

PRINCIPALS' SOCIAL JUSTICE LEADERSHIP IN
DEMOGRAPHICALLY CHANGING SUBURBAN PUBLIC ELEMENTARY SCHOOLS IN
ARIZONA

By
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SIGNED Cynthia Therese Ruich

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ABSTRACT

This study described how suburban public elementary school principals and teachers perceived the principals' social justice leadership as shifting demographic diversity increased in racial and ethnic minority students, decreased in white students, increased in child poverty, and threatened schools academic achievement status. The two Arizona high performance suburban public elementary schools (SPES) were located in two different suburban districts on opposite sides of a metropolitan city. A multiple embedded replication case study involved principals and six K-5 grade teachers at each school and included participant semi-structured interviews, school observations, and document analysis. The data showed how principals' leadership was perceived and practiced in educating students with social and educational inequalities while simultaneously trying to maintain high performance schools. Findings revealed that principals' different and similar practices were not motivated from a social justice disposition. Nevertheless, I discovered that principals' leadership practices imperceptibly included tenets of social justice. The teachers perceived that principals made concerted efforts beyond contemporary leadership practices that addressed children's inequalities owing to poverty and lack of academic preparation. The principals and teachers cared for the students and pushed for additional resources. The educators expressed being underprepared professionally for the tensions brought about by students' shifting demographics. An unexpected finding was that child poverty trumped the children's race and ethnicity as the foremost issue challenging the principals and teachers. As a result of the findings, part of my proposition supported the premise that principals would perceive the educational inequalities experienced by students. Conversely, part of the premise

stating that principals' perceptions of students' educational inequalities would influence them to use social justice leadership was weakly supported because principals did not perceive or attribute their practices with teachers as driven by a belief in social justice.

Two themes emerged from the analysis of patterns across cases: (1) Principals did not have a social justice consciousness driving their leadership practices, and (2) Principals' contemporary leadership practices imperceptibly combined social justice leadership tenets to influence teachers and promote equality of educational opportunity for all students.

CHAPTER 1

INTRODUCTION TO THE STUDY

This study examines principal leadership in two Arizona suburban public elementary schools (SPES) that were experiencing demographic shifts in students' racial, socioeconomic, and academic diversity. The schools were located in two different suburban districts on opposite sides of the outer ring of a metropolitan city. A multiple embedded replication case study design involved principals and six K–5 grade teachers at each school and included semi-structured interviews and follow-up with participants, school observations, researcher notes, and document analysis. This study describes how principals and teachers perceived principals' social justice leadership as the shifting demographic diversity increased in ethnic minority students, decreased in white students, increased in child poverty, and threatened schools academic performance status.

The Context

In 2010, 56 percent of the state of Arizona's population was nonwhite. Non-Hispanic whites made up 42.9 percent of the population. People of color made up a large portion of the state's population with 42.2 percent Hispanic or Latino, 5.2 percent American Indian, 5.6 percent black, 2.8 percent Asian, and .2 percent Pacific Islander (NCES, 2011). The child population was becoming majority minority.

The number of children increased by 19 percent from 2000 to 2010 and the number of children under ten years old increased by 18 percent, placing the state fifth in the nation in children in that age group. Non-Hispanic white children made up 41.6

percent of the child population and Hispanic or Latino children were 43.2 percent. Children numbers included 5 percent American Indian, 4 percent black, 2 percent Asian, and approximately 4 percent other (U.S. Census Bureau, 2010). In the United States, Hispanics, Asians, and, to a lesser degree, multiracial children have accounted for the net growth in the nation's under-eighteen population. Hispanics recorded the largest total increase in children, at 4.8 million (Frey, 2011).

In Arizona, children's demographic shifts have contributed to a minority white child population and caused a "cultural generation gap" in race-ethnicity that exists between white children and adults. Among the states, Arizona has the largest gap, with a 41 percent white child population and 58 percent white adult population. According to Frey's (2010) report "Will Arizona Be America's Future?" the generation gaps are especially large in two major metropolitan areas, ranking first and fourth respectively in the nation. These gaps have major implications on school funding and the tax base.

Suburbia. Over the last two decades in the United States, suburbs have become the favored site of residential development, consistently attracting more residents. Based on U.S. Census Bureau data (2010) the percentages of Hispanic, black, Asian and Pacific Islander, American Indian and Alaska Native, and two or more races living in suburban areas increased from 3 percent to 8 percent. The Brookings Institute reported that minorities represented 35 percent of suburban residents, similar to their share of the overall U.S. population (Frey, 2011).

Considerable racial and ethnic shifts in the populations of suburbs are challenging leaders at all levels to understand and keep pace with the continuing transformation of these localities and the related educational policy implications. Owing to students'

demographic diversity shifts in suburban public schools, what are the ensuing challenges in principals' leadership and teachers' practices?

To start, suburban public schools have witnessed student population increases by 3.4 million since 2000, and virtually all of this increase (99 percent) has been due to the enrollment of new Latino, black, and Asian students (Fry, 2009). Suburban school districts in 2006–07 educated a student population that was 41 percent nonwhite, up from 28 percent in 1993–94 and not much different from the 44 percent nonwhite share of the nation's overall public school student population. These statistics show rapid growth in the new student demographic diversity differentiated economically, ethnically, and linguistically (Ascher & Branch-Smith, 2005). At the same time, decreases in white students and increases in Latino and black students accounted for student diversity shifts in many suburban schools.

Frankenberg (2012) suggested students' demographic shifts in suburban school districts within the same metropolitan area may differ and some may have lost their identity of being high performing schools in homogenous affluent neighborhoods owing to the following factors: "Those located near the central city may have already gone through a period of rapid racial transitions and now mirror city demographics; some may be experiencing racial and economic diversity for the first time; and others still, such as those on the fringes, may be largely untouched by the demographic wave affecting the rest of the area" (Frankenberg, 2012, p. 27). In Arizona, there were 315 suburban public schools with 20.8 percent of the student population in 2009–10 (Chen, 2011). Depending on the location of the suburban schools, these student demographic transitions present principals and teachers with new challenges such as the upsurge in student poverty,

threats to widening the achievement gap, and questions about the pros and cons of stable veteran white principal and teacher forces.

Poverty. According to Murphy (2010), following the 2000 U.S. Census, demographers noted a shift in the spatial landscape of poverty in which concentrated poverty in U.S. cities was on the decline, but rising in the suburbs. Approximately 11 percent of people living in suburbs live in poverty (Hanlon, Short, & Vicino, 2007). Due to the rise in poverty the National Center for Educational Statistics (NCES) reported that 39 percent of suburban public elementary school fourth-graders were eligible for free or reduced-price lunches in 2009, including a population of 21 percent whites, 70 percent Hispanics, 65 percent blacks, 52 percent American Indian/Alaska Natives, and 25 percent Asian/Pacific Islanders (Aud, Fox, & Kewal Ramani, 2010). The U.S. Department of Education (Snyder & Dillow, 2012), reported that 14 percent of students were enrolled in high-poverty suburban schools. In addition, 37 percent of students in suburban schools attended a low-poverty school and that was twice as large as the percentages of students in city and town schools, and larger than the 24 percent of the students enrolled in rural schools.

In Arizona, Chen (2011) reported that of the 82,319 students in Arizona suburban public elementary schools (SPES) in 2009–10, 38.1 percent of those students were on free or reduced-priced lunch, up 10 percent from school year 2006–07. In another report on Arizona students eligible for free or reduced-priced lunch, it showed in 2000–01 that 74,277 students or 31.2 percent were eligible and that rose to 501,512 and 47.3 percent in 2009–10 (Snyder & Dillow, 2012).

Corresponding to the SPES leadership challenges faced by shifts in student diversity and poverty are leadership challenges of the achievement gap as reported by national and Arizona school assessments. In Arizona, the 2011 National Assessment of Education Progress (NAEP) reading assessment report showed that 26 percent of fourth-graders scored at or above the proficient level with Asian/Pacific Islanders at 71 percent, whites at 72 percent, blacks at 47 percent, Hispanics at 48 percent, and American Indian/Alaska Natives at 30 percent. These data showed achievement gaps that educators must contend with in reading.

The NAEP (2011) mathematics assessment recorded 34 percent of fourth-graders scored at or above the proficient level with Asians/Pacific Islanders at 89 percent, whites at 89 percent, Hispanics at 70 percent, American Indian/Alaska Natives at 55 percent, and blacks at 62 percent. Similar to the national data, there were no substantial changes across the ethnic groups yet achievement gaps remained. These data demonstrated achievement gaps that educators must contend with in order to maintain their high performance standings.

Another leadership challenge is how mostly white principals in suburban public schools that were once similar by student race and class continue to work with predominantly veteran white teachers to provide education for diverse student populations. Arizona employed 1,910 principals with 87.1 percent white, 10.8 percent Hispanic, and reporting standards for the NCES Schools and Staff Survey (SASS) were not met in order to accurately report percentages for black and other race/ethnicity principals (NCES, 2010). In Arizona, in 2007–08, of 66,500 public school teachers, 78.7 percent were white, 13.9 percent were Hispanic, 2.5 percent were black, 1.3 percent were

Asian, 2 percent were Pacific Islander or American Indian/Alaska Native, and 2.9 percent were of two or more races (NCES, 2010).

The shifts in students' demographic diversity and the decline in white students in SPES challenged old practices and called for new ones of principals, teachers, and communities. According to Frankenberg and Orfield (2012), "demographic shifts often receive little public attention, except among teachers who experience them daily and feel that they have scant support or resources to effectively meet the challenges" (p. 3). There are no federal or state policies in place to address the issues of new diversity in suburban public schools, leaving principals in these schools on their own to deal with these new challenges (Frankenberg & Orfield, 2012).

There is limited research to suggest how principals practice leadership for social justice to meet the needs of each student in SPES at any time; nonetheless, leadership in schools undergoing shifts in student demographic diversity (Ruich, 2011) is being challenged. However, Furman (2003) argues that "social justice has recently acquired a new intensity and urgency in education for several reasons, including the growing diversity of school populations" (p. 5) and issues with the achievement and economic gaps presented by minority children.

In urban, inner-city, low socioeconomic, and failing schools, a preponderance of research explains how principals practice social justice leadership and use an equity orientation to lead schools, influence teachers' pedagogy, and create positive school climates and cultures. These principals continuously meet the challenges of student demographic diversity, culture, language, intergenerational poverty, segregation, and the

achievement gaps (Banks et al., 2011; Darling-Hammond, 2002; Delpit, 1995; Evans, 2007; Nieto, 2004; Tatum, 2007; Trueba, 2002; Theoharis, 2008).

Many educational theorists have tackled the importance of addressing equity and justice in K–12 schools (Ladson-Billings, 2006; Lalas, 2007; Nieto, 2004; Oakes & Lipton, 2003; Sleeter, 2001; Villegas & Lucas, 2002); some researchers have analyzed the strategies for preparing school personnel, including school leaders (Marshall & Oliva, 2006; McKenzie et al., 2008) and school counselors (Bemak & Chung, 2005; Constantine & Yeh, 2001) to promote social justice and equity in schools; and other researchers have suggested models for teaching social justice in classrooms, yet debates are ongoing about an appropriate meaning of social justice leadership in education (Gewirtz, 1998; North, 2006; Young, 2006).

North (2006) identifies central tensions related to theorists' emphases on redistribution or recognition, sameness of difference, and differentiating macro- and micro-level forces. In terms of the pursuit of social justice governance at the institutional level, researchers have focused on equal education opportunity through school desegregation, school finance reform, and school choice. Yet, theorists have not approached the subject of social justice in suburban public schools experiencing shifts in students' demographic diversity unrelated to desegregation or integration policies or initiatives (Frankenberg & Orfield, 2012). This study suggests that it is important to explore how principals support equal education opportunities that are fully available to all students as shifts in demographic diversity occur. Moreover, are principals' leadership actions motivated by a social justice consciousness?

Positionality

In conducting this research, I was a cultural insider owing to being a member of the same professional educational community as the participants. Although I did not work in their schools or school districts, I did work in another suburban school district in the same region of the state. In addition, we were all white women. Our gender and whiteness did not appear to underscore the research effort. I do not believe a power imbalance existed between me as a researcher and the participants. We had mutual respect and appreciation for each other's professional positions.

However, as an educator with an equity and social justice orientation, I am fully aware of my bias. I embrace the theory of social justice; I accept it, like the theory of justice, as being a liberal political philosophy, and I accept that its abstract and practical role arise from "divisive political conflict and the need to settle the problem of order" within a democratic society (Rawls, 2001 p. 1). As far as using philosophy to guide educational research, Moses (2002) asserts, "Like philosophy in education research, philosophy as educational research also deals with controversial educational issues" (p. 5). Moses contends that philosophy presents clear conceptual frameworks that aid in the examination of educational policy and practice. As an example, Moses points to Nel Noddings's (1992, 2012) engagement in philosophy of education and research using a social justice framework on the "ethics of caring." Noddings's (2005) ethic of caring is from a moral education perspective with four major components: "modeling, dialogue, practice, and confirmation" (p. 22). A number of researchers support an ethics of caring and a community of ethics approach, derived broadly in terms of relationships and experiences in which people are being receptive and attentive to students, teaching and

learning within families, welfare, schooling policy, and community (Furman, 2003; Smith 2004). Ethics of caring is a part of social justice as a virtue and an emphasis on the least advantaged (Rawls, 2001; Nussbaum, 2001; Slote, 2010).

Statement of the Problem

How do principals meet the challenges of the new diversity in suburban public schools? Will increases in student diversity, achievement gap, and child poverty threaten rankings of high performance schools and compel principals to go beyond contemporary leadership practices to include social justice tenets in working with teachers? However, is social justice leadership the norm in suburban schools? These are unanswered questions because there is an absence of theory and research to suggest that social justice leadership is seen as needed in suburban public schools. I contend that if it exists, educators have taken a conservative approach to equity issues of race, social class, gender, and special education.

Cooper (2009) and Furman (2003) have suggested that the new diversity in the United States calls for transformative and ethical leadership for social justice in order to meet the challenges and needs of all public school students. They argue that principals should view demographic change, ethnic, and cultural differences as being enriching and educative, not threatening or deviant. Resh (2010) agrees that when social justice is the goal for all students, “Education is a distinct sphere of justice where resources are rewards, educational goods are being constantly distributed, and the fairness of their allocation is being evaluated, eliciting a sense of justice or injustice among the evaluators” (p. 313).

Purpose of the Research

The purpose of this study is to examine how principals and teachers perceived principals' social justice leadership in two Arizona SPES experiencing shifts in students' demographic diversity that represent fundamental social and educational changes at the beginning of the twenty-first century. The social changes are caused by increases in students' ethnic diversity, gaps in socioeconomic status, and various learning needs. The education institutional changes include increase tensions owing to pressures for improving students' academic achievement, heightened educational accountability, calls for public school reform, and more attention in society to the role of schooling to globalization and the knowledge economy. In many suburban schools, the tension is to maintain high-performing schools. These social and educational changes in suburban schools, owing to the ever-growing student demographic diversity, illuminate the misalliance between the ethnicity and background of educators in relationship to the diversity of students, socioeconomically and culturally. This research is a multiple embedded replication case study and is framed by the conceptualization of justice and social justice theories to understand their presence in suburban schools.

Research Questions

The following overarching research question and three subquestions were examined in this study:

- How do principals and teachers perceive and experience social justice leadership in SPES undergoing changes in student diversity?
- What are the principals' perceptions of experiences with social justice leadership in SPES?

- How do principals draw upon selected contemporary leadership theories and social justice leadership theory to influence teachers to support and promote equality of educational opportunity and outcomes for all students?
- What are the teachers' perceptions of principal's leadership influences on their teaching in SPES?

Proposition of the Study

The proposition of the study follows the social justice theoretical principles that guide the case study and is presented as follows:

Shifts in students' demographic diversity in SPES will increase principals' perceptions of educational inequalities and influence their social justice leadership with teachers to educate all students based on their individual needs.

The idea of this proposition is that principal leadership is characterized by a moral purpose, reflective practice (Fullan, 2001; Sergiovanni, 2009), and ethics of caring and community (Noddings, 1992; Furman, 2003). I interpret this characterization as being aligned with what Rawls deems as the two moral powers of justice as fairness: the capacity for a sense of justice and the capacity of the conception of the good (Rawls, 2001, pp. 18–19).

Limitations of the Study

I acknowledge the following limitations of this study:

1. The findings are not generalizable to other principals, teachers, students, school levels, or states.
2. The principals and teachers are not representative of their colleagues.

3. Principals and teachers do not commonly identify social justice leadership as a need in suburban schools.
4. Teachers may have been reluctant to answer some questions owing to their relationship with the principal.
5. The limitations of the study included a purposive sample.
6. The participants were limited to elementary principals and teachers in two K–5 schools within two Southern Arizona K–12 school districts.
7. The researcher was an elementary associate principal in a suburban public elementary school and must guard against bias and interpretation of elementary principals' and teachers' perceptions.

Significance of the Study

There are several important reasons why research on principal social justice leadership is relevant in this period of increasing student demographic diversity in SPES. First, there is a dearth of research examining principal leadership in SPES undergoing increases in student demographic diversity that are fundamental social and education changes of the twenty-first century. Although this study examines how principals and teachers perceived principal social justice leadership, I know there are implications of principal leadership on the suburban community. I understand that the student demographic diversity may pose a threat to suburban public schools where school quality and student enrollments are carefully regulated through attendance zones and property taxes. In addition, the demographic diversity may threaten preexisting implicit arrangements between parents, schools, and local communities and raise residents

frustration with *group-rights politics* as they try to remove themselves from the suburbs (d'Entremont & Huerta, 2007).

Second, social justice leadership is an important practice and consciousness in recognizing and confronting issues of educational inequalities faced by poor children and those from racial and ethnic groups is important in SPES. In my opinion, suburban schools may have slightly more difficulty embracing this practice with racial and ethnic minority groups because some educators adhere to an ideology of colorblindness, sameness in regards to student's race and ethnicity, thus deal with it as a concept of social equality. Colorblindness features a belief in public education's demonstration of equal opportunity for all, sameness regardless of race; and suggests that pervasive individual deficiencies account for the problems of *entire social groups* (Tarca, 2005). According to Fryberg and Stephens (2010), "Colorblind ideologies are dangerous because they can, as Dr. Martin Luther King suggested, foster 'sincere ignorance' and 'conscientious stupidity'" (p. 115). Colorblind ideology can hinder efforts to remedy current injustices and to create a fair and equitable opportunities for racial-ethnic minority students (Bonilla-Silva, 2010).

Third, education has become quantified and an arm of economic policy in knowledge economies reliant on increasing the skills and abilities of each student regardless supposedly of ethnicity, culture, or economic status. Social justice confronts the question of equality of educational opportunity for the least advantaged and fairness of economic policy.

Fourth, increased accountability in education has focused educational systems and media attention on social inequality in urban schools populated by minorities but

infrequently give attention to what happens to marginalized students in suburban affluent communities and schools. As such, the public and educators ignore or are oblivious to the principles of social justice in suburbia (Blackmore, 2009).

The significance of this research is that by exploring social justice leadership in Arizona suburban public elementary schools, where social justice is not openly discussed or thought of in terms of “social justice” because of the stereotypes and stigmas associated with it, principals and teachers will become knowledgeable about how a social justice leadership approach may prevent issues of inequalities and inequities in schools and set the stage for equality of educational opportunities and outcomes for all students.

Conceptual and Operational Definitions

Because key definitions and terms have been used in different contexts, it is important to describe them. This section lists terms and definitions that are used throughout the dissertation and are relevant to understanding the study.

Suburb. A suburb largely residential community located outside of central cities, including separately incorporated cities or towns (Ascher & Branch-Smith, 2005; Forsyth, 2012; Frankeberg, 2012). For this study, I use U.S. Census and state data on inner-ring suburbs that existed in 2000. Census-placed geography identifies and emphasizes inner-ring suburbs as political entities distinct from the central city.

Public elementary school. A public elementary school is defined as a K–6 educational institution operated by publicly elected or appointed school officials and supported by public funds (U.S. Census Bureau, 2010).

Principal. A principal is the person responsible for the operation of the school; he or she may also be referred to as the educational leader, instructional leader, or administrator.

Elementary school teacher. A professional school staff member who instructs students in kindergarten, grades 1–5, and/or grade 6 and maintains daily student attendance records (Hoffman & Shen, 2009).

Organization of the Study

Chapter 1 includes the introduction; statement of the problem; purpose of the study; research questions; assumptions, and limitations of the study; and definition of key terms. Chapter 2 presents a broad literature review of social justice leadership and the intersection of social justice with selected contemporary leadership theories (change leadership, transformational leadership, organizational culture). The second part of Chapter 2 presents a conceptual framework intersecting the selected contemporary leadership theories with social justice leadership to define social justice leadership and demonstrate the relationships between social justice leaders, teachers, and student outcomes. Chapter 3 describes the research design and methodology, including the population and sample, data collection, and data analysis procedures. Chapter 4 consists of the presentation and analysis of the data. Chapter 5 includes the summary of findings, implications, and recommendations.

CHAPTER 2

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

In this chapter, the literature review examines selective theories of justice, social justice, social justice leadership, and contemporary leadership theories in education. The concepts, tenets, and propositions of these theories are reviewed from philosophical and educational leadership perspectives on justice and social justice. In other words, I use political philosophy to guide my educational research because as Moses (2002) stated, philosophy in education research “deals with controversial educational issues and presents clear conceptual frameworks to study educational practice and policy” (p. 5).

I recognize that the trouble with the meaning of social justice starts because in the pluralistic society of the United States, people understand it differently, either as a good and moral deed to provide equality of fair opportunities to redress inequalities, or as a code term of government intervention and liberal political correctness to lay blame for inequalities and redistribution of resources from the privileged or well-off to the least well-off in society. Social justice and equality are tenets of justice. I start the literature review by examining aspects of the theory of justice as described by John Rawls (1999) and his critics.

Theory of Justice

A few main ideas of John Rawls (2001) are discussed as they pertain to my conceptualization of social justice in education. I discuss the difference-principle part of “least advantage”; the moral capacities of a sense of justice and a sense of the good; the

principles of primary goods, and by extension the capabilities approach advocated by Sen (2009) and Nussbaum (2011).

In my opinion, Rawls's (2001) conception of justice as fairness is a political one and is concerned with setting up just institutions such as schools (to constitute the basic structure of the society), while requiring people's behavior to comply with the demands of proper functioning in these institutions. There are three levels of just institutions: local justice applying to institutions and associations; domestic justice applying to the basic structure of society; and global justice applying to the state (p. 11). Justice as fairness starts with domestic justice. In the words of Rawls (2001), "it probes the limits of the realistically practicable, that is how far in our world we can attain complete realization of . . . democratic perfection" of fairness in educational institutions (p. 13). Rawls suggested that justice is the first virtue of people in institutions. For educators it is implied that the key conception of justice is demonstrated in the basic structure of schools as major social institutions within our society to serve the educational needs of students. It is in school in which, educators distribute the fundamental educational rights (for an individual and all students) carried out by managing and teaching duties. Therefore, principal leadership and teachers instruction ought to provide fair equality of educational opportunities for an individual and all students yet arrange proper attention for the benefit of the least advantaged under what Rawls call a "scheme which the least advantaged are better off than they are under any other scheme" (Rawls, 2001, pp. 59–60). Noddings (2012) agrees with this part of the difference principle in terms of how it addresses inequalities in education for the least advantage. She admits it is a sophisticated abstract theory difficult to apply to some real social problems. However, Noddings (2012) asserts that if people

are not moved to care for children facing observable education inequalities “simply upon hearing the story of their plight, it is doubtful that any argument will move them” (p.

186). In *A Theory of Justice*, Rawls (1971) writes:

Now the difference principle is not of course the principle of redress. It does not require society to try to even out handicaps as if all were expected to compete on a fair basis in the same race. But the difference principle would allocate resources in education, say, so as to improve the long-term expectations of the least favored. If this end is attained by giving more attention to the better endowed, it is permissible; otherwise not (p. 101).

Rawls (1985) further explained that the political conception of justice is a moral conception, it is a moral conception developed for economic, political, and social institutions (p. 224). The moral conceptions have implications for educational leaders particularly related to the two moral powers of a capacity of a sense of justice and the conception of the good. These moral powers are explained as:

The capacity for a sense of justice is the capacity to understand, to apply and to act from (and not merely in accordance with) the principles of political justice that specify the fair terms of social cooperation. (Second), a capacity for a conception of the good is the capacity to have, to revise, and rationally to pursue a conception of the good. Such a conception is an ordered family of final ends and aims which specifies a person’s conception of what is value in human life or, alternatively, of what is regarded as a fully worthwhile life (Rawls, 2001, pp. 18–19).

In terms of justice as fairness and practice of the moral powers within education institutions, Rawls spoke of fair terms of social cooperation whatever may be each person’s social position, social attitudes (parents and educators), that sustain the goods

for individuals and all persons, and the social contract (I consider the right to an education as a social contract) to achieve a attainable conception of fairness initiated on a public agreement within institutions such as schools. The most fundamental idea in Rawls's (2001) conception of justice is the idea of society as a fair system of social cooperation over time from one generation to the next. It is an historical fact that public schooling represents democratic, political (consider evolution of NCLB from 1964 to the present), and social institutions of the state and nation and is subjected to the conception of justice as a moral conception from one generation to the next (Tyack, 2003). My conception of justice centers on the work of Rawls and is similar to that of other educational researchers seeking principles for social justice in education (Moses & Saenz, 2012).

Primary Goods to Capabilities

The moral conception regulates citizens' shares of what Rawls (2001) called primary goods. He distinguished five kinds of primary goods: basic rights and liberties; freedom of movement and free choice of occupation; powers and prerogatives of office and positions; income and wealth generally needed to achieve needs; and social basis of self-respect for citizens to have a "lively sense" of their self worth and able to advance to their ends with self-confidence. He provided a summary of the primary goods as "a person's expectations for life prospects." Primary goods are given by reference to objective features of citizens' social circumstances, features open to public view: their secured institutional rights and liberties, their available fair opportunities, their (reasonable) expectations of income and wealth seen from their social position, and so on (p. 59).

Justice as fairness concentrates on inequalities in people's life prospects over a complete life as stipulated by an appropriate gauge of primary goods, which are affected by what Rawls call three kinds of contingencies: "a person's social class of origin; their native endowments; and their good or ill fortune, or good or back luck" even in the basic structure of a well-ordered society (Rawls, 2001, p. 55). Brighthouse and Unterhalter (2010) and Macleod (2010), when writing about children and education for primary goods, remind us that although Rawls's moral conceptions are "oriented to the adult that child will become," it may present real conflicts between realizing these goods, especially in schools, and achieving capabilities (Brighthouse & Unterhalter, 2010, p. 205). The authors surmises that education is a part of Rawls (1999) "social primary goods" (p. 54) that involves the basic structure of society distributing certain primary goods, which are things that every rational person is presumed to want and cooperate with others about, such as education.

Sen (2009) and Nussbaum (2003, 2011) share a point of departure with Rawls's theory of primary goods, questioning and reconceptualizing them as the "capabilities approach." Sen (2009) argues for the capabilities approach by contrasting it with Rawls's approach, which defines justice in terms of the distribution of "primary goods," prominently including wealth and income. Sen (2009) holds that viewing goods solely as satisfying individuals' desires and preferences is a mistake. He suggests that the relation of primary goods to basic capabilities is more important and makes it possible for people to do certain basic things—for example, pursuing an education and taking part in public life of the community. Sen considers these capabilities as functions. Otherwise, he insists on the importance of capabilities, "what people are actually able to do and to be."

Rawls (2001) acknowledges Amartya Sen's objections that primary goods are bound to be too inflexible to be fair. He argues that primary goods do take into account basic capabilities, namely the capabilities of citizens as free and equal persons with powers to be fully cooperating members of society over a complete life and to maintain their status as free and equal citizens. These conditions and others locate the role of primary goods within the framework of justice as fairness. According to Rawls, this framework recognizes the fundamental relation between primary goods and persons' basic capabilities (pp. 168–169).

Nussbaum (2003) agrees that primary goods and capabilities are significant concepts but challenges Rawls' primary goods position of "a person's expectation for life prospects." She agrees with Sen's capability approach of "what people are actually able to do and to be." She believes that the capabilities approach provides people with a new way of understanding the form of "primary goods," and that is one part of the work that it does in providing a more adequate theory of justice as fairness. Nussbaum's (2011) account of capabilities in *Women and Human Development* extends the argument, comparing capabilities to Rawlsian primary goods in several areas and endorsing the idea of an overlapping consensus (for a stable liberal society citizens support the same basic laws for different reasons) in which each citizen supports a political conception of justice for reasons internal to his or her own world views and comprehensive doctrine.

Nussbaum and Sen contend that Rawls's theory would be better able to give an account of the relevant social equalities and inequalities if the list of primary goods were formulated as a list of capabilities rather than a list of things. Nussbaum (2003) believes that the Rawlsian list of primary goods should add "care" among the basic needs of

citizens. She states, “Care for children, the elderly, and the mentally and physically handicapped is a major part of the work that needs to be done in any society, and in most societies it is a source of great injustice” (p. 53). She reasons that if we ask what people are actually able to do and to be, we will come much closer to understanding the barriers societies have erected particularly against full justice for women, the disadvantaged, the disabled, and the elderly. Noddings (2012) agrees with Nussbaum’s reasoning in terms of the ethic of caring in education, writing, “Genuine education must engage the purposes and energies of those being educated. To secure such engagement, teachers must build relationships of care and trust, and within such relationships, students and teachers construct educational objectives cooperatively” (p. 244). Noddings argued that the ethic of caring “rejects the notion of a truly autonomous moral agent and accepts the reality of moral interdependence.” She further states, “Our goodness and our growth are inextricably bound to that of others we encounter. As teachers, we are as dependent on our students as they are on us” (p. 245).

With capabilities as a basic idea, Nussbaum (2003, 2011) speaks in favor of a list of ten central capabilities as requirements of living a life with dignity. The capabilities are thought to be important for each person: each person is treated as an end, and none as a mere adjunct or means to the end of others. According to her, “The Capabilities belong first and foremost to individual persons, and only derivatively to groups” (p. 35). The central capabilities are life; bodily health; bodily integrity; senses, imagination, and thought; emotions; practical reason; other species; play; and control over one’s environment (Nussbaum, 2011, pp. 33–34). Nussbaum suggests that the capabilities approach to contemporary issues offers distinctive methods for dealing with seven

problems currently faced by social and political theory (pp. 143–184). The four most pertinent to this study are:

1. Disadvantage: Concerns the right way to think about poverty and disadvantage. (p. 143)
2. Gender: Concerns the inequality of women (p. 146)
3. Disability, aging, and the importance of care: Concerns how to promote the capabilities of people with a wide range of physical and mental disabilities. (p. 149)
4. Education – At the heart of the capabilities approach since its inception has been the importance of education. Education (in schools, in the family, in programs for both child and adult development run by nongovernmental organizations) forms people’s existing capacities into developed internal capabilities of many kinds. (p. 152)

Nussbaum (2011) believes in the central human capabilities that emphasized that the most important elements of people’s quality of life are plural and qualitatively distinct: health, bodily integrity, education, and other aspects of individual lives. Therefore, she subscribes to Sen’s capability plurality approach that is similar to Rawls’s overlapping consensus, which focuses on questions of social justice by considering the inequalities between women and men in particular. With this focus, Nussbaum argues, the capabilities approach comes much closer to understanding the barriers society have erected against people. We can only have an adequate theory of social justice if we are willing to make claims about fundamental entitlements that are to some extent independent of the preferences that people happen to have, preferences shaped, often, by unjust background conditions (p. 34).

For the purposes of this dissertation, the major focus from the list of capabilities and problems associated with them is education and the related area of the disadvantaged. As such, I heed the advice of Nussbaum that not addressing the entire capabilities

approach subjects the research to considering a minimal conception of social justice. However, my research is in the context of schools and the leadership of principals to provide one of the most important elements of a students' quality of life: an education. The next part of this literature review examines educational leadership for social justice.

Social Justice and Equality of Educational Opportunity

To a degree part of the capabilities approach is a measurable account of social justice for all citizens (i.e., education). Nussbaum (2011) believes that if we begin with the conception of the person and with a suitable list of central capabilities as primary goods, we could begin designing institutions (schools) by asking what it would take to get citizens up to an acceptable level of all these capabilities (p. 55). She insists the capabilities are both mutually supportive and centrally relevant to social justice. Nussbaum argued that capabilities could help us to construct a normative conception of social justice.

From a political liberalism perspective, John Rawls (2001) argued that one key aspect of justice as fairness is that it considers the basic structure of a well-ordered society as the primary subject of political and social justice. This is important for citizens, according to Rawls (2001), because the

effects of the basic structure on citizens' aims, aspirations, and character, as well as on their opportunities and their ability to take advantage of them, are pervasive and present from the beginning of life. Our focus is almost entirely on the basic structure as the subject of political and social justice (p. 10).

From a conservative perspective, Michael Novak (2000) builds on the history of social justice by Hayek, Luigi Taparelli d'Azeglio, Antonio Rosmini-Sebati, and John

Stuart Mill to arrive at a particular line of reasoning around social justice. He writes:

Social justice rightly understood is a specific habit of justice that is “social” in two senses. First, the skills it requires are those of inspiring, working with, and organizing others to accomplish together a work of justice. The second characteristic of social justice rightly understood is that it aims at the good of the city, not at the good of one agent only. We must rule out any use of “social justice” that does not attach to the habits (that is, virtues) of individuals. Social justice is a virtue, an attribute of individuals, or it is a fraud (p. 4–5).

Rawls (2001) formulates a philosophy of justice and a theoretical conception establishing political structures designed to preserve social justice and individual liberty. However, he reminds us there is “conflict between the claims of liberty and the claims of equality in the tradition of democratic thought and there is no public agreement” (p. 2). When discussing equality, Rawls (2001) shapes arguments around the principle of fair equality of opportunity from liberal equality. Fair equality of opportunity is accomplished by requirements imposed on the basic structure and political and legal institutions (background institutions) of society to adjust long-run trends of economic forces and prevent excessive concentrations of property and wealth. In this vein, he comments on educational institutions (as background institutions) in society, stating, “society must also establish, among other things, equal opportunities of education for all regardless of family income” (p. 44).

Constitutional law expert and liberal scholar Ronald Dworkin (2000) examines the principle of equality in *Sovereign Virtue: The Theory of and Practice of Equality*. Like Rawls, he explains the tensions between liberty and equality as sovereign virtues

that work together representing “mutually reflecting aspects of a single humanistic ideal” (p. 134). However, Dworkin is troubled by the thought that equality was a political ideal and was not based more in people’s practices. He and Rawls support “equality of resources,” but Dworkin favors it only as it emphasized people’s opportunities and resources rather than equality of welfare.

Research philosopher Elizabeth Anderson (1999, 2007) argues that the trends in academic egalitarian thought have a flawed understanding of the point of equality. Some academics believe the “fundamental aim of equality is to compensate people for underserved bad luck—being born with poor native endowments, bad parents, and disagreeable personalities, suffering from accidents and illness, and so forth” (1999, p. 288). She argues that the conception of equality as the aim of justice is “not to eliminate the impact of brute luck from human affairs, but to end oppression, which by definition is socially imposed. Its proper positive aim is not to ensure that everyone gets what they morally deserve, but to create a community in which people stand in relations of equality to others. In such a state, citizens make claims on one another in virtue of their equality, not their inferiority, to others” (1999, p. 289).

In *Justice as Fairness: A Restatement*, Rawls (2001) addresses the problem of “fixed natural characteristics,” such as gender and race, when “used as grounds for assigning unequal basic rights and allowing some persons only lesser opportunities” (p. 65). He admits that the distinctions of gender and race were omitted in *Theory* (1971). Therefore, in his later book, he states that legal and social institutions need “to secure the equality of women and minorities” owing to “serious problems arising from existing discrimination and distinctions based on gender and race” (p. 66). He adds that principles

of justice do apply to the family as well as part of the basic structure, and that “essential to the role of the family is the arrangement in a reasonable and effective way of raising and caring for children, ensuring their moral development and education into the wider culture” (p. 163). Rawls elaborates on the family: “No particular form of the family (monogamous, heterosexual, or otherwise) is so far required by a political conception of justice so long as it is arranged to fulfill these tasks.” He also writes about securing equal justice for women and their children, including efforts to achieve fair equality of opportunity. As it pertains to educators, in my view, Rawls is correct to say, “Citizens must have a sense of justice and the political virtues to support just political and social institutions” such as background institutions of schools (p. 163).

In a response to Rawls, Novak (2009) forwarded the “Three Precisions of Social Justice” to expand on the earlier version but correspond somewhat with Rawls:

In this context the term *social justice* can be defined with rather considerable precision. Social justice names a new virtue in the panoply of historical virtues: a set of new habits and abilities that need to be learned, perfected, and passed on—new virtues with very powerful social consequences.

This new virtue is called “social” for two reasons. First, its aim or purpose is to improve the common good of society at large—outside the family especially, perhaps even on a national or international scale, but certainly in a range of social institutions nearer home. A village or neighborhood may need a new well, or a new school, or even a church.

But this new virtue is called social for a second reason. Not only are its aims or purposes social, but also its constitutive practices. The practice of the virtue of social justice

consists in *learning new skills of cooperation and association* [emphasis added] with others to accomplish ends that no single individual could achieve on his own. (p. 5)

Taking into consideration debate in the literature about the term “social justice” and my experiences as an educator, my definition of justice is rooted in the work of Rawls and centered on the basic structure of schools being social institutions preserving social justice and individual liberty for students and families. I incorporate the extension of primary goods as expressed by Nussbaum and Sen, specifically the capability approach professed in obtaining an education. Therefore, I define social justice in education for the purpose of this dissertation as “An individual’s right to *equal* access to a free, public, quality education regardless of position, race, gender, ethnicity, socioeconomic status, natural skills, abilities, and geographical location (Ruich, 2010). My definition has implications on social justice leadership as expressed by education researchers and theorists in an advocacy role to recognize inequalities and pursue social justice by influencing teachers and others to provide equality of educational opportunity and outcomes for all students.

Educational Leadership for Social Justice

Larson and Murthada (2003) suggested that Amartya Sen and Martha Nussbaum provide a valuable framework for understanding and examining issues of educational equity and opportunity as forwarded in capabilities approach and functions respectively. Walker (2005, 2006) highlights Sen’s notion of “the basic heterogeneity of human beings” thus, the importance of recognizing human diversity as central to our interest in equality and the capabilities approach in education. In relationship to social justice, Walker rightfully upholds education as a basic capability important for education leaders

to understand because, it “affects the development and expansion of other capabilities” and extends students liberty and freedom over a lifetime (p. 108). However, Karpinski and Lugg (2006) stress that “a social justice approach is a striking departure from historic administrative practice in public schools because it acknowledges that public schools can and frequently do reproduce societal inequities. . . . For decades, administrators were blinded to the inequities that public schools were institutionalizing and reproducing” (pp. 279–280).

As a result, educational scholars posit social justice leadership in education as an advocacy role against social injustices (Marshall & Oliva, 2006; North, 2008; Shields, 2010; Theoharis, 2007). Accordingly, within the various tenets of social justice, one key feature is how people within education institutions understand each other, treat each other, and provide fair equality of opportunity for all people. Another key feature is how students exercise liberty and freedoms to realize life prospects and capabilities of what they are able to be and do to function in society and access social primary goods.

Social justice leadership is approached from varying perspectives, definitions, constructs, and ideas about what it means to be an educational leader for social justice. Most researchers agreed that leadership for social justice is steeped in values and a strong sense of moral purpose and commitment that is critical in transforming education and society. In education, justice is considered a virtue, “referring to a trait of individuals as having grounding in social justice” (Slote, 2010, p. 1). According to researchers, school principals for social justice embody this sense of commitment and the following attributes as extensions of the tenets of justice (Aleman, 2009; Marshall & Oliva, 2006; Riddell, 2009; Theoharis, 2007; Wahlstrom, Louis, Leithwood, & Anderson, 2010;

Ylimaki, Jacobson, & Drysdale, 2007):

- Believe in providing equality of opportunity for all students
- Place significant value on diversity (reject colorblindness)
- Learn about and understand diversity
- Strengthen core teaching and curriculum and ensure that diverse students have access to that core
- Embed professional development and collaborative structures in the context that tries to make sense of race, class, gender, and disability
- Know that school cannot be socially just until the students with the greatest challenges are given the same opportunities both academically and socially as their more privileged peers
- View all data through the lens of equity
- Understand that building community and differentiation are tools to ensure that all students achieve success together
- Become intertwined with the life, community, and culture of the school

Principals

Social justice in education is more than an abstract political philosophy. Social justice leadership in education is a virtue and moral action to prevent and correct students' experiences with social injustices in schools. School principals for social justice care about students, commit to social change, demonstrate concern for ethics of community well-being, include the perspectives of all stakeholders, reject colorblindness, and most importantly respect student diversity (Furman, 2003; Kenny & Romano, 2009; Smith, 2004). According to Shields (2010), principals for social justice overcome the

silence surrounding ethnicity and social class by creating an awareness of the benefits and risks for students. Principals understand the inequalities that exist for students and are knowledgeable of the strategies to address these inequalities in our schools. Principals' decisions provide insight into the school's structure and climate, and more important, administrative decisions shape a school's structure and climate to influence the degree to which equality and social justice is realized and practiced.

Unfortunately, equality frequently becomes synonymous with sameness. All individuals experience the same treatment in public institutions such as schools, regardless of their membership in racial, religious, or other social groups. Although equality of opportunity remains a worthy goal in the United States, it has yet to be achieved and the lived experiences of cultural minority groups in schools and elsewhere belie these formal principles of liberty and equality (North, 2008; Riehl, 2000; Shields, 2010).

It is a commonly held belief in the United States that if a student is responsible and hardworking, that student will achieve success in life. North (2008) states, "The majority of U.S. residents believe that all students have an equal opportunity to achieve their dreams because of our formally free, fair, and nondiscriminatory society" (p. 1186). North's statement, coupled with the commonly held belief about hard work and success, make it easy for people to see those who fail as responsible for their own demise. In other words, our deep-seated commitment to a "pull yourself up by your bootstraps" mentality helps to conceal the ways in which "the values, perspectives and life worlds of dominant groups permeate cultural and institutional norms" (Lynch & Baker, 2005, p. 143). The problem is that this meritocratic ideology serves to legitimize public policies, discourses,

and daily behaviors that marginalize, exclude, and silence academically unsuccessful individuals and groups who are hardworking and responsible (North, 2008). Therefore this particular premise about suburban schools and the changing demographics will require principals to explore social justice leadership to complement their current leadership styles.

Summary

Taking into consideration what I consider as the tenets of social justice posited by political philosophers (Novak, 2000, 2009; Nussbaum, 2001; Rawls, 2001; Sen, 1992; Slote, 2010) and various educational researchers (Marshall & Oliva, 2006; North, 2008; Shields, 2010; Theoharis, 2007), I merged complimentary constructs and principles to identify social justice leadership tenets in education as follow:

- (a) Advocacy role;
- (b) Understanding and care of the student and students;
- (c) Understanding primary goods (education) and capabilities (what students are able to do and be);
- (d) Understanding a fair system of social cooperation (fair equal opportunity for a student and all students);
- (e) Understanding the greatest benefit of the least advantaged members of society; and
- (f) Understanding morality and virtue as social justice

My assumption is that educational leaders embracing these tenets demonstrate levels of critical consciousness and action to address social justice in the schools. By “critical consciousness,” I am referring to the concept derived from Freire’s (2000)

process of *conscientisation*, a process in which a person becomes conscious of the ways of thinking about one's self in the world and transforms these ways of thinking to a new perspective (Freire, 2000, 2008).

Furthermore, given these tenets, educational leaders for social justice, no matter what type of education institution they work in, demonstrate a moral commitment to challenge the status quo, embrace diversity, commit to social change, redistribute resources, and maximize fair equality of educational opportunities for an individual and all students.

The next section focuses on the intersection of the ideas of social justice leadership with selected contemporary leadership theories. The notion is that there are linkages among the ideas and theories that contribute to the education of students in a fair and equitable way to provide equality of educational opportunity and outcomes for individuals and all students.

Intersection of Social Justice Leadership and Selected Contemporary Leadership Theories

Considering the various conceptions of social justice from political philosophers and educational scholars (Marshall & Oliva, 2006; Nussbaum, 2001; Rawls, 2001; Ruich, 2010; Sen, 1992), I define social justice as an individual's right to equal access to a free, public, quality education regardless of position, race, gender, ethnicity, socioeconomic status, natural skills, abilities, and geographical location (Ruich, 2010).

Principals for social justice are committed to social change, have a concern for community well-being, include the perspectives of all stakeholders, and respect diversity (Kenny & Romano, 2009). According to Shields (2010), principals for social justice

overcome the silence surrounding ethnicity and social class. The administrative decisions made by social justice leaders provide insight into the school's structure and climate and, more important, shape a school's structure and climate and affect the degree to which social justice is realized. Leaders for social justice challenge the status quo of inequitable assessment practices, incorporate students cultural knowledge into the school curriculum, and work with parents and the community for social change not only in the school but also within the community (Johnson, 2007).

Assuming the importance of social justice in education, the next step is to examine the determinants of social justice leadership in relationship to principals' contemporary leadership practices. I describe different contemporary leadership conceptions such as change theory, organizational theory, transformational theory, and instructional theory and identify their differences and commonalities that intersect with my conception of social justice leadership. I believe that students' academic outcomes are heavily dependent on the teachers in classrooms more so than on the administration at the school level. Therefore, my perspective is that the principal influences teachers with a broad spectrum of effectiveness-enhancing factors driven by leadership practices that are theory based drawn from contemporary and social justice leadership models.

Social Justice Leadership and Change Theory

For social justice leadership to be present, the first step is to acknowledge that social justice does or does not exist for individuals and all people across our nation. Singular or status quo approaches to education for social justice and policy alone do not result in change. When combining the leadership theory of change and social justice, the result is a leader who not only understands change theory but also recognizes and

embraces the need to address their faculty about the change to promote social justice in schools.

Using Fullan's (2001) Framework for Leadership model, leaders for social justice need to involve all stakeholders in the creation of a moral purpose. The moral purpose needs to make a difference in the lives of the staff, students, and community. The moral purpose provides stability based upon the shared history of all stakeholders. Leaders for social justice acknowledge that change is complex and time-consuming; they respect resisters, appreciate the implementation dip, and understand how to transform the culture. Social justice leaders build relationships based on issues of inclusion, power and influence, acceptance and intimacy, and identity. Member differences are valued, accomplishments are recognized, teamwork is encouraged, and a common language is created. Thus, social justice leaders support having a common language and developing common goals and procedures for solving problems that allow for knowledge creation and sharing. Knowledge creation and sharing are important for social justice leaders to bring together the different subcultures within the school. Leaders for social justice construct coherence making by working through the ambiguities and complexities of hard to solve problems, such as blending different subcultures. Internal and external commitment from all stakeholders is critical for the success of the socially just culture.

A principal's leadership for social justice needs to be resourceful, systematic, and informal (Marshall & Oliva, 2006). The majority of educational leaders "are steeped in a structural functionalist perspective that tend to view the existing social order as legitimate, that espouse the values of democracy, a meritocracy, and that adopt the managerial orientation instead of a socially transformative one" (Riehl, 2000, p. 59). In

order for real organizational change to take place, the school leader, school staff, and the community need to construct a new understanding about what the change means. The role of the school principal is crucial for change to succeed. Social justice leaders need to start the change by breaking the pathologies of silence, displaying empathy, and creating democratic and optimistic educational communities (Shields, 2004). Students need to be given a voice and opportunity to experience a sense of belonging in schools that acknowledge their differences and value diversity.

Leading researchers agree that for effective change to take place the following tenets of change are needed: administrative support, involvement from all stakeholders, the creation of a vision, visibility of the change process, and most importantly, the leader's knowledge of the change process. Strategies that help leaders for social justice create change include communicating purposefully and authentically, developing a supportive ministry to network, working together for change, keeping their eyes on the prize, prioritizing their work, engaging in professional learning, and most importantly, building relationships (Theoharis, 2007).

Social justice leadership is a complex undertaking and a "one size fits all" approach is not successful (Henderson, 2002). Leadership styles vary, and which style is used depends on the situation. For example, in the study by Eilers and Camancho (2007), collaborative leadership (a characteristic of social justice leadership) at the district and school level provided the support needed to enact changes to promote student success. Student test scores improved more significantly than at any time in the previous six years. For example, during the principal's first year, only 23 percent of students scored above 1420 in math and 21 percent scored above 1420 in reading in the district assessment. By

the end of the principal's second year, 51 percent of the students tested proficient in math and 47 percent tested proficient in reading. At the end of the study, the school met the adequate yearly progress (AYP) goal. Collaborative leaders with significant support from school district administrators have the ability to impact school culture positively. Evans (2007) suggested that the degree to which school and community history, organizational norms, values, and beliefs reflect a commitment to ethnic change and diversity determine how school leaders construct meanings, actions, and behaviors around matters of race and demographic change. Schools reflect the sociocultural and sociopolitical dynamics of the larger society. The creation of the public educational setting that encourages learning for learning's sake requires a restructuring of the educational system (North, 2008).

Restructuring the educational system requires acknowledging that a problem exists and that change is necessary. Organizational cultures are difficult to change because group members value the predictability and stability of organizational culture (Schein, 2004). It is imperative for leaders of social justice to remember that change is difficult, time consuming, anxiety provoking, and complex, yet possible (Fullan, 2001; Schein, 2004). The major tenets of change are moral purpose, vision, understanding change, relationship building, visibility of the change process, and coherence making.

Social Justice Leadership and Organizational Culture Theory

Blending social justice and culture theory results in an enriched culture that is socially just. To create a culture entrenched in social justice, educational leaders need to be well versed in cultural change. Culture and leadership are intertwined and constantly enacted and created by leadership behavior and their interactions with others. Culture is a set of structures, routines, rules, and norms that both direct and constrain behavior. When

culture is brought to the level of the organization and to groups within the organization, one observes clearly how culture is formed, entrenched, evolved, and ultimately manipulated, and, at the same time, how culture constrains, stabilizes, and provides structure and meaning to the group members (Schein, 2004) . Schein believes, “These dynamic processes of culture creation and management are the essence of leadership and make one realize that leadership and culture are two sides of the same coin” (p. 1). A transformational leader understands how to cultivate a socially just culture within the organization using the principles that define transformative change.

According to Schein (2004), five principles address creating the conditions for transformative change within the organizational culture. The first principle states that survival anxiety or guilt is greater than learning anxiety. In using the first principle, the leader needs to be aware that increasing survival anxiety or guilt in staff members leads to defensiveness and risk avoidance of the learning process.

The second principle, creating a sense of psychological safety, reduces learning anxiety for staff members. Increasing a sense of psychological safety involves an eight-step process that has to be completed simultaneously. The leader is prepared to implement the following eight step process: (a) a compelling positive vision; (b) formal training; (c) involvement of the learner; (d) informal training of groups and teams; (e) practice fields, coaches, and feedback; (f) positive role models; (g) support groups and; (h) a reward and discipline system that are consistent with the new way of thinking and working (Schein, 2004). If a leader follows the eight-step process in increasing psychological safety, genuine and significant cultural change is achieved.

In the third principle, a leader defines the change goal concretely in terms of the specific problem he/she is trying to fix; being vague about the change goal is a common mistake leaders make when implementing change. Culture change is addressed in the fourth principle. Culture change is achieved if the new way of doing things produces the desired outcomes that provide staff a new set of shared experiences. Culture change is always transformative change and requires a period of learning that is psychologically uncomfortable, as noted in principle five. In schools that promote social justice, veteran teachers have to change from a culture of teaching to a culture of learning. This change creates a period of learning that is psychologically uncomfortable for teachers used to a culture of teaching; one where the teacher disperses information to students, regardless of learning. A culture of learning is one where teachers go beyond what is expected to ensure that all students are learning the material.

Transformative change consists of dispelling anxiety associated with new learning, overcoming resistance to change by creating psychological safety for staff, and focusing change goals on concrete problems. It is critical for a leader of social justice to understand and be able to implement cultural change.

A principal's leadership for social justice directly affects the school's culture and climate. Kenny et al. (2009) argue, "A supportive, organized, and predictable school climate is a powerful tool for social justice within public schools, as a positive school climate benefits every student, regardless of race, sex, level of ability, ethnicity, sexual orientation, or SES" (p. 231). In other words, Kenny and colleagues believe that a principal's leadership for social justice affects the school's culture and climate, instruction, and student outcomes. It is important to remember that schools are

institutional organizations and as such represent a complex range of understandings, beliefs, and values that find legitimacy through their acceptance by the broader public and that are encoded in school structures, cultures, and routine practices (Riehl, 2000). A school's culture is determined by the underlying assumptions, espoused values and beliefs, and artifacts exhibited by the school's leadership and faculty; and the educational practice they employ (Aleman, 2009).

A leader for social justice promotes a set of beliefs and values that all students regardless of race, gender, socioeconomic status, natural rights and abilities, position, and ethnicity deserve equal access to a free, public, quality education. Basic assumptions reflect the fundamental questions people face, such as the nature of reality and truth or the nature of human relationships. Basic assumptions in a culture for social justice are reflected in staff member's qualifications and neighborhood demographics. Beliefs and values are based on the actions and follow-through of the leader, as well as what people believe to be good, right, or desirable. Artifacts include everything one sees, hears, and feels upon entering an organization and encountering a new group within an unfamiliar culture. Artifacts in a culture for social justice are the visible organizational structures and processes that are easily observed, but difficult to decipher, such as fair and equitable treatment, high expectations, and inclusion.

Leaders for social justice create school cultures that promote inclusion and equity within the school and community by addressing all forms of social oppression. An environment is developed that challenges oppressive attitudes and behaviors, values multiple perspectives, and fosters community-building across social identity groups

(Carlisle, Jackson, & George, 2006). A culture of learning replaces a culture of teaching and high expectations are anticipated of all students.

A system of education that is just will ensure equity of access, making available to all children programs that meet their cultural, social, and academic needs, giving all children access to the curriculum through the inclusion of their lived experiences; it will offer to all children, regardless of family background, academically challenging programs that can lead to university, college, or desired workplace. It will also ensure equitable sustainability, that the dropout and completion rates of students from various groups are comparable. Education that is just requires equitable outputs and outcomes, academic standards that equip all children from all groups to leave school fully prepared to lead productive, successful, fulfilling life. (Shields, 2004, p. 124)

Henceforth, social justice leaders endeavor to create cultures that guide and form the behavior and attitudes of organizational members in socially just ways. The key tenets of culture are the underlying assumptions, beliefs and values, and artifacts demonstrated by the school's leadership and faculty, along with their educational practices.

Social Justice Leadership and Transformational Leadership Theory

When combining transformational and social justice leadership, leading researchers have postulated that leaders for social justice create a healthy and open climate and culture (Cooper, 2009; Marshall & Oliva, 2006; Riehl, 2000; Shields, 2010; Theoharis, 2007). The practices of the social justice leader that optimize professional knowledge for socially just student learning, teaching, and organizational wisdom are transformative visionary, transformative learning, transformative structural, transformative cultural, and transformative political ones (Kose, 2009). The principal's

role is to develop and communicate a transformative vision and establish concrete school goals that reflect beliefs and values enmeshed in social justice. Transformative-learning leaders foster teacher development for social justice by providing them with professional development that allows them to delve into culturally relevant curriculum and pedagogy. Transformative-learning leaders promote organizational learning for social justice by acquiring new levels of perception and insight into the realities of the world and in him or herself, increased levels of motivation, emotional strength to manage one's own and others' anxiety as learning and change happen, and the ability and willingness to involve others and obtain their participation. Transformative structural leaders create formal learning teams, distribute internal resources, arrange common work, time, and space, and structure an inclusive service-delivery model. Transformative cultural leaders promote shared responsibility for all students, connect schools with social justice, and cultivate collaborative learning. Transformational political leaders build schoolwide support for change and capitalize on external resources and opportunities for professional learning.

Transformational leaders for social justice convert followers into leaders. Principals turn teachers into leaders by including them in decision making, inspirational motivation, and intellectual stimulation and providing them individual consideration (Bass, 1985; Bogler, 2001). Principals affect teachers indirectly based on how they perceive their role. When teachers feel valued, they perceive their roles positively. Transformational leaders show teachers they are valued by including them in all aspects of the organization. Educators serve as transformative leaders by rejecting separatist politics; appreciating the complexity of diversity; striving to recognize, reveal, and combat inequity; and working to empower marginalized groups via collaborative

strategies (Cooper, 2009). Transformational leaders confront the status quo, embrace differences, and challenge the traditional roles of leaders in the promotion of social justice in order to provide all students equal access to a free, quality, public education taught by highly qualified teachers (Marshall & Oliva, 2006).

Leaders for social justice display a complicated mix of arrogance and humility, lead with intense visionary passion, and maintain a persistent commitment to their vision of social justice by nurturing and empowering their staff (Theoharis, 2008).

Transformational leaders for social justice focus on the higher-order psychological needs for esteem, autonomy, and self-actualization while creating a moral commitment between leaders and followers based upon the moral questions of goodness, righteousness, duty, and obligation (Sergiovanni, 2009).

The major components of transformational leadership are idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and moral commitment.

Social Justice Leadership and Instructional Theory

Educational leaders in today's ever-changing society need to be strong instructional leaders, through culturally sensitive teaching and learning; to promote an inclusive organizational culture; and to mobilize the wider community in support of school objectives (Stevenson, 2007). Instructional leaders for socially just schools work actively to recruit and hire a high-quality, diverse teaching force and to support that teaching force through effective professional development. Professional development needs to focus on developing the capacity of all teachers to teach across different student learning needs. Social justice leaders need to hold teachers accountable for teaching a

rigorous, standards-based, differentiated, culturally responsive curriculum and pedagogy. “The most important intervention needed is high quality, rigorous, culturally responsive instructional practices” (Kenny et al., 2009, p. 190) supported by instructional leaders for social justice. The changes teachers make in their curriculum, pedagogy, and interactions with students and their families represent real change and maybe all that is possible in real classrooms (North, 2008). Principals need to be democratic leaders, build community involvement, be transformational, have a clear vision and mission, and acknowledge that a redistribution of resources is necessary to close the achievement gap (Louis, 2003; Rawls, 2001). The key tenets of instructional leadership are culturally responsive curriculum and pedagogy, effective professional development, and consistent evaluation practices.

In summary, social justice leadership literature and the intersection of social justice leadership with contemporary leadership theory reviewed suggest that the area of social justice and the intersection in schools needs further understanding. Therefore, in the next section, the tenets, propositions, and assumptions from contemporary leadership and social justice leadership are merged into a conceptual framework to gain a better understanding for the study of social justice leadership in suburban public elementary schools.

Conceptual Framework

The purpose of this study is to examine how principals and teachers of two Arizona suburban public schools undergoing shifts in student demographic diversity perceive and experience social justice leadership to provide all students with fair equality of educational opportunities and outcomes. To proceed with the purposes of this study,

the previous sections of this chapter reviewed relevant literature that provided a base for a conceptual framework presented in this chapter (see Figure 1). The proposed framework emphasis is on the relationship among students' demographic changes in suburban public elementary school, the principals' leadership in relationship to the intersection of social justice leadership theories to contemporary leadership theories. As such, the framework of this study is shown in the following four parts:

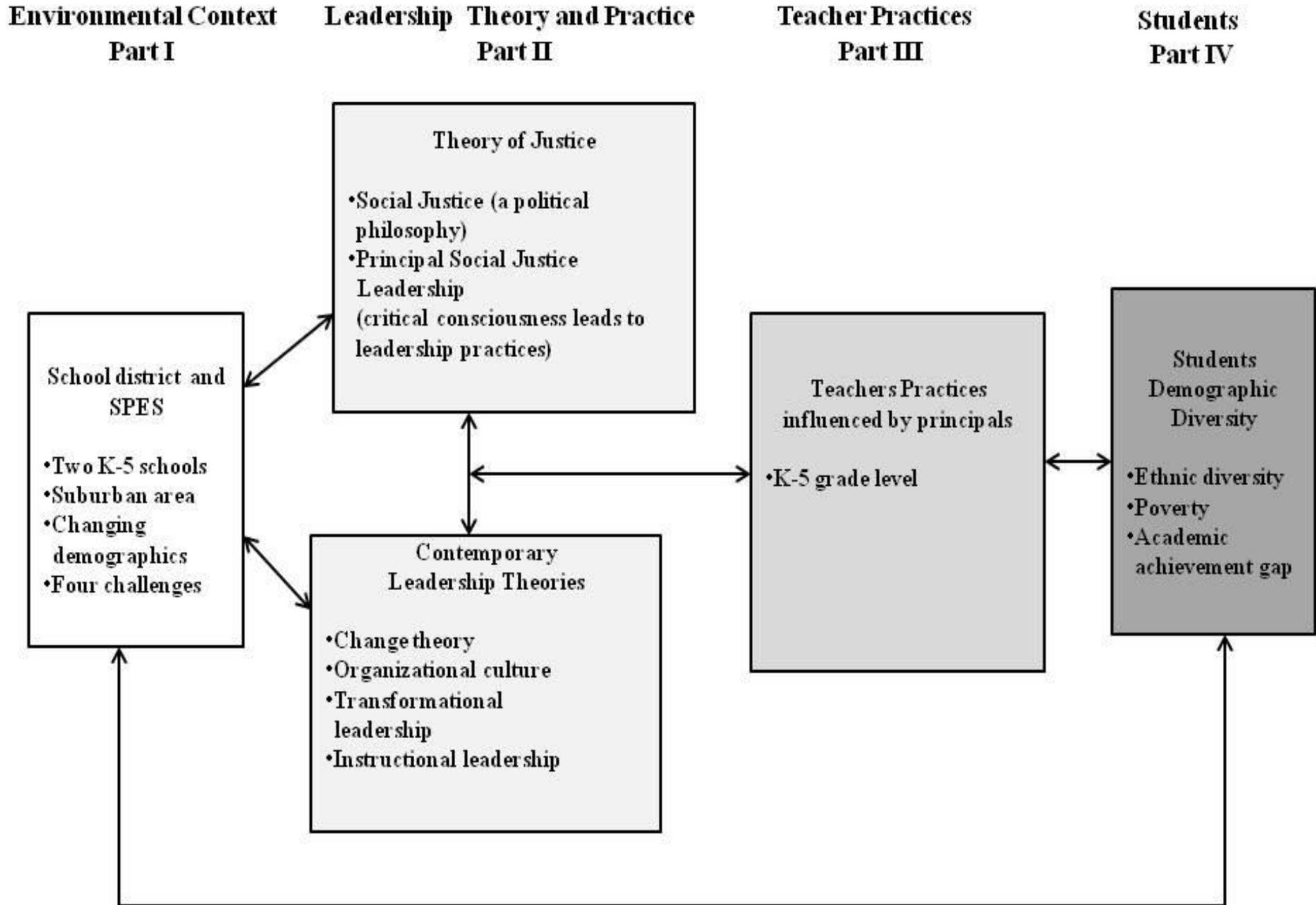
- Part I. Environmental Context
- Part II. Leadership Theories and Practices
- Part III. Teacher Practices
- Part IV. Students

The tenets, propositions, and assumptions of social justice leadership are used as the conceptual framework for this study (Bass, 1985; Fullan, 2001; Marzano, et al., 2005; Rawls, 2001; Schein, 1996; Sen, 2006; Sergiovanni, 2007).

I start with the proposition that led to the case study, which is that shifts in students' demographic diversity in suburban public elementary schools will increase principals' perceptions of educational inequalities and influence their social justice leadership with teachers to educate all students. When social justice is mentioned as a goal of educational leadership and teaching, it is usually meant as a reference to the profession's focus on increasing educational opportunities and outcomes of the poor, ethnically diverse students in urban and rural schools, and underperforming or failing schools. It is about a culturally sensitive and proficient teaching staff and a multicultural curriculum. I argue that principals aim to promote social justice for all students by providing quality education in urban, rural, or suburban schools, and in poor, middle-

class, or upper-class communities. Therefore, social justice is approached and accomplished in schools by principals' recognition and attention to the tenets of social justice leadership (Marzano, et al., 2005; Nussbaum, 2001; Rawls, 2001). This recognition widens the scope of principals' and teachers' practices, using the concept of primary goods and capabilities to provide equality of educational opportunity and outcome for all students. A first assumption is that social justice leadership and teaching exist in suburban schools, but at a subliminal leadership and teaching level. The ACT statement, PBIS, RTI, Ben's Bells, and Project Wisdom are a few examples of social justice instruments being used in SPES by principals and teachers. The second assumption is that principals are trained in, practice, and are comfortable with the contemporary leadership theories and behaviors, yet unaware of the connections to social justice leadership. Therefore, an aim of this study was to explore how school principals' use of contemporary leadership theories intersected with social justice leadership influenced teachers when needed, and specifically for the gradually increasing population of ethnically and culturally diverse students in suburban public elementary schools and communities.

Figure 1. Social Justice Conceptual Framework



My conceptual framework is represented in a diagram showing the relationships of the school district, schools, the principal (theories and leadership practices), teachers (practices), and students. Owing to the changing demographics of SPES, it is reasonable to start the discussion on the direct relationships between the environmental contexts (Part I) and the tenets of the theory of justice and contemporary leadership practices (Part II). The first relationships stems from the changing demographics in the school district surrounding the two public elementary schools in Arizona in which the study took place. The changing demographics of the school district had a direct impact on the makeup of students attending the school. For example, if there are more families living in poverty in the school district then the number of students on free or reduced lunch will rise in the neighborhood school. As students' demographics change, principals face challenges in dealing with the new student diversity. It is likely that principals' leadership styles would be affected. As an example, Evans (2007) states that school leaders need to develop clear and congruent personal and professional ideologies that support the changing diversity, equity, and inclusiveness demanded by the incoming students. A principal may be in a suburban school that had 10 percent free or reduced lunch, and now the numbers have increased to 22 percent students on free or reduced lunch. How might the needs of this student population differ from those previously populating the school? The needs vary and can range from students not having attended preschool to not having the necessary supplies required to be successful in school. This incoming population also has an impact on the identity of current students and their perceptions of how others may view them in light of these "new" students.

Prior to principals' leadership changing is knowledge by the principals of social justice as it applies to education. There are three levels of justice: local, domestic, and global. All of the levels involve education. At the local level, we have schools within the community; at the domestic level is the education of children within the family structure; and globally is the emphasis placed on academic achievement in order to compete in the global economy. This conceptual framework relates education and principal social justice leadership to the theory of justice principles, described as moral powers (the capacity for a sense of justice and the capacity for the conception of the good); justice as fairness (social cooperation); and primary goods and capabilities (Part I). In my opinion, the theory-of-justice principles have a direct impact on principal social justice leadership. Therefore, principals for social justice take an advocacy role, understand and care for students, understand primary goods and capabilities, understand a fair system of social cooperation, understand the greatest benefit of the least advantaged, and understand morality and virtue as social justice. Principal social justice leadership evolves from the direct relationship with contemporary leadership theories (Part II). The constructs of the selected contemporary theories (change theory, organizational theory, transformational leadership, and instructional leadership) have a direct relationship on each other.

Principal social justice leadership is deeply connected with the moral purpose of education and helps to inspire staff members to accept change. They make these connections by communicating values, purpose, and importance of the organization's mission to their staff. According to Fullan (2001), the creation of a moral purpose with the intent of making a positive difference in the lives of all stakeholders has a direct impact on the organizational culture. Schein (2004) stated there are five principles that

address the direct relationship between change theory and organizational culture. The first and second principles speak to the need for the principal to make coherence out of chaos, or decrease the anxiety of staff members, through the development of a common vision, formal training, inclusion of all stakeholders, and a rewarding discipline system that are consistent with the new way of thinking about change (Schein, 2004). The third and fourth principles indicate that the principal defines the change goal concretely, and if the change produces the desired outcomes, staff will have a new set of shared experiences. This new set of shared expectations developed with all staff creates a culture based on shared beliefs and values. The shared beliefs and values are visible in the principal's ability to engage in effective instructional leadership, build the professional capacity of teachers, develop learning communities, engage in collaborative and consultative decision-making, and develop staff to be intrinsically motivated (Marzano et al., 2005; Sergiovanni, 2007; Shields, 2010). It is assumed that the principal's influence on teachers from a social justice perspective have a positive influence on student outcomes. Together they understand and accept student diversity, acknowledge the rise in power, and put systems in place to bridge achievement gaps (see Part IV). An environment is created that maximizes the utility for all students.

The relationship between organizational culture and social justice leadership is best viewed through the lens of Schein's (2004) organizational culture and tenets of Rawls's (2001) theory of justice; see "Leadership Theory and Practice" (Part II) for the relationship between contemporary leadership theories and social justice leadership. Schein identified three interrelated levels within the organizational culture. The deepest level consists of basic assumptions shared by the organizational members and taken-for-

granted beliefs that staff members perceive to be true. These assumptions reflect the fundamental questions people face, such as the nature of reality and truth or the nature of human relationships. The basic assumptions about social justice in public schools are based on the premise that principals are unmindful of its existence.

According to Rawls (2001), the theory of justice is the idea of society as a fair system of social cooperation over time and from one generation to the next. The generation's assumptions and beliefs are largely unconscious and intangible. The second level, according to Schein (2004), refers to values and norms. Values consist of what people believe to be good, right, or desirable. Rawls describes the primary goods (rights, liberties and opportunities, income and wealth, and the social basis of self-respect) as things that every rational person is presumed to want. The state, according to Rawls, is required to distribute wealth equally in order to provide all citizens with the social minimum of these goods, and that any policy which results in the level of well-being for those better off also increases the cluster of primary goods held by those in the lowest socioeconomic position (Nelson, 2008). The notion of primary goods correlates with the values and norms of public schools that deem all students are capable and desire to learn. The capabilities approach, an extension of the primary goods, focuses on the care of students and what they are able to do and become based on a fair and equal educational opportunity (Nussbaum, 2001). The third level in Schein's classification scheme consists of artifacts and practices. This level is the most visible aspect of the organizational culture. Myths for instance, articulate which past events have been important for members of the organization and are rendered in stories that are frequently called upon.

The most tangible layer of organizational culture also consists of practices. In Schein's model, the underlying assumptions, values, and norms come to surface in these practices and behavioral patterns. Practices and behavioral patterns of effective leaders for social justice surface in an organizational culture that focuses on providing all students fair and equitable opportunities to learn, regardless of the student's race, gender, socioeconomic status, natural rights and abilities, position, and ethnicity. The creation of an organizational structure, such as school cultures, may promote inclusion and equity within the school and community by addressing all forms of social oppression, challenging oppressive attitudes and behaviors, valuing multiple perspectives, and fostering community building, is representative of school principals who promote social justice (see Part II).

Fullan's (2001) work understanding the complexity of change enables transformational leaders to reframe challenges so staffs view them in new ways. Building relationships involves developing trust and respect in followers that provides principals with the ability to make radical and fundamental changes within the organization, such as the implementation of culturally responsive curriculum and pedagogy. In order for change to occur the principal needs to construct coherence out of the chaos, or explain clearly why and how the implementation of that particular change had a positive impact on all students (Fullan, 2001). Principals who build relationships with staff members, based on a common moral commitment that is created by working through the ambiguities and complexities of hard to solve problems are apt to be more successful in implementing change (Bass, 1985; Fullan, 2001). Principals using tenets of transformational and instructional leadership, according to Bass (1985), focus on

development and mentoring of their staff in an effort to maximize their potential while taking into consideration their individual needs. Instructional leaders monitor the effectiveness of curricular, instructional, and assessment practices consistently and continuously (Marzano et al., 2005). Change in curriculum or instructional and assessment practices upsets the school equilibrium, challenges the wisdom of unexamined practices, and disrupts the organizational culture. Principals need to have tremendous knowledge of curriculum and instruction so that the disruptions and ensuing reorganizations occurring in teacher and staff behaviors make a difference in student outcomes (Marzano et al., 2005). Effective principals communicate their belief in the change, and that the change is achievable through the creation of a shared meaningful purpose with all stakeholders. Teachers (see Part III) influenced by a principal leading from a social justice orientation believe that all students can and will learn, care for and understand their students, and have strategies in place to bridge the achievement gaps.

Summary

How social justice leadership is practiced in suburban public schools is an important question given the increase of student diversity in classrooms and communities. Researchers indicate clearly that there are marginalized, low socioeconomic, and special education students in suburban public elementary schools (U.S. Census Bureau, 2010; Deschenes, Cuban, & Tyack, 2001; Evans, 2007; McMahon, 2007). According to Deschenes (2001) these marginalized students in suburban public elementary schools do not meet the standards, perform poorly, and fail. There is a mismatch between the school's expectations and the students' capabilities. It is possible

that this mismatch is based on a lack of resources, blindedness, and silence surrounding this new diverse student population.

I have examined selective contemporary leadership theories because I understand they have been learned and practiced by principals in suburban public elementary schools. In addition, I am aware that student demographics changes have affected how the principals and teachers serve all students. My conceptual framework introduces social justice leadership as a complementary leadership style that extends the contemporary theories, specifically by addressing the inequalities and inequities in suburban public elementary schools.

I conducted a pilot study to test the research questions, design, and methodology. The pilot study prepared the way for this dissertation (Ruich, 2010). The conceptual framework structured the study. The research design and methodology are explained in Chapter 3.

CHAPTER 3

METHODOLOGY

In the U.S. public school context, we understand relatively little about the rapid suburbanization of minority populations over the last few decades and its consequences for schooling, desegregation, equal opportunity, principal leadership, and teachers' instruction (Reardon & Yun, 2012). According to Orfield (2002), "in region after region, problems associated exclusively with central cities in the national psyche have moved into the inner-ring suburbs" (p. 7). Frankenberg and Orfield (2012) suggest that the United States is a suburban nation that still thinks of minority diversity as being an urban problem; therefore, suburban communities have difficulty understanding the locus of racial and ethnic transformation and patterns of demographic diversity shifts in communities and schools. How do principals in suburban schools understand this problem and lead schools that are considered being powerful indicators of suburban community's health and future well-being (Frankenberg & Orfield, 2012; Orfield, 2002; Reardon, Yun, & Chmielewski, 2012)? Is there a need for social justice leadership?

The purposes of this study are to understand, first, how principals perceive and practice social justice leadership in two Arizona suburban public elementary schools (SPES) undergoing changes in students' demographic diversity; and second, how teachers perceive the influence of a principal's social justice leadership on their teaching in those two schools.

This chapter outlines the design and methodology for this qualitative case study. Sections include the research design and rationale, interview protocol, participant selection criteria, and data collection and analysis methodology.

Research Design and Rationale

This study adopts an interpretative view of research and analysis; the process is directed toward observation of messages and coding of those messages from interviews about social justice leadership. A theoretical sampling occurred as I followed the process of selecting “incidents, slices of life, time periods, or people on the basis of their potential manifestation or representation of important theoretical constructs” (Patton, 2001, p. 238)

This qualitative study utilized Yin’s (2009) multiple embedded case study replication design and methodology to generate a description of two elementary school principals’ and their teachers’ perceptions of social justice leadership in Arizona SPES undergoing changes in students’ demographic diversity from 2006 to 2011. “Embedded” implies that the research consisted of more than one unit or object of analysis (Eisenhardt, 1989 & Yin, 2009). The elementary school, principals, and teachers are considered the units of analysis in the current study. The data gathering method consisted of demographic data, semi-structured interviews and follow-ups, observations of school events, and document analysis of school materials. The procedures allowed for examining principals social justice leadership. A total of two principals and twelve teachers were interviewed and their transcripts emailed to them as part of the follow-up.

The contextual nature and time of the case study, as illustrated by Yin (2009), provides strength in investigating contemporary phenomenon in real-life settings and addressing situations in which the boundaries between the phenomenon and context are

not clearly evident. Two observations were conducted at each school to gain an insight into the day-to-day happenings and interactions of the principal with the staff at their site. The approach is useful for responding to *how and why* questions about the context and phenomenon in suburban public schools experiencing shifts in student demographic diversity.

Researchers have argued that certain kinds of information can be difficult or even impossible to tackle by means other than qualitative inquiry such as case study (Merriam, 1998). It is suggested that single case study design is problematic because of limitations in generalizability and several information-processing biases (Eisenhardt, 1989). Miles and Huberman (1994) suggest that multiple cases augment external validity issues, help guard against observer biases, and add confidence to findings. Yin (2009) argues that the logic underlying the use of multiple case studies is based on each case being a whole study and “carefully selected so that it either (a) predicts similar results (*a literal replication*) or (b) predicts contrasting results but for anticipatable reasons (*a theoretical replication*)” (p. 54).

In this multiple case study, there are several embedded units of analysis, as shown in Table 1: (1) demographic data of two community school districts, (2) demographic data of a school within each district, (3) demographic information, interviews and observations of a principal in each school, and (4) demographic information and interviews with six school teachers at each grade level from kindergarten to fifth grade.

The initial step in designing this multiple case study consisted of developing a social justice leadership *conceptual framework*. The basic difference between the case study and other qualitative methodologies such as grounded theory and ethnography

(Corbin and Strauss, 2008) is that the case study is open to the use of theoretical or conceptual frameworks that guide the research, data collection, and analysis. Merriam (1998, 2009) suggests that theoretical or conceptual framework of a study is derived from the disciplinary orientation or stance that the researcher brings to the study. Thus, the conceptual framework for this research draws upon the tenets, terms, definitions, models, and theories of social justice and selected educational leadership.

The second step is to show that the case selection and the *definition of specific measures* are important steps in the design, specifically the measures of dimensions of students shifting demographics in suburban elementary public schools and the influence on principals' and teachers' perceptions of expected leadership. Therefore, the study focuses on two suburban public elementary schools in Arizona with at least one of the four student population dimensions listed below in order to analyze the shifts in students' demographic diversity from 2006 to 2011. The student population dimensions are situated along a continuum, from decreases to increases of at least 5 percent. This approach is similar to the studies by Evans (2007), Fry, (2009), Mikelbank (2004), and Orfield, (2002):

1. White children's population has slow or no growth, or decreases in population, but remains the majority of the suburban school population. Minority children's population increases.
2. White children's population decreases and minority children's population increases at a steady pace and approaches similar numbers of the white children's population.

3. Minority children's population increases and they become the majority population in a school. This has occurred in urban areas and in some suburbs in close proximity to the outer ring of urban areas.
4. The percentage of free/reduced lunch students increases in suburban elementary schools.

An example using one of the four population dimensions is as follows: in an suburban public elementary school in Arizona in which white children's population decreases and minority children's population increases, what is the numeric and percent population change from 2006 to 2011? This represents a demographic shift of interest. Of more interest is chronicling basic demographic year-to-year change from 2006 to 2011 using data from U.S. Census, NCES, Arizona Department of Education, and school districts. I collaborated with two different school district officials to conduct an analysis of data to select a school in each district demonstrating students' shifting demographic changes. To uphold anonymity and confidentiality of the school districts, schools, and participant names, pseudonyms were devised for use in this study.

The third step is to make as many steps as operational as possible to conduct the research (collecting and analyzing demographic data, conducting interviews and observations with principals and teachers, and performing content analysis on curriculum materials). This process, in which each individual case study consists of a "whole" study, seeks convergent evidence regarding the facts and conclusions. Yin (2009) would consider minority students' demographic shifts and increases in suburban schools from 2006 to 2011 as contextual conditions to understand because they are real-life phenomena highly pertinent to influencing a principal's social justice leadership and teachers'

instructional practices. Corbin and Strauss (2008) define contextual conditions as the “structural conditions that shape the nature of situations, circumstances, or problems to which individuals respond by means of action/interaction/emotions. Contextual conditions range from the most macro (community) to the micro (school)” (p. 87). Table 1 depicts each case, the contextual conditions, levels of units of analyses, and data collection in this multiple embedded case study.

Table 1

Multiple Embedded Case Study Using Replication Design

Case Study	Context: Suburban Elementary Schools	Units of Analysis	Data Collection at Different Levels
1	Cactus District and Cactus Wren School	(a) District and school settings	Data on student demographic shifts
		(b) Principal	Interview, direct observations, document analysis
		(c) Six teachers, one at each grade level K-5	Interviews
2	Painted Desert District and Mosaic School	(a) District and school settings	Data on student demographic shifts
		(b) Principal	Interview, direct observations, document analysis
		(c) Six teachers, one at each grade level K-5	Interviews

Note: Multiple embedded case study using replication design collected research at different levels within the organization, while still treating the organization as a single case study. Multiple case studies treat each case as a “whole study” (Yin, 2009, p. 54).

A case study design, according to Yin (2009), is best to use with unique or unexplored cases. Case study methodology allowed me to use a conceptual framework to guide the study (Meyer, 2001). The context is the same for both schools (suburban) allowing the research the ability to analyze the data within, between, and across all subunits. This in-depth analysis provides a deeper understanding of the case (Yin, 2009). Semi-structured interviews were used to explore the perspective of principals and teachers on social justice leadership in SPES undergoing changes in students’ demographic diversity and to understand how they came to have that perspective (see Appendix K for interview questions).

In addition to semi-structures interviews this multiple embedded case study included data from two direct observations in each elementary school in which the principal was present (leadership team meetings, Positive Behavior Intervention Systems (PBIS), staff meetings, and data meetings), and a collection of documents and archival data (see Appendix L for observation protocol). Direct observations of the principal and teachers enabled the researcher the opportunity to view the participants in action and validate or invalidate data from the interviews. School and district document analysis included, but was not limited to, meeting agendas, minutes of meetings, discipline data, demographic data, and academic data provided additional evidence for the case study (see Appendix I for demographic data questionnaire). The documents were useful in providing the researcher a means to trace the history of the schools, view the change in demographics over a period of time, and validate the information from the interviews (Meyer, 2001).

I conducted a pilot study (Ruich, 2010) in two suburban public elementary schools undergoing changes in students' demographic diversity in a K–12 school district in Southern Arizona. I interviewed the principal and two fourth-grade teachers from each school using a set of open-ended interview questions. The principals were asked about their leadership style, experience in education, organizational culture, and social justice. The teachers were questioned about their principal's leadership style, experience in education, organizational culture, and social justice. Purposive sampling using common criteria was employed in selecting the schools. Specifically, schools were chosen based on location within a suburban area with changing demographics.

Direct observations took place at each of the schools during a staff meeting in which the principal was present (Marshall & Rossman, 2006). The purpose of the observations at these meetings was to determine if conversations were taking place around the success of all students. All documentation relevant to principal leadership and social justice was reviewed, such as agendas from staff meetings, building leadership team meetings, PBIS meetings, and notes. A review was conducted of attendance, discipline data, assessment data, ethnicity, and enrollment data to determine how social justice was integrated in the principal's leadership (Marshall & Rossman, 2006). The data analysis included a triangulation of data sources from the principals, teachers, and documents for examining and tabulating patterns and themes in the data.

The key findings derived from the data were illustrated in the following themes: discomfort or blankness of participants when asked directly to explain their definition of social justice; externalization of blame; de facto social justice; colorblindness; and the intersection of leadership theories and social justice leadership.

Social justice, though difficult to discuss and seldom recognized as a leadership practice, did exist in suburban schools in one school district. De facto social justice occurred in suburban public elementary schools as a result of the principal's accountability to meet the requirements of NCLB. Tenets of change leadership, organizational culture, transformational leadership, and instructional leadership were all evident as they intersected with social justice leadership by both principals in the study.

I found the pilot study valuable for designing and conducting this larger study (Yin, 2009). I learned from principals and teachers that social justice was truly a controversial and confusing concept for them in their suburban public schools.

Nonetheless, I discovered that the principals and teachers indeed implemented a social justice approach to working with students but did not consider or call it social justice. For example, the uses of “reteach and enrich” and review of data (Dynamic Indicators of Basic Early Literacy Skills [DIBELS]; Arizona Instrument to Measure Standards [AIMS], Arizona English Language Proficiency Standards [AZELLSA]) were used to address the needs of failing students. Therefore, the pilot study provided important information as to what processes, definition of terms, strategies, and/or instruments needed to be modified, added to, or deleted in the larger study. For example, based on the feedback of participants and the data analysis, the interview protocol was shortened and several questions were rephrased, specifically the questions related directly to social justice. Collecting participants’ demographic data (see Appendix I) needed to be completed prior to the interviews, providing the interviewer additional time for probing during them. The length of the interview seemed insufficient, rushed in order to get through the questions, and limited opportunities for probing as follow-up to answers. Meeting with participants in a location of their choice gave them a feeling of comfort, adding to the likelihood that participants would be willing to discuss openly the topic of social justice.

Based on these observations, I found it necessary to add an additional one, with the principal present and working collaboratively with staff to gain additional insight into their leadership practices. A review of attendance, discipline data, assessment data, ethnicity, and enrollment data was important and necessary in the larger study. Data analysis proved to be more time-consuming than anticipated. Additional time was allotted

for data analysis in this study. As a result of completing the pilot study, I felt more confident and prepared for the dissertation research.

Interview Protocol

Two principals and twelve teachers in suburban public elementary schools participated in the study and served as a purposive sample (see Tables 2 and 3). The principals were full-time current veteran employees. The teachers were full-time, current employees, and were representative of the grade levels and subjects taught at each of the schools. Informal and/or semi-structured in-depth interviews were conducted with each of the participants. According to Rubin and Rubin (2005), “If what you need to find out cannot be answered simply or briefly, if you anticipate that you may need to ask people to explain their answers or give examples or describe their experiences, then you rely on in-depth interview” (p. 3). The interviews focused around a set of open-ended questions that related directly to social justice issues in education (see Appendix J for principal interview protocol and Appendix K for teacher interview protocol). The questions were developed to determine if and how tenets of change theory, transformational and instructional leadership, organizational culture, and social justice was a part of principals’ leadership practices.

Interviews were conducted in locations selected by participants (classrooms, local coffee shops, and grocery stores) and lasted from one to two hours (Seidman, 2006). As an example, two teachers were interviewed in their classrooms, where they felt most comfortable. Each participant agreed to be interviewed with the understanding that (1) an audio device would be used, (2) the findings would be used for a dissertation, (3) their names, school, grade level information would be protected using pseudonyms, and (4) the

findings could be broadly published. Participants had time to review the consent form, ask any questions before interviews began, and indicate their consent to the interview by signing the informed consent form. (See Appendixes A and B for the consent form.) At the end of the interviews, participants were asked if they had any additional information they wished to share and were then thanked for their participation. Upon completion of the interview, I emailed the transcribed interviews to the participants, asking them to review the information. Comments from the participants became part of the analysis.

Participant Selection Criteria

Case study participants were selected from a purposive sample of two K–5 schools in two K–12 districts in Southern Arizona (Marshall & Rossman, 2006; see Tables 2 and 3, pp. 87–88). Participants volunteered for the study after contact was made through email. Participants met the minimum requirements of working in their current school for a minimum of 3–5 years. The participants consisted of one principal and one K–5 grade teacher at each grade level in two suburban public elementary schools in Cactus Unified School District (see Table 2) and Painted Desert Unified School District (see Table 3). All participants were female and ranged in age from twenty-five to sixty-five years old. Pseudonyms were used to preserve and protect the participants' anonymity and confidentiality. Participants were informed that due to their close working relationships with one another, every attempt to maintain confidentiality would be made, though this could not be guaranteed.

Table 2

Cactus Elementary School Participants

Person	Age Group	Attended College	Attended School	Degrees	Ethnicity	Intention to pursue other degrees or certificates	Location grew up	Occupation	Race	Years at current school	Years in education
Barbara Davis	45–50	Public	Public	MA	W	Y	Suburbs	Principal	C	1–3	10+
Rebecca Jordan	55–60	Public	Public	MA	W	N	Suburbs	Teacher	C	10+	10+
Laura Johnson	30–35	Public	Public	BS	W	Y	Suburbs	Teacher	C	1–3	10+
Debbie Nash	25–30	Public	Public	BA	W	Y	Suburbs	Teacher	C	3–5	3–5
Hillary Kat	25–30	Public	Public	BA	W	Y	Rural	Teacher	C	3–5	3–5
Wendy Scott	30–35	Public	Public	MA	W	N	Rural	Teacher	C	3–5	5–10
Rhonda Evans	25–30	Public	Public	BS	U	Y	Suburbs	Teacher	C	1–3	5–10

Table 3

Mosaic Elementary School Participants

Person	Age Group	Attend ed College	Attended School	Degrees	Ethnicity	Intention to pursue other degrees or certificates	Location grew up	Occupation	Race	Years at current school	Years in education
Sally Stevens	50–55	Public	Both	BA	W	N	Suburbs	Teacher	C	10+	10+
Wanda Smith	35–40	Public	Public	BS	H	Y	Urban	Teacher	C	5–10	10+
Riley Patrick	60–65	Private	Public	BA	W	Y	Rural	Teacher	C	10+	10+
Georgia Idler	45–50	Public	Private	MA	H	Y	Rural & Urban	Teacher	C	10+	10+
Molly Gordan	55–60	Private	Public	MA	W	N	Suburbs	Teacher	C	10+	10+
Wilma Darling	55–60	Both	Public	MA	W	N	Rural	Principal	C	10+	10+
Betty Daniel	55–60	Public	Public	BS	W	N	Suburbs	Teacher	C	10+	10+

Data Collection and Analysis Procedures

This research began with a systematic search and analysis of suburban schools demographic data located in online search engines and websites for federal and state governments, think tanks, professional organizations, and school districts: U.S. Census Bureau American Community Survey, National Center for Educational Statistics, U.S. Department of Housing and Urban Development, Arizona State Department of Education, the Center for Public Education (National School Board Association), Pew Research Social and Demographic Trends, Pew Research Hispanic Center, and the Brookings Institute.

This analysis provided me with data to select the schools to participate in the research study. After obtaining University of Arizona IRB approval to conduct the study, I emailed and called superintendents to obtain authorization to conduct a study in one elementary school with principals and teachers in their districts. Because of one school district's sensitivity to the term "social justice leadership," my request required an extensive review from its research committee. Although permission was granted to perform the research in the district, it was done so with reservations specifically concerning the use of the term "social justice." The superintendents were provided a recruitment letter explaining the purpose of the study (see Appendix C and D). They were also given the participants' informed consent forms and interview protocol and questions. Upon approval to conduct research in their districts, principals were contacted to inform them about the study and seek their approval to conduct research in their school and obtain informed consent. After gaining the principals' approval and consent, I contacted the teachers to inform them about the study and obtain their informed consent via email

(see Appendix F). I then scheduled interviews with the participants and informed them about study and the questionnaire that was sent out via email prior to the interview date. All interviews were performed, recorded, and transcribed by me to ensure accuracy of the participants' responses. The research took place over an eleven-month period, starting in August 2011 and ending in June 2012.

The study's questionnaire construct validity was addressed through the use of multiple sources of evidence, triangulation, and use of feedback loops (Meyer, 2001). Construct validity of the interview questionnaire was addressed first in the pilot study and then by having one of the participants and a colleague review and offer feedback on the interview questions and answers. Upon completing the dissertation research, I further addressed the construct validity by having participants review and provide feedback on their transcripts for accuracy. I reviewed all interviews repeatedly using the audio and written notes to determine trends and observations. Data were triangulated to increase the credibility and validity of the results, to map out and explain the complexity of how principals and teachers understood and approached social justice leadership and teaching in suburban schools, and to give a detailed and balanced picture of the situation. Triangulation allowed me to view the data from multiple perspectives and cross-check the data results from principals, teachers, observations, document analysis, audio transcripts, and researcher notes to search for regularities and differences in the data (Marshall & Rossman, 2006; Yin, 2009). Triangulation in examining the data took place throughout the study provided dependability, consistency, and trustworthiness of the research and data.

To address reliability, the case study protocol and documentation of the procedures were followed from the pilot study to the dissertation study and yielded reliable results (Yin, 2009). All changes offered by the expert panel during and after the pilot study were made prior to the dissertation study. To further address validity and reliability, I reflected on my bias as an associate principal in an SPES with changing demographics. As an outsider to the districts and schools in which the study took place, I had no preconceived ideas or relationships with the district, schools, or participants in which the study took place.

Data Analysis

According to Yin (2009), data analysis in case study methodology involves examining, categorizing, tabulating, and testing the data. Relying on theoretical propositions, one of the five specific techniques for analyzing case studies, the data were linked to the conceptual framework and the research questions. The audio from the interviews was transcribed using Dragon Naturally Speaking (voice recognition software), and data were organized using NVIVO (data collection and analysis software). NVIVO was useful for coding themes embedded in transcripts. The NVIVO software allowed the researcher to import, sort, and analyze audio files, Word documents, PDF, rich text documents, and plain text documents; work with transcripts, analyze material straight from audio files, create transcripts in the software; import and code documents, including those that contained tables and images; query the data and graphically display project information; connect findings using models and charts; and merge separate cases (Welsh, 2002).

The data were transcribed verbatim and a search conducted for recurring words and phrases. Transcriptions were read first for immersion in the data, then coded, and reread to identify emerging themes or patterns (Seidman, 2006). In analyzing the interviews, a coding system was used that identified the following: common words or phrases, codes, potential categories, and potential themes. Next, the text was reduced by marking the passages that were interesting and putting them into nodes. Once the text had been marked and coded, the passages were grouped into categories and studied for thematic connections in and across the data (Galman, 2007). Using the iterative process, common themes were identified and linked back to the research questions, multiple data sources were triangulated, and alternative conclusions were considered.

Explanation building was the next step, followed by testing the data to ensure reliability and validity (Yin, 2009). The final step entailed interpreting the data. This step, Marshall & Rossman (2006) stated, is the time to evaluate the data for their usefulness in support of the emerging story. Making sense of the findings, offering explanations, and making connections to the conceptual framework took place during the interpretative stage. Last, following Seidman (2006), was self-reflection on the analytical process.

My goal was to present an effective research design that provided data regarding the research questions. The analysis of the data allowed me to identify recurring themes and/or patterns to prove how the tenets of specific contemporary leadership theories (change leadership, organizational culture, transformational leadership, instructional leadership, and social justice) intersected with tenets of a theory of justice were apparent in both principal participant leadership styles. The analysis also gave me an in-depth view of teachers' perceptions and experiences with social justice in the classroom.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

Purpose of the Study

The purpose of this study, as has been stated at several points, is to examine how principals and teachers of two Arizona suburban public schools undergoing shifts in student demographic diversity perceived and experienced social justice leadership to provide all students with fair equality of educational opportunities and outcomes. This multiple embedded case study used a replication design while still treating each school as a single case study (Yin, 2009). I analyzed data from individual semi-structured interviews of principals and teachers, observations of principals' meetings, my notes and reflections, data accuracy checks with principals, and documents. I used Eisenhardt's (1989) recommendation of a within-case analysis in order to describe each case as related to the study's research questions. I then searched descriptive data for patterns across cases, paying attention to similarities and differences as related to research questions to discover themes. The result of comparisons yielded unexpected findings. My analysis of interview data, document analysis, and observations allowed for a pattern from one data source to be corroborated by the evidence from another, increasing the strength of the finding. When my evidence conflicted, I reconciled it through a deeper probing of the meaning of the differences. The cross-case searching tactics forced me to go beyond initial impressions and use a structured and diverse lens on the data. These tactics improved the likelihood and accuracy of the findings.

In this chapter, I begin with descriptive profiles constructed for each case. The descriptive profiles include 2006 to 2011 demographic data sources available from the school districts, Arizona Department of Education, National Center on Education Statistic, Pew Foundation, U.S. Census Bureau, and other sources. For each case, the demographic profile represents data on the district, community, school, principals, teachers, and students. I used pseudonyms for the names of participants, schools, and school districts to provide anonymity and maintain confidentiality in presenting the findings of this study.

Second, I provide descriptive findings as related to the studies' research questions. In conducting the analysis, I endeavored to honor and respect the principals' and teachers' diverse voices and treated their personal and professional experiences and stories as valuable learning evidence. I analyzed the data in ways that yielded insight into the participants' varied perceptions of the implications of experiences with shifts in students' demographic diversity on their practices and to what extent they included social justice.

I wanted to understand the principals' perception of experience with social justice leadership, the influence of principals' leadership for social justice on teachers' pedagogy, and how principals and teachers perceived the intersection of contemporary leadership theories with social justice leadership.

Case Study One: Cactus Wren Elementary School

Cactus Unified School District is in a suburb on the southeastern outer ring between an Arizona city and rural areas. The district lies in a community considered middle-class by the Census Bureau, with both established and new homes. The older

schools were situated close to the outer ring of the major city, and the newer schools were positioned in the center of the community. According to the 2010 census, the community surrounding Cactus Unified School District had approximately 52,532 people. The population increased 46 percent from 2000 to 2010. School-age children represented 44.9 percent of the population. The ethnic breakdown of the suburban community was white, 70 percent; black, 3 percent; American Indian and Alaska Native, 1 percent; Asian, 2 percent; Native Hawaiian and Other Pacific Islander, 0.1 percent; persons reporting two or more races, 2 percent; and Hispanic or Latino, 20 percent. There were approximately 16, 573 housing units. The home ownership rate from 2000 to 2010 was 86.8 percent. The median housing value was \$259,800 and the median household income was \$75,386. The average person per household was 2.91. Family households consisting of their own children under the age of 18 were 42.2 percent. Households with a husband and wife were 33.9 percent. Male households with no wife and their own children under 18 were 3.9 percent. Female households with no husband and their own children under 18 were 5.1 percent. The community comprised an area of 22.66 square miles.

Cactus Unified School District consisted of seven elementary schools, four middle schools, two comprehensive high schools, an alternative high school, and two charter schools. 10,069 students are currently enrolled in grades K–12. There were approximately 144 English Language Learners (ELL) and 1,100 students on Individualized Education plans (IEP's). The total population under 18 in Cactus Unified School District equaled 6, 558. The ethnic breakdown was as follows: white, 78 percent; black or African American, .4 percent; American Indian or Alaska Native, .08 percent; Asian, .1 percent; Hawaiian or Pacific Islander, .01 percent; and Hispanic or Latino, 22

percent (U.S. Census Bureau, 2010). The sample from this district included one elementary school, Cactus Wren. The participants from the school included one principal and six grade level teachers.

Cactus Wren Elementary school was located on the southeast side of the district, closer to the central city border than any other school in the district. The school was rated an A+ school in 2007 and had been an excelling school for the past five years. It was among four of the seven schools in the district achieving an A+. The school was situated in an established community with average cost of housing at \$230,000. No apartments were in the community. A University of Arizona Science and Technology Park was located within the district boundaries. Major grocery stores, childcare centers, a home for the elderly, and other businesses were scattered in sections of the community.

Cactus Wren Elementary School consisted of 827 students in grades K–5. The ethnic breakdown of the students was as follows: white, 64 percent; black or African American, 6 percent; American Indian or Alaskan Native, .04 percent; Asian or Pacific Islander, .4 percent; and Hispanic or Latino, 25 percent. The free or reduced lunch rate was 15.04 percent in 2006 and increased to 25.71 percent in 2011. There were thirty classroom teachers at Cactus Wren Elementary School in grades K–5, one female principal, one female assistant to the principal, four female special education teachers, one female speech pathologist, one female behavioral specialist, one female curriculum specialist, one female art teacher, one female music teacher, one male technology coordinator, one female physical education teacher, one female ELP specialist, one female ELL teacher, and one female psychologist. The breakdown of teachers per grade level is as follows: kindergarten (four females), first grade (six females), second grade

(five females), third grade (six females), fourth grade (five females), and fifth grade (four females and one male).

Data revealed that Cactus Wren school white children's population decreased by 9 percent, the minority children's population increased among Hispanic students 6 percent, and the numeric and percent of diverse students increased 9 percent from 2006 to 2011, as is evident in Table 4.

Table 4

Student Demographic Shifts for Cactus Wren Elementary School from 2006 to 2011 (in percentages)

	2006	2011	Percentage change (+/-)
	(<i>n</i> = 790)	(<i>n</i> = 827)	
White	73	64	-9
Hispanic	19	25	+6
Asian or Pacific Islander	.03	.04	+.01
American Indian	.004	.005	+.001
Black	.04	.06	+.02
Free and reduced lunch	15.04	25.71	+10.67

Note: In 2006, Cactus Wren Elementary School had an enrollment of 790 students of whom 73 percent were white, 19 percent were Hispanic, .04 percent were black, and .004 percent were American Indian, and .03 percent were Asian or Pacific Islander. Of the enrolled students, 15.04 percent received free or reduced-price lunches. The demographics of Cactus Wren Elementary School was decidedly different than in 2011 with an enrollment of 827 students of whom 64 percent were white, 25 percent were Hispanic, .06 percent were black, .005 percent were American Indian, and .04 percent were Asian or Pacific Islander. Of the enrolled students, 25.71 percent received free or reduced-price lunches.

The differences in the demographics are noteworthy. An observation is that during this period teacher workforce at the school was stable.

Participants

I open the principal and teacher profiles by presenting their responses to questions about personal and professional background information. I then follow with their responses to an interview question to gauge their views on the shifts in students' demographic diversity in their school and classrooms. These are leadership and instructional questions for the educators. I asked the principals and teachers, individually,

the following question, “What are the challenges you see occurring in education today? State? District? Community? Parents, Students, and School?” I prompted principals and teachers by asking them to talk about their school and classrooms over the last several years. I was taken aback by how similar each of the responses were, the various salient issues in their answers, the stories that accompanied each response, and how the question dominated much of the discussion.

Principal Profile. Barbara Davis had been the principal of Cactus Wren Elementary School for the past nine years. She has been in education for twenty-four years. She is an Arizona native and attended K–12 in a local area public suburban school district. She earned her undergraduate and graduate degrees from public state universities. Mrs. Davis’s parents were very involved in her education. She stated, “My own family was very involved; my parents were PTA presidents and Brownie scout leaders.” Mrs. Davis decided early on that she wanted a career in education. She had a lot of experience working with young kids and had experience in terms of various part-time jobs, youth groups, camps, and the like.

Mrs. Davis made the decision to transition from the classroom to administration based on her involvement in various leadership positions (curriculum management team lead, instructional team leader, and mentor). Mrs. Davis commented that “she realized the influence of professional development training and so forth that she could affect with teachers that then affected a bigger sphere of students.” Moving into administration had proven to be a challenging, yet rewarding endeavor for Mrs. Davis. She felt the support of district administration as well as that of her colleagues is what pushed her forward. Mrs. Davis noted that she was awarded a lot of autonomy in terms of being able to use

best practices that she thought were effective and was not always tied to programs mandated by her district.

Principal Davis experienced white children's population decrease and minority children's population increase in the school by at least 5 percent from 2006 to 2011. She indicated this fact by stating that families' needs over the past five years had increased in the areas of free and reduced lunch, school supplies, health, hygiene, insurance for children, and mental health resources. Principal Davis noted that students were entering kindergarten without the experience of preschool, and their academic background was lacking. The same consistency in terms of neighborhood, community focus, and family involvement has diminished. She noticed an increase in turn over in terms of homes in foreclosure, and more families renting homes. Principal Davis believed in the importance of ensuring all of the students were showing growth academically, socially, and emotionally. She visited classrooms, met with teachers, families, students, and the community to address how to best meet student needs to promote success in their educational and home environments.

Teacher Profiles. Six teachers were interviewed for this study at Cactus Wren Elementary School, one from each grade level K-5. All teachers were white females. They ranged in age from twenty-five to sixty. Experience in teaching ranged as follows: Two teachers have been teaching for more than ten years; two have five to ten years' experience; and two have three to five years' experience. The kindergarten teacher, Mrs. Johnson, when asked about her early experiences in education remembered reading Dick and Jane books and playing on the big fields at recess. She noted that while growing up she and her best friend always pretended to have a preschool. She had always been good

with kids; she loves them, and believes that teaching is a natural fit for her. She had been in education for twelve years. Mrs. Johnson taught at Cactus Wren for two years. Her class size averaged about twenty-two students a year over the past two years and increased to twenty-seven students in the current year. She lived in the district where she taught and attended public schools throughout her K–12 and college education. She has a Bachelor of Science (B.S.) degree in education and an early childhood endorsement. Mrs. Johnson believed that the role of education today is to “create a society of lifelong learners that want to better their society by being the best people that they could be.”

Mrs. Jordan, the first-grade teacher, has been in education for seventeen years and did not live in the district where she taught. She lived in the district in which she attended K–12 and college, all of which were public schools. She has a B.S. and a master’s in education. Mrs. Jordan commented that she had always wanted to be a teacher. She taught third grade her first year of teaching and taught first grade for the past sixteen years. Mrs. Jordan had taught at Cactus Wren for sixteen years. Her class size averaged about twenty-three students a year and over the last five years had been steady owing to the school’s consistent enrollment of students at the grade level. Mrs. Jordan believed that the role of education today is to provide equal opportunity for all students.

The second-grade teacher, Ms. Nash, has been teaching for four years at Cactus Wren and lived in the district. Her class size over the last four years class increased, which she believes is a huge challenge in itself. She had an average of twenty-two students, which has since grown to twenty-eight. She attended public schools for her K–12 and college education. She has a bachelor’s degree in elementary education and would like to start her master’s degree in educational leadership in the next couple of years. Ms.

Nash was an average student and struggled with reading. She would hide during popcorn reading and pray that her teachers would not call on her. She read her first book for pleasure shortly after she graduated from college. She became a teacher because of the mentoring she did on a golf scholarship. She liked being around the kids and felt that she made connections easily. Ms. Nash believes that the role of education today is making students successful for the real world and to provide the tools for that success.

Mrs. Kat, third-grade teacher, has been in education for four years and has taught at Cactus all four years. Her class size average had increased from twenty-one students a year over the last four years to as many as twenty-nine students. She resides in the district in which she teaches and attended public schools for her K–12 and college education. She has a bachelor's in elementary education with an emphasis on special education. Mrs. Kat grew up in a rural farming community with little diversity. Her teachers were all white females. She was a quiet, smart student who was always on task. She started working summers at a daycare and before she knew it was taking education classes. Mrs. Kat believes that the role of education today is to teach students basic skills: how to read, write, add, and subtract.

The fourth-grade teacher, Mrs. Scott, has been teaching for the past seven years. She did not live in the district in which she taught and attended public schools in a rural community for her K–12 and college education. Mrs. Scott taught at Cactus Wren for five years. Her class size average of about twenty-three students a year over the last five years had fluctuated as new students move in and others leave. Over the past two years she had noticed more students leaving and entering than in previous years. She has a B.S. in elementary education and a master's degree in educational leadership. Mrs. Scott played

school with her younger siblings and always wanted to be a teacher. She started her teaching career teaching English overseas in China. She has been in her current district since returning to the United States. Mrs. Scott believes that the role of education today is to give children in our society a guaranteed, free, and public education. Providing at the minimum standard of what kids will know when they finish a K–12 education.

Mrs. Evans, fifth-grade teacher, has been in education for the past six years. She did not live in the district in which she taught. Mrs. Evans had taught at Cactus Wren for three years. Her class size average was around twenty-seven students, with class size increasing by four to five students over the past three years. She attended K–12 and college in public, suburban schools. She has a B.S. in elementary education. Mrs. Evans had a very positive educational experience and often found herself volunteering in her high school for her teachers. She loved the classes and wanted to do what they did. She loves teaching and believes that all students “should be able to think freely to start planning ahead in life. They should be able to dream and hope and achieve their goals.”

Cactus Wren teachers experienced white children’s population decrease and minority children’s population increase in their classrooms by at least 5 percent from 2006 to 2011. Four out of six teachers discussed this fact. As one Cactus Wren teacher, Mrs. Scott, stated, “My first year teaching in Cactus I had twenty-three students in my class and every one of them was Caucasian. To look at my class now, the diversity of the students in my classroom in color alone is huge.”

The other teachers reported increased class averages. As Mrs. Kat noted,

I was remembering when I had only 21 and had so much room in my classroom. With the class sizes growing when they bought all the books like for reading and math; they

bought it for classrooms at 20 students 25 just to have the extras. Now we are short on books. So now it's like oh you get to share, you get to share, or this teacher needs them because they're reading this unit. I came from a really small school district and I don't remember ever having to share.

Increased class size has affected the classroom resources in many ways. Teachers are short textbooks, classroom supplies and materials, and space, as Mrs. Evans notes:

I started the year with 29 students, which is a little high for this year. It's usually a little bit lower. I lost three over the break and gained one, so I'm at 27, but I'm sure I'll get a few more students, and that's a challenge because we're in a portable in fifth grade. The fifth-graders are out in the portables and the portables are very, very small. Trying to find them a seat, they are large, growing, trying to maneuver around the classroom makes it challenging. It's just that I'm used to 22 or 23 students. It's fine the way it is now; I just find it hard to do more one-on-one instruction, especially when you have that many in a classroom. So the challenge for the most part is class size.

The increases in diversity and class size put additional stress and pressure on principals and teachers as the accountability stakes continued to rise. Four out of six teachers commented on being overwhelmed with the lack of funding, larger class sizes, increased level of rigor, and a new evaluation system. Teachers were concerned with being penalized on the new evaluation system, which has a component of performance-based pay tied to student scores on the AIMS test. As Mrs. Kat stated, "We have our evaluations to keep us on track, and they come in and check that you have a lesson plan in your lesson plan book, but I guess the biggest thing to see if you've been teaching is your benchmark. I mean if your scores are all under 80, obviously you did something

incorrect.” Mrs. Smith noted that she knows that her principal has the data on which kids are meeting, exceeding, or falling far below the standards, and if students are falling below 80 percent she is required to reteach the standard to the class and then to reassess them. Teachers then have to submit their reteach plans to the achievement teacher, who reports to the principal. The increased student diversity, level of rigor expected of students, larger classes, lack of resources, lack of parent involvement, and feelings of being overwhelmed by teachers are contributing factors to the decline in student achievement and the achievement gaps.

Case Study Two: Mosaic Elementary School

Painted Desert Unified School District was located in the suburb on the northwestern outer ring of a major Arizona metropolitan city between it and other suburban areas or rural areas in the county. The district lies in a community that was considered upper-middle class by the U.S. Census Bureau, with both established and new homes. The older schools were situated close to the outer ring of the major city, and the newer schools were positioned next to rural areas or towns. The district was founded in 1893.

According to the National Center for Education Statistics (2009) the community surrounding Painted Desert Unified School District had approximately 139,206. The ethnic breakdown of the suburban community in which the district existed was white, 67 percent; black, 2 percent; American Indian and Alaska Native, 1 percent; Asian, 3 percent; Native Hawaiian and Other Pacific Islander, 0 percent; persons reporting two or more races, 2 percent; Hispanic or Latino, 24 percent. There were approximately 33,814 housing units. The home ownership rate from 2000 to 2010 was 59 percent. The median

housing value was \$256,800, and the median household income was \$51,346. The average person per household was 2.5. Family households consisting of their own children under the age of 18 were 57. Households with a husband and wife were 44 percent. Male households with no wife and their own children under 18 were 3 percent. Female households with no husband and their own children under 18 were 10 percent. The community consisted of 109 square miles, encompassing parts of an Arizona city, sections of a county, a township, and a village (U.S. Census Bureau, 2010).

Painted Desert Unified School District consisted of eleven elementary schools, two K–8 schools, three middle schools, three comprehensive high schools, and two alternative high schools. 14,596 students were enrolled in grades K–12. There were approximately 814 English Language Learners (ELL) and 2296 students on Individualized Education plans (IEPs). The total population under 18 in Painted Desert Unified School District equaled 26,325. The ethnic breakdown was as follows: white, 51.6 percent; black or African American, 4.8 percent; American Indian or Alaska Native, 1.8 percent; Asian and Hawaiian or Pacific Islander, 3.9 percent; and Hispanic or Latino, 37.5 percent (U. S. Census Bureau, 2010). The sample from this district included one elementary school. The participants from the school included one principal and six grade level teachers.

Mosaic Elementary school was located on the northern side of the district, farther from the central city border than most other schools in the district. The school was awarded the A+ for excellence in 2007. It was among four of the elementary schools in the district achieving an A+. The school was situated in an established community with average cost of housing at \$256,800. The community surrounding the district offered a

broad array of amenities including: resorts, golf, culture, theater, fine dining, shopping, history, arts, sports, hiking, and camping. It combined the stories “wild west” of legend and movies with the modern, high-tech world of the twenty-first century, as the district website puts it.

Mosaic Elementary School consisted of 667 students in grades K–5. The ethnic breakdown of the students was as follows: white, 68.5 percent; black or African American, 4.7 percent; American Indian or Alaskan Native, 0.3 percent; Asian or Pacific Islander, 4.4 percent; and Hispanic or Latino, 21.8 percent. The free or reduced lunch rate was 24 percent in 2011, an increase of 13 percent from 2006. There were twenty classroom teachers at Mosaic Elementary School in grades K–5, one female principal, two female cross-categorical special education teachers, one female art teacher, one female music teacher, one female choices (Specific Learning Disability) teacher, one female Reach (gifted) teacher, one female band teacher, one male orchestra teacher, one male physical education teacher, and one female librarian. The breakdown of teachers per grade level was as follows: kindergarten (three females), first grade (three females), second grade (three females), third grade (four females), fourth grade (four females), and fifth grade (two females and one male). See Table 5 for a display of students’ demographic shifts at the school.

Table 5

Student Demographic Shifts for Mosaic Elementary School from 2006 to 2011 (in percentages)

	2006	2011	Percentage change (+/-)
	(<i>n</i> = 717)	(<i>n</i> = 667)	
White	74.4	68.5	-5.9
Hispanic	16.6	21.8	+5.2
Asian or Pacific Islander	4.6	4.4	-.2
American Indian	0.7	0.3	-.4
Black	3.7	4.7	+.1
Free and reduced lunch	11	24	+13

Note: In 2006, Mosaic Elementary School had an enrollment of 717 students, of whom 74.4 percent were white, 16.6 percent were Hispanic, 3.7 percent were black, and 0.7 percent were American Indian, and 4.6 percent were Asian or Pacific Islander. Of the enrolled students, 11 percent received free or reduced-price lunches. The demographics of Mosaic Elementary School was decidedly different than in 2011 with an enrollment of 667 students of whom 68.5 percent were white, 21.8 percent were Hispanic, 4.7 percent were black, 0.3 percent were American Indian, and 4.4 percent were Asian or Pacific Islander. Of the enrolled students, 24 percent received free or reduced-price lunches.

Mosaic school's white children's population decreased from 74.4 percent in 2006 to 68.5 percent in 2011. The minority children's population increased from 16.6 percent Hispanic to 21.8 percent, and the numeric and percent population decreased 1.07 percent from 2006 to 2011. The students' percent change was lesser than the district as a whole by .04 percent and consistent with all the other elementary schools in the Painted Desert Unified School district. The district free/reduced lunch rate was 47.3 percent, greater than Mosaic's by 23.3 percent.

Participants

As with the principals and teachers at Cactus Wren School, I open the principal and teacher profiles by presenting their responses to questions about personal and

professional background information. I then follow with their answers to an interview question to examine their views on the shifts in students' demographic diversity in their school and classrooms.

Principal Profile. Mrs. Darling had been the principal of Painted Desert Elementary School for the past eighteen years and had been in education for a total of twenty-four years. Mrs. Darling lived within the district. She grew up in a rural community and attended public school for her K–12 education. She attended both private and public schools for her college education. She has a bachelor's of arts and a master's degree in educational leadership. When asked why she chose education as a career, Mrs. Darling replied "My mom is a teacher. My husband's family is made up of teachers, and I had just always loved it. I know it sounds trite, but I always loved working with kids." Mrs. Darling struggled in school a little due to her lack of focus and caring about her academics. She became a teacher to help motivate students who did not have teachers that inspired them to work.

Mrs. Darling made the transition to administration based on the guidance of the director at the university where she received her master's degree. She had intended to get a master's in education. According to Mrs. Darling, the director told her, "If you have a master's degree in education, that's not going to get you anywhere more than where you are right now." His guidance prompted her to pursue a master's in educational leadership. Mrs. Darling started in education as a teacher and moved into the assistant principal position at her current school for several years before becoming principal. When probed about whether it was easy to make the transition to administration after teaching in the same school Mrs. Darling stated, "In fact, that's probably in the negative, because they

get to know those friendships that you developed, and then all of a sudden I was their boss. It was hard for me because I was isolated and away from them, from the people that I used to go out, happy hour, or we would hang out or go do something. No longer was I invited to do that because now I was their boss and um that was difficult at first, but for the most part I think they all accepted it very well and have been good.” Despite a difficult beginning, Mrs. Darling is well respected at her school by the students, staff, and community, as is evidenced in a statement by one of the teachers interviewed: “We follow her. We believe she knows what she’s doing.” Mrs. Darling believes that “any education is to educate children to function in the world and be independent human beings, whether it is academically, socially, or whatever.”

Principal Darling experienced white children’s population decrease and minority children’s population increase in the school by at least 5 percent from 2006 to 2011. When asked how increases in student diversity over the years have influenced the school culture, Mrs. Darling stated,

Tremendously, in the last three or four years. The school was pretty much Caucasian, white; we would get a few Asian students, especially from Singapore. They would come in, their dads would be at the Air Force base for training and they would come in groups. So then we would get them. We’ve just had a lot more diversity with Hispanics and blacks that have come to our school, and so you’ll see a lot more of that. It used to be when parents would come in—and I’m not sure if I should say this or not—and, especially if they were black, they would say, can my child be in a classroom where there’s another student like them and I didn’t have any, they were the only ones. But now it’s much different than that.

Principal Darling's statement was reflective of the increase in student ethnicities over the last five years at Mosaic Elementary School and across the district. Principal Darling expressed indirectly a need for social justice leadership by acknowledging the challenges associated with increases in student diversity. The following statement indicated her lack of true understanding of leadership for social justice. When asked how the school has changed due to the increase in student diversity Principal Darling commented,

Yeah, and what we do, especially our fifth graders do a heritage night where the kids have researched their backgrounds, and they do presentations and the families come in for a big pot luck. They bring something that's special from their culture or that they grew up with, and it's very fun. We'll have 200–250 people and there's music. We've done that more than we've ever done before.

Based on the data, I believe that social justice leadership did exist at Mosaic Elementary school, though a true understanding of what it meant to be a leader for social justice did not, as evidenced by the preceding statement. All fifth grade students, including white students, participated in the heritage night and researched their family's origins and brought food associated with their upbringing and background. The fact that all students (i.e., minority and white students) participated represents tenets of social justice leadership attending to equality of educational opportunity and outcome for all students.

Teacher Profiles. Six teachers were interviewed for this study at Mosaic Elementary School, one from each grade level K–5. All teachers were female; four were white and two Hispanic. They ranged in age from thirty-five to sixty-five. Five teachers had been teaching for more than ten years, and one had more than five years' experience. It was a veteran staff. As one teacher stated in her interview regarding the tenure,

attitudes, and low attrition rates of teachers:

Okay, let me think, I'm second youngest on our staff, and I'll be thirty-eight in a week. So yeah, I don't think there's very many people that are younger than I am. No, I think I may actually be the youngest, so everyone's kind of stuck in their ways. But there is a small group of us, there's one teacher that's been nationally certified, so she's really a go-getter. We have a couple of teachers that are just in their late thirties or early forties that still have that fire in them. Let's do things different; let's change it up. Let's change things, let's increase the kids' knowledge, so there's still that little group of people that want to make changes, and they're changing what they need to change because of the challenges, because of what is being put on us. But again, we still have that larger group that's kind of just holding on. My husband has a twenty-three-year-old and he went to Mosaic Elementary and his teachers are still there. In fact, our fourth-grader, a nine-year-old, has his brother's teacher in fourth grade.

This particular statement resonated with the idea that change is a difficult and complex process. People often prefer to keep things the same and do things the way they are comfortable doing them. In change theory there are early adopters (those who are willing to try the latest innovation), adopters (those who wait to make sure the change will work), and resisters (those who wait for the change to pass). Reflecting on the passage, the majority of staff at Mosaic Elementary School can be categorized as resisters, according to Mrs. Smith.

The kindergarten teacher, Mrs. Daniel, had been in education for the past thirty-six years and had been at Mosaic Elementary School for twenty-two years. Her class size average in the year I interviewed her was about twenty-four students, an increase of approximately four students over the last five years. She lived in the district and attended

public suburban schools for her K–12 education. She attended a public college in a rural community and earned a bachelor's of science in elementary education specializing in special education with the emotionally and mentally impaired. Mrs. Daniel believes that it is an educators duty "to educate the students and to prepare them to be independent in the real world, whatever that may be, whether it's college or vocational."

Mrs. Gordan, the first-grade teacher, lived in the district and had been teaching at Mosaic Elementary School for twenty-two years. Her class size average of twenty-three students was a little higher than the twenty or twenty-one she had had over the past five years. She had been in education for a total of thirty-three years. She grew up in the suburbs and attended public schools for her K–12 education. She attended a private college and received her bachelor's and master's degree in education. Mrs. Gordan always wanted to teach. She came "from a family of teachers on her dad's side and they, several of them own schools, and a couple of them are teachers." Mrs. Gordan had a traumatic first day of school. She recounted the story of how the teacher "yelled at me in front of everybody. I'm an only child, so I didn't know about urinals and there was a bathroom in our room and it had a urinal and it. Well, I didn't know what that was for. I thought you were supposed to wash your hands in it, so I was ready to go home." Mrs. Gordan believes in educating all students. "I think that you do need to try and make sure that all students get what they need, but I think that there's that fine line, it's not fair when one group of children get more to the detriment of other children."

The second-grade teacher, Ms. Idler, grew up in Puerto Rico, where she attended a private Catholic school in a suburban area for her K–8 education, where she was taught in both English and Spanish. Ms. Idler moved to the United States when she was in ninth

grade and attended a private Catholic school in an urban area. She received her bachelor's and master's degrees in early childhood education from a public, suburban university. She lived in the district in which she taught and had been teaching at Mosaic Elementary School for twenty-two years. Her class size averaged about twenty-five students a year, an increase of two to three students over the last six years. She had been in education for twenty-seven years. Ms. Idler's motivation for becoming a teacher started with her sister, a speech therapist. Her sister encouraged her to study elementary education, and she did. Ms. Idler's educational philosophy stemmed from the prejudice she experienced and witnessed as a child. "Because I grew up in Puerto Rico and I came here as a freshman in high school I had the prejudice, I saw it, and I lived it. I watched my mother live it. And so to me that is something that I wanted to make sure that the kids don't do. I believe we need to teach students social skills, not just academic things; they have to survive in this world. They need to be able to get a job, they need to be able to read, they need to be able to write, they need to know how to use a computer, and there's got to be a place for them to learn that."

Mrs. Patrick, third-grade teacher, grew up in a rural community and attended public schools for her K–12 education. She went to a private university and spent a year abroad in France during her junior year. She has earned her bachelor's degree in French and education. She received National Board Certification in 2004. Mrs. Patrick lived in the district and taught at Mosaic Elementary School for the past 17 years. Her class size averaged about twenty-seven students, which she felt hindered her ability to work individually with her students. She stated that if she spent one minute with each child, it would equal twenty-seven minutes out of every hour, so that it is not feasible for each

student to receive the individualized attention they need in a six-hour school day. She had been in education for twenty-five years. According to Mrs. Patrick, she always loved school, and her class was the first to have kindergarten. She was with the same cohort of peers as a student from kindergarten through high school. She “cried every year when it was over. I was valedictorian, so school was extremely important to me because I wasn’t that good at sports.” Mrs. Patrick always wanted to be a teacher. Every summer she and her sister played school. They both had careers as teachers. Mrs. Patrick was strong in her educational beliefs and stated that she “believes it is an educator’s responsibility to create a person who will understand what democracy is about and be able to be a citizen who adds to that democracy instead of taking away from it. A person who will vote, a person who will understand with opinion is without rancor, a person who doesn’t just speak tolerance, but also acts tolerant.” Mrs. Patrick made it a point to know each of her students individually and to educate them to the best of her ability.

The fourth-grade teacher, Mrs. Stevens, lived in the district and taught at Mosaic Elementary School. She had been in education for the past twelve years. Her class size had averaged about twenty-two students a year and had increased slightly to twenty-five over the past five years. She grew up in the suburbs and attended a private parochial school for grades 1–4 and a public school for grades 5–12. She earned her associate’s degree approximately twenty years before returning to college for her bachelor’s in elementary education. Both degrees were earned from a public suburban university. Before entering the educational arena, Mrs. Stevens had been a pastry chef and caterer for twenty years. She was motivated to be a teacher because she believed that she had something to offer children. Mrs. Stevens believes that it is an educator’s job to provide

“a free available public education, to teach people how to think so that you can make informed decisions about your government and about your society—and if you’re not educated, how can you make intelligent decisions?”

Mrs. Smith, fifth-grade teacher, had been in education for sixteen years and had been teaching at Mosaic Elementary School for seven years. Her class size averaged about thirty students a year and had increased by at least five students over the last five years. The number of students on IEPs also increased. She noted that she had “11 out of 25 kids on IEPs” in her homebase classroom, and when she levels for language arts, seventeen of the twenty-five students have IEPs. She did not live in the district. She grew up in an urban area and attended public schools throughout her K–12 and college education. She earned a bachelor’s of science in education and believes that teaching provided her a sense of independence and the ability to be herself. A love of math pointed Mrs. Smith in the direction of becoming an engineer, but her dislike of science negated that career path. She commented, “If I’m not going to be an engineer, I’ll be a teacher because it just makes sense.” Mrs. Smith’s love for teaching stemmed from her love of people and talking to them. She believes that “education is just guiding those kids to understand that they are who they are and they need to make the most of the gifts that are given to them.”

All of the participants interviewed had a strong belief in education and the importance of educating all students in our society. Many of them always wanted to be teachers and had an educator in their family line. Based on the interviews it is surmised that all participants valued education and its fundamental base for people in a democratic society. All participants mentioned demographic changes in their schools over the last

five years and the challenges and opportunities presented by those changes.

Teachers at Mosaic elementary School experienced white children's population decrease and minority children's population increase in their classrooms by at least by 5 percent from 2006 to 2011. Four of the six teachers talked about the effect of shifting demographics on the classroom, as is evidenced by the comment made by Mrs. Smith in the following statement:

Also, we've had a lot of different income and ethnicities. When I first came to Mosaic it was all white. When I looked at our breakdown for AIMS or whatever, I probably want to say 2 percent black, maybe 6 percent Hispanic, maybe three or 4 percent Asian. Now we're seeing a shift in that. Also, our free and reduced when I first came to Mosaic seven years ago was under 10 percent, and now we're up to 27 or 28 percent.

Mrs. Gordan, when asked about changes in her school, responded by saying,

Our clientele has changed a lot over the years. When we first opened it was much more of an affluent socioeconomic area feeding into us and I see a difference now. Some of the other schools that have been built took some of the more affluent subdivisions. We've had more apartments built around our area, not that that's a bad thing, but it is a different mindset because they are a little bit more transient and the people aren't there for the long haul.

A fourth-grade teacher who had also been at the same school for twenty-two years summed up how the demographic changes have affected the classroom. With tears in her eyes, she commented,

That's where the whole social service thing comes in. It really has less to do with I don't want to say race but descent but has less to do with that than the family situations that exist. You know, I have one child in my room that is homeless at this time so you can't really expect this kid who's wondering where his next meal is going to come from to care about geography—I mean he doesn't probably doesn't even get enough sleep. So that's where I feel like in a Title I school, I think there's a whole lot more resources available for people like that who we have, but there's nothing, there's nothing for them. I mean you call the clothing bank and maybe the food bank. That's just one extreme case, but there are a bunch of kids who could really use some counseling and there are family situations that are just a mess. Trying to solve society's problems in a classroom; it's not possible and so many of the problems that we have is because of that. You know and parents are tired; they are overworked or don't have jobs and you know those kind of basic things is going to way overshadow you know, getting an education.

These teacher's narratives reflected some experiences of principals and teachers in suburban schools in communities undergoing a shift from a homogeneous student population by race and class to a student demographic diversity and the challenges it brings. Principals were desperately searching for ways to support their teachers without additional funding to keep them in the profession. As one of the principal stated, "The budgets have been cut so much that we are functioning at bare minimum. It's ludicrous to have 35 kids in a classroom and expect a teacher to do what really truly needs to be done. Districtwide, we've seen test scores drop."

In summary, the majority of participants at Mosaic Elementary School noted the following educational challenges: funding, class size, demographic changes, lack of parent involvement, increased level of rigor, and a feeling of being overwhelmed.

From the background information gleaned from seven of the twelve participants, it was revealed that they grew up in suburban or rural communities with little to no ethnic or cultural diversity. Although the educators disclosed minimal amounts of experiences with students from diverse racial and cultural groups in schools, I surmised that many held philosophical beliefs about the importance of educating all students and providing them the necessary resources to learn and be successful in school.

Descriptive Findings

The preceding information depicted the districts' and schools' demographic data and provided accounts of the participants' opening responses to personal and educational background experiences based on initial semi-structured interview questions. This section shares my analysis and interpretation of evidence from participants' responses to in-depth, semi-structured interview questions combined with my observations, notes, reflections, and analysis of school documents as data sources. The semi-structured interviews were conducted at the participant's schools or location of the participant's preference. Observations took place at meetings to address management, student statistics and data sets, and PBIS summary of data in which the principals and staff interacted and discussed leadership and pedagogy. Document analysis included data sources from staff, leadership, statistics and data sets, and PBIS meeting agendas, as well as the following archival data: attendance, discipline, assessment, ethnicity, and enrollment.

The triangulation of the data sources guided my interpretation of findings and emerging themes in connection with the study's proposition, research questions, and conceptual framework. The research proposition and questions centered on how principals' and teachers' perceptions and experiences with social just leadership

influenced teaching at two Arizona suburban public elementary schools undergoing increases in students' demographic diversity. The conceptual framework of the study emphasizes tenets, assumptions, beliefs, and the intersection of social justice leadership and selected contemporary leadership theories that supported and informed the research.

This multiple embedded case study used replication designed to collect research at different levels within the schools, while still treating the school as a single case study. Multiple case studies treat each case as a "whole study" (Yin, 2009 p 54). As a design in structuring the cases, I employed Eisenhardt's (1989) recommendation to use within-case analysis and search for patterns across-cases to present descriptive findings.

Research Question 1

How do principals and teachers perceive and experience social justice leadership and teaching in SPES undergoing increases in student diversity? This research question was addressed by the principal's responses under organizational culture, transformational leadership, and social justice leadership tenets in the interview protocol.

Cactus Wren Elementary School. During the interviews, all participants stated that there were various demographic changes over the past five years that led to student diversity in their suburban public elementary school. All participants spoke about perceptions and experiences that may or may not have called for social justice leadership and teaching in their schools and personal lives, either directly or indirectly. They also commented, sometimes with great emotion, about the changing demographics of the schools and the increasing emotional and academic needs of the students. Discussing the future of education, Mrs. Stevens, with tears in her eyes, stated,

I don't foresee anything very positive at this point; I don't, unless we eventually maybe become a chapter I school or something where those things are in place. I just don't know what's going to happen. It doesn't look good to me. You know if things keep going the way they are and there aren't more resources made available. It's going to become more and more difficult and I could see where the people with resources will fly and you know and that's just sad that it's, you know.

Mrs. Stevens's statement showed the emotion elicited surrounding questions related to changing demographics and serving a diverse student population. The caring and empathy in the teacher's voice is evident, as is taking care of the least advantaged.

Principal Davis commented that over 50 percent of the houses within their boundaries were in foreclosure. This led to "families and kids with much greater needs, in terms of, you know we try to serve free and reduced lunch and school supplies, just health and hygiene, insurance for kids, opportunity for mental health resources and so forth." Principal Davis noted that with the increase of students with greater needs she has noticed a decline in "academic background in the early years, in home and certainly in our area not as much consistency in terms of neighborhood and community focus; and families being involved." Recognition of conditions (house foreclosures, need for free and reduced lunch, and so on) prompts leadership for social justice.

All teachers mentioned a change in family structure and lack of parental involvement due to the economy and the additional burdens placed on families. Mrs. Evans, the fifth-grade teacher, commented that there has been a noticeable lack of donations and parent involvement over the past few years. She believes that there are a lot of "negatives just because of the type of students—not students so much, but the families that have been moving in. It really makes me sad, but we're getting a lot of

poverty-level families moving in and unfortunately with that it does bring in a lot of lack of motivation and a lack of involvement with my students.” Mrs. Johnson, the kindergarten teacher, noted that the “demographic has changed to be more single families, more transient, parents who may have lost their jobs, kids that are with foster families instead of being with their biological parents.” Mrs. Jordan, the first-grade teacher, stated that it appears that “the families are so concerned about making ends meet that their kid’s education seems to be a bottom priority.” Ms. Nash, a second-grade teacher, stated that with demographic changes, students are now going to a babysitter or afterschool care instead of home to a parent. Mrs. Kat, a third-grade teacher, believes that students have a much tougher life now due to “multiple divorces and marriages in the family, and deployments” which this leads to a lack of motivation, involvement, and accountability. According to Mrs. Kat, “school has changed so much demographically to little things like we’re going to teach the kids that when you see an adult you greet them and you look them in the eyes, basic courtesy rules because we’ve had a lot of kids move into the district who don’t have the common courtesy of saying good morning and holding the door for somebody.”

Principal Davis, though, focused on the positives, as is evidenced by her statement, “In the great majority of cases, it’s my belief that the parents are sending us the best they have and want the best for their children, and that’s what we’re here to do in terms of serving students.” Families in greater need place a large burden on suburban public elementary schools due to the lack of funding and institutional mechanisms necessary to meet the needs of the students.

From the narratives of the principal and teachers, we can see that they recognized

and were sensitive to demographic changes and the defining characteristics of individuals among students and parents. Specifically, the principal and teachers were sensitive to class issues, foremost in regard to families and family structure, and they subtly spoke of issues with race and ethnicity. All participants discussed to some degree the effect the economy had on family structure. They mentioned lack of parent involvement, single parent households, multiple families living together, parents losing jobs, parents working two jobs, transience, more foster families, foreclosures, more rentals, and military deployment. They realized that the changing family structure largely affects the success of students, principals, and teachers in school.

Mosaic Elementary School. The comments of participants at Mosaic Elementary School mirrored those of the participants at Cactus Wren Elementary School. All participants made a reference to the changing demographics and lack of parent involvement. The third-grade teacher, Mrs. Patrick, stated that when she first started teaching at Mosaic there were no black or Hispanic students, which has changed. She also commented that “free and reduced lunches were not even at 3 percent, and I think we’re at 33 percent now.” She credited the changes to the amount of families losing their houses and moving into the apartments in the area. According to Mrs. Patrick, “all of those kids come here, and that has made a big difference.” It is evident that Mrs. Patrick was aware of the demographic changes and new student diversity brought about based on these changes.

According to Principal Darling, the student population “has changed tremendously in the last three or four years. It was pretty much Caucasian, white; we would get a few Asian students, especially from Singapore. There has been a lot more

diversity with Hispanics and blacks that have come to our school. Previously, if they were black, they would say can my child be in a classroom where there's another student like them and I didn't have any, they were the only ones, but now it's much different."

Mrs. Daniel, a kindergarten teacher, commented that "with the economic situation we are finding fewer children going to preschool," which, coupled with lack of parental involvement, makes it more difficult to teach all the required standards. Additional issues due to demographic changes witnessed by Mrs. Smith and Mrs. Stevens over the last few years were decreasing test scores, less parent energy, fewer people with computers and Internet access, lack of age-appropriate social skills, lack of responsibility on the part of both students and parents, and lack of discipline.

In analyzing the interviews, it was apparent that principals and teachers were aware of the demographic changes within their schools and the increasing student diversity that arose from the changes. Principals' and teachers' perceptions of experiences with social justice as it related to their suburban public elementary school will be examined in the following section.

The narratives of the principal and teachers reveal that they observed and are perceptive about the troubles of demographic shifts among students and parents. The family's structure, living arrangements, commitment to education, and parenting styles were voiced as worries regarding student's educational success. They made forthright comments recognizing students' socioeconomic status and academic readiness for school. I do not know whether the principal and teachers talked among themselves about these worries, but surely they expressed similar concerns, especially about the families. Thus, from these narratives, social justice leadership was not apparent.

Patterns Across Cases

The principals and teachers at both schools voiced parallel concerns about what the demographic changes, specifically increases in student diversity, were doing to their schools. They judged that differences and problems associated with families, class, and to a much smaller degree race and ethnicity are consequences of the changing demographics. I wondered whether their perceptiveness came from inequalities experienced by families and children or was just attributed to class difference. However, there was no indication that the principals or teachers had experiences with families and children representing the demographic changes or that the school districts were attending to ways of preparing the school personnel to address the needs of these families and children.

It appeared the principals and teachers were affected tremendously by the demographic diversity, but also by some changes in the established families in the community in light of economic and family problems. Principals and teachers did not discuss experiencing social justice leadership, but they discussed experiencing and recognizing the increased needs of students and parents owing to demographic changes, socioeconomic downturn, the wars in Iraq and Afghanistan, and family structure. The principals and teachers shared the experiences and awareness that suggested an addition of a social justice orientation toward providing equality of education opportunities and outcomes for all students.

Research Subquestion 1

What are the principals' perceptions of experiences with social justice leadership in SPES? This research question was addressed by the principal's responses under

organizational culture, transformational leadership, and social justice leadership tenets in the interview protocol.

Cactus Wren Elementary School. Principal Davis, during her interview and observations alluded to her perceptions of experiences with social justice leadership in her school numerous times as it related to student diversity, academic achievement, connection to the community, public belief statement (ACT), and collaboration with teachers. Principal Davis claimed that she embraces diversity and it has given her “the opportunity to share a lot of her beliefs and thoughts with faculty and staff.” It has allowed her to teach diversity, acceptance, and to use some of those challenges as ways to remind teachers that “these are the students we get, you know we didn’t sign up to come to a certain perfect school with a certain population and that accepting and honoring and valuing that diversity is critical.” She believes in talking openly with her staff about the changes and how to address them. In a data team meeting, she worked with teachers on building strategies for all students, high, medium, and low, either to enrich or to reteach specific academic skills based on the data. Principal Davis had high expectations of her staff, students, and the community to help all students be successful. There was a strong focus on the community and the school district being one as evidenced by the posting of the ACT (we are respectful, trustworthy, care about each other, and take responsibility) statement in windows of the shops within the community. In Principal Davis’s opinion, “everything revolves around the ACT statement.”

Principal Davis believes in “education as a microcosm of social justice in the world or in our society; that it’s a reality that unless people are really aware of acknowledging and valuing diversity and you know culture and ethnicity, etc. that there

can be very, just very basic unacceptable decisions made to support a group or an ethnicity or economic situation; and to advocate for those pieces is basically to advocate for social justice.” To enact social justice leadership, Principal Davis deemed it “critical to continue to foster and then support good people who are truly committed to what they are doing because it’s what you want to be doing.”

The principal considered understanding student diversity as the starting point for social justice leadership. She deemed leadership is to foster and support good people and make visible in the community that social justice is valued through slogans or mottos as well as practices that acknowledge diversity, culture, and ethnicity.

Mosaic Elementary School. Principal Darling grew up in a small rural community in the Northwest where there was very little ethnic or cultural diversity. As a principal over the past eighteen years, she witnessed significant changes in the number of students who qualified for free and/or reduced lunch. The number had increased in her school 13 percent over the past five years. Demographic changes led to increases in student diversity. The majority of the staff at Mosaic Elementary School had been there for over ten years and were set in their ways. In dealing with the increased student diversity it was a challenge for Mrs. Darling to implement new strategies. She thinks, “It will always be challenge because change is so hard and this school was always rooted in tradition and what they’ve always done because of the staff being here for so long.” She relied on the relationships she built with staff and her knowledge of their personalities. Mrs. Darling commented that she worked with them more one-on-one, individually, because she had the luxury of really knowing her staff and could tell immediately if she was able to get them to implement something. She knew who her resisters were and

discussed ideas with them to bring them on board.

As a result of the increased student diversity and varying needs of the students, the staff at Mosaic elementary school, according to Mrs. Darling, became much more collaborative and embraced the fact that the students were all of theirs. The teachers leveled (ability grouped) within their grade level academically, which “has been huge because the teachers have to talk together, they have to work together, look at data, and decide what they need to do for the kids.” Mrs. Darling stated that “it doesn’t matter who you are we are here to educate you and to do what we have to do to help you; it doesn’t matter race, religion, wherever you are on that learning spectrum.” The school motto at Mosaic Elementary was “catching you doing those good deeds of kindness versus always looking at the negative.” The school incorporated the Ben’s Bells program, which was all about the promotion of kindness. Its theme for the year was, “be kind, believe, and be the best you can be.” Data confirmed recognition of changing demographics in student diversity and student ability. As a result, belief statements became more visible and important, staff collaborated and worked together, and social justice leadership was practiced and relevant but not necessarily recognized nor called by theory.

The principal talked about the demographic changes increasing her instructional role with teachers surrounding students’ diversity, particularly related to low socioeconomic and low academic ability. She addressed the needs of the whole school by implementing programs (Ben’s Bells, Project Wisdom, and so on), leveling and reteach-and-enrich teaching strategies to meet the needs of all students due to the shifting demographics. However, she preferred to interact individually with each teacher, understanding that the teachers and school were “rooted in tradition” owing to the veteran

teaching staff.

Patterns Across Cases

Both principals discussed the changing demographics at their schools and the impacts of the changes on students, teachers, and the culture of the school. Social justice instruments (Ben's Bells, Project Wisdom, and the ACT statement) were used by both principals at both schools to support the changing dynamics of the school cultures. Principal Davis interacted with the staff in small groups or as a whole when addressing the changing demographics (i.e., data team meetings and RTI). Principal Darling preferred to meet with her teachers individually when discussing how to best meet the needs of the "new diverse" students. Principal Darling's door was always open, and she valued being accessible to her staff, students, and families.

Research Subquestion 2

How do principals draw upon selected contemporary leadership theories and social justice leadership theory to influence teachers to support and promote equality of educational opportunity and outcomes for all students? This research question was addressed by the principal and teacher responses under organizational culture, transformational leadership, and social justice leadership tenets in the interview protocol.

Cactus Wren Elementary School. Principal Davis realized the importance of creating a moral purpose with the intention of making a positive difference in the lives of her employees, students, families, and the community. There was a given culture in her school based on the belief that, yes, it is hard work, there are a lot of things going on, there is not enough funding, the kids and their families are not perfect, but staff will do their best to ensure the success of all their students. The district and school adopted the

reteach-and-enrich model, which is based upon the model that students are grouped according to their success or challenge with the weekly formatives in math specifically, and daily times are set aside to reteach or enrich them. Principal Davis created a data wall in the school's assessment room where every student's levels were listed and teachers could see students' progress at each level. She worked closely with the "achievement teacher" (a certified staff member hired at Cactus Wren Elementary School to collect, analyze, evaluate, and disseminate student data with the principal and teachers), school psychologist, and classroom teachers to focus on interventions developed according to the data for individual students who were showing up as red flags.

She believed in giving her teachers the autonomy they needed to be creative in individualizing and differentiating instruction for their students. They shared a vision based on the philosophy to always look at best practices and provide professional development for staff to ensure that they are fully trained and competent in those practices in terms of instructional delivery and mastery learning. Principal Davis considered herself a instructional leader. Every week, a representative from each grade level met with her to focus on specific instructional strategies.

Principal Davis understood the complexity of change and how difficult it is for people to accept and implement it. She built relationships with her staff, students, families, and the community through open communication and follow-through. Through her ability to build relationships with internal and external stakeholders, Principal Davis was able to turn information into common knowledge. She did this by listening to her staff, providing them information as she received it, and allowing them time to dialogue with their colleagues and to process the information. Principal Davis knew students

individually and began each assembly by selecting randomly students to have lunch with her that week.

According to the kindergarten teacher, “it’s a big deal and she’s definitely a big part of that whole atmosphere.” She knew which families did not have access to Internet services and provided hard copies of school newsletters to them. If a parent had a concern, he or she was able to make an appointment with her, and she listened objectively and was open to finding alternatives for the student. She believed that parents were sending “us the best they have and want the best for their children, and that’s what we’re here to do in terms of serving students. I choose to use what could be seen as a deficit as a strength builder.”

According to Mrs. Scott, fourth-grade teacher, Mrs. Davis involved the community by being visible at various community meetings and events (i.e., PTA and site council meetings). She was very proactive and promoted partnerships with the local businesses. In October, Cactus Wren had its “Make a Difference Day,” and a local church adopted the school to provide the funding for the event. Another community-based program called Oasis had intergenerational tutors that went to the school and assisted students in reading. In the community surrounding Cactus Wren Elementary School, local businesses agreed to post the ACT statement in their windows in an effort to help the school promote positive behaviors throughout the community.

Staff at Cactus Wren Elementary School felt that Principal Davis set a good example for people to follow. Ms. Nash stated that she is very positive and accepts change. Principal Davis herself noted that she embraces change and diversity. She believed that to really teach diversity and acceptance and to use some of those challenges

was a way to remind teachers that they did not sign up to come to a perfect school with a certain population and that accepting, honoring, and valuing the diversity of students is critical to their academic, social, and emotional success. She had a love and passion for mentoring developing school leaders, which she did at her own school with teachers and interns, district, and state mentoring commitments.

She deemed it critical that people have a set of skills and that it is the leader's responsibility to foster and support good people who are truly committed to teaching because it is their passion. In terms of professional development and mentoring, her goal was to help people work through challenges and realize change really is the constant. She believed in the need to keep up with the current reality, while valuing and honoring past traditions, yet being open to new opportunities, visualizing the bigger picture, and not being afraid to try new things. Her mission in education was for every student to grow regardless of what the current legislation deemed or policy dictated. She was known for expressing her opinions and beliefs about the equality and acceptance of all types of backgrounds and beliefs.

She believed that the critical focus is on developing a common language for staff, students, families, and the community. Everything in her opinion revolved around the ACT statement. According to Principal Davis, "to advocate for those pieces is basically to advocate for social justice."

Based on interviews with Principal Davis and six of her teachers, it was evident that she drew upon specific tenets of change theory, organizational culture, transformational leadership, and instructional leadership that intersected with each other and social justice leadership theory to influence teachers to support and promote equality

of educational opportunity and outcomes for all students.

Mosaic Elementary School. Principal Darling believed that change would always be a challenge because it is hard and because her school is rooted in tradition and has a philosophy of doing things the way they have always been done. There was a veteran staff and staff members often made comments such as, “I’m always successful, Wilma, so why do I have to change?” Principal Darling dealt with these types of comments, a form of resistance to change, on an individual basis. Having been at her school as a teacher, associate principal, and principal, she had the luxury of really knowing her staff and knowing immediately if she would be able to motivate them to implement a new strategy, program, or idea. She knew her resisters and immediately started dropping seeds with them, providing them the time to process and mull over the change. On the flip side, she knew who her informal leaders were and through her leadership team dropped ideas, discussed them, let them digest them and discuss them among themselves, and brought them back for additional dialogue. The teachers and principal worked in collaborative groups to process and implement change.

She rarely dictated to her staff what had to be done, and she never used the word “mandatory.” Teachers’ input was allowed, encouraged, and valued. According to Mrs. Gordan, Mrs. Darling was very active in making sure that teachers were provided trainings they wanted and needed to be successful. She allowed her staff to process information at their own pace and at their own level. She was very good about protecting her staff and very careful about timing as to when she asked them to do certain things. Principal Darling was very involved in the school and did not just sit in her office. She was in the cafeteria daily with the kids. She was out there greeting buses. She was high-

profile and knew everyone—students and staff alike—by name.

She had an open-door policy. Staff and parents felt free to poke their heads in and talk to her. She spent time with them, listening to their concerns and collaboratively developing plans to address those concerns. She returned phone calls and preferred them to emails. She built relationships with families by making positive phone calls home when a student was rewarded academically or behaviorally. Businesses in the community were involved in various ways. For example, a real estate agency in the community provided a \$50–\$80 lunch gift certificate monthly for a drawing to reward teachers. A local theater worked with the school to provide a red carpet event for top academic achievers over the course of the year.

The school had a yearly theme. In my year of study, it was “be kind, believe, and be the best you can be.” Staff at Mosaic Elementary School followed this theme by collaborating and embracing the fact that the students are theirs, and they were all responsible for their success. They started RTI that year to address the gaps in student learning. Every Wednesday a school team of evaluators performed a schoolwide RTI screening all students in the school. Students were then grouped by ability and leveled within their grade level academically. With 2014 being the target year when a third grade student would be retained upon failing the AIMS test, as an administrator, Principal Darling believed it was critical to track those cohort groups to ensure that staff were working with those students to prepare them to pass the test. This year for teacher evaluations, Principal Darling was going to sit down with her teachers individually and discuss student data, academic and behavioral. Since she has been their evaluator over the past eleven to twelve years, she thought it unnecessary to watch a class lesson. She was

aware of the pressure teachers felt due to the legislation surrounding student achievement and realized the importance of reviewing student data with them.

The first Friday of every month, they had what was called the “spirit celebration,” when a grade or a class gave a presentation on one of the character traits from the week’s Words of Wisdom and then teachers or students were recognized for the great things behaviorally that were doing. The school song was performed, and a Ben’s Bells recipient was chosen for showing kindness to others. Principal Darling had words of wisdom that she cited daily during morning announcements. Words of wisdoms are based on the program, Project Wisdom, and teach about anger, courage, caring, and other character traits and emotions. There are sayings and stories that she read to the students and at the end she repeated the main theme and said, “Have a great day; the choice is yours.”

The staff followed her and believed she knew what she was doing. According to Principal Darling, “because of the longevity of all of us and we know we just kind of run like a well-oiled machine, and everybody does what they need to do and we work hard for kids.” Based on interviews with Principal Darling and six of her teachers, it was evident that she drew upon specific tenets of change theory, organizational culture, transformational leadership, and instructional leadership intersected with each other and tenets of social justice leadership theory to influence teachers to support and promote equality of educational opportunity and outcomes for all students.

Patterns Across Cases

Based upon the interviews with principals and teachers, it was evident that both groups drew upon tenets of selected contemporary leadership theories (change theory,

organizational culture, transformational leadership, and instructional leadership) intersected with each other and tenets of social justice theory and leadership practices to influence teachers to support and promote equality of educational opportunity and outcomes for all students. The principals were knowledgeable and skilled in building relationships with all stakeholders, building a culture based on a shared vision, mission, values, and beliefs, were strong instructional leaders, and believed that all students deserved equal access and opportunity to a free public quality education. Principals were more apt to discuss concerns about students in the collective as opposed to individual cases. The principals discussed the learning and social culture dimensions of the issues such as students' academic preparation and performance, socioeconomic status, and family conditions or childrearing logic. Principals acknowledged characteristics of race, culture, or language, though they were not the focus of discussions.

Research Subquestion 3

What are the teachers' perceptions of principal's leadership influences on their teaching in SPES?

This research question was addressed by the teacher responses under organizational culture, transformational leadership, and social justice leadership tenets in the interview protocol. While asking questions about organizational culture, accountability, and the purpose of schooling in a democratic society, I was able to learn about their experiences and perceptions of social justice leadership and pedagogy more so than when using the term "social justice." All participants mentioned how the changing demographics and increased student diversity in their schools have affected their teaching style and curriculum. Though all participants commented on the changes to their teaching

practices and curriculum due to the increased diversity of students, there was very little mention of their principal's influence.

Cactus Wren Elementary School. All teacher participants mentioned the changing demographics in the community surrounding the school and the impact on students, which in turn affected their teaching style. The majority of teachers felt it necessary to spend additional time on social and emotional lessons prior to focusing on reteaching or enriching students academically. Mrs. Evans, the fifth-grade teacher, commented that the changing demographics and increases in student diversity changed the way she teaches and what she says in class. For example, she indicated that in previous years she had more fun with her students by using several hands-on activities, whereas this year she has had to revert to more direct instruction and fewer hands-on activities. She feels that parental support at home is lacking compared to past years. Mrs. Evans at the encouragement of her principal used the following strategies in her classroom to address varying student needs: leveling, reading groups based on test and ZPD scores, math groups based on ability, and table groups with a heterogeneous mix. In her reading and math groups, she broke the standards down until the students understood the concept or skill. She perceived these are the consequences of the changing student diversity in her classroom. Curiously, she equated these changes with having less fun with her students.

Mrs. Johnson, kindergarten teacher, noted that she spent more time on teaching social skills and how to make good choices due to the decline in the number of students attending preschool. In her class she followed the ACT statement and Caught in the Act, districtwide programs to reward students for making positive choices. A first-grade

teacher, Mrs. Jordan believed that the schools need to level the playing field by providing the same opportunities and equal treatment to all students. When asked what she meant by “leveling the playing field,” she responded, “all students deserve access to the same curriculum, level of teaching expertise, and peer role models.” She commented how difficult it was to achieve the latter when schools are now grouping students based on ability creating homogeneous levels based on academic aptitude. She also noted that Principal Davis holds them accountable for student learning and promotes differentiated instruction. According to Mrs. Kat, third-grade teacher, it takes working in small groups and a lot of positive reinforcement to get students to complete tasks. She changes the location of where students work from their desks, to the rug, to tables, because they have difficulty staying on track. She found that if they know they will be moving, class runs a lot smoother. Mrs. Kat stated, “I’ve definitely had to change a lot of my teaching.” An example of how she teaches reading fluency follows: “It’s like, okay listen to me read it, whisper read it to yourself, and then we’ll read it as a whole class out loud and we try to get faster and faster every day with it sounding nice and clear.” She believed that it’s not only teaching academics, it’s teaching them what’s appropriate and what’s not appropriate as it pertains to socially accepted behaviors and for some school is the only place they learn both sets of skills.

Debbie Nash, second-grade teacher, paired up high students with low students for activities so they can help each other. She provided multiple opportunities for student participation and believed that a lot of it is simply leading by example. Student voice was important, and making sure everyone had a chance to contribute, “whether it’s in a verbal way or if they’re actually writing something down, taking the time for everyone to share

something just because the kids feel a sense of pride when they are able to share a piece of work” provides the opportunity for all students to be heard. Ms. Nash believed in leading by example and being a good role model. She invested time in getting to know her students and played with them at recess at least once a quarter.

Teachers at Cactus Wren Elementary School had the opportunity to get to know their students and start building relationships by making home visits. Mrs. Scott, fourth-grade teacher, commented that their district provides incentive pay for teachers to make a 30–40 minute home visit focused on an activity chosen by the student. Principal Davis encouraged all teachers to take part in the incentive. In the classroom she taught a lot of understanding and sensitivity toward other students. She explained to her students that there are valid reasons why a student may become emotional and how everyone thinks and processes information in different ways. Mrs. Scott provided the example of how in her class students trying to connect with each other often hurt each other’s feelings unintentionally because of silly little jokes that are not a joke to somebody else, but a racial slam that they were not okay with. She focused on meeting the needs of all of her students. Her students were in and out of the classroom all the time for different services (inclusion students, special needs students, English Language Learners, OT, and speech) and she ensured they were given the same access to the curriculum and were not missing key academic opportunities while they were gone. She believed in maintaining high expectations for all students regardless of their needs, though took into account that those expectations were based on what the student was capable of achieving. “So it’s having those high expectations, though they may not all be the same expectations.”

In addition to the teachers, there was a student services coordinator and behavior

specialist to assist students individually struggling with social injustices, family problems, or appropriate social skills in the classroom or with the school as a whole.

The teachers' experiences with demographic changes and the encouragement of their principal prompted teachers at each grade level to alter teaching styles to meet the learning needs of the students. Lack of preschool educational opportunities for some students, low social skills, verbal fluency, and reading skills pressed teachers to establish additional small groups, work on positive reinforcement, and overall think of ways to "level the playing field" so all students could learn. The principal and district supported students in need by providing teachers resources through student services staff. In addition, teachers were encouraged and paid to actively work with families by making home visits to students in need.

Mosaic Elementary School. All teachers claimed that the changing demographics in the community surrounding the school had an impact on all students, which like the teachers at Cactus Wren affected their teaching styles. Teachers shared numerous examples related to students' lack of social and emotional skills. The majority of teachers noted that they were teaching more social and emotional skills than they had in the past. Mrs. Daniel, kindergarten teacher, stated that the students this year had more problems at home and appeared to bring those problems with them. She felt that "it impacted their learning and it impacted growth because you had to deal with all those other things before you could get to the education. And because we're not a Title I school we don't get that extra funding, even though we have so many children who come from some terrible backgrounds that could really benefit." Mrs. Daniel has seen much more violence and nastiness in kindergarten over the past three years. She attributed the

problem to changing family structure, the lack of parent involvement, and lack of preschool. She believed that role modeling is a key component of the social and emotional teaching that happens as early as kindergarten with all students. The teachers and staff at Mosaic Elementary were committed to treating all students with kindness, caring, and respect. Mrs. Daniel felt that Mrs. Darling, the principal at Mosaic, modeled respect and caring through the use of the Words with Wisdom program.

Mrs. Gordan, a first-grade teacher, commented that their clientele had changed a lot over the years. Apartments had been built around the area, and with that came a more transient population. The families had different needs; they needed additional emotional support. The teachers spent a little more time working with socialization and how to deal with feelings and differences. Mrs. Gordan felt that as teachers “you do need to try and make sure that all students get what they need, but I think that there’s that fine line, it’s not fair when one group of children get more to the detriment of other children.” She stated that the inclusion model may be good for the special needs students, but it often takes away from the learning of the other students in the classroom. This was a similar line of thinking that Mrs. Darling commented about when discussing special education students being mainstreamed into regular education classrooms. This information supported the researcher’s contention that the suburban school did attend to the “least advantaged” through various programs but not with a social justice consciousness. The amount of individual attention the special needs students require and their lack of ability in controlling their voices, body, and so forth make it difficult for the mainstream students to concentrate on their learning. She does believe that it is beneficial for students to be around all types of students to help them learn acceptance and appreciate that

everyone has something unique to contribute to the classroom and society. Because of this, manners and acceptance were taught in the classroom. The number one rule in her classroom was that “we are always kind to one another, and no one is allowed to be left out.” As part of her classroom management system, all students had little beehives in their folders, and when she caught them being kind, helpful, or setting a good example she told them to give themselves a drop of honey using the little cut-out drops of honey she created on their beehive. Once they filled up their honeycomb, they were able to choose a prize out of a treasure chest and take their honeycomb home to brag about their positive behavior.

In the second-grade classroom, the teachers all did some kind of lesson or unit on immigration to teach tolerance and acceptance. Students were taught social skills through lessons on diversity, kindness, and conflict management. Teachers incorporated vocabulary to identify emotions and how to express them appropriately without hurting other student’s feelings. Students were grouped in classrooms based on behavior, academic levels, IEPs, 504s, and social skills to keep them balanced. Mrs. Darling, the principal at Mosaic, supported and encouraged the use of clustering, Project Wisdom, and the ACT statement as strategies that staff at Mosaic Elementary School used to reinforce positive behavior. Ms. Idler, a second-grade teacher, stated, “differences are a part of life and it is important for kids to realize that those differences make us who we are and that it is not okay to treat people hurtfully because of them.” Ms. Idler personally experienced prejudice when she moved to the United States from Puerto Rico, and she recalled people staring at her family and making comments to each other based on their differences in the language they spoke and their physical appearance. Based on her experiences, she felt

strongly about the importance of teaching children tolerance and acceptance of differences in people.

When Mrs. Patrick started teaching, most students came from two-parent households. Over the past five years she had noticed an increase in the number of students whose parents were divorced or going through the process. Students were often confused as to whether they were with their dad or mom that day. Parents often requested two copies of report cards, all pertinent papers, and scheduled separate individual parent/teacher conferences, which put an additional time burden on the teacher. In third grade, teachers taught about the Civil War and slavery. When Mrs. Patrick first started teaching the Civil War, there were no black students in her classroom. Last year she had several black students, and they talked about slavery and the color of skin. In doing so she inadvertently angered a mom. The student of the angered mom was black and the mom white. The mom had not spoken with her child about their differences or slavery and felt that it was not the teacher's place to teach those topics to her child. The teacher believed in the importance of teaching all students equally the same curriculum. She thought it was important that every child who came to school had the same access to everything offered, regardless of academic achievement, skin color, ethnicity, or socioeconomic status. In her classroom, if students needed paper at home, she gave them paper; if they needed pencils, she had pencils; whatever they needed to succeed she provided so that students could do the work assigned to them. Mrs. Patrick and her third-grade team, with the support of the principal, used response to intervention (RTI) to group students based on ability and either reteach them or enrich them. She saw an

increased need to use RTI in all core academic areas over the past three years as the needs of the students changed.

Mrs. Stevens, fourth-grade teacher, witnessed the stress level in families grow over the past few years due to their economic and marital situations. She stated, “It’s just really hard on kids; it’s very unfair.” She noted that the wealthier communities had the resources for smaller classrooms, additional help in the classrooms, social resources (i.e., counselors, social workers), and exposure to extracurricular activities. The students in the middle-class and poor neighborhoods had fewer resources and access to extracurricular activities. They were lucky if their parents were home after school. She believed that “very few have power over the many, and that is so counter to what our country is supposed to be.” She became very emotional and explained that the family she grew up in was very different from the family she has now, and part of what made the difference was her interest in education and in the world as a unit. She pursued education more than anybody else in her family despite growing up in a world of ignorance. Her family grew up on farms and had very little exposure to the world outside of their own community; vastly different from her exposure to the world. Mrs. Stevens felt that prejudice and discrimination were born out of ignorance. “It just makes the world inequitable.” To counter the ignorance she communicated consistently with her students and their families. She promoted fairness and equal opportunity by using class meetings to involve her students in democratically solving problems. She felt that teachers were playing the role of social worker as well as that of teacher due to the increase in problems students encountered on a daily basis. She had a homeless student in class, empathized with his situation, and acknowledged that he was preoccupied with wondering where his next

meal would come from as opposed to what would be on the geography test. “So that’s where I feel like in a Title I school, I think there’s a whole lot more resources available for people like that, but there’s nothing, there’s nothing for them in our school. I mean, you could call the clothing bank and maybe the food bank, but there are a bunch of kids who could really use some counseling and there are family situations that are just a mess. It’s at least a third to a half versus a handful ten years ago, but trying to solve society’s problems in a classroom is not possible.” She felt strongly that in SPES the resources were limited and not adequate to support the increased needs of the students.

Mrs. Smith stated that when she first started teaching at Mosaic Elementary School, students did not come and go, and the majority of the students were white. The students started and ended the year with the same teacher, and there were very few behavior problems. This year had seen the number of students fluctuating in a classroom from thirty-six all the way down to thirty, all the way back up to thirty-five down to thirty-two. She had been at thirty-two since the beginning of January, but expected more students to leave and others to register. She saw a shift in ethnicity and free and reduced lunch this year. Seven years ago the free and reduced count was under 10 percent, and now it was up to 27 percent or 28 percent.

Grades three through five started leveling, with the support of their principal, to address the various academic needs of the new student diversity. They leveled in math and language to really focus on the skills students needed rather than trying to differentiate within one classroom. Leveling is teaching students in small groups at their academic ability level. Teachers were still able to differentiate, but within smaller groupings. The grade levels grouped all the students in that grade based on the student’s

ability level and one teacher took the high group, one the medium group, and one the low group. The more teachers in a grade level the smaller the group of students and the more specific the curriculum. Mrs. Smith noticed a decrease in the schools AIMS, benchmarks, and MAP (Measuring of academic progress) scores over the past few years. She commented that “fair isn’t everyone getting what they need, but everybody getting what they need to succeed.” Students need to understand how to read and how to make a decision based on what they know and that is one of the reasons why she believed that leveling was so important. It is Mrs. Smith’s belief that students need a sense of ownership in what they do and what they know, without worrying about anybody else or comparing themselves to anybody. They need to be happy with who they are and their level of knowledge. If students are not getting what they need, they will look for other ways to get it, and she thinks that is the reason a lot of students are failing in school and turning to drugs and crime. She believed that all students did not need nor would they get the same level of curriculum as their peers. There would be assignments or tests that were differentiated to meet their individual needs to ensure their academic success. She had all her students keep a learner’s portfolio that depicted the type of learner they were and what assessments best met their needs. The students kept this portfolio and used it in future classes to help them be successful.

The teachers at Mosaic Elementary School experienced the community and school population shift from predominantly white to demographically diverse. All but one of the teachers was a white female. However, the Puerto Rican teacher had the same perceptions about the shifting demographics as her colleagues, but shared similar lived experiences while growing up as many of the diverse students. All the teachers noticed

economic, parental, academic, and emotional troubles students brought to the classroom. All teachers altered and expanded their teaching methods to accommodate all students with principal and district support though did without a social justice consciousness.

Patterns Across Cases

At Cactus Wren and Mosaic schools, some teachers briefly mentioned the influence of the principal on their teaching practices. Those who did mention the principal did so in relation to the support and encouragement they received as they made changes to their teaching practices. All teachers discussed the changes made to their teaching practices based on the shifting demographics of students.

When asked how social justice was enacted in the classroom, half of the teachers (six out of twelve) were taken aback and asked me to repeat the question and provide my definition of social justice. One participant stated that social justice was looking out into her classroom and not noticing which color or economic level her students were from (colorblindness). Ten of the participants when asked to define social justice mentioned access or equity to the same educational opportunities. One participant, a kindergarten teacher, discussed a code of conduct when talking about social justice. All participants believed that they enacted social justice in their school and classrooms through the use of positive culture building programs such as Ben's Bells and Project Wisdom. Four participants stated that leveling students by ability and teaching, reteaching, or enriching them is part of academic social justice, giving the students what they need at their level of ability. Another participant felt that she was enacting social justice through the units of study she taught and by teaching acceptance.

Document Analysis

A document analysis was used to corroborate and augment evidence from interview results and researcher observations. The researcher judged the data sources as containing information relevant to the research questions and was obtained in a systematic manner (Marshall & Rossman, 2006; Merriam, 2009; Yin, 2009). I conducted a search with district administrators and principals, which took many forms and started with a review of government and district websites with information about the communities, districts, and schools changing demographic data. This information assisted me in determining eligibility of the schools for participation in the study. School and district document analysis included demographic, boundary, enrollment, and attendance data; free and reduced lunch data; assessment data and achievement data; discipline data; and meeting agendas and minutes. I was aware that the documents were produced for specific purposes and audiences other than for this study; thus, there was sensitivity in interpreting the usefulness and accuracy of the data sources (Yin, 2009, p. 106). See Tables 2–5 for researcher-generated data displaying information about the principals, teachers, and schools being investigated (Merriam, 2009). Highlights from the documents follow.

Demographics, Boundaries, Enrollment, and Attendance Data

Students' enrollments shifted in both schools. White students in both schools decreased, while the number of Hispanic students increased significantly. White student enrollment at Cactus Wren Elementary School decreased by 6 percent, while Hispanic student enrollment increased by 5 percent. Mosaic Elementary School experienced an 11 percent decline in white student enrollment and a 6 percent increase in Hispanic student

enrollment. All the principals and teachers in both schools were perceptive about the changing demographics and increases in emotional and academic support required for the students. Their responses represented social justice awareness to the consequences of the students' demographic changes requiring more educational services to provide learning, teaching, curriculum, and behavioral support to meet the needs of all students. According to Principal Davis, a point of significance for Cactus Wren School happened when the district changed its boundaries in the 2008–2009 school year. The boundary change allowed for open enrollment from surrounding low-income districts that had previously been denied access to the district schools. As open enrollment increased, so did the academic, social, and emotional needs of the students.

Principal Darling of Mosaic Elementary School stated how open enrollment can adversely affect SPES:

We're seeing more and more parents choosing private schools, not because they might not think we do well, it's I think in public education we haven't learned how to market our schools. Most of us are never trained or know how to run a business or how to market something. For instance, a local charter school, over here they run their ads and list all these things that they do at their school. We do the very same things the problem is we don't say that. We just do science, social studies, we don't break it down and interestingly they say they are doing Latin, well come to find out we do the same thing here. We do the STEMS, we call it STEMS language arts and it's the very same thing that they're doing over there but they call it Latin. So I think until we as administrators and leaders learn how to market and get that information at the way education is going we're going to have to do that in order for our public schools to be the way we want them to be. Otherwise we're going to lose them to the private industry because the parent's

perception is well they say this and when I talk to them they say you do that? I say yes, and then they are amazed. So I think we have to do a better job of getting the word out there and letting people know what we really, truly do in order to keep our kids and I think that's going to be a huge change for education.

Principal Darling was more concerned with how to keep students in her school and what the district needed to do in order to stop parents from using the open enrollment policy to attend a school other than their home school. I had two thoughts about Principal Darling's views. The first relates to the families making the decisions to move their students. Parents move their students based on the school's academic rating (i.e. excelling vs. highly performing). Mrs. Darling's school was an excelling school in all the years included in the study except 2009–2010, when it dropped to “highly performing.” The second is that their decision was influenced by the changing student demographics. For example, families chose to move their students to another school not experiencing a decrease in white student's population and increase in minority student population and low-socioeconomic level of students. This related directly to the measures I used to determine the shifts in the two Arizona suburban schools in my study from 2006 to 2011.

Free and Reduced Lunch. Both schools saw increases in free and/or reduced lunch student numbers over the past five years, which made them eligible for participation in the study. Cactus Wren Elementary School free and/or reduced numbers increased by 10.67 percent and Mosaic Elementary School increased their free and/or reduced numbers by 13 percent. The increases in free and/or reduced lunch, decreases in white student enrollments, and increases in Hispanic student enrollments provided data relevant to the changing demographics of these SPES. When asked about changing

demographics teachers often commented negatively on the socioeconomic status of students. Mrs. Evans remarked, “I see negative just because of the type of students, not students so much, but the families that have been moving in. It makes me sad. It really makes me sad, but we’re getting a lot of poverty level family’s move in and unfortunately with that it does bring in a lot of lack of motivation and a lack of involvement with my students.”

Another teacher commented that her school was at 33 percent free or reduced lunches, a dramatic increase. Though she tried not to put down the lower socioeconomic students based on her own lived experiences, it is obvious that she negatively correlates students living in apartments to students on free and or reduced lunch. Mrs. Patrick stated that it is a “huge change, and a lot of that is because—and I lived in apartments too so I’m not trying to put them down—we have the big new complex and all the apartments that are on the main road by Target, so all of those kids come here, and that has made a big difference.” These perceptions paradoxically related to the inequities within SPES.

Assessment and Achievement Data. In the Arizona assessments (AIMS) for grades 3–5, the overall mean scores decreased over the past five years in both math and reading for all grade levels in both schools. As was evident by several comments made by principals and teachers, the student academic achievement gap was worrisome for many reasons. Students were not receiving the resources needed due to budget cuts, and principals and teachers were concerned about student test scores’ being tied to their evaluations. Several teachers also commented on the lack of time parents had to help their students with homework and big projects because they had two jobs or were single parents. Principal Davis and both kindergarten teachers noted that many incoming

kindergarten students were not attending preschool and it was affecting the pace of the classroom. On the opposite end were the parents who could afford private all day kindergarten for their children and chose that option versus keeping them in public schools where funding for all-day kindergarten did not exist. Public schools saw a decrease in funding across the board, which influenced the number of teachers in a school, class size, and ultimately academic achievement.

Discipline Data Documents. These data were accessed from records at the district offices and covered the period studied for demographic shifts at the schools. These documents showed the trends in student discipline reports. At Cactus Wren, the data indicated increases in discipline correlating with the changing demographics. At Mosaic, the data revealed a similar trend to that of Cactus Wren. Teachers stated that behaviors rose over the past five years. One teacher commented, “There are behaviors that we see now that would have just been unacceptable and almost taboo in the past. I just feel like there’s a lot less discipline than I would like to see. Parents don’t even know what discipline is. I mean they don’t have self-discipline so why would they know how to constructively discipline their kids?” Mrs. Stevens’s statement was indicative of the comments made by several of the teachers and principals in relation to a decline in parent involvement and the value of education over the past several years.

Meeting Agendas and Minutes. Meeting and agenda minutes were produced from schoolwide meetings on the first Monday of each month at Wren and the first Friday of each month at Mosaic. In total, five agendas and minutes from each school were included in the data analysis. Two sets of meeting agendas and minutes were collected and analyzed. The principals convened the meetings and the agenda items

pertained to student achievement, teacher evaluation, PBIS, school activities, and additional happenings at the school. Most teachers in this study attended the meetings. The minutes reflected key points pertinent to this study such as academic matters for students.

It was evident through the interviews and observations that both principals used contemporary leadership theories interconnected with specific tenets of social justice leadership to put into practice systems to bridge the education gaps among their students. This was evident in the teacher's use of Response to Intervention (RTI) and leveling in both schools. Teachers were spending more time teaching social skills, manners, acceptance, and positive behaviors due to increases in student diversity over the past five years.

These documents were clearly related to the relevance of principals and teachers perceptions and experiences with social justice leadership in SPES undergoing increases in student diversity. As more and more students enter SPES with more diverse demographics, it is important to understand how those changes affect teachers' pedagogy and principals' leadership to address the students' increasing needs.

Nonparticipant Observations

I obtained permission for nonparticipant observations at meetings in school settings where the principals naturally interacted with school personnel on agenda items thought to be relevant to the research questions. The observation data collection was conducted in a systematic manner (Merriam, 2009). The observation data represents my firsthand encounter and account of the meetings. I conducted five nonparticipant observations of meetings in which the principals interacted with staff. Approval was

granted for three observations conducted at Cactus Wren Elementary and two observations conducted at Mosaic Elementary School.

Cactus Wren Elementary School

On October 26, 2011, I observed three meetings at Cactus Wren Elementary School. The first meeting was a second-grade data team meeting where the principal, student achievement teacher, and all five second-grade teachers reviewed each student's data in reading and math. The meeting took place in the student achievement teacher's room from 10:30 to 11:00 AM. All materials were organized on the table for the teachers. Teachers brought their lunch and shared candy. It was a spirit day, so all were wearing a jersey depicting their favorite sports team. The principal participated in the spirit day by wearing a Dallas Cowboys jersey. An agenda was available for all participants in the meeting. All participants were on time and engaged in the data discussion. The teachers brought data team binders to the meeting. The data achievement teacher facilitated the meeting. The facilitator provided file folders and sticky notes for teachers to place the student data. After reviewing the math data, it was noted that subtraction was an area of concern and that the use of manipulatives might enhance the students' skills. Various strategies for using manipulatives were discussed by teachers and the facilitator. The principal took an active part in the meeting by acknowledging teacher's ideas, sharing candy, and having a relaxed posture. She even joked about wanting some red wine to go along with the candy. Teachers then transitioned into discussing reading levels for all students and placed them in groups based on the following three levels: "mastery," "instructional," and "falls below." After placing students, teachers shared observations. The principal encouraged their collaboration and willingness to be open with their

students' data. Tutoring strategies for working with the lower group were reviewed, and the meeting adjourned.

The second observation at Cactus Wren Elementary School took place on the same day, October 26, 2011, and was based on a fourth-grade data team meeting which took place in the student achievement teacher's room from 11:30 AM to 12:00 PM. Five teachers were present. All participants were on time and actively engaged in the meeting. The facilitator welcomed everyone and reviewed the agenda. The principal introduced me and then took control of the meeting. The meeting varied slightly from the previous one in that the principal facilitated for the first fifteen minutes and then the facilitator took over. Two teachers were new to the school and were confused about the leveling process, used by teachers to group students by ability based on data. The experienced teachers assisted the new ones on noticing their confusion. The principal acknowledged the number of students in a particular teacher's room and discussed motivational strategies with her. As teachers discussed the lowest level of students, the principal encouraged them to create a list of needed resources. As the meeting adjourned, the principal walked with a teacher back to her room to discuss a challenging student.

The third observation at Cactus Wren Elementary School took place on October 26, 2011, after school from 2:45 to 4:08 PM in the conference room located off the principal's office. It was a PBIS core team meeting, with seven teachers, the school counselor, the school secretary, the principal, and a University of Arizona (UA) PBIS coordinator present. The UA coordinator provided snacks and water for all participants. The principal introduced the agenda, which consisted of the district motto and school goals for the current year. The UA coordinator introduced the prevention solutions and

protective school factors and then asked for observations. The school counselor commented that it was apparent through a review of the data that their school culture is warm and welcome. The PE teacher noted that academic achievement was a priority, and a third-grade teacher observed that people know and understand that their school is excellent and that they are in a good district. She also stated that they had a vision and were constantly trying to make it better. At this point the principal sat back and observed the meeting with a relaxed posture. The discussion moved to a focus on the top three priorities of the team. All teachers provided input. There was a knock on the door, and the attendance clerk let one of the first-grade teachers know she had a sick child. The teacher excused herself, and all were respectful of her departure. The UA coordinator handed out the expectation matrix the original PBIS team had created several years ago. Many of the participants in the room had never seen the document. The principal explained how all expectations in the classrooms were inconsistent. A discussion ensued around how to provide consistent expectations that incorporated the ACT statement. The discipline tracking system and their inconsistencies were reviewed. After much discussion, the principal handed out an action plan for the current year and encouraged input from all participants. Several teachers looked at their watches and were quiet. The principal appeared uncomfortable with the silence and encouraged the team to brainstorm the revision of the matrix to build ownership by the teachers. Teachers appeared to relax and open up and started talking about various strategies to involve the staff, students, and community in the plan. The principal joined the discussion and provided additional verbiage and ideas. Around 3:45 PM the team appeared weary. As the UA coordinator asked for thoughts or questions, team members looked down at the table. The principal

asked in a positive tone for teachers to envision what would look different come May. As several teachers shared their visions, the principal probed for deeper more specific ideas. She encouraged teachers to clarify their vision with their teams in closing. The principal asked the team lead and the UA coordinator if they had anything additional to share. The team lead congratulated teachers on getting five hundred students to take the PBIS survey using Survey Monkey. The next meeting was set and the principal thanked everyone for participating and said that “the most exciting thing of what we do is making things better for student, families, community, and the staff.”

All observations to some degree support the theory that social justice was relevant in SPES and that the principal and teachers at Cactus Wren Elementary School were implementing strategies and programs to address the varying needs of their increasingly diverse students. The information was verified through findings from the principal and teacher interviews. As an example, teachers were encouraged to make home visits to their students and provided a stipend for doing so. Teachers then incorporated the information from the home visits in student behavior plans (i.e. if they noticed the student liked dinosaurs they purchased dinosaur stickers as an incentive).

Mosaic Elementary School

The first observation at Mosaic Elementary School took place on February 21, 2012, from 1:00 to 2:08 PM. The staff meeting focused on the new teacher evaluation system and criteria. The principal led the meeting, and twenty-six certified staff members attended. The meeting took place in a classroom with certified staff sitting in rows of desks and the principal at the front of the room. Three teachers entered the meeting approximately ten minutes late. The principal turned off the lights and opened the blinds.

She was visibly shaky, yet did not appear nervous. The principal opened the meeting by introducing me and then turned to a review of the current enrollment. She stated that the following Tuesday, the next year's kindergarteners would be registering. There was a discussion regarding fee based, all-day, kindergarten and the challenges that presented to parents (i.e., those who can afford it and those who cannot). The children of those who cannot afford to pay for all-day kindergarten would go to half-day kindergarten. The principal thanked the half-day kindergarten teacher for all of her hard work and trying to teach in half a day what the other kindergarten teachers did in a full day. The discussion then moved to an update on the construction. The labs would be finished as soon as math testing was complete. She reminded staff to take home all valuables and to turn in badges and keys (this was the first year that badges and keys needed to be collected). Teachers were not allowed on campus during the summer construction. All staff members were quiet and respectful while listening to the principal. The meeting then moved to an update on the retirement of the superintendent and the dress code. Differences between professional and professional casual were addressed. The principal asked for any questions and answered them professionally. There was very little sidebar conversation.

The principal thanked her staff for doing great things and then handed out a hard copy of the evaluation PPP, an evaluation system instrument, and highlighters. She included me when handing out materials. The principal used a smart board for her presentation and sat in a chair while presenting. She was constantly up and down. Teachers were actively engaged in the presentation by being asked to highlight the changes to the new evaluation system. The principal pointed out that the biggest change was the data piece. Teachers were comfortable asking questions and joking around. The

principal made a comment to one teacher, pointing out that she still had to be on time. The teachers needed to be refocused on the topic at hand.

Teachers were concerned about how the data piece would work with the clustering and leveling of students. The principal assured them that it would have no impact. Several teachers took a restroom break. One teacher repeatedly made comments or asked questions irrelevant to the topic. The principal remained calm as she addressed the questions. The principal then asked my opinion on retention and if we in our district had any discussions on the topic. I directed her to Hattie's work and two research briefs Dr. Kramer had written on the subject, which state that retention has a negative effect on students K–12. The discussion then turned to topics teachers had to share, such as a clothing bank project sponsored by one of the teachers. The principal asked if there were any updates from the social committee, and then the staff were dismissed at 2:12 PM. Five teachers stayed after the others had left to discuss the construction and its impact on teachers. At this time the third-grade teacher participating in the study came up to me and discussed her emotionality during the interview, saying that she had not realized how strongly she felt about the subject.

Overall, the meeting had a feeling of mutual respect and closeness. One could tell that this staff had worked together for a number of years by their comfort level in sharing about a potentially difficult subject (evaluation). Everyone appeared wary of the construction, but not too apprehensive about the impending changes to the evaluation system.

The second observation took place on May 5, 2012, during a leadership team meeting that lasted from 1:00 to 2:10 PM. There were ten female teachers and one male

teacher present, along with the principal and a presenter from the Southern Arts and Cultural Alliance (SAACA). The first fifteen minutes consisted of a presentation from the SAACA. The next part of the meeting was spent reviewing data packets per grade level, the year-end checklist, summer construction and technology, fire marshal write-ups, next year's schedule, buddy list, committee list, and storage areas for grade levels. Teachers then voted on items they were going to request from the parent teacher organization (PTO) for the following year. They reviewed the budget and money for summer work with the leadership team to plan the goals for the next school year. All were in agreement. The principal mentioned how the staff needed to start thinking about how to do things differently than just using a textbook, since funding was short. The principal let them know that retirements and new hires were all complete and she would be sending out class placements in the last report cards.

The meeting was very structured, and all stayed focused and on task. The group worked very well together, and there was a great deal of respect for all the leaders in the room. Not one single person ran the show or monopolized the conversation. The meeting ended at 2:10 PM.

The relevance of social justice and social justice leadership were minimally evident in the observations at Mosaic Elementary School. The nature and content of the meetings had a lot to do with this finding. As a result the observations did not verify information from the interview results of principals and teachers.

Patterns Across Cases

In summary, the observations pointed out the similarities between the two schools based on the teachers and principals' discussions that inferred social justice awareness

existed in the meetings. The school meetings certainly reflected at a subliminal level the kind of concerns revealed in interview responses of principals and teachers and were verified in some documents. However, agreed-upon limitations inherent to gathering data at school meetings as a nonparticipant observer involved not having conversations or interactions with participants at the meetings. The meetings were not developed for research purposes and researcher interactions were limited to observations. The greatest advantage was that the observations of meetings occurred in their natural settings, with prearranged agendas at regularly scheduled and fixed times.

Case Study Validity

Construct validity. In this study the changing demographic diversity of students in suburban public schools “cover a wide variety of phenomena” (Yin, 2009, p. 41) that included student population shifts of increases in minority students and decreases in white student, increases in students on free and reduced lunch, and decreases in school academic achievement.

Internal validity. The multiple methods of data collection: the interviews of principals and teachers, observations of school meetings, and document analysis, provided a triangulation of multiple data sources. This facilitated a way to compare and cross check data collected at different times, in different places, and from people with different perceptions to clarify meanings, verify the repeatability of my observations, and interpretations (Stake, 2000, p. 443). I performed a member check by soliciting feedback on emerging preliminary findings from the perspectives of principals that were interviewed. For example, I communicated with both principals via telephone and email to ensure that my preliminary findings regarding changing demographics and academic

achievement were accurate. The purpose was to check the accuracy of my interpretation of the meaning on what the principals were saying and doing to address the demographic changes in the schools. This was an important way for me to identify my own biases and misunderstanding of how I interpreted the interview data and observations (Merriam, 2009).

Chapter 4 described the research contexts and presented an analysis of selective narrative data from interviews with principal and teacher participants, document analysis, and nonparticipant observations. The information was organized and analyzed by research questions and further categorized by schools and participants. My case studies revealed information from participants in their respective school context. The primary findings from Chapter 4 are:

1. Social justice leadership existed in the spirit and practices of principals.
2. Principal social justice leadership in spirit and practice influenced teachers to be concerned about students in need.
3. Instinctively, principals' leadership practices combined specific contemporary leadership theories interconnected with tenets of social justice leadership to influence teachers to provide equality of educational opportunity for all students.

Through the analysis of the data, interpretation of the findings, and my theoretical understanding of the phenomenon under study, patterns and themes emerged that were interrelated across cases. They were not themes I was looking for but occurred and reoccurred in the analysis of the in-depth interview responses of participants and my observations. The patterns and themes emerged while addressing the proposition and

research questions; they were pervasive across both cases of principal practices; they were expressions of the way educators operated in two different Arizona suburban public elementary schools; and they naturally connoted the fundamental tenets I investigated and described about principal leadership.

The themes follow:

1. Principals did not have a social justice consciousness driving their leadership practices.
2. Principals' contemporary leadership practices imperceptibly combined social justice leadership tenets to influence teachers and promote equality of educational opportunity for all students.

Chapter 5 includes an overview of the study, a detailed summary of findings, a discussion of findings, and implications and recommendations for future research.

CHAPTER 5

SUMMARY OF FINDINGS, DISCUSSION OF FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents a summary of the findings, discussion of the findings, implications, and recommendations. The study attempted to locate principal leadership, shifts in students' demographic diversity, and social justice in suburban elementary schools. These relationships did not sit easily together as presented by my interpretive synthesis of the findings based on analysis of evidence of principals and teachers' perceptions about social justice leadership practices.

The overarching research question is: How do principals and teachers perceive and experience the principals' social justice leadership in SPES undergoing shifts in student diversity? The subquestions are:

1. What are the principals' perceptions of experiences with social justice leadership in SPES?
2. How do principals draw upon selected contemporary leadership theories and social justice leadership theory to influence teachers to support and promote equality of educational opportunity and outcomes for all students?
3. What are the teachers' perceptions of principal's leadership influences on their teaching in SPES?

My proposition states: shifts in students' demographic diversity in SPES first will increase principals' perceptions of educational inequalities and second influence

principals' social justice leadership with teachers to educate all students based on their individual needs.

Backed by confirming evidence supporting my research questions and keyed to the proposition, I concluded that the shifts in students' demographic diversity at each school did increase principals' perceptions of students' educational inequalities. That is, students' inequality of opportunity refers to the unequal distribution of "life chances" to attain educational readiness for school (Satz, 2012). Moreover, the tension between increases in child poverty and lack of sufficient school resources heightened the principals' perceptions of the impact of social inequalities on students' equality of educational opportunities and outcomes. The tension was inextricably related to principals' efforts to maintain high performance schools. The premise of the first part of my proposition was partially supported because principals perceived not only students' educational and social inequalities, but also the impact of inequalities on teachers, school resources, and the threats to the high performance rankings of the schools. My basic argument of why the proposition is partially supported is because principals embraced duties to improve conditions of schools so they were more equitable. In addition, the principals' actions to address inequalities demonstrated a moral purpose, ethics of caring and community, advocacy, a capacity for a sense of justice, and the conception of the good in educating students, particularly the least advantaged (Brown, 2004; Furman, 2003; Noddings, 2005; Rawls, 2001).

I believe that the principals' leadership practices were principally moral in the sense they reconciled self-interest and a concern for students with the collective interest of teachers, school culture, district office, state and national mandates (Novak, 2000). But

here is the conundrum; while they clearly had concerns with structural issues of child poverty and student's educational inequalities principals' moral positions were not motivated by concerns for social justice. Also, what contributed to the proposition being only partially supported was the evidence from the data sources that showed principals' did not perceive their leadership practices as being driven by a social justice consciousness although their actions bears a resemblance to social justice practices.

The teachers' perceptions at both schools corroborated principals' perceptions that social justice did not motivate principals' practices to address the needs of students. At both schools, teachers' perceptions were based on experiences with principals ranging for over three years, and beyond ten years in some instances. It was noteworthy that all of the principals and teachers appeared uneasy when responding to the question on their knowledge and feelings about social justice in education. Most participants responded with a question in return that asked for my definition of social justice. Principals and teachers associated social justice with social problems and social welfare tied to racial inequality in urban schools; not something they normally encountered. According to Principal Davis, the issue with social justice in Arizona has to do largely with "Arizona-Mexico border types of things, such as the political climate and the acceptance of or not cultural diversity and second language issues." Principal Davis is unique in the fact that she was aware of these concerns and relayed them to her staff. Nonetheless, their assumptions demonstrated levels of consciousness about social justice that were opposite of the continuous self-reflection that must be accompanied by critical consciousness and action to address social justice in the schools. By "critical consciousness," I am referring to the concept derived from Freire's (2000) process of *conscientisation*, a process in

which a person becomes conscious of the ways of thinking about one's self in the world and transforms these ways of thinking to a new perspective. It embraces understanding sources of oppression and inequities and the realization of one's power to take individual actions to create conditions of equity and social justice (Freire, 2000, 2008).

Therefore, the second premise of the proposition stating that inequalities would influence principals' social justice leadership with teachers to educate students was weakly supported. My view is that principals did not perceive their actions as compelled by social justice and teachers did not perceive principals using social justice as a means to influence their work with students. Overall, participants expressed reserved views, and shared having a lack of experience and knowledge about social justice. The data and my reflection suggest nevertheless principals had a moral purpose and aimed at the good of the basic structure of the school by inspiring, working with, and organizing staff to establish and accomplish together equal opportunities of education for students regardless of family income (Novak, 2000; Rawls, 2001).

After interpretation of the findings and theoretical understanding of the phenomenon under study, I located themes that emerged consistently across the two cases. The themes naturally connoted the fundamental tenets examined and supported to a degree my research questions and proposition. The key findings supported two interconnected themes:

1. Principals did not have a social justice consciousness driving their leadership practices.

2. Principals' contemporary leadership practices imperceptibly combined social justice leadership tenets to influence teachers and promote equality of educational opportunity for all students.

I begin the discussion of findings under the themes in connection to the suburban milieu in which the schools resided.

Suburban School Milieu

The research on the challenges of principal leadership and teaching associated with tensions to meet desegregation of suburban schools and high stakes testing is fairly new (Frankenberg & Orfield, 2012). The two Arizona elementary suburban schools in my case study, Cactus Wren and Mosaic, were not under desegregation orders; nonetheless, I was not surprised to hear principals and teachers describe the many ways shifts in student demographic diversity and preservation of their high performing school caused tension. For example, the increases in student diversity placed additional stresses and pressures on principals and teachers as Arizona accountability stakes rose. One case exemplified this tension as four out of six teachers at Cactus Wren Elementary School expressed being overwhelmed with more student diversity, larger class sizes, increased level of curriculum rigor, inadequate resources, and a new State of Arizona teacher evaluation system with performance-base pay tied to Arizona Instrument to Measure Standards (AIMS). The teachers voiced concerns about being penalized by the new evaluation system for conditions they had no control, such as the increased student diversity, child poverty, and deficiencies in academic preparation. Teachers opined that the principal carried out her duties on behalf of students but also inferred that state policy on teacher

evaluation were not sensitive to the issues of shifts in student's demographic diversity that presented new challenges.

The fundamental social changes and educational challenges of the shifting student diversity also exposed educators' concerns about inadequate school resources they believed undermined their abilities to do their jobs with integrity (Starratt, 2007). I came to understand from the educators' narratives the nuanced ways the ongoing tensions spurred them to give every child a chance to succeed even with a lack of resources and being in school districts that did not subscribe to an equity or equality initiative in mission statements. The educators' efforts occurred in light of a lack professional preparation, no experiences with larger numbers of ethnic minority children, low-academic performers, and families in poverty.

According to Rury and Saatcioglu (2011), the suburbs have been historically segregated by income, ethnicity, and other social characteristics contributing to the advantage of members within the communities (i.e., small class sizes, homogenous white and affluent students, social networks, abundant resources, and so forth). What I found in the data was that over a period of years veteran educators enjoyed suburban middle-class schools advantages with a majority of white students until they faced challenges of shifts in students' demographic diversity. This was corroborated in a key yet unexpected finding that showed the complexity of shifting demographics that included changes to the socioeconomic status of white families and children living in both districts. First, some white families entered into poverty owing to the economic collapse in suburban neighborhoods (i.e., parents lost jobs and financial investments, some homes were foreclosed, and in order for students to stay in the district some families doubled up in a

house). Second, suburban schools' attendance boundaries changed to incorporate outer ring neighborhoods (some rural in one school) with more families living in poverty. These demographic changes introduced new educational and social inequalities experienced by families and contributed to principals' understanding the altering neighborhoods and educational needs of students.

Evans (2007) believed that with demographic transformation, "although embedded within multiple, overlapping contexts and identities, school leaders could confront old and engender new organizational ideologies that are socially, academically, and politically inclusive of all groups" (p. 185). My research showed that principals did not have organizational support or mechanisms in place to address simultaneously the demographic transformations of overlapping contexts, conditions, and identities of families and children, such as affluent white families and children living in district for a long time; white families and children falling from the middle-class into low SES and poverty; families and children of low SES and poverty living in residential areas newly incorporated into suburban school boundaries; and ethnic and racial minority families and children moving into the residential areas of the school district.

The findings suggest to me that the principals and teachers struggled to balance the tensions of these overlapping conditions and identities of children. The principals worried about students' in poverty and those with minimal academic skills. The principals working with teachers, acknowledged a need for more resources and they were aware that resources alone would not help them maintain high performing schools. Principals supported the teachers yet the principals and teachers felt unsupported and powerless to formulate a coherent response to student diversity.

Principal's Leadership Practices

Motivated by the tensions, principals expanded their contemporary leadership practices that bear resemblance to social justice practices to influence teachers to meet the needs of their students. Nevertheless, I make this observation about principals with caution, since they did not perceive having a social justice consciousness or discuss the salience of race and ethnicity as part of the challenges with students' shifting demographic diversity and inequities. The absence of such discussion is curious because a striking feature of the demographic shifts showed racial minorities increased by 6 percent at Cactus Wren and 5.9 percent at Mosaic. At the same time, the percentage of white students declined by 11 percent at Cactus Wren and 5.9 percent at Mosaic. I describe principals' discounting the challenges of students' race and ethnicity as a kind of blindness, similar to the charges made by Karpinski and Lugg (2006) about public school administrators being blinded to inequities to avoid departing from historic administrative practices.

Summary of Findings

The findings and themes relate to my research questions, proposition, and social justice conceptual framework. I present the findings within each case separately and then present patterns-across cases to describe and discuss the most salient aspects of the research under two themes. Under each theme I have aligned social justice tenets related to my conceptual framework. These tenets are organized to describe findings on principals and teachers' perceptions at Cactus Wren Elementary School and Mosaic Elementary School. The tenets are: Advocacy Role, Care for all Students, Primary Goods and Capabilities Approach, the Greatest Benefit of the Least Advantaged, and the

Morality and Virtue of Social Justice (Marshall & Oliva, 2006; North, 2008; Novak, 2000; Nussbaum, 2001, Rawls, 2001; Sen, 1992; Shields, 2010; Theoharis, 2007). I first describe the tenets, followed by a detailed discussion of their relevance in each case under the first emerging theme: namely, that principals did not have a social justice consciousness driving their leadership practices.

Social justice Tenets

Advocacy Role. Advocacy role takes a variety of forms in different settings and at different times. In this study, it has come to mean helping students overcome inequalities of opportunity and condition by altering arrangements of school culture to promote healthy and secure environments for student learning. Principals and teachers assume advocacy roles for the least advantaged students (Marshall & Oliva, 2006; North, 2008; Rawls, 2001; Ryan, 2006; Shields, 2010; Theoharis, 2007). Yet, the principal and teachers believe in providing equality of opportunity for all students. Principals and teachers voiced their concerns about students needs at the local and state level. For example, Principal Darling represented the area surrounding her district at the state level and visited the state once a quarter to advocate for students and staff in education.

Care for All Students. Nussbaum's (2003), as part of a charge for social justice, asserts, "Care for children, the elderly, and the mentally and physically handicapped is a major part of the work that needs to be done in any society, and in most societies it is a source of great injustice" (p. 53). In my view, the principals and teachers truly cared about their students and had their best interests at heart. For example, principals and teachers at both schools went above and beyond the call of duty on many occasions by

using their own money to buy food and supplies to make sure students were fed and had the necessary materials to be prepared to learn (Nodding, 2005; Furman, 2003).

Primary Goods and Capabilities Approach. Principals and teachers understood a child's expectations for life prospects as affected by three kinds of contingencies: a child's social class of origin; their native endowments; and their good or ill fortune, or good or back luck even in the basic structure of a well-ordered society (Rawls, 2001).

Brighouse and Unterhalter (2010) and Macleod (2010), when writing about children and education for primary goods, remind us that Rawls's moral conceptions are "oriented to the adult that child will become," in realizing these goods, especially in schools, and achieving capabilities (Brighouse & Unterhalter, 2010, p. 205). The authors surmise that education is a part of Rawls (1999) "social primary goods" (p. 54) that involves the things that every rational person is presumed to want and cooperate with others about, such as education.

The capability approach should be understood by principals and teachers as functions of what children are actually able to do and to be and the requirements of living a life with dignity. Education is at the heart of the capability approach (Nussbaum, 2003; Sen, 2009). The principals and teachers in this study believed that students were able and willing to learn. For example, principals and teachers reviewed student data to determine their academic status, learning needs, and how those in need would be met in groups for reteaching or enrichment activities.

Greatest Benefit of the Least Advantaged. Principals and teachers tried to provide fair equality of educational opportunities and outcomes for students. The educators did focus proper attention for the benefit of the least advantaged and met Rawls

call for a “scheme which the least advantaged are better off than they are under any other scheme” (Rawls, 2001, pages 59–60). Principals and teachers in both districts advocated for leveling across grade levels, which means providing all students curriculum at their ability level. They also advocated for the inclusion of special needs students and demonstrated excitement when a special needs student made progress academically or socially.

Morality and Virtue of Social Justice. The capacity for a sense of justice is the capacity to understand, to apply, and to act from (and not merely in accordance with) the principles of social justice that specify the fair terms of social cooperation. Second is a capacity for a conception of the good: it is the capacity to have, to revise, and rationally to pursue a conception of the good. Such a conception is an ordered family of final ends and aims which specifies a person’s conception of what is valued in human life or, alternatively, of what is regarded as a fully worthwhile life (Rawls, 2001 pp. 18–19). To follow are illustrative discussions of the findings for each case presented under social justice tenets in the first emerging theme.

Theme One: Principals did not have a social justice consciousness driving their leadership practices

Case Study I: Cactus Wren Elementary School

In analyzing the interview responses of participants, I found to some degree all of the above social justice tenets in leadership practices of Principal Davis. Here I describe how Principal Davis exhibited social justice tenets while keeping in mind that she and the teachers did not perceive her practices as being driven by a social justice consciousness.

Advocacy Role. The advocacy role was one where the principal demonstrated a deep sensitivity to the needs of all students, but most especially the needs of the least advantaged students. Principal Davis demonstrated an advocacy role for students by providing her staff with the necessary professional development along with the resources to implement best practices in the classrooms. Professional development included learning how to analyze data, create assessments, and redistribute students to either groups for re-teaching or enrichment based on the data. When asked about advocating for social justice in the school, Principal Davis responded, “Everything in my opinion revolves around the ACT statement: we are respectful, are trustworthy, care about each other, and take responsibility. So to advocate for those pieces is basically to advocate for social justice.” Principal Davis advocated for students in many ways. She was an activist for all on her campus. She embraced diversity and was known by teachers for her beliefs regarding equality and acceptance of all types of people’s backgrounds and viewpoints. She created an environment where school personnel could feel safe and have a sense of belonging. She saw a need and provided staff with professional development opportunities on how to bridge the gaps in student learning.

Principal Davis enlisted the help of the community in promoting the ACT statement and brought community members into the school in various roles to build relationships between them and the school. She built relationships with the community to bring additional resources into her school for staff, students, and their families.

Care for All Students. Principal Davis noted that valuing diversity and truly learning about students and understanding their backgrounds and the needs they currently have are important to understand in order to care for all of them. Principal Davis created

the mission of the school along with her staff to reflect the goal of providing every student the opportunity to grow academically, socially, and emotionally. According to her teachers, Principal Davis “understands that there might be a student that you consider a challenge, or that to be quite honest, maybe you just don’t like, but the expectation is that you treat that student and teach to that student the same that you would every other one.” Principal Davis reasoned that caring for our students as members of their family provided them a level of belonging necessary to their success. Principal Davis encouraged and provided stipends to her staff to make home visits to their students once a year in order to understand where students come from and to gain intimate knowledge about the families’ background. Teachers believed the home visits helped them to gain a deeper understanding of students and families, and they were more likely to build positive relationships with the students and families throughout the year.

Primary Goods and Capabilities. Scholars contend that policymakers and school personnel need to understand that education is primary good for all students regardless of students’ social class, origin, natural abilities, and good or ill fortune (Rawls, 2001; Nussbaum, 2001; Sen, 2006). Primary goods, and by extension capabilities, refer to what students are able to do and become in order to function to their full advantage in society. Principal Davis commented that in “the great majority of cases it’s my belief that the parents are sending us the best they have and want the best for their children, and that’s what we’re here to do in terms of serving students.” She promoted the idea that all students were capable and had an inherent desire to learn, and that their parents wanted and deserved for them to have opportunities in school. Principal Davis acknowledged and accepted students for who they were and pushed her teachers and staff

to embrace them and lead them to become the accomplished students she knows they were capable of becoming. Principal Davis was familiar with and was deeply involved in the school and surrounding community, according to teachers. She knew the needs of the parents, the needs of the students, and the needs of the staff and made it so that all felt appreciated and welcome.

According to the teachers, Principal Davis understood challenges they faced and provided resources to help educate the increased number of diverse students in their classrooms. As an example, teachers explained how she adjusted letters to parents; using vocabulary; processes for handing out information; and anything else to meet the communication needs of the increasing diverse students and their families.

Greatest Benefit of the Least Advantaged. All students deserve the resources needed to be successful in school. This pertains to individual students receiving instruction at their level moving them forward and allowing for academic growth. It is not the same as all students receiving the same instruction. Principal Davis promoted individual student growth. She wanted teachers to use practices that benefitted all students. She had high expectations for her teachers and expected them to have high expectations of their students. Every week, a representative of each grade level was in a meeting with her to focus on specific instructional strategies targeted to meet the needs of all students. Principal Davis believed that focusing on practices that increased student growth would assist in closing the achievement gap. She had teachers set grade level SMART goals, and those were specific, measurable, achievable, relevant, and timely to inform their instruction. She attended weekly data meetings with all the grade levels and assisted in the process of sorting and analyzing the data. This focus on student data

enabled Principal Davis and her staff to identify individual needs students had and provided materials and support needed to meet those needs. Principal Davis believed in targeting student needs whether they were general education students or special education students. The more inclusive the school was for all students the better students were able to embrace diversity and be accepting of all people.

Morality and Virtue of Social Justice. Principal Davis had the capacity for a sense of justice and the conception of the good. She believed that the role of education was to “develop future citizens of a democratic society” who had critical thinking skills, knowledge, and the ability to problem solve. She believed in a moral commitment to challenge the status quo, embrace diversity, commit to social change, redistribute resources, and maximize equality of opportunities for all students. Principal Davis, in my opinion, not only believed this, but also acted on it daily as a social justice leader in her school and district. Yet, she did not believe these actions were social justice in nature.

These descriptions of how Principal Davis exhibited the specific tenets of social justice leadership that I feel were most important to this study contributed to the finding that social justice leadership does exist in SPES despite a lack of Principal Davis’ social justice consciousness about that practice.

Case Study II: Mosaic Elementary School

Having been a part of her current school for the past eighteen years, Principal Darling knew the staff, the students, families, and the community. These relationships, built on all levels, gave Principal Darling insight into the needs of all groups. In reviewing the data on her and the teachers’ perceptions, it was evident that the tenets of social justice were present in her leadership practices. However, while Principal Darling

exhibited social justice tenets, she and the teachers perceive them without a social justice consciousness.

Advocacy Role. Principal Darling was an advocate for her students and often reminded her staff that they were children, whether they were five, eight, or ten years old. Principal Darling believed in the children and that they come to school with the desire to learn and be accepted. She was well respected by her staff and teachers follow her because they had witnessed firsthand her commitment to doing what was in the best interest of the students. Teachers noted that she was very supportive of them inside and outside the classroom. One commented, “I can’t tell you if a lot of the parents are in the office complaining because our principal doesn’t share that with us; she just deals with them.” Principal Darling had built a positive culture at her school through team building, role modeling, communicating, and involving her staff in all-important changes. Parents in the community often sought her out at public events years after their students had left the school. As grandparents, they returned to volunteer in classrooms and assist the teachers who had previously taught their children and were now teaching their grandchildren. From the interviews I gleaned that students, parents, grandparents, and the community knew that Principal Darling would go above and beyond to provide for her students academically, socially, and emotionally.

Care for All Students. Principal Darling believed in collaboration and never used the term “mandatory” with her staff. If there was a mandate that needed to be implemented, she presented it in a way that allowed her staff time to digest, discuss, and plan how to best handle the implementation. She respected the tenure of her teachers and understood that it took time for them to accept change. Principal Darling not only

believed in the success of all students she modeled how to achieve it. She assisted in the RTI process by tutoring students for an hour each day. Principal Darling stated that “It doesn’t matter who you are we are here to educate you and to do what we have to do to help you do that. It doesn’t matter, race, religion, wherever you are on that learning spectrum.” She modeled how to communicate with students and their families in a respectful and professional manner despite the challenging nature of some of those conversations. Her teachers commented that she was very sensitive and aware of students with particular needs and the various ways to help deal with some of their issues. Traditionally the students at their school had many advantages. The demographic shift brought disadvantaged students into their classrooms and they needed strategies and resources to address their needs. Despite their challenges, Principal Darling promoted high expectations for all students to grow academically, socially, and emotionally.

Primary Goods and Capabilities. In looking at the documents, observing, and interviewing teachers and principals, I believe that principals need to be aware that education is a primary good for students despite their social class of origin, natural abilities, and good or ill fortune. Principals need to be aware that education is a primary good for students despite their social class of origin, natural abilities, and good or ill fortune. Capabilities refer to what students are able to do and become to function in society to their full advantage. According to the teachers interviewed at her school, Principal Darling was aware and sensitive to the various needs and capabilities of the students and understood the challenges that teachers faced in the classroom addressing students’ needs. She believed that it was as important to build caring and empathy in students as it was to level academically to meet the students overall needs. Principal

Darling promoted acceptance through the idea of embracing each student for who they were despite their abilities, race, or social class. Principal Darling commented that it is “important to be looking at what our kids needs are every year and from that point knowing whatever we need to do to help them be successful.”

To address some of these needs, she provided strategies to teachers and encouraged them to reach out to the families. Principal Darling sent out hard copies of newsletters to families and preferred to make personal phone calls than send out mass emails. In meeting the needs of staff, students, and parents, Principal Darling used her connections to the community to bring in additional resources. Parents and local businesses donated time and money to the school creating a sense of community and belonging for all students.

Greatest Benefit of the Least Advantaged. Principal Darling truly believed in differentiating instruction for all students. The RTI process at her school had been implemented to reteach, challenge, and/or enrich students at all levels. According to her teachers, she had created an environment of understanding, acceptance, and empathy on her campus by utilizing various character-building programs, such as Words of Wisdom and Ben’s Bells. The theme of the school year was to be kind, believe, and be the best you can be. Principal Darling believed that character education (social and emotional education) along with teacher expertise and differentiated instruction (academics) was important for student success. Principal Darling also acknowledged the challenges for students and staff that occurred with inclusion of special needs students. In a discussion surrounding equal opportunity for all students and the greatest benefit of the least advantaged, Principal Darling provided mixed statements about her beliefs regarding

inclusion of special education students at her school. She talked about fairness and unfairness surrounding educational opportunities for all students. At the same time, she reflected on parental rights and school obligations to educate the least advantaged. Her initial views were revealing and lacked social justice awareness.

They are part of our school, they go into the classrooms. Sometimes do I think that's fair? No, I'm not sure it's fair to either party and again that's the law and sometimes parents, I'm not in those shoes so you know you have to think about that when you're talking to those parents. How would you feel if you were in those shoes? They want the best for their kids and they want them to be as normal as they can be, but also I have the other kids that I did think of as well.

However, she went on to contend that every child should have equality of opportunities and when one witness's teachers providing equality of educational outcomes one gains an appreciation of educating the least advantaged. She stated:

So you know that challenging but I do believe that every child should have the opportunity to learn something. You know I think it's interesting because I can look back over the years and I don't think I truly believed that until I became the administrator and was in the classroom and seeing what kids were doing that I really believe that now.

I see little kids where you might think it's a waste of time for them to be there but when you see the light bulbs go off the littlest things for them to do or that teacher and group of assistance that were part of that and so you helped them over that little hurdle where they can do something now.

Principal Darling appeared to have had mixed emotions regarding her belief in the idea of

the greatest benefit of the least advantaged. Based on the quote above it was evident that she knew how important it was for special education students to be in the general education classroom though she also stated the possible disadvantages to those with the most benefit. I do believe from speaking with her and her teachers through interviews that she does *truly* have the students, all students, and their best interest at heart and was torn on how to make that happen in a way that best met the needs of all her students.

Morality and Virtue of Social Justice. Principal Darling believed that to educate children to function in the world academically and socially as independent human beings was the crux of education. Principal Darling stated in her interview, “If in schools they can learn to have empathy for others who are different in various ways, whether it’s cognitively or socially, then the teachers and staff at the school have done their job.” Despite her ambiguity surrounding her belief in the greatest benefit of the least advantaged, Principal Darling understood and advocated for all *stakeholders* to come together for the benefit of all students to provide them an equal opportunity to become productive members of society.

Patterns Across Cases

The theme that principals did not have a social justice consciousness driving their leadership practices recurred in both cases. The practices of both principals embodied several tenets of social justice without a perception of a social justice consciousness. For example, the principals recognized the changing needs of students within and outside of school as a result of the shifting demographics. Even with limited resources and pressures of state mandates, Principal Davis and Principal Darling addressed students’ learning and social needs by putting systems and equitable academic programs in place (e.g.,

counseling and tutoring). They made concerted efforts to work with teachers and communities to provide equitable educational opportunities for all students. The principals confronted tensions of student needs while trying to maintain high performance ratings for their schools.

The difference between approaches taken by Principal Davis and Principal Darling were slight and occurred as each made concerted efforts to work with district office, teachers, students, and programs on behalf of students. Some of the variations in their actions were due to the vagaries in the contexts of their schools, neighborhoods, and district.

Principal Davis approached teachers from a student-centered perspective. She voiced her support continually to her teachers assuring them that she knew how hard they had been working and how frustrated they were with the lack of resources and shift in student demographics. Teachers had her full support, and Principal Davis was willing to help in any way possible; she reviewed the data with her teachers and offered advice when solicited and/or warranted. She also had high expectations that they would focus on moving each student forward. Teachers were expected to teach and reteach until all students reach 80 percent on formatives. Families were approached from a “collaborative” perspective. Principal Davis wanted them to know and feel that together they would support their children. She attended all family-centered events and encouraged parents to schedule a meeting with her if they had any concerns. Principal Davis approached community businesses from a “caring” perspective; one that invited them to help students stay on the right track, as was evident by their posting the ACT statement in their windows and partnering with the school for various fundraisers.

Principal Darling approached teachers from a “personal” perspective. Due to her longevity and that of her staff, she knew them on a personal level and addressed them accordingly in the ways in which they work with students. Principal Darling and her staff had been through many educational initiatives and changes together. They knew what would have to be done to be in compliance and did so at their own pace. In addressing parents Principal did so from a “caring” perspective as she had families for several generations. She had built lasting relationships with many of her families, and they often would drop by without an appointment to discuss a concern or just to chat. Principal Darling shared that parents often referred to Mosaic as Principal Darling’s school. Grandparents returned to volunteer in classrooms as they felt a part of the school. Principal Darling had many community business connections, since her husband was the CEO of the local Convention and Visitors Bureau. She used her connections to provide unique opportunities to her students. For example, as noted earlier, a local movie theater allowed her the use of their facility free of charge to hold a “Red Carpet Award” ceremony for students. Students were honored as celebrities are for doing their best in school.

Overall, the interpretative synthesis of data on the practices of both principals showed fundamental similarity in one regard and slight difference in the other regard. Both principals exhibited social justice practices to reach all students needs despite a lack of social justice consciousness. They may have used different approaches in implementing those practices, yet the practices themselves were evident.

Within-Case Description of Leadership Practices Intersecting with Social Justice

Theme: Principals' contemporary leadership practices imperceptibly combined social justice leadership tenets to influence teachers and promote equality of educational opportunity for all students.

The leadership concepts supporting this theme are change theory, organizational culture, transformational leadership, and instructional leadership as they intersect with social justice leadership to provide equality of opportunity for all students.

Tenets of change leadership, organizational culture, transformational leadership, and instructional leadership were all evident as they intersected to some degree with specific tenets of social justice leadership by both principals in the study. Following I provide a description how of each principal influenced teachers and promoted equality of educational opportunity through the intersection of selected contemporary leadership theories and practices combined with a degree of social justice leadership.

Case Study I: Principal Leadership Practices

This section focuses on how Principal Davis from Cactus Wren Elementary School influenced teachers and promoted equality of educational opportunity through the intersection of selected contemporary leadership theories and practices combined with a degree of social justice leadership.

Cactus Wren Elementary School. According to the interviews from all participants, it is evident that Principal Davis's practices involved an intersection of contemporary leadership theories and aspects of social justice leadership tenets. As mentioned earlier, she advocated for her students; showed genuine care for her students, staff, and community; promoted primary goods and capabilities approach for all students;

believed in the greatest benefit of the least advantaged and approached leadership from a moral and virtuous perspective. She enjoyed helping her staff work through challenging decisions associated with the newly diverse student population and realizing that change is the constant and that they need to keep up with that reality while valuing and honoring the past traditions. She had the best interest of the district, school, teachers, students, and families at heart and takes a very structured, thoughtful approach to success for all.

Change Leadership Intersecting with Social Justice Leadership. According to Fullan (2001), educational leaders connect deeply with the moral purpose of education to inspire their staff to accept change. Principal Davis does this by communicating the values, purpose, and importance of the school's mission to her staff. Her philosophy is one developing future citizens of a democratic society who have the ability to solve problems and think critically. She communicates this to her staff yearly and models it daily through her interactions with staff, students, parents, and community members. According to Principal Davis, she interacts with the teachers, they interact with their families, and the families interact with the kids. "So it's sort of the umbrella," she says. Principal Davis is straightforward, yet flexible. She will tell her teachers what she wants, how it should be done, and the expected outcomes, though if they feel that there is another strategy or approach that could be more effective she supports their trying it for a few weeks and reporting back to her. Principal Davis understands that change is complex, takes time, respects resisters, appreciates the implementation dip, and creates a culture of trust in her school.

She has created a culture of trust and respect built on a common moral commitment (the ACT statement). She openly communicates changes to her staff and

values their input. She understands that change is difficult and does not believe in adopting a program or curriculum for adoption sake or because it is the newest and greatest in the educational arena. Several teachers commented that she truly listens to everything they have to say and makes decisions based on their input. If that decision is not effective then she brings the problem or issue back to the table. She is a collaborative leader, as is evidenced by the statements from her teachers. By involving her staff in hard to solve problems she is able to implement change successfully.

Principal Davis is known by her staff to value their opinion, try new strategies, communicate clearly and openly, and respect and uphold confidentiality. Theoharis (2007) states that social justice leaders implementing change communicate purposefully and authentically, develop a supportive network, work together for change, keep their eye on the prize, prioritize their work, engage in professional learning, and, most important, build relationships. Reviewing the data on Principal Davis, it is clear that she combines the tenets of change leadership with those of social justice leadership in her school for the well-being of all her students and staff and their families.

Organizational Culture Intersecting with Social Justice Leadership. A leader for social justice promotes a set of beliefs and values that all students regardless of race, gender, socioeconomic status, natural rights and abilities, position, and ethnicity deserve equal access to a free, public, quality education. According to the interviews from all participants, it is evident that Principal Davis's practices involved an intersection of organizational culture and social justice leadership tenets. Through interviews, several teachers commented that Principal Davis built a culture based on high expectations and a belief that all students are entitled to equality of opportunity. She believed that each

student deserves to receive educational opportunities designed to meet their individual needs to be successful in school and society. If a student is not growing academically, then the expectation is that the teacher determine the problem and create a solution to ensure their success. This train of thought coincides with changing from a culture of teaching to a culture of learning. A culture of learning, according to Theoharis (2007), is one where teachers go beyond what is expected to ensure that all students are learning the material. Principal Davis pushed her teachers to ensure that all students learned the material. She and her staff implemented the RTI or leveling process to provide students academic concepts at their ability level, which enabled them to learn the material. Students are motivated to learn when the curriculum is relevant and allows them the opportunity to master concepts at their own pace.

According to Kenny et al. (2009), a principal's leadership for social justice affects the school's culture and climate, instruction, and student outcomes. Principal Davis promoted a set of beliefs and values based on the notion that all students regardless of race, gender, socioeconomic status, natural rights and abilities, position, and ethnicity deserve equal access to a free, public, quality education. In Principal Davis's opinion, advocating for the ACT statement "is basically to advocate for social justice." She truly believes that through modeling the ACT statement and PBIS, staff and students have a common language to promote positive behaviors and how to treat each other with respect. A positive school culture allows teachers and principals to focus more on academics than on disruptive behaviors. Principal Davis believes in educating students academically, socially, and emotionally to promote their success at school and home.

To achieve academic success, she believes that it is important to teach and then to

assess students and analyze the data as a team to determine whether a student needs to be retaught or enriched. At the beginning of the year, a fifth-grade teacher recounted, “One of our first meetings of the year is the principal has us get our AIMS scores from the year before, so the students that were in fourth grade and are now in fifth grade, we get their scores, we look at them and we walk through them and start leveling them out. We spend a good three to four hours making our groups, looking at them, seeing where we need to help them, based off of their test scores.” Principal Davis holds weekly grade-level data team meetings at lunch where every grade level meets with her, the assistant principal, and student achievement teacher to review formatives, benchmarks, and other assessments. She expects her teachers to know and understand their students’ needs, academically, socially, and emotionally. She provides them the opportunity to get additional pay for making home visits. Principal Davis reinforces the idea that understanding your students in all areas is critical to building a strong classroom culture.

Principal Davis has created a culture based on fair and equitable treatment of students, high expectations, and inclusion—all tenets of social justice leadership. Principal Davis recognizes the change in student diversity and truly believes that parents are sending the school the best they have and that they want the best for their children. She reiterates this to her staff by letting them know that she understands the challenges associated with the demographic shifts and that it is their job to embrace, honor, and value the diversity of the students. Transformational leaders for social justice focus on the higher-order psychological needs for esteem, autonomy, and self-actualization while creating a moral commitment between leaders and followers based upon the moral questions of goodness, righteousness, duty, and obligation (Sergiovanni, 2009).

Transformational Leadership Intersecting with Social Justice Leadership.

According to the interviews from all participants, it is evident that Principal Davis's practices involved an intersection of transformational and social justice leadership tenets. Principal Davis had a love and passion for mentoring developing leaders. According to Bass (1985), transformational and instructional leaders focus on development and mentoring of their staff in an effort to maximize their potential while taking into consideration their individual needs. One example of how Principal Davis does this is by providing her teachers with every opportunity possible for professional development (for example, instructional facilitators, leadership team, literacy and cognitive coaches, conferences, and in-house professional development). Individually, teachers are able to create educational extra plans (EEP) for afterschool tutoring, clubs, and the like, and if the plan is approved they are paid a stipend for their work. The funds for the stipend are built into the school's maintenance and operation budget. The plans are based on the needs of students that teachers have recognized through their review of data. The home visits provide teachers the ability to view the student's world from a different perspective. Kose (2009) states that transformative learning allows principals to acquire new levels of perception and insight into the realities of others worlds.

Through the creation of data review teams, Principal Davis distributed internal data and created both a common time and space for the team to review the data and an inclusive system for acting on the information. Teachers reviewed the data together weekly to determine whether the student needed to be retaught or enriched. This gave the team a sense of shared responsibility for the students and their learning. It also created a collaborative culture. By being a part of the teams, the principal showed teachers that she

valued their input, ideas, and efforts to provide educational opportunities for all students. While I was an observer at several data team meetings, it was clear that the teachers had a positive relationship with the principal through their body language, casual conversations, and sharing of candy. The principal encouraged the data team leader and teachers to control the meeting while she participated on an as needed basis, often at the request of a teacher. During the meetings the principal did not take an authoritative position, but one of a friendly participant by listening to ideas, asking questions, affirming decisions, and deferring questions back to the team unless it was one that required her specific knowledge.

It is apparent that Principal Davis evidenced social justice leadership. She did not do this with a critical consciousness for social justice, though, as is evident in her lack of the utilization of specific tenets, such as challenging staff to use culturally sensitive curriculum, having conversations specifically around combating inequity, and empowering marginalized groups.

Instructional Leadership Interesting with Social Justice Leadership.

Instructional leaders for socially just schools work actively to recruit and hire a high-quality, diverse teaching force, and to support that teaching force through effective professional development (Marshall & Oliva, 2006). As an instructional leader, Principal Davis supported the professional development of her teachers by providing leadership opportunities and the necessary professional development to be successful in their new leadership roles. She does not believe in purchasing a program for the sake of using the most current gimmick in education. She does believe in allowing her teachers the autonomy to be creative in developing curriculum and using teaching practices that best

fit the needs of their students. In her interview she stated that her belief “is that we always need to be looking at best practices and ensuring that our teachers are fully trained and competent in best practices in terms of instructional delivery, mastery learning, and that if those things are occurring students are showing growth and/or were identifying why they’re not and putting remedial programs in place and so my way of thinking is not that I don’t care about the measurement, but I care more that all students are growing.”

Principal Davis expects teachers to have high expectations and consistent evaluation systems in place for their students, and she models the same practices in her expectations and evaluation systems of her staff. Principal Davis provides her teachers the autonomy to create lessons that engage their students and to teach in a way that will achieve the desired results. Included in their autonomy is the expectation that all students will grow, and this is reviewed weekly in the data teams. If students score below 80 percent on their formatives, the expectation is that teachers will reteach the concept until the student has it mastered. Being a participant in the data meetings, Principal Davis has insight into students’ scores and what her teachers are doing to ensure student growth. This insight can then be used as part of the evaluation system.

As is evidenced through the interviews with Principal Davis and her staff, she engages in effective instructional leadership, builds the professional capacity of her teachers, develops learning communities, engages in collaborative and consultative decision-making, and develops her staff to be intrinsically motivated.

Summary

When discussing social justice, Principal Davis mentioned equality of opportunity and the need for leaders to be aware of diversity, culture, and ethnicity. From her

perspective, the issue with social justice in Arizona has to do largely with “Arizona-Mexico border types of things, such as the political climate and the acceptance of or not cultural diversity and second language issues.” Principal Davis is unique in the fact that she is aware of these concerns and relays them to her staff. Throughout the state, social justice is not discussed openly, and curriculum and structures are not in place in SPES to address the changing demographics. Moreover, according to Furman (2003) and Shields (2010) with the increasing ethnic and racial diversity in SPES principals must grapple with the distribution of resources for students marginalized or “minoritized.” “This situation will become increasingly acute since students of color are projected to comprise 46 percent of our school-age population by 2020” (Marshall, 2004, p 7).

Principal Davis’s practices represent knowledge and understanding of the following selected contemporary leadership theories: change leadership, organizational culture, transformational leadership, and instructional leadership, the last being the weakest of the contemporary theories supported through the evidence. It also represents the degree to which she employs tenets of social justice leadership to influence teachers and promote equality of opportunity for all her students. At Cactus Wren, a kindergarten teacher summed it up: “I think from my principal to the district superintendents, I think everybody has the best interest of the entire district as a whole at heart. I think as changes come they’re not like fly by the seat of your pants. It’s looking at what’s best for our teachers, looking at what’s best for students, looking at what’s best for our families and taking a very structured, thoughtful approach to it.”

Case Study II: Principal Leadership Practices

This section focuses on how Principal Darling from Mosaic Elementary School influenced teachers and promoted equality of educational opportunity through the intersection of selected contemporary leadership theories and practices combined with a degree of social justice leadership.

Mosaic Elementary School. Principal Darling's longevity at her school and that of her staff has led to positive relationships that enabled her to influence her teachers and promote equality of educational opportunity for all students.

Change Leadership Intersecting with Social Justice Leadership. Social justice leaders build relationships based on issues of inclusion, power and influence, acceptance and intimacy, and identity. Member differences are valued, accomplishments are recognized, teamwork is encouraged, and a common language is created (McKenzie et. al., 2008). According to the interviews from all participants, it was evident that Principal Darling's practices involved an intersection of change and social justice leadership tenets. In her interview Principal Darling commented on the meaning and difficulty of her changing relationship with teachers after transitioning from being a teaching colleague to the assistant principal and then principal at the same school:

In fact, that's probably in the negative, because they get to know those friendships that you developed, and then all of a sudden I was their boss. And then it was hard for me because I was isolated and away from the people that I used to go out, happy hour, or we would hang out or go do something. No longer was I invited to do that because now she's my boss and um that was difficult at first, but for the most part I think they all accepted it very well and have been good.

Principal Darling added observations about the difficulty and benefits of the transition.

I had a couple bumps in the road where people were (echoed in comments like) I'm older than you and how dare you tell me what to do type thing. For the most part they've all been very supportive and appreciative that I'm here. I wouldn't recommend it to everybody. If I was younger and going to be continuing in this, I probably would look for a different experience because everything I know is here, people are starting to say oh its Diana's school. No, it's not my school, but I've been here long enough that that's kind of the perception, but on the flip side of it it's awesome because many of our families I've gone through with them, with their whole families, and so our school has become a big family because of that.

Her insight about the advantages of lack of change and establishment of culture demonstrated a link to principles of social justice (e.g., caring).

Staff doesn't change, I haven't changed and so the families have really embraced that and so I think that the culture that has been built here is incredible. If you would ask the parents I think that is the first thing they would tell you is the caring and the love that comes from this school that embraces the families. You don't find that at a lot of schools.

Despite the difficult transition, there have been benefits over the years, for Principal Darling has rebuilt the trust and acceptance with the teachers she once had as colleagues and now as their principal. The school is twenty-five years old, she has been there for eighteen years, and much of the staff has been there since it opened and are ingrained in their practices and philosophies. According to her, it took ten or eleven years to make some changes—which exceed the five to seven years that change, according to Fullan (2001), takes to be fully implemented. As is noted from the data of my study, the time

frame is dependent on various factors. Fullan (2001) argued that the goal in the change process is to transform the culture, appreciate the implementation dip, know that change is complex, and respect resisters. Principal Darling acknowledged the importance of respecting the resisters and in her first year as principal started a retreat at the beginning of the year, naming it “under construction” and providing all staff with construction hats and tool belts made of educational materials to develop the involvement of the teachers in a fun and positive way. When she first started, teachers pretty much hid in their classrooms and did things their own way. There was no common vision or mission, and collaboration was unheard of. It is my interpretation that the personal account of her difficulty with change is where the transformation from using specifically contemporary leadership theories to combining them with specific tenets of social justice leadership happened. The continuing retreats at the beginning of the year were Principal Darling’s way of communicating to her staff her vision and mission for the future of her school, for staff, students, and the community.

In accordance with Fullan’s (2001) framework for change, Principal Darling supported having a common language, developing common goals and procedures for solving problems that allow for knowledge creation and sharing. Principal Darling worked through the ambiguities and complexities of hard to solve problems, by involving her staff in the implementation of change. She was in tune with the stress her teacher’s were feeling from dealing with the teacher evaluation and accountability changes instituted at the state level, as well as the student demographic changes. To alleviate teacher anxiety and stress Principal Darling planned on meeting with each teacher to review the changes in the evaluation instrument. Since the instrument involved student

growth using academic achievement data, she asked teachers to bring data to the meetings to review how to best use it. She was having teams meet at the beginning of the school year to review their grade level data, create student goals in reading and math, and determine how to assess those goals knowing the data would be directly related to a portion of their summative evaluation.

According to my interpretation of the data, Principal Darling has created a moral purpose that provided stability for all stakeholders based upon their shared history. The process of implementing change, such as leveling students, due to the demographic shifts took a long time to implement, but once in place was embraced by all as is evident in the internal and external relationships built and positive culture and climate of the school. It is critical for a leader of social justice to understand and be able to implement change in the school culture. What is relevant here, according to Schein (2004), is the transformation of the change, which consists of dispelling anxiety associated with new learning, overcoming resistance to change by creating psychological safety for staff, and focusing change goals on concrete problems, which Principal Darling was able to do with her staff because of their long-standing relationships.

Organizational Culture Intersecting with Social Justice Leadership. Principal Darling's practices involved an intersection of organizational culture and social justice leadership tenets. Principal Darling built a culture based on her belief in children and her educational philosophy, educating students to be independent human beings academically, socially, and emotionally. According to her, "it doesn't matter, students' race, religion, or intellectual capacity, the job in public schools and of all educators is to educate students and do whatever is necessary to help students grow." She was

supportive of leveling, providing students with curriculum at their level to best meet their academic needs. She met with parents to review the leveling process and explained why their student was in a specific class or group. Principal Darling encouraged staff to collaborate with each other so that they were all on the same page and could learn from each other. She created a very safe, family atmosphere where teachers felt supported by each other and the administration. Schein (2004) states that culture change is always transformative change and requires a period of learning that is psychologically uncomfortable. In schools that promote social justice, veteran teachers have to change from a culture of teaching to a culture of learning, which Theoharis (2007) states is essential to promoting social justice. To go from a culture of teaching to a culture of learning for a veteran staff is often very difficult and time consuming. Principal Darling had to dispel their anxieties, prove that it works, and focus on concrete goals.

The teachers at Mosaic Elementary School commented that Principal Darling created a culture of collaboration (another tenet of social justice leadership) and team work through valuing staff input, allowing them time to process changes, communicating regularly with staff, listening, empathizing, and knowing them individually. She provided constant support and training in areas of need. She made changes fun and showed her staff the benefits to them and the students. One teacher noted:

Our principal has done a lot, she has us come in and do a long day of preplanning for the whole year, so we don't have to do that on the days that were a contract and by doing that she gives us a vision for the year and we work in groups and talk about what we're going to do and how we're going to do that. So it kind of sets the tone for the whole year with the organization.

Principal Darling's values and beliefs were well known and shared among her staff. She believed in providing students what they needed to succeed, whether it was a program, materials, resources, etc. Several teachers mentioned the programs surrounding teaching tolerance, acceptability, and kindness (i.e. Ben's Bells, Project Wisdom, no bullying, etc.) that she personally promotes daily on announcements and through her interactions with the students, staff, and community.

The school theme for academic year 2011–2012 was, "Be kind, believe, and be the best you can be." Every morning Principal Darling recited words of wisdom (messages about anger, courage, caring, and the like). They were sayings and stories that she read to the children, and at the end she repeated the main theme and said, "Have a great day; the choice is yours." On occasion she would say, "Your only duty is to do the best you can, so let's do our duty today and do your personal best. This is Mrs. Darling; make it a great day, the choice is yours." According to the teachers, students have heard the same message for the past eleven years.

The students' incentive program for making good choices and reaching personally set goals all four quarters was an Oscar award, and the students who were recognized for going over and beyond were taken to the Academy Awards. Principal Darling also demonstrated understanding the importance of engaging the community in the school and often attended various community functions garnering support for her school. She believed in supporting her staff and students in a variety of ways to show them how much they were valued.

As a way of supporting school culture and building community, on many occasions she performed lunch duty for her teachers so that they could have more

planning time. By being visible on campus and in the community, Principal Darling had interactions and direct knowledge of the students, staff, parents, and community members. Staff, students, and community members feel comfortable approaching Mrs. Darling and communicating their feelings and ideas.

My interpretation of the evidence is that Principal Darling's leadership practices clearly indicated how she valued internal and external stakeholders and used her deeply seeded relationships to provide educational equality for her students. As Kose (2009) believes, transformative cultural leaders promote shared responsibility for all students, connect schools with social justice, and cultivate collaborative learning. Transformational political leaders build schoolwide support for change and capitalize on external resources.

Transformational Leadership Intersecting with Social Justice Leadership.

Principal Darling's leadership practices involved an intersection of transformational and social justice leadership tenets. In order to move from a culture of teaching to a culture of learning Principal Darling moved her staff from individualism to working as a team. It took a long time, but with an open culture where teachers felt psychologically safe to share her staff started collaborating. Together they developed a shared mission based on the premise that the students belong to all of them. Teachers were asked to reflect on their practices and were reminded that they were there to serve children. Since the majority of teachers had been in the profession for more than ten years, they needed more time to process innovation and constant reassurance that what they were doing would help students and that it was not a new fad or gimmick.

On Tuesdays, the students were released early from school to provide time for teachers' professional development and collaboration. Teachers in the intermediate

grades leveled their students in language arts and math. Leveling requires intense amounts of collaboration and access to each other teachers' grade books. Tuesday provided the teachers the time they needed to review students' assessments and level them for the following week. According to the teachers, Principal Darling was supportive of leveling and allowing teachers to use that time to ensure student success. Along with leveling, Principal Darling focused teachers' attention on intervention using the RTI model and spent an entire retreat reviewing student data. Part of the reason she pushed her staff toward interventions and leveling was due to a new state mandate that stated if a student in third grade did not pass the AIMS test by 2014, the child would be retained. Principal Darling remarked that it was the principal's job to track those cohort groups and make certain that systems were in place to address their deficiencies so they were prepared to take and pass the AIMS tests in third grade. Principal Darling has evaluated her staff for the past twelve years and was confident in their ability to teach. She stated that this year she was not going into the classroom to watch a lesson for their evaluations, instead she was going to sit down with them one-on-one to discuss their students and the teachers were going to talk to her about their data and what they were doing to show how their kids were growing.

Transformational leaders for social justice convert followers into leaders (Bass, 1985). Principal Darling worked hard to convert followers into leaders. She knew that change at her school would always be a challenge because her school was rooted in tradition and the staff had been there a very long time. She realized the importance of knowing who her key people were on her leadership team and individually dropped seeds or ideas to them during leadership team meetings. She empowered them to go out and

discuss the ideas with their colleagues and bring the information back to her. This individualized attention allowed her the time needed to nurture and empower her staff. A positive of the staff's veteran status was that as Principal Darling commented, "We just kind of run like a well-oiled machine and everybody does what they need to do and we work hard for kids." Teachers followed her because they believed that she knows what she is doing and that what she is doing is in the best interest of the students. They took initiative because she empowered them to be leaders.

Instructional Leadership Intersecting with Social Justice Leadership. Social justice leaders need to hold teachers accountable for teaching a rigorous, standards-based, differentiated, culturally responsive curriculum and pedagogy (Kenny, 2009). Principal Darling's practices involved an intersection of instructional and social justice leadership tenets to a very small degree. She did provide professional development and time for her staff to collaborate, level, and use response to interventions. Her staff was not challenged to incorporate culturally responsive curriculum and pedagogy. She did not hire a diverse teaching staff. Principal Darling did believe in providing all students equal opportunity, as is witnessed by her comment, "We have so many different programs here that we can take all kinds of kids. We even have a class called choices for students who the next place for is probably juvenile hall or they will be in jail."

Despite her incorporation of culturally responsive curriculum and pedagogy it is clear that Principal Darling provided a place with qualified teachers for all students to learn, even those who would possibly be deemed by society as failures. "They are emotionally disturbed kids who throw tantrums, throw chairs; you know, it's really bad. They've hurt other kids and things like that. So I think that makes us an advocate in

education for kids, for all kids because we have so much to offer.” To make sure that all children have what they need to succeed is the belief held in her heart.

Summary

Principal Darling despite her lack of critical consciousness did intermingle tenets of social justice with those of selected contemporary theories to provide students equality of educational opportunity. She was truly an advocate for children, and with the skill and knowledge she possessed, she did everything in her power to change her staff from their traditional way of thinking to a more contemporary collaborative culture where they embraced the idea that students were shared by all and it was their responsibility to ensure their success.

Patterns of Principal Leadership Across Cases

Based on my evidence, the discussions with the teachers and principals, and my observations, the principals did not appear to have a clear concept of the tenets of social justice leadership and did not implement or promote culturally responsive curriculum and pedagogy. Principal Davis did appear to have a broader knowledge base on the topic of social justice than Principal Darling. Principal Darling was much more in tune with how to use the relationships she had built over many years to implement change. I believe that Principal Darling was also very reflective during our interview when answering questions about her leadership and social justice. Both principals were well aware of the demographic shifts and the idea that students’ academic and social levels were more varied and systems needed to be in place put to address those needs. They did, however, support student differences and equity through traditional activities, in order to promote cultural awareness, such as Martin Luther King Day. While these recognitions are highly

significant and indeed an important aspect of equity at the schools, there still was no evidence of critical social justice consciousness or uniform pedagogical practices continuously promoting equity for all students. The principals and teachers did in fact recognize and address individual academic, social, and emotional needs more from contemporary practices.

Both principals appeared to understand and practice contemporary leadership theories, yet were unaware of their connections to social justice leadership. Both principals understood the importance of building relationship with their staff, students, families, and the community. They advocated for students and put practices in place to help close the achievement gaps through the use of RTI and leveling. They provided professional development for their staff around analyzing data, creating assessments, and placing students in groups for either enrichment or reteaching. They promoted a positive school climate and culture by being visible, knowing their staff, students, and community. They both promoted the idea of respecting diversity in their schools with all stakeholders, yet hired mostly white teachers. Teachers followed them because they believed they knew what they were doing and had the best interest of the students at heart.

There were few conversations with staff or shared leadership practices specific to promoting social justice in their schools. The lessons learned were that principals and teachers did not discuss nor were not aware of relationships between contemporary leadership practices and social justice principles in addressing student's educational and social inequalities.

Discussion of Findings

In my study, I have sought to understand the principals' perspectives on leadership for social justice in two Arizona suburban public elementary schools undergoing shifts in students' demographic diversity. I was aware the principals were accustomed to contemporary leadership practices. I wanted to know the effect on those leadership practices when principals were confronted with educational inequalities faced by the least advantaged students entering schools. I was aware that the principals managed high-performance schools and were considered instructional leaders. A premise of my proposition was that principals would recognize the students' educational inequalities and use social justice practices. Indeed, the principals recognized the inequalities and used social justice tenets, but they did so without perceiving that it was happening and without a social justice consciousness.

The conceptual framework, research questions, and propositions guiding this study focused on four primary areas: principals' recognition of the social and educational inequalities accompanying diversity of students' demographic changes in schools, the presence of social justice leadership in principals' practices, principals' and teachers' perceptions of the principal's leadership practices owing to the changing demographics of the schools, and how principals intersected contemporary and social justice leadership.

Expected findings included the existence of changing demographics, reinforcement of information on the upsurge of poverty and the achievement gap, and the stability of predominantly white females in education. The findings confirmed that aspects of social justice were present in SPES despite a critical consciousness and that specific tenets of social justice leadership (advocacy role; understanding and care for all

students; understanding primary goods and capabilities; understanding the greatest benefit of the least advantaged; and understanding morality and virtue of social justice) existed to some degree and that principal's contemporary leadership combined with those tenets did influence teaching in SPES undergoing changes in students' demographic diversity.

When asked the question about social justice, the principals in both schools considered social justice relevant in their schools due to the shifts in demographic diversity over the past five years. Principal Davis noted that "injustices occurred daily" and believed that talking openly about what that looks like may prevent it from reoccurring. Principal Davis believed that "injustices are a reality, and until people are really aware of, acknowledge, and value diversity unacceptable decisions are made in schools, communities, and states that do not support a group or an ethnicity." This belief about awareness and valuing diversity is supported by the work of Theoharis (2007) and what he identified as characteristics of a social justice leader. Principal Darling stated, "If there are kids who need something, the staff in the school will sit down collaboratively to determine how to best meet those students' needs."

When asked the question and probed, to some degree teachers believed that aspects of social justice were practiced by their principals. However, analysis of the data on teachers' perceptions revealed that more often than not they were unsure of the actual definition of social justice. Their lack of awareness could be attributed to the fact that, as Niesche and Keddie (2011) state, educational leadership scholars have been primarily concerned with the various models surrounding best practices not with addressing social justice. Teachers at both schools believed that their principal were advocates for all

students and implemented strategies they believed would enable staff, students, and the community to gain a better understanding of each other and learn to appreciate each other's differences and care about one another through the implementation of the ACT statement, PBIS, Ben's Bells, and Project Wisdom.

Teachers also believed that their principals truly wanted students to succeed and were willing to provide students equal access to a free, public, quality education regardless of position, race, gender, ethnicity, SES, natural skills and abilities, and geographical location. The teachers perceived their leaders as striving to meet the needs of each individual student with the resources available to them.

Both the principals and teachers sensed a need for changes, acted on the need, and had a moral purpose based on the changing demographics in SPES. Unfortunately, as the resources from the state declined, so did the resources available to schools. As the resources declined, the teachers' frustration levels, class sizes, and accountability levels increased. The increasing needs and decreasing funds caused tensions based on knowing what the students needed to be successful and what they were available to offer with limited funding.

The data I collected from the interviews and my interpretations of the data revealed a consistent message that validated the principal's use of specific social justice tenets. However, the literature and my research have illustrated the differences in principal leadership based on the context of the schools. The lesson learned from my research is that although social justice was not discussed openly, the principals and teachers used specific tenets of it in their practices. The absence of their discussions may be due to a reluctance to speak about race and ethnicity, though they seemed to have safe

discussions around socioeconomic status. If principals and teachers had a social justice consciousness, they may have considered rejecting colorblindness and the idea that sameness is not synonymous with equality. According to Tarca (2005), white people associate colorblindness with being free of prejudice. Principals and teachers adhering to the colorblind ideology believe they are acting in the students best interest by “not seeing” their race.

The two suburban public schools benefited from education and social advantages and rewards until shifts in student demographic diversity made it harder on educators to have all students experience educational opportunities and achievement. I argue that within the social and educational context of the changing demographics in the two suburban schools, educators became more aware of a society where advantages are unequally distributed (SES, achievement) and relevant to educators’ perceptions of what educational equality requires. In my opinion, the educators understanding of advantages and educational equality gave them reasons for tackling wider inequality. One way to approach educational inequality is to provide professional development on changing demographics to principals and teachers. Professional development, to the best of my knowledge, did not exist on changing demographics and dealing with the challenges associated with changing demographics such as poverty, academic performance, and race (a decrease in white students). However, teachers in Case Study II constantly credited their principal for providing opportunities for professional development associated with leveling and response to intervention.

Recommendations and Implications

In some urban areas, when faced with similar demographic shifts, principals and teachers use a social justice leadership perspective. In some suburban schools, principals and teachers are unprepared for the challenges of demographic shifts. The increased student diversity in some suburban communities affects schools and classrooms.

Principals and teachers accustomed to suburban advantage and majority white student populations are now confronted with students from poor backgrounds and with changes in race and ethnicity. What I have learned in this study is that they were forced to change their perspectives, practices, and beliefs to deal with social and educational inequalities.

Some white families entered into poverty owing to the economic collapse in the suburban neighborhoods (i.e. parents lost jobs and financial investments, some homes were foreclosed, and in order for students to stay in the district some families doubled up in a house). This showed the complexity of shifting demographics that included changes to the socioeconomic status of white families and children living in both districts. These social inequalities experienced by these families and children contributed to principal's awareness of the altering demographics and varied educational needs of the students.

A second finding was that suburban school's attendance boundaries changed to incorporate outer-ring neighborhoods (some rural in one school) with more families living in poverty. One of the schools opened their boundaries to include outer-ring suburbs, and the other had more apartment complexes open in their boundaries. Both principals and several teachers mentioned the boundary changes and their effects. Principal Davis noted the Arizona-Mexico connection in relation to the migrant students new to her school, and several teachers commented on the expanded boundaries and the

students that expansion brought into the school. Principal Darling, along with several of her teachers, mentioned the number of new apartment complexes that were built within their boundaries over the years since the economic downturn. Principal Davis appeared to have a broader perspective in relation to social justice than Principal Darling. The age of her staff, which was much younger than that of Principal Darling's staff, had a large effect on the school. Principal Davis was able to mold and guide them in ways that would have been much more difficult if they had been a veteran staff of the kind Principal Darling led. It appeared to me that Principal Darling was much more cautious in her practice. She and her staff both mentioned the influx of families from apartments and the changes they brought to the climate of the school.

A third unexpected finding was that poverty trumped race. The increase in child poverty and the effects on student academic and social achievement were discussed more often and openly than were the increases of race and ethnicity. In my discussions with teachers and principals and my observations, it was apparent that all participants found race and ethnicity difficult to discuss. As the number of white students in poverty increased, it was easier for the participants to discuss poverty and issues related to poverty while ignoring race and ethnicity. If race and ethnicity were brought up, it was in reference to having a colorblind ideology.

A fourth unexpected finding was that a colorblind ideology prevailed, as well as a hesitancy to confront racial diversity. Principals and teachers need to be aware that the colorblind ideology reinforces racism (Tarca, 2005). It is important for all educators to "see" people's differences and respect and value them for who they are. According to Fryberg and Stephens (2010), truly "seeing" others will increase their sense of belonging,

sense of self-worth, and life outcomes. This connects to a lack of social justice consciousness demonstrated by participants.

Both schools encountered demographic shifts for the first time and were learning together how to best meet the increased needs of the students and their families.

Implications

As the portion of children attending SPES increases, the social, economic, and educational consequences become quite different. Student's shifting demographic diversity in SPES is primarily an issue of social justice due to the need for equality of resources to help educators provide equality of opportunity for all students. This analysis has demonstrated that principal leadership did take on a social justice orientation, and its critical manifestation of this distinction was tied beyond contemporary leadership factors. I suggest that although principals and teachers did not have a social justice orientation, their practices beyond contemporary leadership are consistent with political philosophers' and education researchers' notions of social justice tenets of providing educational opportunities for all students, particularly the least advantaged, and reflect an understanding of inequality faced by the students owing to ethnicity, socioeconomic status, and achievement gaps. The following are concrete recommendations for practice and implementation of social justice leadership for theory, practice, and policy.

Recommendations

My analysis and findings indicate that the two suburban schools needed to establish institutional principles and mechanisms, beyond directives from state policies, to prepare and support principals and teachers for the tensions associated with shifts in students' demographic diversity. An established mechanism would perhaps include

monitoring and forecasting community demographic shifts that contained changes to the socioeconomic status of families, school boundaries, and enrollment patterns.

Institutional principles would perhaps include accepted rules of action, such as continuous professional development, to deal with the changes of past suburban advantages and new disadvantages faced by educators. The professional development would necessitate addressing the needs of a stable white teaching force to learn the nuances and implications of the student demographic diversity.

The analysis of robust principal and teacher narratives revealed their clear understanding of the challenges faced and tensions created by educational policy mandates to increase test scores while trying to provide equal educational opportunity. This presents a major problem, since testing, core standards, accountability, and evaluation of educators appear to not be calibrated to deal with the changing demographics that sets new courses of action for educators to achieve.

From the standpoint of educational policy, the emergence of new practices replacing old practices requires professional development and the creation of professional learning communities that deal with some of the walls educators must climb to avoid deficit thinking, colorblind ideology, and the idea that sameness is synonymous with equality. Understanding data (relationships between demographics and student achievement) and acknowledging that academic achievement is one piece of the puzzle while taking into account the whole child is important in understanding the individual needs of all students. This is superior to being colorblind and ignoring the perils of poverty. I maintain that shedding these types of practices and embracing diversity holds promise to the education of all children. Given this, I suggest that it is necessary to

consider professional development policy and practices extended beyond the walls of the school and boundary of the district to be consistent across the state starting in universities education programs. Educational leaders should anticipate shifting demographics and align professional development for their staff. Educators must prepare the next generation of children by building upon their individual needs to be productive members of our democratic, yet still inequitable society. Professional development would need to first develop social justice consciousness by building upon human development.

This study suggests that social justice may not be the right lens to use in trying to understand principal leadership to deal with students' demographic diversity shifts in suburban schools. Perhaps most telling of all, it is possible to be an egalitarian in general, but to *reject educational equality* in particular. This is the case, for example, with some egalitarians who *argue that justice requires, not an equal, but a sufficient or adequate education* (Anderson, 2007; Giesinger, 2011; Gutmann, 1987; Satz, 2012). These scholars all favor adequacy or priority, because they believe these principles of distributive justice better enunciate what really matters in education and more accurately reflect what we really care about. On the other hand, Rawls's justice as fairness is based on institutional responsibility, and Slot's justice as virtue is based on an individual's actions of ethics and caring. Social justice includes attention to the primary goods and human capabilities facilitated by justice as fairness in schools and justice as virtue demonstrated in the actions of the principals in my study.

Summary and Conclusion

The purpose of this study is to examine how principals and teachers perceived principals' social justice leadership in two Arizona schools experiencing shifts in

students' demographic diversity that represent fundamental social and educational changes at the beginning of the twenty-first century. My analysis suggests that principals and teachers are in the profession for the right reason; they care about children and want their future filled with educational opportunity (see Nussbaum and Slote). Unbeknownst to some teachers and administrators, this represents a social justice orientation.

Contemporary leadership theories and practices provide principals knowledge and skills necessary to be an educational leader. I believe that it is important for professional development programs in universities and schools to include social justice leadership theory and practice to expand educational leader's knowledge and skills to be able to recognize changing demographics and address the challenges (upsurge of poverty, a rise in achievement gap, and a stable white teaching force) of this new and rising diverse student population entering suburban public schools. I also recommend that educational programs teach principals how to observe teachers' practices in addressing a problem such as shifting demographics to determine their strengths and weaknesses and then develop the appropriate professional development for them based on their individual needs, similar to what we expect teachers to do for students. Providing all teachers the "same" professional development is synonymous with providing all students the "same" education. Under the conditions of the shifting demographics, the idea that all children should have an equal chance had broad appeal to the educators who talked about ways for equalizing the contingent social and family circumstances that undermine a child's prospects in education.

The inequality faced by the least advantaged student's places pressures on schools to provide equally valuable educations that give young students a rich set of academic

skills and life options at future grade levels. Reconciling the perceptions of providing equal educational opportunities for all students while preserving or maintaining highly performing school status introduced new dilemmas for educators. The findings of this study suggest that educational equality is not easily reduced to the simple idea that each child should receive an equally good education (Brighthouse & Swift, 2009). Instead, it crosses a number of dimensions and is sensitive to disagreement and debates over questions such as the role of the state, district, principal, and teachers and the meaning of educational policies.

APPENDIX A: PRINCIPAL INFORMED CONSENT

Study Title: Principals' Social Justice Leadership in Demographically Changing Suburban Public Schools in Arizona

Principal Investigator: *Cynthia T. Ruich*

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

You may or may not benefit as a result of participating in this study. It is not anticipated that your participation will result in unintended or harmful effects. There are no anticipated benefits from your participation other than the opportunity to reflect on your practice.

1. Why is this study being done?

This study is being conducted to investigate how principals perceive and practice social justice leadership in suburban public elementary schools undergoing changes in students' demographic diversity. In addition, the study investigates how teachers perceive the influence of a principal's social justice leadership on their teaching in suburban public elementary schools undergoing increased student diversity.

2. How many people will take part in this study?

Up to sixteen people from two schools will participate in this study: Two elementary school principals with a minimum of three years' experience at the school and up to fourteen teachers (one at each grade level), six to seven at each school, with a minimum of two years' experience at the school.

3. What will happen if I take part in this study?

If you agree to be in this study and approve your teachers' participation (one teacher from each grade level), I will conduct in-depth interviews with you and the teachers. In addition, I will ask your teachers to be involved in a focus group. To complement the interview and focus group, I am asking you to allow me to observe you in two school meetings you manage, and to conduct a document analysis of all documentation relevant to principal leadership and social justice (e.g., staff meeting agendas, building leadership team meeting agendas, Positive Behavioral Intervention Supports meeting agendas, attendance, discipline data, assessment data, and ethnicity and enrollment data, etc.). The first interview will include questions about your education background and experiences, your school, students, teachers, and parents. In order to check the accuracy of my records, a second interview will involve a

review of the information you provided to me in the first interview. With your permission I would like to take notes and audio record the interviews. The questions asked during the interviews may cause you to reflect on your administrative practices and teachers' pedagogy.

- a. Participants have the option to have or not to have their interviews recorded. Please indicate the option you wish to exercise in this study.

Yes, I agree to being audio recorded []

No, I do not agree to being audio recorded []

4. How long will principals be in the study?
The interview with each principal will take 60–90 minutes. The follow-up interview to discuss the results of the interview will take 45–60 minutes.
5. Can I stop being in the study?
Your participation is voluntary. You may refuse to participate in this study at any time. If you decide to take part in the study, you may leave the study at any time. No matter what decision you make, there will be no penalty to you and you will not lose any of your usual benefits. Your decision will not affect your future relationship with The University of Arizona. If you are a student or employee at the University of Arizona, your decision will not affect your grades or employment status.
6. What risks, side effects or discomforts can I expect from being in the study?
The things that you will be doing should not have any risks to your personal being, as this is not an experimental study. Although we have tried to avoid risks, you may feel that some questions [or procedures] I ask may be stressful or upsetting. If this occurs you can stop participating immediately. I can give you information about individuals who may be able to help you with these problems.
7. What benefits can I expect from being in the study?
The possible benefits you may receive would be societal in nature. The promotion of social justice in education affects all people.
8. What other choices do I have if I do not take part in the study?
You may choose not to participate without penalty or loss of benefits to which you are otherwise entitled.
9. Will my study-related information be kept confidential?

Knowing your close working relationships with the teachers and teachers with each other, I will make every attempt to maintain confidentiality about your participation

and the teachers' participation in the study. However, confidentiality cannot be guaranteed.

No personally identifying information will be collected in this research. Your name and school will not make up the data submitted, stored, or analyzed in the study. Pseudonyms will be used in the data submitted, stored, or analyzed in the study.

Research records will be kept in a locked file; only the researcher will have access to the records. Transcripts, consent forms, and audio tapes will be stored in a locked cabinet in room 327 of the College of Education. Data will be kept for 6 years as per university regulations.

If I take notes and audiotape the interview, I will destroy the notes and audiotapes after they have been transcribed, which I anticipate will be within several months of their recordings.

Efforts will be made to keep your study-related information confidential. However, there may be circumstances where this information must be released. For example, personal information regarding your participation in this study may be disclosed if required by state law.

Also, your records may be reviewed by the following groups (as applicable to the research):

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

10. What are the costs of taking part in this study?

Aside from your time, there are no monetary costs associated with taking part in the study.

11. Will I be paid for taking part in this study?

You will not be paid for taking part in this study nor receive any form of compensation for your time.

12. What happens if I am injured because I took part in this study?

It is not anticipated that you will be harmed as a result of the study procedures.

If you suffer an injury from participating in this study, you should seek treatment. The University of Arizona has no funds set aside for the payment of treatment expenses for this study.

13. What are my rights if I take part in this study?

If you choose to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. In the interview, you may skip any questions that you do not want to answer, ask the researcher to not take notes, and request not to be audiotaped for any part or all of an interview.

You do not give up any personal legal rights you may have as a participant in this study.

You will be provided with any new information that develops during the course of the research that may affect your decision whether or not to continue participation in the study.

You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled.

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

14. Who can answer my questions about the study?

For questions, concerns, or complaints about the study you may contact Cynthia T. Ruich Principal Investigator and Educational Leadership Doctoral Student at 520-730-6494.

For questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact the Human Subjects Protection Program at 520-626-6721 or ocr.vpr.arizona.edu/irb.

Signing the consent form

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

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

Printed name of subject	Signature of subject
	AM/PM
	Date and time
Printed name of person authorized to consent for subject (when applicable)	Signature of person authorized to consent for subject (when applicable)
	AM/PM
Relationship to the subject	Date and time

Investigator/Research Staff

I have explained the research to the participant or the participant's representative before requesting the signature(s) above. There are no blanks in this document. A copy of this form has been given to the participant or to the participant's representative.

Printed name of person obtaining consent	Signature of person obtaining consent
	AM/PM
	Date and time

Printed name of witness

Signature of witness

AM/PM

Date and time

Printed name of witness

Signature of witness

AM/PM

Date and time

Witness(es)—*May be left blank if not required by the IRB*

APPENDIX B: TEACHER INFORMED CONSENT

Study Title: Principals' Social Justice Leadership in Demographically Changing Suburban Public Elementary Schools in Arizona

Principal Investigator: *Cynthia T. Ruich*

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

You may or may not benefit as a result of participating in this study. It is not anticipated that your participation will result in unintended or harmful effects. There are no anticipated benefits from your participation other than the opportunity to reflect on your practice.

1. Why is this study being done?

This study is being conducted to investigate how principals perceive and practice social justice leadership in suburban public elementary schools undergoing changes in students' demographic diversity. In addition, the study investigates how teachers perceive the influence of a principal's social justice leadership on their teaching in suburban public elementary schools undergoing increased student diversity.

2. How many people will take part in this study?

Up to sixteen people from two schools will participate in this study: Two elementary school principals with a minimum of three years' experience at the school and up to fourteen teachers (one at each grade level), six to seven at each school, with a minimum of two years' experience at the school.

3. What will happen if I take part in this study?

If you choose to participate in this study, I will conduct interviews with you and ask you to participate in a focus group with other teachers from your school who will also participate in interviews. The focus group will be conducted to ask questions generated from themes emerging from interviews. I will moderate the focus groups. The first interview will include questions about your education background and experiences, your school, the principal, students, teachers, and parents. In order to check the accuracy of my records, a second interview will involve a review of the information you provided to me in the first interview. In addition, with approval from the principal and you, I will observe two meeting in which you and other teachers may be in attendance. With your permission I would like to take notes and audio record the interviews and focus group discussion. The questions asked during the

interviews and focus groups may cause you to reflect on your teaching practices and the principal's leadership practices.

- b. Participants have the option to have or not to have their interviews recorded. Please indicate the option you wish to exercise in this study.

Yes, I agree to being audio recorded []

No, I do not agree to being audio recorded []

4. How long will I be in the study?

The interview with each teacher will take 60–90 minutes. The follow-up interview to discuss the results of the interview will take 45–60 minutes. The focus group discussion with six to seven teachers will take 60–90 minutes.

5. Can I stop being in the study?

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

6. What risks, side effects or discomforts can I expect from being in the study?

The things that you will be doing should not have any risks to your personal being, as this is not an experimental study. Although we have tried to avoid risks, you may feel that some questions [or procedures] I ask may be stressful or upsetting. If this occurs you can stop participating immediately. I can give you information about individuals who may be able to help you with these problems.

7. What benefits can I expect from being in the study?

The possible benefits you may receive would be societal in nature. The promotion of social justice in education affects all people.

8. What other choices do I have if I do not take part in the study?

You may choose not to participate without penalty or loss of benefits to which you are otherwise entitled.

9. Will my study-related information be kept confidential?

Knowing your close working relationships with the principal and teachers with each other, I will make every attempt to maintain confidentiality about your participation

and the principal' participation in the study. However, confidentiality cannot be guaranteed.

No personally identifying information will be collected in this research. Your name and school will not make up the data submitted, stored, or analyzed in the study. Pseudonyms will be used in the data submitted, stored, or analyzed in the study.

Research records will be kept in a locked file; only the researcher will have access to the records. Transcripts, consent forms, and audio tapes will be stored in a locked cabinet in room 327 of the College of Education. Data will be kept for 6 years as per university regulations.

If I take notes and audiotape the interview, I will destroy the notes and audiotapes after they have been transcribed, which I anticipate will be within several months of their recordings.

Efforts will be made to keep your study-related information confidential. However, there may be circumstances where this information must be released. For example, personal information regarding your participation in this study may be disclosed if required by state law.

Also, your records may be reviewed by the following groups (as applicable to the research):

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

10. What are the costs of taking part in this study?

Aside from your time, there are no monetary costs associated with taking part in the study.

11. Will I be paid for taking part in this study?

You will not be paid for taking part in this study nor receive any form of compensation for your time.

12. What happens if I am injured because I took part in this study?

It is not anticipated that you will be harmed as a result of the study procedures.

If you suffer an injury from participating in this study, you should seek treatment. The University of Arizona has no funds set aside for the payment of treatment expenses for this study.

13. What are my rights if I take part in this study?

If you choose to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. In an interview, you may skip any questions that you do not want to answer, ask the researcher to not take notes, and request not to be audiotaped for any part or all of an interview.

You do not give up any personal legal rights you may have as a participant in this study.

You will be provided with any new information that develops during the course of the research that may affect your decision whether or not to continue participation in the study.

You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled.

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

14. Who can answer my questions about the study?

For questions, concerns, or complaints about the study you may contact Cynthia T. Ruich Principal Investigator and Educational Leadership Doctoral Student at 520-730-6494.

For questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact the Human Subjects Protection Program at 520-626-6721 or ocr.vpr.arizona.edu/irb.

Signing the consent form

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

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

Printed name of subject	Signature of subject
	AM/PM
	Date and time
Printed name of person authorized to consent for subject (when applicable)	Signature of person authorized to consent for subject (when applicable)
	AM/PM
Relationship to the subject	Date and time

Investigator/Research Staff

I have explained the research to the participant or the participant's representative before requesting the signature(s) above. There are no blanks in this document. A copy of this form has been given to the participant or to the participant's representative.

Printed name of person obtaining consent	Signature of person obtaining consent
	AM/PM
	Date and time

APPENDIX C: CACTUS UNIFIED SCHOOL DISTRICT SUPERINTENDENT

EMAIL RECRUITMENT LETTER

Dear Superintendent,

I am a doctoral student at the University of Arizona and the current associate principal of an elementary school in Marana. I am conducting this study to investigate how principals perceive and practice social justice leadership in suburban public elementary schools undergoing changes in students' demographic diversity. In addition, the study investigates how teachers perceive the influence of a principal's social justice leadership on their teaching in suburban public elementary schools undergoing increased student diversity.

For the purposes of the study, social justice is defined as an individual's right to equal access to a free, public, quality education regardless of position, race, gender, ethnicity, socioeconomic status, natural skills, abilities, and geographical location.

I have received initial approval from [REDACTED], Associate Superintendent, to consider using one of your elementary schools for my dissertation research. An institutional review board responsible for human subjects research at the University of Arizona reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and university policies designed to protect the rights and welfare of participants in research. I am prepared to submit my application to your school district review board. In my application I would like permission to extend an invitation for participation in my study to a principal and selected teachers in one of your elementary schools undergoing changes in students' demographic diversity. I understand that your principals and teachers are extremely busy and I value their time.

If the principal chooses to participate in this research and approve teachers' participation (one at each grade level), prior to the study I will send all participants the informed consent forms to read at their convenience. I will answer any questions associated with the consent form or study via e-mail, telephone, or in person. With the participants' permission I would like to take notes and audiotape the interviews and focus group discussion, observe the principal and teachers in two school meetings with staff, parents, and/or committees and conduct a document analysis of some school materials (e.g., attendance, ethnicity, etc.). Confidentiality of the participants will be protected at all times throughout the research study. I will inform the participants that knowing the close working relationships of the principals with the teachers and teachers with each other, as the researcher I will make every attempt to maintain confidentiality about their participation in the study however, confidentiality cannot be guaranteed.

Upon completion of the research, if you wish, a summary of the study results will be sent to you. I appreciate you taking time from your busy schedule to consider my request. Please feel free to contact me if you have any questions.

Thank you,

Cynthia Ruich Doctoral Student
Principal Investigator

APPENDIX D: PAINTED DESERT UNIFIED SCHOOL DISTRICT
SUPERINTENDENT EMAIL RECRUITMENT LETTER

Dear Superintendent,

I am a doctoral student at the University of Arizona and the current associate principal of an elementary school in Marana. I am conducting this study to investigate how principals perceive and practice social justice leadership in suburban public elementary schools undergoing changes in students' demographic diversity. In addition, the study investigates how teachers perceive the influence of a principal's social justice leadership on their teaching in suburban public elementary schools undergoing increased student diversity.

For the purposes of the study, social justice is defined as an individual's right to equal access to a free, public, quality education regardless of position, race, gender, ethnicity, socioeconomic status, natural skills, abilities, and geographical location.

I have received initial approval from [REDACTED], Associate Superintendent, to consider using one of your elementary schools for my dissertation research. An institutional review board responsible for human subjects research at the University of Arizona reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and university policies designed to protect the rights and welfare of participants in research. I am prepared to submit my application to your school district review board. In my application I would like permission to extend an invitation for participation in my study to a principal and selected teachers in one of your elementary schools undergoing changes in students' demographic diversity. I understand that your principals and teachers are extremely busy and I value their time.

If the principal chooses to participate in this research and approve teachers' participation (one at each grade level), prior to the study I will send all participants the informed consent forms to read at their convenience. I will answer any questions associated with the consent form or study via e-mail, telephone, or in person. With the participants' permission I would like to take notes and audiotape the interviews and focus group discussion, observe the principal and teachers in two school meetings with staff, parents, and/or committees and conduct a document analysis of some school materials (e.g., attendance, ethnicity, etc.). Confidentiality of the participants will be protected at all times throughout the research study. I will inform the participants that knowing the close working relationships of the principals with the teachers and teachers with each other, as the researcher I will make every attempt to maintain confidentiality about their participation in the study however, confidentiality cannot be guaranteed.

Upon completion of the research, if you wish, a summary of the study results will be sent to you. I appreciate you taking time from your busy schedule to consider my request. Please feel free to contact me if you have any questions.

Thank you,

Cynthia Ruich Doctoral Student
Principal Investigator
University of Arizona, Tucson
c.ruich@yahoo.com
520-730-6494

APPENDIX E: PRINCIPAL EMAIL RECRUITMENT LETTER

Dear School Principal,

I am a doctoral student at the University of Arizona and the current associate principal of an elementary school in Marana. I am conducting this study to investigate how principals perceive and practice social justice leadership in suburban public elementary schools undergoing changes in students' demographic diversity. In addition, the study investigates how teachers perceive the influence of a principal's social justice leadership on their teaching in suburban public elementary schools undergoing increased student diversity. For the purposes of the study, social justice is defined as an individual's right to equal access to a free, public, quality education regardless of position, race, gender, ethnicity, socioeconomic status, natural skills, abilities, and geographical location.

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

Your name was chosen from a pool of elementary principals in the District whose schools are undergoing changes in demographic diversity. I am extending an invitation to you and your school to participate in the study. I understand that you are extremely busy and I want to value your time. If you choose to participate in this study and approve your teachers' (one at each grade level) participation, I will conduct interviews with you and will request your teachers' consent to participate in individual interviews and a focus group. Confidentiality of your participation and that of your teachers will be protected at all times throughout the research study. Knowing the close working relationships of principals with the teachers and teachers with each other, as the researcher I will make every attempt to maintain confidentiality about yours and the teachers' participation in the study however, confidentiality cannot be guaranteed.

To complement the interview data and focus group discussions, I am asking your approval to observe you in two school meetings in which you manage and to conduct a document analysis of some school materials. Examples of the following data could be reviewed and logged for purposes of the research: attendance, discipline, assessment, ethnicity, enrollment, agendas from staff meetings, building leadership meetings, and other meetings in which the principal and teachers are present.

My first interview with you will include questions about your experiences, your school, students, teachers, and parents. The interview will take approximately 60–90 minutes. In order to check the accuracy of my records, a second interview with you will involve a review of the information I collected and will take approximately 45–60 minutes. With your permission I would like to take notes and audiotape the interviews. The questions

asked during the interviews may cause you to reflect on your administrative practices and teachers' pedagogy.

Prior to the interview I will send you the consent form to read at your convenience. I will answer any questions associated with the consent form or study via e-mail, telephone or in person. In addition, a questionnaire related to your background both personal and professional is attached. I would appreciate it if you could return the questionnaire to me via e-mail prior to your interview.

If you wish, upon completion of the study, a summary of the study results will be sent to you. I hope that you will take the time necessary from your busy schedule to participate. Please feel free to contact me if you have any questions.

Thank you,

Cynthia Ruich Doctoral Student
Principal Investigator
University of Arizona, Tucson
c.ruich@yahoo.com
520-730-6494

APPENDIX F: TEACHER E-MAIL RECRUITMENT LETTER

Dear Teacher,

I am a doctoral student at the University of Arizona and the current associate principal of an elementary school in Marana. I am conducting this study to investigate how principals perceive and practice social justice leadership in suburban public elementary schools undergoing changes in students' demographic diversity. In addition, the study investigates how teachers perceive the influence of a principal's social justice leadership on their teaching in suburban public elementary schools undergoing increased student diversity. For the purposes of the study, social justice is defined as an individual's right to equal access to a free, public, quality education regardless of position, race, gender, ethnicity, socioeconomic status, natural skills, abilities, and geographical location.

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

Your school was chosen from a pool of elementary schools in the district whose schools are undergoing changes in demographic diversity. I am extending an invitation to you and your school to participate in the study. I understand that you are extremely busy and I want to value your time.

If you choose to participate in this study, I will conduct interviews with you and ask you to participate in a focus group with other teachers from your school who will also participate in interviews. The focus group will be conducted to ask questions generated from themes emerging from interviews. I will moderate the focus groups. The first interview will include questions about your education background and experiences, your school, the principal, students, teachers, and parents. In order to check the accuracy of my records, a second interview will involve a review of the information you provided to me in the first interview. In addition, with approval from the principal and you, I will observe two meetings in which you and other teachers may be in attendance. With your permission I would like to take notes and audiotape the interviews and focus group discussion. The questions asked during the interviews and focus groups may cause you to reflect on your teaching practices and the principal's leadership practices. Confidentiality of your participation will be protected at all times throughout the research study. Knowing the close working relationships of teachers with principals and teachers with each other, as the researcher I will make every attempt to maintain confidentiality about your participation in the study however, confidentiality cannot be guaranteed.

If you choose to participate in my study I will need approximately 2 1/2 hours of your time. Five to ten minutes will be used to answer the attached questionnaire; 60–80 minutes will be used for an interview and the other 60–90 minutes for your participation

in a focus group. Prior to the interviews and focus group I will send you the consent form to read at your convenience. I will answer any questions associated with the consent form or study via e-mail, telephone or in person. The sample size for this study is quite small, so it is important that almost all the selected teachers participate.

The questionnaire is related to your background both personal and professional. I would appreciate it if you could return the questionnaire to me via e-mail prior to your interview.

If you wish, a summary of the study results will be sent to you. I hope that you will take the time necessary from your busy schedule to participate. Please feel free to contact me if you have any questions.

Thank you,

Cynthia Ruich Doctoral Student
Principal Investigator
University of Arizona, Tucson
c.ruich@yahoo.com
520-730-6494

APPENDIX G: DISTRICT APPROVAL

SCHOOL OPERATIONS

[REDACTED]

Associate Superintendent

[REDACTED]

[REDACTED] 5055

GOVERNING BOARD

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

To Whom It May Concern:

The [REDACTED] School District has approved Cindy Ruich for consideration of her research project in our district.

[REDACTED]

Associate Superintendent

APPENDIX H: DISTRICT APPROVAL LETTER

Hi Cindy,

I apologize for the delayed response. You are correct, it has been a busy summer—and short for us as our students returned to school today. That said, we would be happy to assist you in your research if it is practical for both parties and you are still in need of additional schools. If you are still interested in using a [REDACTED] school, I'd like to take you up on your offer to gather more information about your study. I think a phone call might be most productive. You can reach me on my direct line at [REDACTED]. If I am not in my office, my assistant Sue is usually available and will answer my phone. If we need to, we can also schedule a time for a phone conference. Thanks and I look forward to speaking with you.

[REDACTED]

[REDACTED]
Assistant Superintendent
[REDACTED]

APPENDIX I: PARTICIPANT DEMOGRAPHIC DATA QUESTIONNAIRE**Background knowledge**

Year you were born:

Gender: (Optional)

Race: (Optional)

Ethnicity: (Optional)

Occupation:

How long have you been at your current school?

How long have you been in education?

Do you live within the district? If not why? (Suburbs, Urban, or Rural Community)

Where did you grow up? (Suburbs, Urban, or Rural Community)

Where did you go to school K–12 (Public, Private, etc. In Suburbs, Urban, or Rural Community)

Where did you go to college? (Public, Private, etc. In Suburbs, Urban, or Rural Community)

What college degrees and certifications have you earned?

When did you earn the degrees and certifications?

Do you intend to pursue other advanced degrees or certifications in education? Why?

APPENDIX J: PRINCIPAL INTERVIEW PROTOCOL

Background

1. Talk to me about your experience in education as a student?
2. What motivated you to pursue a career in education (to become a teacher)?
3. What motivated you to become a principal?
4. Talk to me about your experience as an administrator.

Organizational culture: (basic assumptions, values, norms, and artifacts & practices)

5. What are the challenges you see occurring in education today? State? District? Community? Parents, Students, and School?
6. To what extent have educational challenges impacted your school organizational culture? In what way? Tell me more about the students.
7. How would you describe your school organizational culture? How do the students contribute to the culture?
8. How have increases in students' diversity over the years influenced the school culture?

9. How have organizational challenges influenced your leadership style? Tell me about the students.

10. How would you compare your school organizational culture challenges and opportunities?

Transformational Leadership (idealized influence, inspirational motivation, intellectual stimulation, & Individualized consideration)

11. How do you view change in education?

12. How has change in education impacted accountability for you as a school principal?

13. How have increases in students' diversity over the years changed school accountability?

14. How has change in education impacted accountability for teachers' performance?

15. Given that you and the teachers are accountable for student improvement and outcomes what is your school doing to meet these needs?

16. How do you motivate your staff to accept change?

17. How has change in education impacted parent-school relationships?

18. How has change in education impacted business-school relationships?

19. How would you compare leadership challenges to opportunities for you during this period of educational change?

Social Justice Leadership: (Leadership promoting the equal access to a free, public, quality education for all students regardless of geographical location, position, race, gender, ethnicity, socioeconomic status, & natural skills and abilities)

20. What is the purpose of schooling in a democratic society?

21. In your opinion what is social justice in education? Based on your experiences as you grew up?

22. What do you see as larger social justice education issues in the state, district, and school?

23. How would you advocate for social justice in education?

24. How is social justice relevant in your school?

25. How do you enact social justice in education at your school and for whom?

26. How do your teachers enact social justice in education at the classroom level?

27. How does the community work with the school for social justice in education?

28. Given the challenges of social justice in education today, what do you perceive as the leadership opportunities at your school?

29. Given the changes required of educating children today describe for me the future of education in your school. (What changes do you foresee?)

30. Is there anything else you feel I should know about you...leadership...education?

APPENDIX K: TEACHER INTERVIEW PROTOCOL

Background

1. Talk to me about your experience in education as a student?
2. What motivated you to pursue a career in education (to become a teacher)?
3. Talk to me about your experience as a teacher.

Organizational culture: (basic assumptions, values, norms, and artifacts & practices)

4. What are the challenges you see occurring in education today? State? District? Community? Parents, Students, and School?
5. To what extent have educational challenges impacted your school organizational culture? In what way? Tell me more about the students.
6. How would you describe your school organizational culture? How do the students contribute to the culture?
7. How have increases in students' diversity over the years influenced the school culture?
8. How have increases in students' diversity over the years influenced the classroom culture?

9. How have organizational challenges influenced your principal's leadership style?

10. How does your principal manage the challenges and opportunities surrounding your school culture?

Transformational Leadership: (idealized influence, inspirational motivation, intellectual stimulation, & Individualized consideration)

11. How do you view change in education?

12. How has your principal's leadership been involved in the change?

13. How has change in education impacted accountability for the principal?

14. How has change in education impacted accountability for teachers' and principals' performance?

15. How does the principal motivate you to accept change?

16. Can you describe for me the professional development offered to help deal with these changes?

17. What are the challenges and opportunities the principal has dealing with the changing demographics of the students in the school?

Social Justice Leadership: (Leadership promoting the equal access to a free, public, quality education for all students regardless of geographical location, position, race, gender, ethnicity, socioeconomic status, & natural skills and abilities)

18. What is the purpose of schooling in a democratic society?
19. How would you define social justice in education?
20. How is social justice important in education?
21. How is your principal an advocate for social justice in education for students?
22. How does the principal demonstrate social justice is relevant at your school?
23. How is social justice enacted in education at your school?
24. How do you enact social justice in education at the classroom level?
25. How does the principal involve the community with the school for social justice in education?
26. Given the challenges of social justice in education today, what do you perceive as the leadership opportunities at your school?

27. Given the changes required of educating children today describe for me the future of education at your school. (What changes do you foresee?)

28. Is there anything else you feel I should know about you, teaching, leadership, and/or education?

APPENDIX L: OBSERVATION PROTOCOL

- The researcher will observe a principal and take notes at two staff meetings.
- The researcher will take descriptive notes (purpose, portraits attendees, activities, time, location, and duration of the meetings) and reflective notes (researcher's thoughts, impression, hunches or broad themes that emerge, etc.) of the principal's presentation and discussion at staff meetings. (Creswell, 2009).
- The principal's message is the unit of analysis (Neuendorf, 2002).
- Attention to the principal's non-verbal actions will be noted.
- The content analysis of the notes will focus on the observations of the principal's presentations and discussions with staff.

The coding of the notes is not based on a pre-set coding (a priori) scheme. Essentially, the researcher's approach uses emergent coding of the notes contents. From there a coding scheme is established after all notes are collected; then systematic content analysis is conducted applying these themes to the notes, with appropriate reliability assessment from the social justice leadership theories and research (Neuendorf, 2002).

Social justice leadership themes for coding are derived and adapted from theory and research to frame the content analysis of notes. The researcher will examine notes on principal's presentations and discussions that reflected some of the themes (Anderson, 2009; Powers & Hermans, 2007; Ruich, 2011; Theoharis, 2007; Theoharis & O'Toole,

2011). Social Justice Leadership Themes for the purposes of assisting with coding the notes from this research are:

- In what ways did the principal present and/or discuss having high expectations for all students' academic performance (Anderson, 2009; Theoharis, 2007)?
- In what ways did the principal present and discuss raising student achievement (Theoharis, 2007; Shields, 2004)?
- In what ways did the principal present and/or discuss improving and changing school structures to offer a more rigorous curriculum for all students (Theoharis & O'Toole, 2011)?
- In what ways did the principal present and/or discuss instruction and academic outcomes for all students regardless of race, sex, level of ability, and ethnicity (Delpit, 1995; Kenny et al., 2009).
- In what ways did the principal present and discuss increases in the school's changing demographic diversity (Chen, 2011; Cooper, 2009; Fry, 2009)?
- In what ways did the principal present or discuss strengthening school climate culture and community (Kenny, 2009)?
- In what ways did the principal present or discuss inclusive learning opportunities and practices for ELLs and Special Education students (Frattura and Capper, 2007; Riehl, 2000; Theoharis, 2010)?
- In what ways did the principal present and discuss issues concerning equity (Cambron- McCabe & McCarthy, 2005; Cooper, 2009)?

- In what ways did the principal present and/or discuss understanding (not judging) families' lives and beliefs, reaching out and listening to families, using persistent, diverse, and native language communication (Theoharis, 2009). In what ways did the principal present and/or discuss working in reciprocal partnership with students' families and communities (Dover, 2009)?
- In what ways, in presentations and/or discussions, did the principal raise critical issues concerning equity and privilege in the school?
- In what ways did the principal present and/or discuss valuing and building upon students' existing knowledge, interests, cultural, and linguistic resources (Aleman, 2009; Delpit, 1995; Nieto, 2004)?
- In what ways did the principal present and/or discuss empowering staff by providing of ongoing staff development focused on building equity and investment in social justice?
- In what ways did the principal present or discuss supporting the multicultural and diversity learning of teachers in the school (Banks et al., 2004)?
- In what ways did the principal present and/or discuss the need for collective responsibility for school improvement?
- In what ways did the principle assert a form of activism in presenting and/or discussing inequity in school and society (Dover, 2009)?

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