective of the findings from the interviews as well as the social justice-oriented leadership approach: Valuing and Understanding Cultures referenced in Chapter II.

Trust was evident amongst leaders, between leadership and staff, and amongst staff at both schools. The two school communities invited levels of vulnerability in professional development spaces as well as in the classroom. Teachers were encouraged to try new approaches with little fear of ridicule or condemnation by peers or administrators. Frequent cycles of feedback were embedded in both schools' cultures. A sample of teacher feedback from CGMS is provided in APPENDIX H. In SPMS, part of the ILT's responsibility was to conduct walkthroughs and provide feedback. Most of the CR/RT observation feedback at CGMS is provided by Mr. Bryant. Though collegial feedback is given after teacher inter-visitations, they have yet to formalize an efficient process to codify group feedback in a way that is digestible by the teacher visited. Table 4.7 provides excerpts and codes related to the Transformative Cultural Leadership role.

Table 4.7

Transformative Cultural Leadership Excerpts and Codes

Sample excerpts	Relevant codes
"I'm not gonna say sympathetic, but understanding of possible dissenting views regarding the work because I couldn't afford to just turn those people off. So it's like, how can I try to understand what they're saying and try to counter their arguments with literature?" (Mr. Isaiah)	*Valuing racial and cultural diversity*
"because once people started sharing their stories, you got to learn that like people are not what you would assume. There are so many people who share things, and you would never think, for better or worse, that this is what their background was. I think it really made people start to take a step back and be like, you know what I need to stop prejudging people prejudging situations because you really never know." (Mr. Isaiah)	
"That means we actively have professional development where we're gonna ask you to do readings on racial equity where we ask you to think and reflect on that yourself." (Mr. Bryant)	
"I think very honestly the shift to what students are learning, and this sort of pedagogic instruction makes it a lot easier for teachers to engage in a way that doesn't make them feel racist or have their personal sort of beliefs come out because it's just about making your practice better." (Mr. Bryant)	
In reference to his predecessor supporting him as an AP: "Whatever you wanna do to this end, I 100% support it. So having that backing and giving me carte blanche, to do what I saw fit to push this type of work that like … a lot of people don't get an experience like that. (Mr. Isaiah)	Trusting relationships Risk taking
"Because I always tell the folks I'm not here to scare you, surprise you. You want to try something new out? Cool, Let me know. Invite me in." (Mr. Michaels)	
"Yes, yes, and yes. That's my answer. I say yes to anything, everything you need it." (Ms. Thomas)	

Sample excerpts	Relevant codes
"I trust that when I say something she's (Thomas) gonna back it up or she's gonna hold people accountable to it because I walk in the authority of her, and who she is. It really helps cement what I do." (Mr. Bryant)	
In reference to who provides feedback: "I would say myself, as well as the ILT/equity team. As well as from them, and each other, because we also set up intervisitations where they visit each other and then have time where they talk about and debrief with each other." (Mr. Isaiah)	Supportive feedback
"And my APs. When one of them supervises the Special Education Department and science. The other one does math. So when they supervise and observe their teachers in their debrief conversations, they speak to how much they saw work that we've done as a school and regard to culturally responsive instruction." (Mr. Isaiah)	
"One thing that I personally need more work in is the best way to give feedback when we have 8 or 9 teachers going in for an observation." (Mr. Bryant)	
"me going in. Cause I was a teacher leader before now. I'll go and sit, and I'll just give sort of informal notes." (Mr. Bryant)	

Both schools under the current leadership were committed to investing in the mindset shifts needed to get everyone on board. In both cases, the key lever was focusing the work on improving their instructional practice as opposed to questioning their character, which was a common perception of some White staff who participated in the self-work found in the social identity development trainings.

Kose (2009) included an element within the Transformative Cultural Leader role that acknowledged a commitment to ongoing reflection on whether personal and school beliefs and actions promoted or hindered social justice within the school. This criterion is aligned to the social justice-oriented leadership approach of critical consciousness

and reflection presented in Chapter II. However, though both schools engaged in borough mandated disproportionality efforts inspired by Fergus (2016) that is aligned with the interrogation of school practices and policies through a racial equity lens, none of the school leaders spoke of any processes that critically assessed the implementation of CR/RT training or classroom instruction.

Leaders at both schools expressed an awareness of race-based discomfort from White staff with the implementation of CR/RT. Professional learning experiences pertaining to racial consciousness and internal self-work was acknowledged, but not in an ongoing fashion. Mr. Isaiah discussed how his predecessor, the founding principal of SPMS, was very vested in Courageous Conversation (Singleton, 2015) and introduced the *Beyond Diversity* training to the staff prior to the pandemic. At that time, teacher beliefs and mindsets pertaining to race and racial identity were discussed with regularity. Mr. Isaiah mentioned several instances where he had to contend with the Black staff clique in relation to White staff. He was committed to being perceived as an impartial leader invested in the development of all.

Mr. Bryant shared an article (MacFarlane et al., 2016) used as part of the CGMS onboarding training for new teachers that prefaces implicit bias, racial anxiety, and stereotype threat in education. He also acknowledged racial literacy trainings facilitated by a teacher on staff before Ms. Thomas was the principal and he was a lead teacher. He shared a lack of investment in and even avoidance of these sessions by some White staff. His sense was that it did not land well with White community members because it was never connected to their function as teachers.

Leaders from both schools shared the sentiment that the current mindset work focuses on the viability of CR/RT as a pedagogical approach that better serves their students, specifically as presented by Hammond (2014). Mindset shifts included seeing racial and cultural diversity as assets to learning, valuing, and affirming student cultures, and understanding the importance of increased student-centered instruction.

Transformative Structural Leadership

Transformative Structural leadership provides resources such as time allocated to planning and development, instructional materials, technology, personnel, finances, incentives and the formation of teams (Kose, 2009). Both schools have time built into teachers' weekly schedules for team meetings and professional development. In addition, at least one of these convenings per week is dedicated to deepening CR/RT practice. School-wide decision making focused on instruction lives in the ILT of SPMS, which is predominantly made up of teachers. Grade teams led by facilitators are empowered to make subject area specific decisions at CGMS in alignment with CR/RT. Planning documents from each school (Appendices G and I) evidence instructional materials intended to provide a clear structure for curricular planning in alignment with CR/RT. In addition, money is set aside to facilitate the acquisition of books, send staff on off-site professional development and compensate for work outside of contracted hours in service of CR/RT. Table 4.8 provides relevant quotes and codes.

Table 4.8

Transformative Structural Leadership Excerpts and Codes

Sample excerpts	Relevant codes
Both Schools	
"We're talking about it there in that space where it's now the instructional cabinet and equity team together. We just call it the ILT. The Instructional Leadership Team. So that's it's really the same thing." (Mr. Michaels)	Creating teaming structures
"We have got grade team leaders. So that's the person that all teachers in the grade, they can go to report to. The grade team leaders meet with the principal regularly." (Mr. Michaels)	
"Each team has a facilitator. So, they're the person who's responsible for like making sure everything is on track." (Ms. Thomas)	
"There's a facilitators' meeting so whenever the equity people, and/or the planning team, and/or I said there are key things that people need to know about, they come to that meeting." (Ms. Thomas)	
"You need the structure in your day to have teaming in order to do this, and even more to have interdisciplinary teams. Not just content teams." (Mr. Bryant)	Creating teaming structures
"When we're laying out our professional development calendar in the beginning of the year, giving a fair amount of time to when we are going to be turnkeying these different things, having these book studies embedding it in there. Our common planning system. So each content area has two common planning periods a week, one in which they meet as a department. One is in their department, but in specific grade teams to do specific grade planning for their department." (Mr. Isaiah)	Organizing common work, time, and space

Creating teaming structures |
| Our school is PROSE, and the way we use it is that we have grade teams meets 5 days a week, and so one of those days of the week is called "supporting our practice" this year. (Ms. Thomas) | |

Sample excerpts	Relevant codes
Both Schools	
"having the ILT and equity team read, understand, even vet the text before just rolling it out. And then we would purchase it for the entire staff." (Mr. Isaiah)	Distributing Internal resources
"provisioning money so I could take multiple teachers to go to Courageous Conversations in New Orleans." (Mr. Isaiah)	
"Scheduling biweekly meetings for the Equity and ILT team. Provisioning in my budget to pay these people cause this is after school that we're meeting to do so." (Mr. Isaiah)	
"But what I can do is give you the money to do something for per session if that's what you need." (Ms. Thomas)	
"So Ms. Thomas got everyone the book, *The Sum of Us*, and then a couple of people. I think the number's that 12 now, of our staff have said they are interested in the book club." (Mr. Bryant)	

Both principals are responsible for budget allocations and approve all procurement transactions. CGMS completed the Progressive Redesign Opportunity Schools for Excellence (PROSE) process over fifteen years ago while under a different administration, allowing them to embed daily team meetings into their schedule. The schedule of SPMS is designed under the supervision of school administration with input from teachers.

A structural shift which occurred in SPMS was the merger of the ILT and Equity Team, making equity and CR/RT the responsibility of everyone on the ILT. There was also a switch to initially buying books for all staff at once, to acquiring them for the ILT for vetting, consensus of value and pre-planning, and then buying text for the whole staff.

Transformative Learning Leadership

In this study transformative learning leadership is an investment in building all teachers' capacity in CR/RT. Expertise of those within the community as well as external sources of knowledge are intentionally leveraged. There is an emphasis on encouraging job-embedded learning (Kose, 2009). There is also a systemic approach to professional learning, building school-wide coherence across grades and subject areas as it relates to CR/RT. Lastly, there are formal and/or informal means to evaluate the quality and effectiveness of professional learning, specifically by gathering feedback from teachers (Kose, 2009).

A criterion that was central to Kose's interpretation of Transformative Learning Leadership but absent in my findings was academic subject area development. Neither school mentioned deepening teachers' content area expertise as a part of the CR/RT development. However, it is likely that teachers' understanding of their respective academic disciplines were enriched by infusing CR/RT into them. Both schools acknowledged a period in the past when social identity development as it related to personal identity development was prioritized, and in both cases, there was no clear bridge to practice between that learning and application to practice. This fact along with the discomfort that some experienced resulted in a waning of investment in ongoing personal identity/racial consciousness development. However, other components of social identity development include affirming diversity, building cultural capital, and teaching students about diversity and social justice (Kose, 2009). These criteria were alluded to in both school's studying and use of Muhammad's (2020) HILL Model.

Mr. Bryant spoke of numerous instances when teacher feedback informed the evolution of CR/RT professional development design. Examples included increased transparency, teacher facilitation of select sessions, building in work time and less theory-more practical application. Leaders for SPMS spoke of no such evaluative structures. Both schools enact strategies to ensure a coherent, school-wide approach to CR/RT. Excerpts from a professional development session at CGMS are provided in APPENDIX F. CGMS engage in cycles of learning and implementation, one strategy per cycle. Teachers at both sites learn from each other via book talks, intervisitation and peer coaching. There is also a strong commitment to applying CR/RT theory to practice.

Kose (2009) alluded to accountability through the practice of establishing and monitoring concrete school goals within Transformative Visionary. I added the criterion of accountability to Transformative Learning as it is integral to both schools' use of walkthroughs to assess the implementation of skills learned in professional development. The ILT as well as administration are most responsible for accountability at SPMS. Teachers play an informal role in accountability at CGMS. Mr. Bryant, in his previous role as Lead Teacher (and now AP) enacts this function along with administration. Table 4.9 contains interview excerpts aligned with Transformative Learning Leadership.

Table 4.9

Transformative Learning Leadership Excerpts and Codes

Sample excerpts	Relevant codes
Communal Growth Middle School	
"From what teachers said last year, looking at our data, looking at our like how teacher felt about the PDs, and then sort of in check ins there, and I sort of modify and change it." (Mr. Bryant)	Evaluating PD
"I try to take stock after whatever our cycle is, or just after every PD. Just a quick feedback form." (Mr. Bryant)	
Both Schools	
"our SPMS lesson plan, template right? And so, we've got like certain look forwards." (Mr. Michaels)	Organizational Learning
"Two years ago we did a lot of work with Gholdy Muhammad's HILL model. So a lot of the work that we did in terms of embedding culture responses material." (Mr. Bryant)	
"We give the readings and instruction, the research. We had teachers talk about it. We give space for planning implementation." (Mr. Bryant)	
"We always do a book study. We do a deep dive or have a focus for the year." (Mr. Michaels)	
"I would have professional learning time where they could then turnkey the work that was done there, and it was always a situation where whatever work is, learn from attending the professional learning, or having one of my teacher leaders attend and turnkey." (Mr. Isaiah)	Balancing inside and outside expertise
"We have teacher mentors that are paired with new teachers. They're like peer coaches." (Mr. Michaels)	
"We did sessions with Gholdy Muhammad. This is 3 years ago. Just about the Cultivating Genius, and then had another sort of cultivating genius group with one of her PD people around how to do units that were culturally responsive." (Ms. Thomas)	

Both Schools	
"I still pull articles from Dr. Zoretta Hammond. We still use the expertise in the room. We do a lot of theory first. How does it look in the room? Try it out. Let's up, observe, and let's debrief reflect. That's sort of like a cycle of learning that that that we've been doing." (Mr. Bryant)	
"Throughout the course of a year, I'll pull different people in to help me run pds, whether it's first years or just people who have experience in whatever the thing we're doing." (Mr. Bryant)	
"When we would sit and plan out what the professional learning situation is, breaking out what each chapter would look like, I would always say we have to have a way where they have the opportunity to now plan instructional shifts related to this or even plan specific lessons or learning activities related to what we unpack in this particular chapter." (Mr. Isaiah)	Job-embedded learning and program coherence
The next step is, what does this look like in instruction for the school." (Mr. Isaiah)	
"We're just gonna focus on three components of that. The first one is increasing the amount of student ratio, whether that's participation or think ratio. So who's doing the thinking in the class? The second one was the physical environment. So like, let's change from these rows into more group centered. What are the walls look like? Is it reflective of the kids here? Is it their space? Is it co-owned by students? The third one is using data to group and differentiate." (Mr. Bryant)	
"We do walk administration team throughs looking for stuff." (Mr. Michaels)	Accountability
"The three of us divvy up the departments and grades; myself, my co-AP and Mr. Isaiah. So we're all in charge of observing sets of teachers." (Mr. Michaels)	
In reference to accountability: "There are 3 touch points. Maybe 4. The lowest level is data and observations. Anecdotes, or video of you doing it. The second one is teams going into inter-visitation. The third one is me going in. Cause I was a teacher leader before now. I'll go and sit, and I'll just give sort of informal notes. The highest level is Thomas and our other assistant principal, going in and doing their full observations." (Mr. Bryant)	

Both Schools	
"teachers who would do things like going to the CCAR workshops and operate as the equity team for the school and then bring that learning back." (Mr. Isaiah)	Social identity development
"We did sessions with Gholdy Muhammad. This is 3 years ago. Just about the Cultivating Genius, and then had another sort of cultivating genius group with one of her PD people around how to do units that were culturally responsive." (Ms. Thomas)	
"About 8 years ago, we had a teacher who's no longer with us, and she did a lot of the reflective equity work like. Where are you in your equity journey? What are your beliefs? It was very personal. And we did that for 2 or 3 years. and that was the focus. And I think that allow for in my perspective, as someone who was just a participant. It made me feel as though equity was a separate thing." (Mr. Bryant)	

Impact

In contrast to many of the empirical studies that were part of the literature review, this study includes the impact of the efforts to instill teachers with pedagogical skills that serve CR/RT (social justice). Impact focuses specifically on teacher practice; not on student performance. Across both schools, ongoing teacher development in CR/RT has had two common points of impact, curricular planning and student engagement.

A review of curricular documents shared by both schools (Appendices G and I) showed the influence of Gholdy Muhammad's HILL model which emphasizes histories, identities, literacies and liberation (Muhammad, 2020). In a sample math unit plan from CGMS (see APPENDIX G), the learning objective was for students to explore the properties of two-dimensional polygons to find area and perimeter. The essential question was, "How can geometry be used to explore the past and plan for the future?" The HILL section of the unit plan contained the following:

Identity: Themselves: Architect, leader, possibly ancestral connections to the archeological sites. Learning about others through exploring the wonders of the world.

Skills: Be able to find area and perimeter of polygons and represent relationships within shapes using algebra.

Intellect: Explore archeological contributions of people of color.

Criticality: What do you do when you have land or space when more than one group of people have claims to it?

Joy: Design your dream room/home

Both leaders also discussed student engagement; in particular, teachers' ability to design and implement culturally responsive/relevant tasks that deepen and expand student thinking. All school leaders interviewed reported that teachers have increased capacity to facilitate discussions where more students are regularly articulating their thinking. Mr. Michaels noted over time there being fewer classroom management issues which he attributes to stronger, more engaging lessons. Mr. Bryant shared the role of the physical environment in supporting student discourse as well as identity affirmation. Table 4.10 provides excerpts and codes for impact on teacher practice.

Table 4.10

Impact of CR/RT Development on Teacher Practice

Sample excerpts	Relevant codes
Communal Growth Middle School	
We banned rows as the base setup. Your tables have to be set up for three or more students. We defronted the classroom. So now we're in small groups. That's our policy. And so now we have physical environment in the structure." (Mr. Bryant)	Physical Environment
Both	
"We did a lot of work with Gholdy Muhammad's, Hill model. So a lot of the work that we did in terms of embedding culture responses material." (Mr. Bryant)	Planning in alignment with CR/RT
"There's our SPMS lesson plan, template right? And we've got like certain look forwards." (Mr. Michaels)	
"So from a leadership perspective, talking about Danielson, 3 C. Engaging students and learning, seeing how the scores in the staff have improved dramatically as a result of this." (Mr. Isaiah)	Increased student engagement
"What is happening in the class that is allowing any outside observer to see that the students are engaging in activities, and where you can see the type of thinking that's going on where they have to explain, justify, like where it's more involved than just putting just a little response on a paper." (Mr. Isaiah)	Increased expression of student thinking
"This year is focused on student centered learning. The focus is increasing student ratio in class. So we're going with two simple things. The first one is participation ratio. Who's doing most of the talking? Second one is thinking ratio, so who's doing the thinking in the class?" (Mr. Bryant)	

Key Leaders

In the analysis of interview transcripts, there was a focus on who in addition to the principal was positioned to make key decisions and influence others in the processes necessary to sustain CR/RT professional learning over time. When looking across the transformative leadership roles, both principals had presence in all of them. However, the degree to which they were involved, given each of their approaches to the school leadership varied. As noted, in both schools, the principals are the final decision makers, yet both showed evidence of sharing their power through delegation.

Table 4.11 shows who the key actors were within each of the transformative leadership roles in both schools. The Leader Teacher noted is Mr. Bryant, who is now an assistant principal. Administration includes the principal and assistant principals of each school. They take part in the designing of schedules, accountability for implementation, providing feedback, navigating cross-cultural dynamics and investing in trust building as well as risk taking. As a reminder, ILTs consist of administration and several key teachers, not always but usually grade and/or department leaders. ILTs are integral in making sense of CR/RT theories and constructing instructional approaches based on key learnings and expectations that come out of professional development sessions. ILTs also are leaders in trust building, risk taking and providing feedback.

Table 4.11

Key Leaders of Condition Setting

Transformative Leadership Role	School	Leader
Visionary	SPMS	Principal
	CGMS	Principal / Lead Teacher
Political	SPMS	Principal
	CGMS	Principal / Lead Teacher
Structural	SPMS	Administration
	CGMS	Administration
Cultural	SPMS	Administration / ILT
	CGMS	Principal / Lead Teacher / Grade Teams
Inclusive	SPMS	Principal
	CGMS	Principal
Transformative Leadership Role	School	Leader
Learning	SPMS	Administration / ILT
	CGMS	Administration / Lead Teacher

The Role of Leadership in Professional Development for Social Justice

Using the findings from this study, as well as Kose's pre-existing framework focusing solely on principals, I have constructed a modified framework, The Role of Leadership Professional Development (RLPD) for Social Justice is intended to include all relevant leaders regardless of their formal roles. As a reminder, this study and therefore the framework that is a product of it is within the context of a multiracial staff.

Table 4.12 presents a side-by-side comparison of Kose's (2009) PRPD framework and the RLPD.

Table 4.12

PRPD vs. RLPD

Principal's Role in Professional Development (PRPD) for social justice – Kose (2009)		The Role of Leadership in Professional Development (RLPD) for social justice	
Principal's role	Practices	Leadership role	Practices
Transformative visionary leader	· Developing and communicating a transformative vision · Establishing concrete school goals	Transformative visionary leader	· Developing and communicating a transformative vision · Establishing concrete school goals*
Transformative learning leader	· Fostering teacher development for social justice · Promoting organizational learning for social justice	Transformative learning leader	· Fostering teacher development for social justice · Promoting organizational learning for social justice
Transformative structural leader	· Creating formal learning teams · Structuring an inclusive service-delivery model · Organizing common work, time, and space · Distributing internal resources	Transformative structural leader	· Creating formal learning teams · Organizing common work, time, and space · Distributing internal resources
Transformative cultural leader	· Fostering collaborative learning · Promoting collective responsibility for all students · Connecting schools with social justice	Transformative cultural leader	· Fostering collaborative learning · Valuing and understanding racial and cultural heterogeneity · Providing supportive feedback · Promoting trust and risk taking
Transformative political leader	· Maximizing external resources and	Transformative political leader	· Maximizing external resources and

Principal's Role in Professional Development (PRPD) for social justice – Kose (2009)		The Role of Leadership in Professional Development (RLPD) for social justice	
Principal's role	Practices	Leadership role	Practices
	opportunities for professional learning · Building school-wide support for change decisions		opportunities for professional learning · Hiring for equity mindset and racial diversity · Strategic promotion and succession planning · Building school-wide support for change decisions
		Transformative inclusive leader	· Including those other than administrators in key decision-making

Note. Shaded content represents Kose's (2009) PRPD framework.

*Not a reflection of the findings from this study.

In addition to including the Transformative Inclusive role, I have also added practices found in the two participating schools such as providing supportive feedback, hiring for equity mindset (Wang, 2018), and racial diversity and strategic promotion and succession planning. The choice was made to keep Kose's (2009), "Establishing concrete goals" because though it was not reflected in this study's findings, it should be included as a best practice.

A few practices listed in Kose's framework (2009) were not germane to this study as they were a product of his findings focused on the principal role in professional development geared towards cultivating inclusion models for special education students. Those practices include structuring an inclusive service-delivery model and promoting collective responsibility for all students. Though the latter reads as relevant to potentially all schools, it was specifically a response to the need for all teachers to feel

accountable to the academic wellbeing of SPED students when historically, only certified SPED teachers were deemed responsible for educating those students.

The Conditions

In this multiple case study's exploration of the role that leadership plays in setting the conditions for impactful professional development in CR/RT (social justice), it is necessary to clarify exactly what those conditions are. They are the direct outputs of purposeful actions executed in support of the social justice aligned practice. In the case of this study, CR/RT. This listing is informed by the codes used to make sense of actions within the transformative leadership roles used. Some mirrored findings from Kose's (2009) study, all are reflective of the findings from the interviews conducted. This list only contains conditions that were evident in both schools. In choosing the phrasing, I was mindful of how leadership actions informed the professional experiences of teachers while also synthesizing in ways that allow for school specific distinctions.

The conditions for impactful professional development in CR/RT (social justice) are:

- Shared vision

- Access to external resources and opportunities

- Racially diverse staff with equity mindset

- Leadership cultivated by strategic promotion and succession planning

- A shared understanding of why change is necessary

- Shared decision making

- A culture that inspires trust and risk taking

- Supportive feedback for and from teachers

- A culture that affirms racial and cultural heterogeneity

- Effective professional teams

- Shared work, planning, and professional learning time

- Well allocated internal resources

- Access to internal and external expertise

- A school-wide approach to professional learning

Such conditions should be viewed as parts of a whole as they should all serve the same goal, in this case sustaining and deepening ongoing social justice professional learning.

In this chapter I presented findings that directly addressed the three research questions posed for this study. I adapted Kose's PRPD transformative roles into a new emergent framework, RLPD which acknowledges transformative leadership roles regardless of who embodies them. Findings were also cognizant of some of the realities pertaining to social justice development within a multiracial school community. Lastly, I provided a list of the conditions which serve as necessary leadership outputs for the sustained social justice development of staff.

CHAPTER V: CASE DESCRIPTIONS (SCHOOL NARRATIVES)

Introduction

This chapter presents the narratives of the two participating schools in this multiple case study with a specific focus on their journeys towards a commitment to developing teachers in CR/RT. The intention is to provide a sense of the sequence of decisions and actions as well as provide more context for each case.

In 2018, Dr. Marshal, the newly appointed Executive Superintendent of the borough, grounded her priorities in racial equity. She mandated that every school identify an equity goal informed by the disproportionality work developed by Fergus (2017). In addition, schools were expected to establish equity teams, charged with supporting the achievement of this goal. The NYCDOE as a whole had begun mandating implicit bias training for all new teachers. Dr. Marshal also deepened the commitment to racial equity training by mandating that all superintendents and principals in her region participate in *Beyond Diversity*, a professional development session grounded in CCAR (Singleton, 2015). Though Dr. Marshal had no expectations for the implementation of CR/RT across schools, findings showed that her intention of raising the racial consciousness of school leaders in the borough was formative in creating the conditions for them to find ways to reach and better serve SoGM, and in particular Black and Brown students.

It is within this context that both participating schools generated and began to formalize their respective commitments to CR/RT.

School Narratives

Stone Park Middle School (SPMS)

Mr. Isaiah joined the leadership team of SPMS eight years ago as an assistant principal of English Language Arts (ELA). Though his previous school worked to prioritize the needs of underperforming SoGM, there was no focus on culturally responsive practices. He, who identifies as a Black man, was excited about joining the leadership team of SPMS, whose founding principal promoted racial equity and welcomed his ideas for how he would like to integrate CR/RT into the English department. Initially, with the principal's encouragement, he focused on diversifying class libraries, not merely for racial, but also cultural representation that reflected the school's diverse student population (see APPENDIX E). Under her leadership, Mr. Isaiah, his peer Mr. Michaels, and others were sent to Courageous Conversations about Race (CCAR) summits and NYCDOE sponsored implicit bias workshops. They and staff were also sent to Critical Conscious Educators Rising, a partnership between the NYCDOE and The Metro Center at New York University (NYU Metro), designed to support educators in culturally responsive mindsets and practices. Teachers sent to these external development sessions would become SPMS's Equity Team. These Equity Ambassadors consisted of a science teacher, a math teacher and a humanities teacher. Their charge was to develop their racial literacy and facility with CR/RT and return to build the staff's capacity to engage in conversations pertaining to race and culturally responsive practice.

In 2020, the founding principal transitioned out of her role and Mr. Isaiah was named as her successor. Mr. Michaels continued as his assistant principal. One of the

many values that the previous principal left the school with was the importance of hiring new staff that would uphold and sustain SPMS's commitment to racial equity. Interview questions targeted applicants' investment in CR/RT, self-reflection, and racial equity in general. In addition, the hiring of staff that reflected the racial and cultural diversity of the community that SPMS served has been maintained as a priority.

Mr. Isaiah spoke to the need for staff to honor and acknowledge students' cultures and leverage this understanding to make learning more meaningful and engaging. However, not all staff were on board with some of the expectations for implementation of CR/RT. A number of White staff were resistant, skeptical of the viability of CR/RT in relation to rigor; assuming instead that it prioritized fun and dumbed down instruction. In addition, the CCAR and implicit bias work made several staff uncomfortable and left some White staff feeling like racists. Some asserting that they did not see color and prefacing race was unproductive. Mr. Isaiah, seeing himself as a leader that needed to bring everyone together and invest in their potential to grow, sought to understand these dissenting perspectives. He leaned into the neuroscience behind CR/RT as referenced by Hammond (2015) and focused staff on the application of it in their classrooms. According to Mr. Isaiah and Mr. Michaels, this was a game changer. Mr. Isaiah noted that the mindset work in isolation came across as disconnected from what needed to take place during instruction. Around this time, Mr. Isaiah determined that it would be more effective to merge the Equity Team with the Instructional Leadership Team (ILT). Prior to this, the ILT consisted of administration and grade team leaders. This reimagined ILT now consisted of administration and lead teachers from every academic department including special education (SEPD) and

English as a New Language (ENL). As a team they determined the instructional foci of the school year, what literature they would be grounded in, what implementation and roll out would look like across departments, systems for developing models and exemplars, and how implementation would be assessed. CR/RT was their collective responsibility.

School funds were used to purchase copies of books for ILT members first. They vetted and made sense of key concepts and generated initial thinking as to how theory could be enacted in practice. Books for the rest of staff were procured and content area leads used dedicated professional development time to lead book studies and engage their departments in discussions about the implications for their practice. ILT members, or others who were able, served as model teachers, to be observed by colleagues as needed. Expectations were then set for department/school wide CR/RT approaches. ILT members observed attempts at implementation, providing feedback via coaching when needed.

Hesitancy and resistance were also addressed through leveraging teachers who were key influencers within the staff. One such person with doubts was invited to participate in some of the aforementioned external development opportunities and became a member of the Equity Team and later a member of the ILT. Another teacher was asked to be the first to try a new practice. Her willingness to do so caused others who respected her to follow suit.

The ILT meets bi-weekly to plan, strategize and assess instructional initiatives including CR/RT. Professional learning time is regularly scheduled. In some cases, planning meetings and/or professional learning takes place outside of the contracted school day. In these instances, monies are set aside to compensate participants with

per session. Teachers are programmed with two common planning periods per week. One of them is for academic department co-planning time. It is during one of these periods per month that discipline specific implementation of CR/RT planning occurs.

Impact on teacher practice has been tracked using select components of the Danielson Framework (Danielson, 2007). Walkthrough observation data showed that across subject areas teachers improved in framework components related to designing coherent instruction and engaging students in learning. Specifically, the sub-indicators pertaining to instructional material and learning tasks providing students with meaningful cognitive engagement. Unit plans showed the integration of Muhammad's (2020) HILL model. In addition, leaders reported a decrease in behavioral interventions as a result of increased student engagement. Lastly, Mr. Michaels shared anecdotally that instruction had become significantly less rigid and more flexible/responsive to student needs.

In his reflection on his role as the principal, Mr. Isaiah was clear that he generated the vision and made key structural decisions. The ILT, which he leads, works toward consensus on instructional priorities. After instructional walkthroughs, he would ask the team what they thought the focus should be. Teachers have levels of discretion in implementing practice within the parameters decided by their department, and assistant principals don't lead much of the work but have clear roles in terms of holding staff accountable.

Communal Growth Middle School (CGMS)

Ms. Thomas, the principal of CGMS, had worked in the building for almost 30 years. Though this is her fifth year as the principal, she was the assistant principal for 18 years. She shared that much of her time as a teacher then an administrator was

spent ensuring that students felt safe and cared for while in school. Mr. Bryant, who joined the staff as a teacher 10 years ago, shared that approximately eight years ago, a teacher no longer on staff facilitated racial equity sessions focused on personal mindsets and beliefs, but from his perspective, it never felt connected to teaching. He recalled that there were White staff who would call out on the days when those sessions were scheduled. His sense was that many of these staff members either were too uncomfortable to fully engage or did not think it applied to them. That phase of racial equity self-work lasted for two to three years. By the time Mr. Bryant reached his fifth year at CGMS, he had begun to take on staff development design responsibilities. An inciting incident that sparked the school's reinvestment in racial equity and real interrogations of beliefs and practices was the treatment of Black boys by a White teacher. She had a pattern of sending Black boys out of the classroom for behavioral reasons and was known to use deficit language when referring to them around colleagues. This prompted members of her grade team to bring their concerns to administration. Mr. Bryant led an effort to move beyond mindset work and delve into practice, specifically as it related to building empathy with Black boys and being intentional about building productive class cultures and responding to perceived behavior challenges.

Coming out of the pandemic, students were on average approximately three years behind in reading and math. Ms. Thomas was part of a principal cohort that met monthly and attended borough office-led intervisitations at each other's schools. Three years ago, near the beginning of the school year, CGMS hosted such a visit. This one focused on CR/RT. Ms. Thomas and her team were excited to host and have principals

from across the borough experience the nurturing, calm culture that the school had worked hard to sustain. While debriefing the walkthrough, low inference notes reflected teacher-centered instruction, low rigor, and Black boys consistently showing the least amount of participation and engagement. Mr. Bryant commented that coming out of the pandemic, they were more focused on making sure that their students and families were doing okay than instruction. Thirty three percent of their students were not reading on grade level, but they had prioritized a calm, compliant environment. They, like many schools across the country trying to recover from over a year of remote learning, were not only dealing with student re-acclimation to school, but also teacher attrition. Ms. Thomas used this as an opportunity to refocus her staff on instruction. The pivot was immediate and in no way aligned to the priorities and goals identified weeks earlier at the start of the school year. Grant funding allowed for the school to take advantage of a district partnership with an organization that provided staff with the rationale, history and context for CR/RT. Mr. Bryant formed an equity team and led book studies of Muhammad's (2020) Cultivating Genius and focused teachers on infusing curricula with culturally responsive materials as informed by the HILL model. He was clear that he wanted CR/RT to be central to accelerating student achievement by helping students think more critically by way of connecting content to their lives and to the world. They spent the end of that year focusing on one of the tenants of CR/RT, student-centered learning.

The following year, Mr. Bryant led a yearlong development series exploring different approaches to student-center learning. In the spring, teachers volunteered to implement practices reflective of their learning. During that summer, three instructional

foci for the current school year were identified based on what teachers deemed most impactful from their spring efforts: student ratio, physical environment and data driven instruction.

Over 15 years ago, CGMS applied for and was accepted to Progressive Redesign Opportunity Schools for Excellence (PROSE) status. PROSE schools are allowed to adjust structural aspects of their schools in ways that fall outside the contract that the NYCDOE has with the teachers' union. CGMS used this status to program teachers with daily common planning time. Most days were assigned to grade team meetings. These teams cycled through specific topics each day of the week. Both Ms. Thomas and Mr. Bryant believe in the necessity of teaming. Mr. Bryant claimed, "Admin doesn't push teachers. Teachers push teachers." Grade Team Facilitators were identified. This team of teacher leaders met weekly to coordinate their efforts, clarify messaging, and make requests of administration to ensure that teams had what they needed. Three years ago, the school allocated Thursdays to focus on content related to equity. However last year, Mr. Bryant, choosing not to perpetuate the sense of equity being separate from good instruction, changed the name to Supporting Our Practice (SOP). In some instances, this time was used for one grade team to visit the classes of other grades as they implemented CR/RT.

After receiving feedback from staff who found the unexpected shift to CR/RT confusing, Mr. Byrant made a point to constantly begin SOP sessions by reminding them of the instructional goals driving the observation cycle they were in, and where they were in relation to that goal. He also heeded requests for more time during SOP to collaborate on actual work together; for example, reviewing unit plans, student

performance data, and lesson planning. He would also regularly ask other teachers to facilitate.

CGMS prioritizes racial equity mindsets as being foundational to the professional culture and CR/RT as an indelible aspect of the instructional approach. CGMS commitment to CR/RT is ever evolving, but its impact can be seen in curricular planning, the physical environment, participation and engagement as well as student teacher interaction. Mr. Bryant asserted that they had successfully "defronted" classrooms. Positioning desks and chairs in rows facing one direction is only acceptable if a learning task, or an administration of an assessment necessitates it. Otherwise, students are to be seated in "dining room table" arrangement that supports cooperative, collaborative and community-based group learning. Students can also be seated in pairs or triads, allowing them to relationship build and share perspectives as they engage content. Such considerations are aligned with Hammond's (2015) building learning partnerships.

Ms. Thomas saw her principal role as one where she is directly in charge of very little. She sees herself as more of a manager that makes sure that everyone has resources, time and freedom to get things done. She retains the right to have final say on decisions that cannot be resolved before getting to her attention and uses her positional authority to hold people accountable. Mr. Bryant is completely aware of the level of trust that Ms. Thomas has in his ability to envision and work with others to implement school-wide teacher development. He acknowledged how invaluable it was to know that she supported his decisions as a teacher leader. He stated, "I walk in her authority and who she is." His promotion to assistant principal was purposeful and

evidence of her developing him over time for the role. She commented that if she were responsible for everything then others would not be able to make the mistakes they need to make to grow as leaders.

CHAPTER VI: DISCUSSION

This dissertation explored the role of leadership in sustaining impactful social justice professional development for teachers. Two NYCDOE middle schools within the same borough, and with similar student and staff demographics committed to developing teachers in culturally responsive/relevant teaching (CR/RT). For the purposes of this study, CR/RT served as a proxy for any social justice/anti-racist approach to schooling intended to disrupt the pervasive, oppressive ideologies embedded within K-12 education as they are in society at large. Attention was put on those who along with the principals enacted leadership which set the conditions for such ongoing teacher development to occur.

This chapter will begin with a summary of the rationale for conducting this study. Key findings will be shared in a manner that reflects a horizontal comparison between the two schools. This will be followed by a discussion of the findings in relation to current empirical scholarship on social justice-oriented school leadership. The chapter continues with my reflections on my research design and implementation followed by implications for future research and then implications for professional practice. The chapter will end with personal reflections and thoughts.

On average, Black and Hispanic youth earned lower reading scores and GPAs and had the least access to rigorous curricula as compared to their White and Asian peers (NCES, 2023). Approximately 80% of teachers and principals are White (NCES, 2023), and there is a pervasiveness of "new racism" (Kohli et al., 2017) within many K-12 schools. It is imperative that conscious effort be exercised to decrease the prevalence of racism and anti-Blackness among other oppressive phenomena within

our schools. Social justice-oriented school leadership is a viable approach to dismantling systemically oppressive school practices, yet there is little empirical research on how school leaders embed social justice practices within their schools.

The overarching research question of this study was, what is the role of leadership in setting the conditions for sustained and impactful teacher development (in CR/RT)? The findings of this study confirmed that the transformative leadership roles that principals took to embed social justice professional development for teachers in Kose's (2009) study were all relevant in the two schools that participated in this study. A transformative leadership that is grounded in a strong vision, and is attuned to the political, structural, cultural and learning needs of the school professional community is essential. The study's secondary question of what roles do those other than the principal play in leading this work, compelled the addition of another role of transformative inclusive leadership. The findings showed that key teachers were integral in decisions that directly impacted the determination of school-wide instructional priorities, curricula modifications and professional development facilitation and design.

The multiracial realities and shared leadership evidenced in the two schools resulted in modifications to Kose's (2009) PRPD. Examples include the addition of practices such as hiring for mindset and racial diversity, valuing and understanding racial and cultural diversity and strategic promotion and succession planning. The findings confirm that though principals maintained their positional authority, both shared aspects of decision-making and staff influence with others. This additional leadership proved invaluable in setting the conditions for ongoing social justice-oriented professional development.

The literature review in Chapter II prioritized empirical studies and revealed four approaches to social justice-oriented leadership in schools: critical consciousness, valuing and understanding diverse cultures, inclusive decision making, and developing staff. Being that the latter was central to the study, as a researcher, I was curious to see to what degree critical consciousness, valuing and understanding diverse cultures, and inclusive decision making informed developing staff.

Critical consciousness (Freire, 1970/2005) existed to a degree amongst those interviewed. As described by Quantz et al. (1991), all four leaders expressed an awareness of the social, economic, and even political realities of the communities they served. As Black leaders, such insights were largely informed by their lived experiences. As with Shield's (2010) and Galloway and Ishimaru's (2020) studies, the two schools did analyses of racial disparities. This was in alignment with disproportionality work (Fergus, 2017) that was to be done by equity teams in all schools within this borough. In each school, as leaders began to turn to CR/RT, they were aware that instructional approaches were insufficient for their students and in many cases grounded in deficit mindsets. However, Diemer et al. (2016) noted that beyond awareness of the systemic structures that marginalize people, there is the need to build the capacity of others to confront injustice as well as incite action to bring about change. Though both principals engaged in *Beyond Diversity* and CCAR (2015), and one brought such learning to their school staff, maintaining and deepening critical self-work was not acknowledged as an ongoing practice in either school, nor was using critical lens to assess their approaches to CR/RT professional development and instructional implementation. There was no clear evidence that teachers engaged in

reoccurring personal social identity development that Kose (2009) referred to as a component of social identity development. Learning that deepens their understanding of their relationship to power, privilege, and oppression (Ortiz et al.; 2018). In fact, it was this kind of work that participants in the study stated left some feeling like racists. With intention, the focus shifted away from interrogation of self (biases, beliefs, etc.) to instructional strategies and the mindsets needed to implement them with fidelity. Qualitative data collected in this study suggests that the commitment to evolve the thoughts and beliefs of teachers was less about their positionality and socialization, and more on the viability of CR/RT as a way of increasing student engagement, instructional rigor and subsequently student academic performance and achievement. This is not to suggest that this is not relevant mindset work as the skills and awareness that come with cultural competency are indeed invaluable.

The valuing and understanding of diverse cultures was a driving force behind the leadership within both schools and their shared commitment to CR/RT. It included yet went beyond exposure to authors of the global majority and multi-cultural hallway displays (Cooper, 2009; Gardiner & Enomoto, 2006). It also played a role in their hiring practices as well as the identification of members of the administration teams. There was a clear awareness of racial dynamics amongst staff, particularly at SPMS. There was no mention of curating experiences designed to expose teachers to students' cultures and communities (Kose, 2007) or integrating students' cultural cognitive styles, values, or beliefs (Mugisha, 2013). However, students' cultures as expressed by their histories, contributions, languages, and lived experiences were valued and informed aspects of curricular unit design.

In theory, truly transformative inclusivity would position students and families with access to decision making related to teacher professional development. Giles et al. (2005) and Galloway and Ishimaru's (2020) studies consisted of racially diverse equity committees and teams that included parents and students. Mugisha's (2013) and Santamaria and Santamaria's (2015) studies referenced attempts and intentions toward consensus-oriented decision making that involved families. But none ventured to include such inclusiveness regarding decisions related to the development of teachers. The same was true within participating schools. Mr. Isaiah exhibited inclusive leadership similar to that evidenced in Theoharis' (2010) study. He maintained control of the overall vision and direction of the school while empowering staff members with key decision-making responsibilities tied to the implementation of instruction. Ms. Thomas was significantly more aligned with a social justice leadership approach that welcomed virtually any staff member to the table, softening the relevance of hierarchy and sharing power when trust was established, particularly as it related to teacher professional development.

In this study, developing others was central to the research question. The findings show that some of the CR/RT related skills developed are like those referenced in other empirical studies. They are awareness building regarding serving students of diverse backgrounds (Fickel, 2005; McCormick et al., 2013), connecting school to students' lives (Brown & Crippen, 2016; Fickel, 2005; Hynds et al., 2011; Mellom et al., 2018), and incorporating student background into lesson design (Brown & Crippen, 2016; Fickel, 2005). As a reminder, most of the professional development in empirical studies that were part of the literature review occurred outside of the school. However,

on-site support in the form of observation and feedback (Hynds et al., 2011) was an integral part of how teacher capacity was increased in CR/RT at both participating schools.

Reflections on Research Design and Implementation

As noted in the study limitations section of Chapter III, there were challenges to executing the methodology as originally designed. The original NYCDOE based network sampling (Merriam, 1998) process of spreading the word about and cultivating interest in the study via emailed fliers yielded no viable candidates for partnership. This reality inspired the need for me to ground myself in the purpose of the study and not be over committed to the exact context within which to collect data. Transitioning from NYCDOE high schools to NYCDOE K-12 schools and then K-12 schools nation-wide required revisions to my IRB proposal. Modifications to the IRB proposal were also informed by input from several principals that I was in communication with. Decreasing the number of years committed to CR/RT from three to two years as part of the inclusion criteria was a response to the post pandemic realities that many schools faced. In addition, giving schools an option of focus groups or a series of one-on-one interviews with staff was also added. Making such adjustments in response to feedback from the field kept me optimistic as I felt I was getting closer to meeting schools where they were without sacrificing the goals of my research.

A key learning from the lack of success of emailing fliers was the need for more relational networking. This consisted of taking the time to discuss my research with a few colleagues to cultivate their investment in the successful completion of the study. This was a step beyond the initial ask that they share the flier with their networks. It was

an opportunity to discuss the study's purpose and the intent to understand and ideally inform school-based practice. One such discussion resulted in that colleague having conversations with three principals, two of whom met the inclusion criteria. Upon reaching out to them, both expressed genuine interest in my research topic and a willingness to partner with me. It is worth noting that both school leaders were sent the flier months earlier by the colleague who eventually spoke to them, but the personal engagement and credentialing that occurred as a result of talking not only about the study, but also about me were clear difference makers.

In both cases, access to numerous additional leaders and teachers was agreed upon, but proved too difficult to coordinate. Instead, the principals selected assistant principals to engage in one-on-one interviews with me. The significant decrease in the number of voices that would contribute to my data collection was troubling on a personal level as having access to several teacher (follower) perspectives was a core value for me as a researcher. However, in centering the purpose of the study I was able to embrace the school leader voices made available to me. Initially the fact that secondary leaders were identified by the principals brought up ethical concerns as I did not want their participation to result from coercion. However, both Mr. Bryant and Mr. Michaels were very forthcoming and responsive to the interview process. I listened for their lived experiences and the degree to which their perspectives aligned with their principals', asking for evidence when appropriate.

I could not have foreseen the various challenges that presented themselves in the 10 months between achieving candidacy and the start of collecting data. Staying focused on my study's purpose while being flexible was imperative in my ability to

generate findings that are meaningful to the discourse and have the potential to support what is possible in praxis.

Contributions to Scholarship

This dissertation contributes to the field of K-12 public school leadership by studying how leadership is enacted to set the conditions for impactful professional development in social justice. Though there is ample research on social justice school leadership. There is limited scholarship on how leaders develop teachers in social justice practice. Furthermore, there is a dearth of empirical research that explores how leaders provide ongoing on-site professional learning in social justice (or CR/RT) practice for in-service teachers. The majority of literature that pertains to the professional development in CR/RT of in-service teachers documents learning experiences that occur off-site and are facilitated by organizations or institutions typically in partnership with a district (Brown & Crippen, 2016; McCormick et al., 2013; Mellom et al., 2018; Voltz et al., 2003).

My findings have clarified some of the key conditions that support social justice professional development as well as the actual decisions and practices made to set those conditions. The contributions of various leaders in the school communities are presented in both cases honoring the work of instructional leadership teams.

In addition, this study has provided examples of the impact of those actions on teacher practice. A rarity in principal leadership focused research. Lastly, this study empirically broaches the topic of leading social justice development in a multiracial context. A topic under-researched and worth further study. In summary, the

contributions to scholarship relating to school leadership's role in social justice development are:

- Empirical based descriptions of leadership roles (actions) that support on-site social justice professional learning for in-service teachers

- Who in addition to school administration might be enlisted in leading this work

- Conditions that when enacted in a coherent manner sustain ongoing social justice development

- Insight into racial dynamics when leading a interracial staff in social justice

Further Research

Given the limitations of this study, deeper research on this topic and research questions is encouraged. Fieldwork conducted at participating schools including the observation of professional learning sessions, collection of various onsite artifacts and engagement with teachers would provide robust data and findings. With this, an intentional emphasis on teacher-centered data would likely provide unique perspectives on school leadership.

Findings from this study have unearthed several topics worth deeper understanding. A very distinct challenge was named by leadership in both participating schools pertaining to the gap between personal identity work and its relevance to teaching. Though findings show that teachers learned to appreciate the need to affirm student identities and cultures as a result of book studies of authors such as Hammond (2014) and Muhammad (2020), the value of an inter-racial staff sustaining conversations about race while centering their positionality (Picower, 2009; Singleton, 2015; Sleeter, 2012; Thomas et al. 2017) was under appreciated in the two schools.

Such research could explore the potential of deepening collective criticality and ongoing reflexivity in relation to pedagogical practice, i.e., curricular design and modification, instruction and assessment.

In the vein of truly inclusive leadership that is transformative, an empirical exploration of the role of families and students in teacher development for social justice is needed. There are studies which allude to the intention and even structures for such opportunities (Alaska Native Knowledge Network, 1999; Belgarde et al., 2002; Bishop et al., 2009; Hynds et al., 2011). However, more scholarship is needed to understand what structures and expectations are needed to effectively cultivate student and family perspectives with the purpose of enhancing teacher professional development.

Given the challenges experienced in gathering varied voices from school staff, a study could be conducted that seeks to understand the possible mindset, capacity, and belief-based realities that hinder some principals from providing access to staff members for the sake of learning and research.

Recommendations for further research include:

- Compile and analyze more perspectives (additional leaders and teachers) on the role of leadership in the design and implementation of ongoing social justice development.
- Engage in fieldwork on the efficacy of social justice professional development.
- Explore the role of critical reflection on personal and shared beliefs and actions in supporting social justice praxis.
- Investigate practices that allow for the meaningful inclusion of students and families in enhancing social justice professional development.

- Probe school leader willingness to provide access to non-evaluative participation in research.

Implications for Practice

With further research, the RLPD framework should include a rubric that allows one to assess and track the quality of leadership that supports social justice professional development along a continuum of performance. With or without a rubric, the list of conditions can serve as desired outcomes that can inform expectations, coaching and goal setting.

The RLPD framework insists that leadership is executed collectively. Practices within it can inform collaboration and strategic delegation of responsibilities within a school community. It is incredibly important that the leadership actions and the conditions they create not operate in isolation from one another. Accountability measures must be put in place to ensure that actions and condition setting operate in concert within a shared vision. With that, targeting leadership roles and practices within the RLPD to identify strengths and areas for improvement may be invaluable in improving the organization-wide effort. For example, there might be a strong vision, but the structures are not being maximized to meet it.

Lastly, the RLPD framework could be invaluable in school leadership preparation and teacher leadership programs, particularly within courses that emphasize social justice-oriented topics or themes. It is important that new principals begin to look for (or cultivate) leadership within their staff that can play invaluable roles in professional development planning and execution. Similarly, teacher leaders should be encouraged

to develop their own vision for social justice. Implications for practice as informed by this study include:

- Develop an assessment tool (i.e. a rubric) that can be used to track efficacy and progress

- Inform improvements to school-wide implementation of social justice professional development

- Clarify conditions that to be set to support social justice development

- Support leadership development planning in schools

Concluding Reflections

Given my various roles in public education leadership within the last decade, I have had a growing investment in the intentionality, values and actions that inform impactful school leadership that boldly serves as a counterpoint to the pervasive oppressive phenomenon that are embedded in the DNA of our country, hence social justice-oriented school leadership. My ideal audience had to be school leaders and those that support, supervise, coach and educate them. As a practitioner, I was most motivated by the learning I engaged in that would in turn support the capacity building of school leaders.

This research serves as a starting point for me as a scholar passionate about social justice school leadership and addressing what it can look like, how it can be done and by whom. As noted in Chapter I, this study has the potential to provide useful guidance to school leaders who wish to embed ongoing social justice (or specifically CR/RT) professional learning in their schools and either may not know where to begin or want to deepen efforts already in existence. I hope that my findings provide key

features that can chart a path forward for those who wish to engage in this work. My aim is that it will support the thinking, the planning, or any next step that might move a school community in the direction of better serving SoGM and those who educate them.

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APPENDIX A: SCREENING SURVEY QUESTIONS FOR SCHOOL PRINCIPAL

Questions
How do you describe your gender identity? 1) Male (including transgender men)   2) Female (including transgender women   3) Other 4) Prefer not to say
How do you describe your racial identity? 1) American Indian/Alaska Native   2) Asian/of Asian descent   3) Black/African Am. 4) Hispanic/Latino/Latinx   5) White   6) Multi-racial   7) Other
How long have you been the principal of this school? 1) 1-2 yrs   2) 3-4 yrs   3) 5-6 yrs   4) 6-7 yrs   5) more than 8 yrs
How long have you led the effort to embed culturally responsive/relevant teaching (CR/RT) in your school? 1) 1-2 yrs   2) 3-4 yrs   3) 5-6 yrs   4) 6-7 yrs   5) more than 8 yrs
Would you describe your teaching staff as multiracial? 1) Yes   2) Somewhat   3) No
Are there structures in place to sustain and deepen CR/RT in your school over time? 1) Yes   2) Somewhat   3) No
Are you willing to share relevant sample artifacts that you may mention during the interview? 1) Yes   2) Somewhat   3) No
I am constantly aware of my racial identity and the positionality that comes with it as I lead this work in our school.   1.   strongly agree   2) agree   3) neutral   4) disagree   5) strongly disagree
I have been consistently mindful of the racial dynamics within our staff that may have come up as CR/RT has become a part of professional practice.   1.   strongly agree   2) agree   3) neutral   4) disagree   5) strongly disagree
I purposely include others in guiding/leading the deepening of CR/RT in our school.

1. strongly agree   2) agree   3) neutral   4) disagree   5) strongly disagree
Approximately how much of your current teaching staff have embedded CR/RT in their instructional practice? 1. all   2) most   3) some   4) few   5) none
I am confident that 8-10 members of my staff would be willing to participate in a focus group to share their experience with CR/RT development 1) strongly agree   2) agree   3) neutral   4) disagree   5) strongly disagree

APPENDIX B: SCREENING SURVEY QUESTIONS FOR ADDITIONAL LEADER

Questions
How do you describe your gender identity? 1) Male (including transgender men)   2) Female (including transgender women   3) Other 4) Prefer not to say
How do you describe your racial identity? 1) American Indian/Alaska Native   2) Asian/of Asian descent   3) Black/African Am. 4) Hispanic/Latino/Latinx   5) White   6) Multi-racial   7) Other
How long have you been in your role at this school? 1) 1-2 yrs   2) 3-4 yrs   3) 5-6 yrs   4) 6-7 yrs   5) more than 8 yrs
What is your role?
Are you willing to share relevant sample artifacts that you may mention during the interview? 1) Yes   2) Somewhat   3) No
I was aware of and utilized CR/RT before working at this school? 1) strongly agree   2) agree   3) neutral   4) disagree   5) strongly disagree
I am constantly aware of my racial identity and the positionality that comes with it as I plan and implement instruction? 1. strongly agree   2) agree   3) neutral   4) disagree   5) strongly disagree
Has the CR/RT support and development opportunities provided in this school has significantly impacted aspects of my teaching practice? 1. strongly agree   2) agree   3) neutral   4) disagree   5) strongly disagree

APPENDIX C: SEMI-STRUCTURED SCHOOL PRINCIPAL INTERVIEW

Briefing:

- Researcher Introduction and purpose of study
- Pseudonyms will be used in dissertation
- Sample artifacts may be requested if mentioned during conversation
- Please speak your truths. It is not important that you agree or share sentiment regarding your experiences. The best responses are honest ones.

Questions:
- How do you define culturally responsive/relevant teaching (CR/RT) and how does it show up or where is there evidence of it in your school?
    - Follow-up or a probe: To what degree is it living across grades and subject areas?

- Why is CR/RT important, and how is it a reflection of your values as a school leader?

- Think back to your introduction to CR/RT, how open to this concept were you at the time?
    - Follow-up or a probe: What kind of self-reflective work did you do before CR/RT working to implement it as an instructional approach in your school?
    - Was that self-reflective work crucial before a school-wide implementation of CR/RT, why/why not?

- Similarly, think back to the introduction of CR/RT to the school community, how open to learning about and being developed around this concept were staff at the time?
    - Follow-up or a probe: What challenges did you face and how did you navigate them?

- How did the racial diversity of your staff impact how CR/RT took hold in your school?
    - Were there any challenges that arose as a result of having a racially diverse staff?
    - Were there any advantages to having a racially diverse staff?

- What kinds of professional development and support do you receive as a leader to help you sustain CR/RT in your school?
    - Follow-up or a probe: How has this work informed your ability to support and sustain CR/RT in your school?

- What kinds of professional development and support do teachers receive to sustain culturally responsive teaching?
    - Follow-up or a probe: What is your role in supporting this professional development?

APPENDIX D: SEMI-STRUCTURED ADDITIONAL LEADER INTERVIEW

Briefing:

- Researcher Introduction and purpose of study
- Pseudonyms will be used in dissertation
- Sample artifacts may be requested if mentioned during conversation
- Please speak your truths. It is not important that you agree or share sentiment regarding your experiences. The best responses are honest ones.

Questions:

- Why is CR/RT important, and how is it a reflection of your values as a school leader?

- Describe specific ways in which CR/RT is reflected in teacher practice? (*Request artifacts if applicable*)

- How did the racial diversity of your staff impact how CR/RT took hold in your school?
  - Were there any challenges that arose as a result of having a racially diverse staff?
  - Were there any advantages to having a racially diverse staff?

- What kinds of professional development and support do teachers receive to sustain and deepen culturally responsive teaching?
  - Follow-up or a probe: Which modes of support and development are most useful, and why?

Debriefing:
- Summarize and highlight salient points made.
- Review artifacts to be sent, by whom and by when
- Reiterate use of pseudonyms
- Ask for clarifying questions
- Extend gratitude

APPENDIX E: DEMOGRAPHICS OF PARTNERING SCHOOLS

	Stone Park Middle School	Communal Growth Middle School
Student Demographics		
Enrollment	299	310
Asian	4%	0%
Black	52%	28%
Hispanic/Latinx	37%	69%
Native American	<1%	<1%
White	6%	<1%
English Language learners	9%	13%
Students with IEPs	29%	28%
Female	49%	50%
Male	51%	50%
Teacher Demographics		
Asian	N/A (fewer than 5)	N/A (fewer than 5)
Black	37%	38%
Hispanic/Latinx	N/A (fewer than 5)	N/A (fewer than 5)
White	50%	41%

APPENDIX F: CGMS - EXCERPT FROM PROFESSIONAL DEVELOPMENT: INCREASING STUDENT-TO-STUDENT INTERACTION

Discussion Questions

1) Using information from Dr. Hammond's speech, why would we choose Culturally Responsive Teaching?

Discussion Questions

2) Where can CRT live in your class / what you do in your class?

What is the fear or challenge or uncertainty around around this?

Goal of CRSE

To ensure our students are reaching their full potential by teaching in a manner that allows students to make connections and think critically about the world around them

-2   +1

Group Discussion Questions

- How does increasing student to student interaction in the classroom support the CRSE goal?
- What is the role of the teacher in an increased student to student interaction classroom
- What are the steps needed to support our black boys (individually not the monolith) in an increased student to student interaction classroom

Increasing Participation Ratio

In groups, answer the following questions:

1) What are different ways to increase participation ratio?

2) What are the merits of teachers standing in the front giving information?

APPENDIX G: CGMS - EXCERPT FROM UNIT PLAN

Communal Growth Middle School
Ms. Thomas, Principal

Subject / Grade Math/6 *Unit#4: Variables in Counting and Surrounding*

Dates	
Unit Objective	Students will explore the properties of 2D polygons to find area and perimeter. They will also use geometry to explore the foundations of algebraic expressions and equations.
Unit Description	In this unit students will go on a journey exploring 4 of the 7 New Wonders of the World and the one remaining ancient wonder. They will pull out geometric figures from each wonder and find areas on a paper sized scale. Woven into this exploration, students will be introduced to the foundations of algebra- the meaning of purpose of a variable, the parts of an expression and how to use these to represent relationships. They will use algebra and geometry to find patterns, discover formulas and calculate area and perimeter. They will also have two opportunities to apply their learning by designing their dream room/home and then by designing a space that is currently in a legal battle in the South Bronx.
Essential Questions	How can geometry be used to explore the past and plan for the future?
Enduring Understandings	• Perimeter is a measure of linear units needed to surround a two-dimensional shape. • Area is a measure of square units needed to cover a two-dimensional shape. • The linear measurements of the base, height and slanted height of parallelograms and triangles are essential to finding area and perimeter of these shapes. • A variable is a letter that can represent a quantity that changes or a letter that represents a singular unknown value. • Variables, expressions and equations can be used to represent relationships in real-world situations, including geometric figures
HILL Framework - Equity Focus	**Identity:** Themselves: Architect, leader, possibly ancestral connections to the archeological sites. Learning about others through exploring the wonders of the world. **Skills:** Be able to find area and perimeter of polygons and represent relationships within shapes using algebra. **Intellect:** Explore archeological contributions of people of color. **Criticality:** What do you do when you have land or space when more than one group of people have claims to it?

	Joy: Design your dream room/home

APPENDIX H: CGMS - IN FIELD COACHING OBSERVATION NOTES AND

FEEDBACK

School: <u>CGMS</u> Teacher: <u>XXXXXXX</u> Date: Mar 8, 2024

Room Arrangement

1 Girl	3 Girls	3 Boys (2 Boys)
1 Boy (moved from the other side of room)	2 Girls	1 Girl 1 Boy
	2 Girls 1 Boy	1 Boy
	1 Boy	

Room Arrangement Notes

Welcoming and Affirming Environment - Partners and Triads creates the space for natural collaboration with peers, This creates an opportunity for building relationships and getting to know alternative perspectives to engaging with content

Student Centered Instruction - For group work, "dining room table" arrangement provides and supports learning as cooperative, collaborative, and community-oriented.

Selective Scripting Notes

Teacher Words and Actions Student Words and Actions	Notes (Evidence of CRSE, CRT, and/or 5 Pursuits)
If you are not using your same image from yesterday… Teacher walks around checking student progress - "looking to see that yours looks like mine"	**Believing all students can succeed; Holding high expectations** - Teacher communicates clear expectations and directions. Provided students with a model of what was expected.
To a student (boy) - you are too distracted by the people around you	
Show me with your arm the X axis 3 students (girls) put their arms in a horizontal position Take your patty (?) paper…line of Reflection and precision reflection… Figure out how to get it on page 24 Students working on their graphs To the class - we are about to go back to our own seats On page 23, what was the note?	**Teacher as Facilitator** - Teacher uses various teaching approaches to accommodate diverse learning styles including auditory, kinesthetic, and visual learners
To a student (girl) it's not precise enough, that's the whole beauty of the graph Renaldo, back to your seat Direction of your chair needs to be facing the front of the room	**Skill** - Helping students gain proficiency and become smarter through using content-specific skills.

Teacher Words and Actions Student Words and Actions	Notes (Evidence of CRSE, CRT, and/or 5 Pursuits)

Teacher circulating room - we are
    A' (0,0)
struggling here but I do see
    B' (2,-4)
improvement. Remember before when
    C'(5,-4)
we were translating just a smidge?
    D' (6,-6)
Ok, let's get your answers for each
    E' (3,-6)
 	
    Rule
    (X,Y)
    (X, -Y)
 	
    (different students contributed to each of the answers)
 	
    Why do we need prime? Chorale Response
 	
I will write it down, don't know if I am convinced yet
 	
As you are copying/checking let me know if you see something different
 	
Notes from yesterday - Reflect the vertices
 	
Do you agree with this rule?
 	
How is it similar and different from the
	Welcoming and Affirming Environment - teacher encourages students to take academic risks, acknowledging the improvement but also stating and normalizing that there is room for more growth. This is a way of capitalizing on student mistakes as learning opportunities to grow academically and emotionally.
	
	Skill - Helping students gain proficiency and become smarter through using content-specific skills. This was a check for understanding to see what students were able to do independently and providing them the opportunity to practice the skill over and over until they were confident with the skill

Teacher Words and Actions Student Words and Actions	Notes (Evidence of CRSE, CRT, and/or 5 Pursuits)
previous rule? Bre, do we like this rule yes	
explain I don't know how	**Teacher as Facilitator -** Teacher attempts to provide students an opportunity to explain their thought process

Can we use this as evidence? (points to
     The x value is positive and the y value is the graph on the board)
     negative
 	
Mariah
 	
 Javion So the last problem we went over
          the x axis…the y is negative
 	
[Writes down information on the chart]
Grid rules for transformations
Reflection
Over X (XY) →(-X,Y)
Over Y (XY) → (X,-Y)
 	
…when we flip it over the x-axis the y is negative
But when we flip over the y-axis the x is negative
 	
Gave suggestions on how to take notes
	BTC Practice 11 - Teacher shared helpful tips on note taking as a mindful activity, encouraging students to decide for themselves what notes their future selves will need

Walks around room to get students to pick a manipulative - student caught on	**BTC Practice 2** - Teacher formed random groups, encouraging the mindset that all

Teacher Words and Actions Student Words and Actions	Notes (Evidence of CRSE, CRT, and/or 5 Pursuits)

that groups were determined by the color of the manipulative and so teacher switched approaches to arrange groups

Random group generator (classtools.net)

Start thinking and looking at page 25 Window Locker, Dining Room Table, Page 25, Go! (90 second transition)

Reflections and Feedback
have something to contribute to the group. This approach also breaks down social barriers within the room, increases knowledge mobility, reduces stress, and increases enthusiasm for mathematics. The one student who was sitting

by himself for most of the period was now a part of a group setting. The student who had to move desks for being distracted earlier, now had a second chance to recalibrate his behavior and interact with others.

Student-Centered Instruction - Without seeing the group work time, it is hard to say what students were able to engage in together; however, the set up of group collaboration encourages a community of learners that creates a space for for student-directed sharing time and the ability to take on roles and responsibilities that would allow them to share their knowledge and expertise with each other.

Strengths	Wonderings/Growth Opportunities

- Probing questions to encourage students to share
    - **5 Pursuits Everyday** - I wonder how Identity, Intellect, and Criticality could have been brought into the lesson in small ways. (i.e. Incorporating real world examples

their reasoning behind their approach to solve the problem(s)

- Incorporating professional development topics, inquiries, research based pedagogies, and strategies into practice (i.e. BTC practices)

- Checking for understanding throughout the lesson (ie. circulating room providing in the moment feedback, asking different students in the room to share a piece of the answer, addressing misconceptions

in the moment, etc.)

Suggested Next Steps
that are culturally relevant to the interests, aspirations, goals of the students **[Identity]**, scenarios that allow them to use the skill solve a societal problem/social justice issue **[Criticality]**, introducing them to mathematicians, engineers, etc. that are currently using the skill you are teaching them in new and innovative ways **[intellect]**)

- **Fostering high expectations and rigorous instruction (CRSE), Learning**

within the context of culture (CRT) - I wonder how this same lesson could have gone if there was an incorporation of current events, even if controversial, into instruction. For example, the C-Town fire, a new grocery store needs to be erected for the sustainability of the community. How could you have possibly created a challenge for them to learn about transformations, reflections,

etc. through a scenario based activity where they are utilizing their **Skill (one of the 5 pursuits)** of the math content, to come up with the best approach to rebuild c-town. They could create a blueprint of the new C-Town taking the original figure and reflecting it over the x and y axis. Talk about what each area should be and why, etc.

- Shift the academic struggle to students. Consider diving into [BTC Practice 8](#) (Pages 26-28)
    - Increase group collaboration and scenario based activities that would allow them to utilize each other as sources of support before relying on teacher support.
- Try to bring in at least one of the 5 pursuits intentionally into your lesson each day. This can be incorporated in a do now, a small group scenario/task/discussion, independent practice/reflection, etc.

> **Other Resources that might be helpful during your independent study/journey of our Equity Work**
> - [Gholdy Muhammad (2020). Cultivating Genius. Chapter 2.](#)
> - [Danielson Framework Domain 1: Planning & Preparation](#)
> - [Building Thinking Classrooms - 14 Practices](#)
>   - [BTC in Math Executive Summary](#)
>   - [BTC in Math Article - Edutopia](#)

APPENDIX I: SPMS – LESSON PLAN TEMPLATE

Teacher(s) :	Class:	Date:
Standard:		
Learning Target and Success Criteria: *What is the purpose of the lesson?* *How does it build on previous work?*		
Academic Language (Vocabulary Terms & Phrases)		
Success Starter/Entrance Ticket		
Five Pursuits **(Dr. Gholdy Mohammed)** ❏ *Skills: How does my instruction help students learn the skills for my content?* *(Embedded in Standard and Learning Target)* ❏ *Identity: How does my instruction help students to learn about themselves and others who are different from them?* ❏ *Criticality: How does my instruction help students understand power, equity, social justice, anti-racism, and anti-oppression?* ❏ *Joy: How does my instruction enable and amplify joy?* ❏ *Intellect: How does my instruction help advance students' knowledge and allow them to put what they have learned into action?*		
Mini-Lesson: *Unpack the Learning Target* *What do we want students to do by the end of the lesson?*		
Think Time:		

SPMS Lesson Plan Template

Discussion Format/Question Prompts:	
Differentiation/Grouping	
Assessment Tools	- Peardeck - Nearpod - Jamboard - Other: _____
Checks for Understanding and Assessment **CFU # 1** **Entrance Ticket** **Turn and Talk** **Stop and Jot** **Silent Discussions** **Short Response** **Extended Response** **Other: _____**	
CFU # 2 **Entrance Ticket** **Turn and Talk** **Stop and Jot** **Silent Discussions** **Short Response** **Extended Response** **Other: _____**	
CFU # 3 **Entrance Ticket** **Turn and Talk** **Stop and Jot** **Silent Discussions** **Short Response** **Extended Response** **Other: _____**	

SPMS Lesson Plan Template

Protocols Used Within the Lesson:	
Misconceptions: *What misconceptions do you anticipate? How will you address them?*	
Homework	

APPENDIX J: SPMS - TEACHER SURVEY

1. How comfortable do you feel incorporating CRSE practices in your pedagogy? *

Circle one number.

Not comfortable   1   2   3   4   5   Extremely comfortable
     at all

2. How important do you think it is to incorporate your students' culture and history into your instructional planning?

Circle one number.

Not important   1   2   3   4   5   Extremely comfortable
     at all

3. How often do you expose your students to diverse perspectives from voices that have been traditionally marginalized?

Circle one number.

Never   1   2   3   4   5   Very often

4. How often are students given opportunities to provide input on previous or future lessons. *

Circle one number.

Never   1   2   3   4   5   Very often

5. How large of a role does student interest play in the design of your instruction?

Circle one number.

      No role whatsoever   1   2   3   4   5   An extremely large role

6. How often are students provided with opportunities to choose between different learning activities?

Circle one number.

      Never   1   2   3   4   5   Very often

7. How much support do you think you need with designing lessons that incorporate CRSE strategies?

Circle one number.

      Not support   1   2   3   4   5   A lot of support
        at all

APPENDIX K: SPMS - STAGE ONE INTERVIEW QUESTIONS

STONE PARK MIDDLE SCHOOL

Principal Isiah

Stage One Interview Questions

Equity Lens:
1. Discuss your familiarity with or interest in culturally responsive teaching.
2. Discuss your experience in working with students of diverse backgrounds.
3. What racist, sexist, discriminatory beliefs have been conditioned inside of you from family, community, and society (literature, media, etc)
a. What thoughts, ideals do you have that need disruption?
4. Can you say "**Black Lives Matter"** out loud? Why or why not?
5. Are you an anti-racist educator?
a. How would that be observed in your instruction?
6. If it is halfway through the marking period and 80% of your students are failing the class, what would you do?

Professional Experience:
1. Explain your teaching experience.
2. What made you want to pursue a career in education (and the particular subject area)? a. Why PGMS specifically?

Work Ethic / Perseverance:
1. What was one challenge you have faced so far in your career, and what strategies and tools did you use to overcome it?
2. Tell Me About a Time When a Situation Changed at Work and How You Dealt With It. 3. How do you maintain your own professional development, and what areas would you select for your personal growth?

Classroom Management:
1. What's Your Teaching Style or Philosophy?/What Adjectives Would You Use to Describe Your Presence in the Classroom?

2. Describe a situation in which you had a very challenging student? What do you think contributed to your challenges with this particular student? What do you think could have been done differently in order to prevent the issues you faced with that student?

a. What would you do differently if that situation presented itself again in the future? 3. How Do You Motivate Students?

4. How do you cultivate positive relationships with your students and create a sense of class community?

5. How do you include parents and guardians in their child's education?

Teamwork:

1. What types of colleagues do you tend to gravitate towards?

2. What would your colleagues say about you?

3. Tell Me About a Time When You Worked With a Team to Solve a Problem. 4. Tell Me About a Time When You Helped Someone Become More Successful. 5. What can you contribute to our school community and our teaching team?

6. Tell Me About a Time When Someone Gave You Feedback and How You Handled That.

Technological Expertise:

1. How do you teach 21st-century learners, integrate technology, and guide students to be global citizens?

2. Have you used Google Classroom?

3. What other online tools do you have experience with that could help you with digital instruction?

Personality/Interests:

1. What are some things that you like to do when you are not working?

2. How would you incorporate your personal interests into your pedagogy?

3. Why do you want this position and why are you a

APPENDIX L: ADDITIONAL BRACKETING REFLECTIONS

After each interview, reflective notes were taken with the intention of acknowledging impressions of each participant, their leadership and wonderings that would likely go unanswered given the constraints of the interview process.

Mr. Isaiah
- Very grounded in the history of CR/RT at SPMS as he joined the staff passionate about it.
- Needs to be in the know about everything.
- Aspires to share more control but challenged by delegation. Yet, the ILT appears to be highly functioning. Though he was trusted and groomed by his predecessor, he does not seem to be growing leaders with much intention. Has a strong sense that he is still controlling everything. Is this true?
- It's not clear how or if he cultivates leadership
- He's ready to engage in difficult conversations (about race) if/when needed. Has not had to do so post pandemic.
- Committed to getting everyone on board
- Seemed interested in Courageous Conversations but did not know how to create bridge to practice
- No apparent investment in ongoing racial literacy work
- Acknowledged impact on curricular planning and student engagement

Mr. Michaels
- A true second-in-command. Does not appear to generate ideas or provide much thought partnership to Mr. Isaiah.
- Follows up on things. Makes sure "trains are running on time".
- Doesn't communicate in a concise fashion. Messaging likely comes from Isaiah.
- Recalls racial literacy training, but doesn't appear to miss it or embrace the value of it.

Review of SPMS artifacts
- Blank teacher survey makes me wonder if the request was misremembered months after the request, if the data mentioned during the interview is not favorable or even viable due to low participation on the part of teachers
- Blank lesson plan template caused me to wonder if the request was misremembered months after the ask, if the principal does not have complete lesson plans at his disposal, or if they are not utilized by staff with fidelity.
- Equity Lens questions in the stage 1 interview process reflect clear inquiry into applicants' perspective on CR/RT, diverse student populations, their own socialization, etc.

Ms. Thomas
- Her articulation of vision for CR/RT is impressionistic/somewhat vague
- Uses "love for children" as foundation for personal beliefs
- Spoke of supporting social identity development beyond race, but did not articulate the how
- Very hands off
- Invested in cultivating leaders. Curious about her approach to leadership development
- Unaware of racial dynamics within the last four years

- Was very invested in CR/RT curricular modifications
- Trusts and defers to Bryant

Mr. Bryant
- Clear leader of (CR/RT) professional development
- Strong vision for CR/RT as good teaching
- Very hands on
- Most of his leadership within the last 5 years has been as a lead teacher
- Motivated by improving instruction. Less concerned with people's personal beliefs as long as they execute as expected.
- Primary provider of formative instructional feedback
- Likely communicates vision for the work verbally in sessions that he leads (no artifacts)
- Noted that detractors are likely to be silent because of the professional culture of "this is what we're doing". May explain why Thomas had no sense of racial dynamics.

Review of CGMS artifacts
- Sample unit plan shows clear use of HILL Framework for 6th grade math lesson
- Deck from staff PD focuses on Dr. Hammomd's CRT work with discussion questions like where can this live in your class.

Post data collection self reflection
- Genuine disappointment in there being a lack of investment in ongoing critical reflection on practice, as well as mindset work that sustains social justice/anti-racist beliefs
- Excited to partner with two schools that have similar leadership structures, but different realities as it pertains who embodies key leadership roles

APPENDIX M: PERMISSION TO RE-USE TABLE

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Craig Myles   Thu, Sep 12, 2024 at 1:01 PM

To:

—-——————

Reply above this line.

Craig Myles commented:

Dear Rod Bowen,

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