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Culturally Responsive School Leadership:

How Principals Use Culturally Responsive Leadership Strategies to Develop Engaging and Inclusive School Environments for All Students

A Dissertation by

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Irvine, California

School of Education

Submitted in partial fulfillment of the requirements for the degree of

Doctor in Organizational Leadership

March 2019

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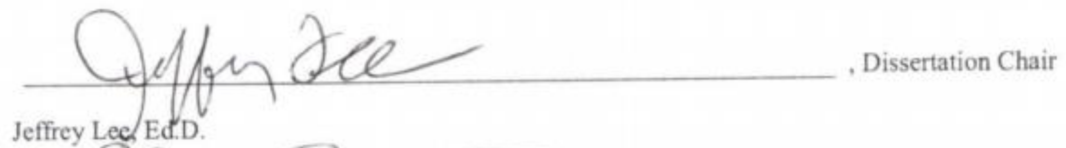
Doctor of Education in Organizational Leadership

The dissertation of Cherilynne Hollowell is approved.



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Culturally Responsive School Leadership:

How Principals Use Culturally Responsive Leadership Strategies to Develop

Engaging and Inclusive School Environments for All Students

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ABSTRACT

Culturally Responsive School Leadership: How Principals Use Culturally Responsive Leadership Strategies to Develop Engaging and Inclusive School Environments for All Students

by Cherilynne Hollowell

Purpose: The purpose of this ethnographic investigation was to identify and describe culturally responsive leadership practices and strategies principals of Title I high schools, in suburban contexts, of the Inland Empire in Southern California use to develop schools that engage and include all students.

Methodology: This qualitative study identified and described the practices and strategies of 15 Inland Empire principals of Title I comprehensive high schools in Southern California, used to develop schools that engage and include all students, particularly students that have been historically and traditionally marginalized. Participants were purposively chosen based on specific criteria. The researcher collected data and analyzed and coded the data to identify themes and subsequent findings.

Findings: Examination of qualitative methods data from the 15 high school principals participating in this study indicated seven major findings. First, they provide intentional professional development by using meaningful data. Next, they developed alternatives to suspension to tackle the persistent issue of disproportionality and possess a heightened awareness of the needs of special education students while purposefully involving parents in school decision making and activities and implementing strategies that courageously address historic marginalization. Additionally, it was found that encouraging and engaging student voice was vital to the cultivation of inclusive/responsive school

environments as was fostering positive school and community relationships in an effort to increase student success.

Conclusions: Supported by and based on the research findings of this study and connected to the literature, eight conclusions were drawn that bestow deeper insight into culturally responsive school leadership and the role of the principal in developing schools that are responsive to and inclusive of all students despite racial, cultural, or economic differences at Title I high schools in the Inland Empire of Southern California.

Recommendations: Further research is recommended in order to expand the understanding and knowledge of culturally responsive leadership practices and strategies used by school leaders of Title I and non-Title I schools/districts as well as notions of student engagement and inclusion.

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CHAPTER ONE: INTRODUCTION

> *"If we do not address the inequities in education how can we expect students to engage in learning when they feel disenfranchised? If we do not provide a fruitful learning experience for our varied student populations how can we expect for all our students to grow and engage in a society that has made them feel like an outsider?"* (Ladson-Billings & Dixon and Rousseau as cited in Nulla Dies Sine Linea, wordswordwords.edublogs.org)

All Rise! The issue before the people is a matter of unfinished business. In 1787, one of the nation's founders, Thomas Jefferson, articulated that "education was the key equalizer and focal point of equal opportunity" (as cited in Cappon, 1971) thereby proposing public schooling at public expense. According to Verstegen (2015), Jefferson envisioned "all" children having equal opportunities noting that only individual impetus and merit or hard work would prevent or ensure success – "not a government that would give some children more and better chances while consigning others to fewer opportunities because they were born into poverty" (p. 3) or of a *colored* race. While acknowledging Jefferson's possession of enslaved children for whom education was not a safe possibility, it is this vision of schooling in America, the one that stated equal opportunity for all students, that is foundational to the argument for equitable, engaging, and inclusive schooling for racially, ethnically, culturally, and socioeconomically diverse students.

More than a century later, John Dewey disagreed with Jefferson's premise of providing equal opportunity by treating everyone virtually the same because, according to J. Dewey (1960), to do so was " to perpetuate the inequalities of the past" (p. 296). J. Dewey (1922) noted that there were varying influences on learning such as environmental contexts and caring, not just inherent talents and gifts and that all experience was social thus espousing that environmental influences affect individual

development. Dewey's vision of equity insinuated that for equal educational opportunities to occur governments would provide not only the right to learn, but account for different experiences on the basis of unequal opportunities in various environmental contexts (Brick, 2005).

Still, another century later, equity in education is still a reverberating topic in modern day schooling, yet, some might contend, not enough has changed. Still others might argue it is a matter of unfinished business. As school demographics and contexts shift dramatically, an examination of modern schooling calls into question the ability or willingness of the current school system and its leaders to engage and include all students. School leaders, namely principals, at the grass roots level, must proactively respond to address the needs and challenges of students from diverse cultures, races, ethnicities, countries of origin, linguistic, and socioeconomic backgrounds that populate schools in efforts to develop school environments that embrace each and every student (M. A. Brown, 2012; L. Johnson, 2007).

Background

Contrary to popular belief, the United States Constitution does not explicitly enumerate a fundamental or constitutional right to an education. As a result, and in alignment with the Tenth Amendment, state governments have had the power to dictate education parameters for all students despite race, social or economic status. While the Fourteenth Amendment to the Constitution indicates that all citizens shall have "equal protection" under the law, Supreme Court interpretations over the years have typically left decisions of education to the states. Ironically, Congress has weighed in on education and each president since Lyndon B. Johnson has amended the Elementary and Secondary

Education Act (ESEA) in some way (Paul, 2016). Consequently, and from its inception, the American education system policymakers dictated and dictate which students should be educated and to what extent these students should be taught in schools. In the *Brown v. Board of Education* (1954) ruling, the Supreme Court held that de jure racial segregation in public elementary and secondary schools was a violation of the equal protection clause of the Fourteenth Amendment of the United States Constitution. While the issue before the court was racial segregation in schools, the court indirectly supported a fundamental right of education in its decision (Bitensky, 1996).

The Legacy of Segregation and Exclusion

The telling of the story of public education in the United States cannot be adequately articulated without a discussion of race and its role in the education of America's schoolchildren in both K-12 and in higher education settings (Horsford & Clark, 2015). While race is a social construct or false classification, it has had and continues to have a catastrophic and orchestrated socially engineered impact in the lives of students and communities (R. B. Lindsey, Nuri Robins, & Terrell, 2003; Simba, 2014). As a means of stepping away from the Black and White binary paradigm of race consider the American Indian/First Nations/Indigenous boarding schools like that of the Carlisle Indian Industrial School of the late 19th and early 20th centuries that stripped away ethnic and cultural identities, the prohibition of Mongolian or yellow race children from attending White public schools, noting that the State of Mississippi's Constitution required a division of educable children based on race or color specifically, Black, Brown, mixed blood, and Yellow students from schools for pure-White students, the separation of White and Mexican students on the basis of phenotype and surname, or the

“separate but equal” schools of the Jim Crow South until the 1954 *Brown v. Board of Education of Topeka, Kansas* case decision, brought by Black litigants, determined that “separate but equal” schools for minority and colored students were “inherently unequal” (J. Davis, 2001; Fletcher; 2009; Gong Lum v. Rice, 1927; Indian Child Welfare Act, 1978; Landis, 1996; Mendez v. Westminster, 1946; Perea, 1998; Plessy v. Ferguson, 1896; San Antonio Independent School District v. Rodriguez, 1973; Westminster School District of Orange County v. Mendez).

The stratification of learning opportunities for students of color and subsequent opportunity and achievement gaps can largely be attributed to historical segregation and re-segregation of students by color (Valencia, 2011). The legacy of government sanctioned segregation of schools and communities and subsequent efforts to desegregate schools racially, ethnically, culturally, and socioeconomically continue to paint inequitable and exclusionary pictures in the storybook of public education in America.

Intersection of Poverty and Perception

Black, First Nations, and Latino children are disproportionately affected by poverty. Dudley-Marling and Dudley- Marling (2015) argued that, “No one is ever *just* poor. People living in poverty are also raced, classed, and gendered, speak a particular language, and are members of particular ethnic and cultural groups” (p. 40). Education Trust West (2010) maintained that a Black, Latino, and poor students, in general, are more likely to attend one of California’s lowest performing schools than a White student.

Many schools that serve poor and ethnically diverse student populations often do not have access to updated resources or access to literacy as noted in *Gary B. v. Snyder*

(2018) and policy makers unacquainted with the community contexts of many of these schools continue to impose policies and funding that negate the intersection and impact of race, ethnicity, culture, linguistic diversity, and socioeconomic status. The erroneous assumptions that view poor students through a deficit thinking lens leading to an impoverished pedagogy of poverty or culture of poverty, shamefully permeated the discourse on poor students and the ability to learn (Bomer, Dworin, May, & Semingson, 2008; M. Haberman, 1991. 2010; Neuman, 2009; R. K. Payne, 2005; P. Gorski, 2008).

Dudley-Marling and Dudley-Marling (2015) strongly maintained that

> No child, whether poor, a member of a racial, ethnic, or linguistic minority, or a student with disabilities is well served by a system of schooling that begins with the assumption that there is something fundamentally wrong with them, their language, families, culture, or the communities from which they come. (p. 42)

Black minds, all minds matter (Education Trust West, 2015). According to J. Taylor (2005), poor students and students of color are more likely to be held back or face suspension or expulsion from school, hence the disparities in discipline and in special education programs. Emdin (2017) purported that "teachers who hold within themselves perceptions of the inadequacy of students will never be able to teach them to be something greater than what they are. Teachers cannot teach someone they do not believe in" (p. 207). Hollie (2012) reasoned that overgeneralization of socioeconomic behavior to an ethnocultural behavior is a consequence of ignorance and often leads to students being underserved. As a result, discrimination as well as negative and ill-informed perceptions by educators influences student engagement and inclusiveness.

Title I. According to the U.S. Department of Education (2015),

> Title I, Part A (1965) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. (p. 1)

Its purpose is to make sure that every student has a fair and equal chance to obtain a high-quality education and to meet the minimum proficiency standards on state academic assessments (Title I, Part A, 2015).

Leadership for Current Cultural Realities

Gray and Streshly (2008) conducted research on characteristics and behaviors of principals by incorporating the approach and concepts from Jim Collins's (2001) book *Good to Great* to gain insight on what makes the best principals. Gray and Streshly determined that highly successful principals possess the same qualities of top CEOs as well as the capacity to build relationships that helped make great schools. In light of the increasing racial, ethnic, cultural, linguistic, and socioeconomic diversity that characterizes 21st century schools, there are significant implications, challenges, and possibilities for educational leadership practice for principals to move schools, teachers, and students to greatness.

Several leadership theories and models such as traditional, transactional, transformational, transformative, social justice educational leadership, culturally responsive, and others have emerged over time. Theorists and researchers alike agreed that organization context, individuals concerned, and desired outcome often determine

the type of leadership that is practiced (B. M. Bass, 1990; Chamberlain, 2005; Hersey & Blanchard, 1993; A. Nahavandi, 2006, 2009; T. J. Sergiovanni, 2007). While some leadership practices and qualities may possess universal characteristics, other leadership qualities are culturally specific (Crow, 2006). The changing contexts of schools require a principal leadership disposition that is, not only inclusive, but responsive to the learning and relational needs of culturally diverse students.

Northouse (2004) maintained that comprehending theories of leadership can inform and guide the way leaders approach the task of leading. While there are many approaches that focus on leadership, managing, interpretations, and theorizing, such as traditional leadership, transformational leadership, instructional leadership, transformative leadership, social justice leadership, and culturally responsive leadership, the latter denotes a sense of activism that addresses issues of equity/inequity, access, diversity, and social justice while championing change (M. A. Gooden, 2005; M. A. Gooden & Dantley, 2012; L. Johnson, 2014; A. E. Lopez, 2016; L. Madhlangobe & Gordon, 2012; J. Ryan, 2012). Effective leadership for effecting radical and sustainable change is crucial to creation of and ensuring access to an engaging, inclusive, relevant, rigorous and quality school experience and environment for all students.

A moral imperative: Cultural proficiency and cultural competence. According to Cross, Bazron, Dennis, and Isaacs (1993) several shifts in society gave rise to a cultural imperative one of which is shifting population demographics. Principals have to respond to these shifts by developing and demonstrating cultural proficiency and cultural competence. R. B. Lindsey, Robbins, and Terrell (2009) stated that culturally competent principals view cultural proficiency as a morally imperative mandate and, in

so doing, as a matter of practice, principals value and adapt to diversity, evaluate culture, manage the challenges and opportunities of difference, make cultural knowledge a norm, and, according to the Climate of the California Administrator Performance Expectations (CAPEs), address ideas of social justice and issues of equity as a means of engagement and inclusion (Cal Poly Pamona, 2017). Moreover, C. Smith (2005) stated that culturally proficient leaders that develop schools and faculty that are culturally proficient are vital to student success.

A worldview that reflects a commitment to serving students in unprecedented ways. The "tools" of cultural proficiency are processes, not strategies, that can be used by both historically dominated and dominant group members to replace old myths and stereotypes with the images, information and skills that equip them to have substantive dialogue that results in equitable actions within schools (Cross, 1989; Tappan, 2006). Schools need culturally competent leaders that can and will address what all students need in an effort to develop engaging and inclusive school environments.

Effective Pedagogy for All Students

Despite the teacher certification and credential requirements of No Child Left Behind (NCLB), students continued and continue to experience disenfranchisement in the U.S. public education system because of a lack of emphasis on the needs of diverse student populations (Sheffield, 2012). While certification and credentialing are significant and imperative for effective teaching, some teachers inadvertently perpetuate inequities. Emdin (2017) maintained that the success of teachers in the classroom can be directly related to how successful the teacher thinks students can be. The perpetuation of negative stereotypes and learning abilities of children of color taint

the learning experiences of many intelligent students. A. W. Boykin and Noguera (2011) stated

> The notion that African American, Latino, and Native American children are not as smart as White students is not only deeply rooted in U.S. history but also propagated in the media and popular culture. The negative stereotypes about the relationship of race and intelligence are reinforced in the structure and culture of schools. (p. 27)

Culturally relevant and responsive pedagogies affirm the value of students' culture in teaching and learning. This concept was reflected in the work of Ramirez and Castaneda (1974), however, G. Ladson-Billings' (1994) groundbreaking book, *The Dreamkeepers: Successful Teachers of African American Children*, on culturally relevant teaching, that defined culturally responsive teaching as "a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural and historical referents to convey knowledge, to impart skills, and to change attitudes" (p. 13), put the concept on the proverbial map. G. Gay (2000) added to the culturally responsive pedagogy discourse by affirming and validating the cultural capital students bring to the table as conduits for teaching and learning. According to Hollie (2012), culturally responsive teaching is not a quick fix for race relations, diversity issues, or achievement gap woes, rather, in its most authentic format, culturally responsive teaching or pedagogy, is steeped in the transformation of instructional practices that improves relationships between students and educators resulting in an increase in student academic engagement and achievement.

Considerations for Culturally Responsive School Leadership (CRSL)

Successful school principals are responsive to the challenges and opportunities of leading and educating students from diverse backgrounds. There are several factors principals must consider in hopes of being culturally responsive. Among the many considerations culturally responsive school leaders must account for, that is paramount to developing engaging and inclusive school environments, is overall school climate. School climate encompasses and addresses school context, learning environments that discuss teacher efficacy and student efficacy, inclusive school environments that incorporate family and community involvement, as well as special education inclusion, and disparities in discipline.

Significance of school climate in student engagement and inclusiveness. In 2016, the U.S. Department of Education [USDOE] (2016) encouraged schools to make intentional efforts to improve school climate (Konold, Cornell, Shukla, & Huang, 2016). Thapa, Cohen, Guffey, and Higgins-D'Alessandro (2013) indicated that student engagement is heavily influenced by school climate that affects not only student academic achievement, but social emotional growth and development as well. Konold, Cornell, Shukla, and Huang (2016) stated that efforts to improve school climate for learning must account for the fact that student success in school is often perceived differently across racial and ethnic groups. Studies revealed, according to Shirley and Cornell (2011), P. Gorski and Pothini (2014), and Voight (2013) that minority students often indicated less supportive experiences and school environments that decreased the likelihood of classroom engagement and a lessened desire or willingness to adhere to rules.

***Positive school climate*.** A significant body of literature linked a positive school climate to reduced levels of misbehavior and an increase in favorable behavior (C. P. Bradshaw, Waasdorp, & Johnson, 2015a; D. Cornell & Huang 2016; D. Cornell, Shukla, & Konold, 2016; G. D. Gottfredson, G., Gottfredson, D., Payne, & Gottfredson, N., 2005; Gregory et al., 2010; Hung, Luebbe, & Flaspohler, 2015). Measures such as dropout rates and chronic absenteeism often reveal the extent to which students engage with or disengage from school. As students' socio-emotional health is as important as academic learning, school climate is becoming increasingly and more vital to creating and maintaining engaging and inclusive school environments. Culturally responsive school leaders have to consider the significant role that school climate plays in engaging students that may feel invisible, devalued, or inconsequential noting that the overall environment plays an integral role in how students shape learning experiences in school.

Influence of school context. According to Porter's and McLaughlin's (2006) review of the literature, context includes the social systems that guide individual and collective behavior as well as the interactive dynamics that occur among people and within schools. Classroom, peer, schoolwide, and family school contexts play a significant role in student development and engagement (Morrison & Allen, 2007). Schools are centric to the larger community and, as such, are influenced by a variety of entities, processes, and expectations. Socioeconomic and other local contexts not only positively influence what teachers and principals do on school campuses; the socioeconomic context also has the potential to restrict activities and what teachers and principals do on school campuses in various settings (Metz, 1990). Accordingly, physical school plants often reflect the socioeconomic status of the people that reside in

the communities in which they exist (Carrasco-Rozas 2010; J. Kozol, 2012; R. Lupton, 2005). Students' learning experiences and outcomes are often wrought by school and classroom contexts.

California context for leading and teaching. In California, the California Standards for the Teaching Profession [CSTP] and the California Content and Performance Expectations for an Administrative Credential (2017) account for the teacher-student context as well as the administrator-student context by acknowledging the diversity of students in California schools thus indicating a vital need for teachers and leaders who are responsive to the diverse backgrounds of all students and the ensuing learning aptitudes and capabilities, identities, family structures, that impact and influence learning and teaching. Specifically, Element 3C: CAPEs indicated that to facilitate school environments that meet the unique needs of each learner, leaders engage in efforts to implement strategies that are culturally responsive and "celebrate student and school achievement" (Cal Poly Pamona, 2017, p. 51). By embracing and incorporating the cultural capital of students and that of community contexts, teachers and school leaders can create a sense of community thereby increasing student engagement or connectedness and inclusiveness in rural, urban, and suburban school contexts.

Engaging school environments. While many school administrators overlook the significance of school climates, Van Roekel (2008) and Snowden and Gorton (2002) argued that the primary role of the principal, is to develop and shape engaging school climates or environments such that all students want to be at school and can be successful. Additionally, W. K. Hoy and Woolfolk (1993) discovered a mutual relationship between school climate and teacher efficacy, suggesting that a strong

principalship is essential to the development and sustainment of positive classroom environments and school climates.

Teacher efficacy. Teachers matter. Teacher efficacy beliefs dictate how teachers think, feel, motivate and encourage themselves, and behave. The context in which teaching occurs often determines the level of efficacy a teacher experiences or feels. Teachers that have a mindset that reflects a lack of confidence in student ability are often challenged by a lack of student engagement or learning (Donohoo, 2010). According to E. Daniels (2011), teachers should be mindful that the students who sit in classrooms that do not conform to or behave the way students are customarily instructed to behave or dress are not much different from those that are always engaged and raising a hand to answer a question. E. Daniels further posited that disengaged students are often in detention or suspended suggesting that what is needed to engage or motivate the disengaged student is likely not happening. Classroom teachers have to possess a genuine and tremendous level of care for ethnically diverse student achievement that is accompanied by high expectations, undergirded by support, and where high levels of success are the norm (M. Foster, 1997, J. Kleinfeld, 1974, 1975). Easton (2008) indicated that when teachers create engaging learning environments, students perform at higher levels and classroom management issues diminish. While teachers cannot make students be engaged or force students to care about content, teachers can create engaging learning environments. Teachers can influence student engagement and motivation to achieve in school.

Student self-efficacy. Student self-efficacy is a key factor in student's motivation to learn fundamental content and embrace challenging tasks. Students with a strong

feeling of efficacy have an inner strength to persevere and to motivate themselves (Bandura, 1997; Margolis & McCabe, 2006). Conversely, students with a low self-efficacy disposition are less likely to make a concerted effort to take on, much less complete, challenging tasks.

Various pedagogical strategies like culturally responsive pedagogy that is authentic can, according to Margolis and McCabe (2006), strengthen struggling or disengaged learners' beliefs in the ability to be successful and engage in academic tasks. Researchers agreed that when teaching methods that employ content and/or instructional strategies that incorporate the cultural wealth that students bring to the table, students' brains are stimulated and higher cognitive functioning takes place, thus making the content and the classroom climate more engaging (Hammond, 2015; Wolpert-Gawron, 2018).

Inclusive school environments. The creation of schools and learning communities that allow all students to succeed and flourish is the goal of inclusive school environments. School environments that do not account for the children who have undeveloped talents and gifts due to a lack of parental time, often as a result of working multiple jobs, or a of lack resources have students that leave schools disillusioned with learning and unprepared for work or college, or the challenges of life in the 21st century, and, in many instances, creating a permanent underclass (Blankstein, Noguera, & Kelly, 2015; R. Payne & Slocumb, 2011). Thirty-five years after the publication of *A Nation at Risk* in 1983, the nation is still at risk. Krownapple (2016) argued that the rationale for creating inclusive schools, at the most base level, lies in valuing humanity and the well-being of students whether policies dictate it or not. The notion of considering all

students, as a means to creating an inclusive school context, is the belief that each and every student, regardless of racial, ethnic, cultural, learning ability, socioeconomic or linguistic differences is a full member of the school community.

Family involvement. Forging necessary relationships with parents and guardians is crucial to creating inclusive school environments. Morrison and Allen (2007) stated that school-family interactions strengthen a family's inclination toward the significance of school. Additionally, family communication concerning the tasks and expectations of students are supported when the family's purpose, role, and significant participation in the process of schooling is considered. Including families in the overall school milieu can increase students' connections to the school.

Community involvement. The crux of culturally responsive leadership and inclusive school environments is authentic, purposeful, and continuous community involvement. Riehl (2000) contended that because schools are entrenched within larger communities, schools may possibly improve not only the lives of students, but of neighborhoods and whole communities. In that sometimes tensions in the community manage to find a way onto school campuses a school campus that includes genuine community participation can potentially help navigate and heal tension and discord (P. Gorski & Pothini, 2014). According to Bokas (2017), opportunities for students to develop a connectedness to school and home and community are done by establishing rapport, support, coordination, and communication of and with adults in spaces where students engage.

Consciously including special education students. G. Theoharis, Causton, and Woodfield (2015) argued that inclusive teachers and leaders ensure that education as it

relates to special education means that every child is seen, regardless of disability or need, and is a valued member and participant of the general education heterogeneous classroom community. The long standing, disproportionate, and over-representation of Black and Latino students, particularly boys, in special education represents an area in which complex intersections of race, class, and ability translate into what Connor and Ferri (2005), D. Losen and Orfield (2002), and G. Theoharis et al. considered marginalization and exclusion. Artiles and Bal (2008) asserted that, oftentimes, issues of race and disability in school contexts need to be unraveled when difference is often interpreted as deviance and, according to Conrad and Snyder (1992), deviance is subsequently interpreted as disability which, all in all, results in disproportionate suspensions and disability classifications. Some researchers have suggested that *Brown* failed to foresee that schools would use disability as a mechanism by which students would be resegregated within desegregated school, (Ferri & Connor, 2004). The overrepresentation of minority students in special education classes suggested a form of resistance to the Court's ruling. Responsive principals, in efforts to embrace all students in the whole school community, analyze and address policies and procedures as well as historical implications that influence the overall exclusion of special education students in general population settings as well as to the blatant and disproportionate assignment to special education of children of color.

***The glaring truth of discipline disparities*.** According to the USDOE, Office of Civil Rights (2014), Black and First Nations/American Indian and Pacific Islander students are more likely to be referred for discipline violations and consequently suspended or expelled than their White counterparts (J. Wallace, Goodkind, C. Wallace,

& Bachman, 2008). According to the 2016-2017 Riverside County Chronic Absenteeism, Expulsion and Suspension Data Report released January 2018, Black students were expelled at .44% compared to their white peers at .15%. Additionally, Black students were suspended 9.5% and American Indian and Alaska Native students were suspended 5.4% compared to White students at 3.3%. Riverside County is part of the Inland Empire in Southern California. Bornstein (2017) stated that students of color are faced with being labeled bad and/or sick when, according to Leonardo and Broderick (2011), White cultural norms determine what standard and satisfactory behavior looks like in school. An example might be where a student's family living context is dominated by a high devotion to religious doctrine and practices in which espoused values and beliefs are contrary to those found in school contexts. Another example is when cultures that are social and interactive by nature, like that of Black and Latino cultures, require students to sit in classrooms where meaningful relationships between students and teachers is non-existent or where instruction is primarily teacher centered and students are passive learners. Many students manage to navigate various contexts easily, but for other student's boundary or context crossings create resistance, disengagement, and unease when students have to "code switch" or due to a fear of being perceived as "acting white" (Ogbu, 2009; Horvat & OConnor, 2006). Phelan, Davidson, and Cao (1991) indicated that these are some of the students for whom conditions in the classroom and the school climate can mean the difference between students' decision to stay in school, involved, included, and engaged or drop out. Students thrive academically when the values, principles, and normative ways of acting are congruent across family and school

contexts, but often disengage and sometimes become classroom management problems when the congruency is not present.

A study conducted by the University of California at Los Angeles Civil Rights Project found that several school districts in urban communities employed policies that raised “critical civil rights concerns related to the high frequency of secondary school suspensions” (D. J. Losen & Martinez, 2013, p. 1) noting the intersection of both race and disability. Culturally responsive school leaders must consider and address issues of discipline on campuses by disavowing exclusionary policies that have historically and systemically disadvantaged students of an education. Failure to do so is, as Krownapple (2016) contended, devaluing human life, specifically children’s lives.

Role of the Principal in Creating an Engaging and Inclusive School Climate

The context in which principals work often dictates what principals do. As such, research about leadership that has prompted typically exams one context at a time, such as, urban, technology, rural, suburban, and social justice (C. M. Shields & Sayani, 2005). Effective leadership is critical to address the needs of all students, not just, but including historically marginalized, minoritized, and problematicized students. Schools, as organizations, have always struggled to meet the needs of all students. Principal leadership is an important element in the developing and sustaining school climates for all students (B. M. Bass & Riggio, 2006; Burns, 1978). P. M. Dewitt (2018) indicated that while many school leaders rely on instructional and transformational leadership styles, a more comprehensive leadership approach is necessary to make sustainable changes and incorporate all stakeholders including school-based stakeholders, students, families, and communities.

Change agents: Empowering and building up others. Traditionally, principals are not prepared or even oriented to change. Rather, principals are prepared to be instructional leaders that align actions with school district's or school board's overall vision, initiatives, and goals, engage in school improvement, manage organizational systems, promote personal and faculty professional growth, and involve the community in achieving school vision and goals (Cal Poly Pamona, 2017). Fullan (2014) contended that by re-centering the role of principal, principals can become change agents. In the work of equity, principals must be prepared to not only privately acknowledge issues of race, ethnicity, and class by engaging in introspection using an inside-out approach, but to do so publicly (Herrington, 1993; Arriaga & Lindsey, 2016). Addressing seemingly intractable issues of inequity mandates principals as orchestrators of change. Creating engaging and inclusive school environments for students requires leadership that understands the issues that get in the way of valuing and seeing all students.

Leading from an ethic of care is fundamental to the development of organizational relationships that effectively increase a sense of empowerment that can engage and include all staff, students, families, and communities (Bendick, 2003). This disposition is revealed in various ways including genuine empathy toward staff and students that transcends relationships on the school site to those in the community thereby creating environments of collegiality and trust. M. A. Khalifa (2018) argued that principals should consider the "culturally unique histories and nuances" (p. 145) that each community possesses. Culturally responsive principals acknowledge the cultural capital of parents and other stakeholders in the community and use a variety of strategies to

develop welcoming, engaging, and inclusive school environments that instill an ethic of care and hope.

In an effort to develop this type of environment, principals often need to build the cultural capacity of teachers to teach diverse students effectively by acknowledging that many teachers of all racial, ethnic, cultural and linguistic backgrounds simply do not know what to do or how to do it. The role of the principal as lead teacher and learner is to encourage teachers to build positive, constructive, and trusting relationships that involve honoring students' home cultures in and out of the classroom (M. Brown, 2007; Davy, 2016). Culturally responsive school principals recognize that they cannot effect change alone; they need others to come alongside to effectively teach and lead in increasingly diverse schools so all students have the occasion to feel genuinely included and engaged.

CRSL Practices

Effective principal leadership is a vital aspect in the success of every school. Andrews (2007) and S. Auerbach (2009) asserted that leadership sets the tenor for the school climate and school culture, and supported the standards and viewpoint of the organization including interactions with families and communities. As such, according to R. B. Lindsey et al. (2009), the principal's values and assumptions are revealed in the principal's actions and behaviors that determine and dictate the tenor of the school. Culturally responsive principals recognize that implicit bias thinking can impact good intentions negatively. M. A. Khalifa, Gooden, and Davis (2016) indicated that culturally responsive leadership in schools requires that principals lead in ways that promote

practices that ask educators to engage in critical self-reflection and craft schools that engage and include all students.

Attitudinal traits and behaviors and practices of culturally responsive principals. The necessary attitudinal beliefs teachers that are committed to cultural responsiveness and educational equity should possess as discussed in C. E. Sleeter's (1992) foundational work were adopted by M. A. Khalifa (2018) to suggest eight necessary attitudinal traits of leaders that hope to be culturally responsive (Bustos Flores & Smith, 2009). These traits include:

- courage
- connectedness
- humility
- deference
- intolerance
- distributive
- decolonizing
- humanizing

M. A. Khalifa (2018) suggested that the aforementioned traits demonstrate that culturally responsive principals are explicitly and actively anti-oppressive in ways that ensure better schools for all students. According to M. A. Khalifa et al. (2016), the four primary strands of behaviors of culturally responsive school leaders that emerge from the literature are: (a) critical self-reflection; (b) development of culturally responsive teachers and classroom curriculum; (c) promotes culturally responsive and inclusive school

environments; and (d) engages students, parents, and indigenous contexts in the school community.

Political action and thus, political intelligence, is sometimes needed to transform schools and to develop culturally responsive school environments particularly in contexts where the demographics are drastically altered (Giroux, 1989; Riehl, 2000; West, 1999). Culturally responsive school principals give voice to students, families, communities, and to the voiceless (Antrop-Gonzalez, 2011; F. Hernandez & Fraynd, 2015). Cultural responsiveness benefits all students, in particular those students who have been traditionally underserved in the United States' public schools. It is important in empowering and inspiring educators to be responsive and for students to be academically successful. Principals that exhibit attitudes and behaviors intent upon eradicating injustice in schools and that employ culturally responsive practices develop environments that engage and are inclusive of all students. In the Preface of *Unfinished Business: Closing the Racial Achievement Gap in Our Schools*, Noguera and Wing (2006) stated

> Fulfilling the promise of public education is the reason that so many schools and districts are now working desperately to find ways to close the achievement gap. The persistence of wide disparities in achievement that correspond with the race and class backgrounds of students serves as a reminder that America remains a deeply divided nation, a place where the lines separating the haves and the have-nots are manifest in every facet of our lives. (p. ix)

Statement of the Problem

Many principals of increasingly diverse high schools lack the culturally responsive leadership practices, strategies, professional growth opportunities, and

background to develop school environments that engage and include all students (Riehl, 2000). There are several studies on different forms of leadership including instructional and transformational leadership styles, but few that address the skills and disposition that are needed to navigate the evolutionary nature of student demographic populations (F. Brown, 2005). As schools become increasingly diverse, principals must acquire new and relevant styles of leadership to reach all students. Principals must adopt and model attitudes, values, and leadership strategies that acknowledge and respond to the cultures of students, families, and communities (S. Nieto & Bode, 2012).

Despite numerous studies on the role of the effectiveness of culturally relevant and responsive pedagogical practices in developing engaging and inclusive classrooms few studies have examined the role that school principals play in the creation and maintenance of culturally responsive school environments. Researchers have indicated that culturally responsive principal leadership is under-theorized and under-researched and it is recognized that much of the research has been conducted in rural or urban contexts (Dodo & Brown, 2017; Emdin, 2017; G. Gay, 2002; P. Hernandez, 2016; T. C. Howard, 2003; L. S. Johnson, 2006; M. A. Khalifa, 2018; M. A. Khalifa, Gooden, & Davis, 2016; G. Ladson-Billings, 2007; Lucas, 2002; Merchant, Garza, & Ramalho, 2013; Mitchell, 2015; Riehl, 2000; L. Smith, 2016; G. Theoharis & Scanlan, 2015; Villegas & Dillard, 1995; G. C. Webb-Johnson, 2006; G. C. Webb-Johnson & Carter, 2007).

As school demographic contexts continue to evolve and become heterogeneous, there is a clarion call for culturally responsive school leaders. More specifically, the aforementioned studies or lack thereof point to a need to identify and describe the

culturally responsive practices and strategies that high school principals of Title I schools in a suburban context employ to develop engaging and inclusive school environments for all students, especially students that have been historically devalued and marginalized.

Purpose Statement

The purpose of this ethnographic investigation was to identify and describe culturally responsive leadership practices and strategies principals of Title I high schools in suburban contexts of the Inland Empire in Southern California use to develop schools that engage and include all students.

Research Question

This study was guided by one central question designed to explore the Culturally Responsive School Leadership Framework for K-12 schools and to investigate and examine the lived experiences of principals leading in increasingly diverse settings the Inland Empire in southern California. The research question that guided this study was: *What culturally responsive leadership practices and strategies do high school principals use to develop schools that engage and include all students?*

Significance of the Problem

The burgeoning complexity of educating culturally diverse student populations has focused primarily on classroom dynamics and pedagogy using culturally responsive and relevant methods (G. Gay, 2002b, 2010; Ganoa, 2016; G. Ladson-Billings, 1994, 2001, 2009; Villegas & Lucas, 2002), however, the culturally responsive framework is not generally applied to the study of leadership practices in suburban high schools (G. Gay, 2002; L. S. Johnson, 2006; M. A. Khalifa et al. 2016). More specifically, there is a dearth in the literature that identifies and describes the specific culturally responsive

leadership practices and strategies that principals employ in an effort to develop and maintain engaging and inclusive school environments. The increasing diversity in American learning institutions calls for innovative methods where leaders display culturally responsive leadership practices, behaviors, and abilities in all school settings (S. P. Madhlangobe & Gordon, 2012; Mitchell, 2015). The research question that guided this study has not been examined within the context of suburban schools in the Inland Empire in Southern California: *What culturally responsive leadership practices and strategies do high school principals use to develop schools that engage and include all students?*

According to M. A. Khalifa et al. (2016), the topic of CRSL has not been adequately researched and lacks theorization, concluding that more information to improve the ways that school leaders of diverse student populations lead and interact with primary stakeholders is warranted. This study expanded the limited body of research about culturally responsive leadership, within this specific context, and it sought to reduce specific and concrete practices high school principals use to develop engaging and inclusive environments for diverse student populations and their families in a suburban context.

In an effort to deduce the effect of CRSL practices on student engagement and inclusivity, it was necessary to determine how school leaders facilitate engagement (cognitive, behavioral, and emotional) and inclusion of students on their school sites. This dissertation illuminated the gaps in the literature and demonstrated the need for administrative training programs and school boards to train, support, and require CRSL in continued efforts to engage and include all students in an increasingly diverse society.

Results of the study may help inform school district and school board policy development by revealing how context plays a role in determining leadership strategies and styles. Culturally diverse school settings require high school principals be culturally proficient and responsive and possess a repertoire of strategies to properly engage and include all students. The current study contributed to the emerging literature by identifying and describing concrete ways in which high school principals in the Inland Empire in southern California employ CRSL practices and strategies to engage and include all students on their campuses.

Definitions

The defining the key terms was important to identify a common frame of reference on key phrases and terms related to this study (Mercier, 2017). The following terms may have multiple everyday uses but are defined here as used in this study:

Administrator/Principal/School Leader. For purposes of this study administrator or school leader refers to principal.

Culture. Culture is defined in terms greater than just ethnic or racial differences. The definition of culture is vast in that it includes a multitude of characteristics including gender, geography, ancestry, religion, language, ableism, occupation, and other characteristics (Terrell & Lindsey, 2009). Culture is also a set of practices and beliefs shared by members of a particular group that differentiate that group from other groups (L. Madhlangobe, 2009; Saifer, Edwards, Ellis, Ko, & Stuczynski, 2011).

Cultural competence. Cultural competence is the ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, sociocultural, and linguistic

diversity (Lynch & Hanson, 2004). It is the ability to effectively operate within different cultural contexts as well as the addition and alteration of knowledge about individuals and groups of people into specific values and behaviors used in apposite cultural settings to increase the quality of services and produce better outcomes (Cross, Bazron, Dennis, & Isaacs, 1993; Guerra & Nelson, 2007; Isaacs & Benjamin, 1991).

Culturally competent school. Culturally competent schools honor, respect, and value diversity in both theory and practice and where instruction and learning are relevant and meaningful to students of various cultures (National Center for Education Statistics [NCES], 2004).

Cultural proficiency. As defined by R. B. Lindsey et al. (2009), cultural proficiency is defined as

> a model for shifting the culture of the school or district; it is a model for individual transformation and organizational change. It is a mind-set, a worldview, a way of being assumed by a person or an organization for effectively describing, responding to, and planning for issues that arise in diverse environments. It is, for some, "a paradigm shift from viewing cultural differences as problematic to learning how to interact effectively with other cultures. (p. 4)

Culturally responsive leadership. A school leader's ability to account for students' home cultures, contexts, and languages are respected and valued in a genuine manner. It is the principal's ability to understand and respond to the cultural capital, prior experiences, frames of reference, and performance styles of ethnically diverse

students that make learning encounters more meaningful and relevant (Delpit, 1995; Dillard, 1995; G. Ladson-Billings, 2009; L. Skrla & Scheurich, 2001).

Culturally responsive pedagogy. Culturally responsive pedagogy is defined as a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural references to impart knowledge, skills, and attitudes (G. Ladson- Billings, 2009). Culturally responsive pedagogy or culturally responsive practices involve using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them (G. Gay, 2010). These practices include the (a) behavioral expressions of knowledge, (b) beliefs, and (c) values that recognize the importance of racial and cultural diversity in learning.

Diversity in schools. Diversity found in schools include race, ethnicity and language, disabilities and exceptionality, class, gender, religion, disability, sexual orientation, and all other aspects of culture (R. B. Lindsey et al., 2009: L. Madhlangobe, 2009).

Emic. An emic approach used by the ethnographer relies on the internal investigation from those within the cultural group as an individual account of meaning of behavior (Fetterman, 2010). The researcher used an emic approach to collect the data through intensive interviews and observations, soliciting the expression of perception from the cultural group.

Equity. The specific supports that a student needs in order to access a high-quality education, as opposed to the same supports everyone else receives. Equitable allocation of resources once disparities have been identified (Terrell & Lindsey, 2009).

Ethnicity. Ethnicity is the sociocultural and racial background of individuals used to describe "groups of people with shared history, ancestry, geographic and language origin, and physical type" (R. B. Lindsey et al., 2009, pp. 27-28).

Etic. An etic perspective refers to the approach by the ethnographer as an outsider looking in on the culture being observed in order to create understanding about the inner workings of the cultural dynamic perceived. An etic approach to research relies on the scientific reality of the ethnographer in an effort to make sense of the observations of the cultural group (Fetterman, 2010).

High expectations. Krownapple (2016) defines high expectations as access to a high quality education, based on (a) a belief that every student will meet and exceed rigorous standards, and (b) a fundamental assumption that every educator will educate students to the highest standards.

Inclusion. (a) A strong sense of belonging and (b) the educational benefits of a diverse environment and curriculum (Krownapple, 2016; G. Theoharis & Scanlan, 2015).

Inland Empire. According to Inland Empire (n.d.), a non-profit and non-partisan corporation, The Inland Empire is often considered co-extensive with the federally-defined Riverside-San Bernardino-Ontario metropolitan area, which covers more than 27,000 square miles (70,000 km^2) and is part of the Greater Los Angeles area. The Inland Empire is commonly referred to as the IE and is home to over 4 million people. The metropolitan area consists of Riverside County and San Bernardino County, and it is the 13th most populous metropolitan area in the United States, and the third largest in the State of California (Inland Empire, (n.d.). The Inland Empire also encompasses sprawling suburban areas throughout the region (Inland Empire, n.d.).

Leadership. “A process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2010, p. 3). In the school context, Bornstein (2017) indicates that leadership in schools should perform various functions that include shared leadership, equitable distribution of resources so that the needs of all students and teachers are met and conditions that allow for that allow teachers and parents to address to the learning needs of diverse students.

Marginalized. A term used to describe people, voices, perspectives, identities, and phenomena that have been left out or excluded from the center of dominant society (G. Lopez, 2001). For the purpose of this study, the term marginalized will specifically refer to ethnically and culturally diverse or economically disadvantaged student populations that have been traditionally underserved, undervalued, or excluded in American schools.

Race. The mainstream belief among scientists is that race is a social construct without biological meaning. A concept developed by social scientists and misinterpreted by eugenicists and social Darwinists in the 19th century to characterize people by their physical features and to justify subjugation of people based on those differences to perpetuate domination of the White race (R. B. Lindsey et al., 2003, p. 41). Generally used to describe humans based on skin color and perceived related phenotypes (Horsfield & Clark, 2015). It is used as a means to sort and categorize people. Because it is the term that most people are familiar with when discussing different groups of people it is used in this study.

School-based stakeholders. Identified as school leaders and teachers. They are those people who affect the development of school-based curriculum decisions

(Zhang, 2006). Internal or school-based stakeholders include members of the school board, district-level administrators, faculty, and staff.

School culture. Can be defined as the traditions, values, beliefs, policies, rituals. symbols, stories, and norms within a school (Cromwell, 2002), driven by the school climate, that can be shaped, enhanced, and maintained through the school's principal and teacher leaders (Cromwell, 2002). It is the common way of doing things that serves as a setting to steer people in a common direction, provides a set of norms that define what people should accomplish and how it should be accomplished, and provides a source of meaning and significance for teachers, students, and leaders (L. Madhlangobe, 2009).

Students. For this study, students refer to enrollees of Kindergarten through 12th grades.

Suburban. Suburbs have been defined according to many different dimensions from location and transportation modes to culture and physical appearance (Forsyth, 2012). Historically, race and ethnicity was the most important variable that distinguished central cities from suburbs in the U.S. (Gober & Behr 1982, p. 375). Noting that there is no "minimum definition to which suburbs everywhere conform" (Harris 2010, p. 26) for the purpose of this study, and unofficially derived from the U.S. census, suburban is defined as municipalities outside the core city, affecting policies such as education and zoning.

Delimitations

According to M. Q. Patton (2015), delimitations are the boundaries set to conduct the study. More specifically, delimitations are the aspects of a study that can be

controlled and, in so doing, provide the boundaries of the study (Simon, 2011). This study was bound by (a) the number of Title I or high poverty schools in southern California (b) the number of principals of Title I or high poverty high schools in the Inland Empire in Southern California; (c) access and proximity of the high school settings in relation to the researcher; and (d) the Culturally Responsive Leadership Framework for K-12 School Principals.

As a result of choosing the sample for the study, a delimitation due to the number of Title I high schools in the Inland Empire in Southern California, required the researcher to consider 15 school sites in the Inland Empire in southern California. The boundaries of the sample were generated by identifying the population of 1,325 high schools in California and, within that, the target population of 61 designated Title I within the Inland Empire in southern California. The Inland Empire consists of Riverside and San Bernardino counties in southern California. The population and target population were identified through the Riverside County Office of Education and Dashboard information. The study was also delimited by the availability and willingness of the participants, specifically high school principals who engaged in the study on a voluntary basis during the fall of 2018. All data were collected by the researcher as an ethnographic investigator, and it was assumed that all participants engaged in the interviews and observations willingly and authentically.

Finally, the results of the study were delimited to the 15 high school principals in the Inland Empire in Southern California to which the researcher had reasonable access and proximity to collect data and that adhered to the Culturally Responsive Leadership Framework as it pertained to high school principals. It is not clear to what extent the

sample from this study was truly representative of the larger population of Title I high school settings across the United States.

Organization of the Study

This study is presented in five chapters. Chapter I provides an introduction and history of schooling in the United States and the vestiges of history that linger; discussed the culturally responsive leadership attitudes, strategies, and practice standards for effective school leadership; provided a statement of the research problem, purpose statement, research question, significance of the problem, definitions, and delimitations of the study; and, identified gaps in the research. Chapter II engages the reader with a review of current literature on culturally responsive leadership, provides a historical background of the impacts of segregation and systemic exclusionary policies and practices, and highlights how school principal agency can address and dismantle inequities in education to develop environments to engage and include all students. A culturally responsive framework for K-12 education was the primary foundation of the research conducted in this study. Chapter III defines the rationale for the methodology used to answer the research question, describes the population and sample, identifies the instruments used to collect the data and how the researcher analyzed the data, and recognizes the limitations of the current study. Chapter IV triangulates and synthesizes the data that were collected to tell the richest story of the collective participants. Lastly, Chapter V includes a summary of key findings, conclusions drawn from the findings, implications and recommendations for further research, and concluding remarks and observations by the researcher.

CHAPTER II: REVIEW OF THE LITERATURE

Chapter II of this study reviews the professional literature and research related to leadership behaviors of principals of culturally diverse, low socioeconomic, and historically marginalized school contexts. The review of the literature begins with a historical overview of the American education system, the subsequent impact of segregation and inferior schooling as a result of legislation and court rulings, followed by an examination of efforts to desegregate schools, government action taken to address inequities in the education system, and the socioeconomic challenges faced by students that impact the ability to navigate traditional school settings. The next section focuses on various leadership styles assumed by principals, the influence of culturally relevant and responsive pedagogies, or lack thereof, on educating students from diverse backgrounds, followed by an examination of the role of the principal in developing engaging and inclusive school environments for all students. The next section examines the literature on culturally responsive leadership practices and strategies principals use to engage and include all students. The final section situates this study in the literature as it relates to the concept of culturally responsive leadership in suburban Title I high schools in the Inland Empire in Southern California.

The purpose of the literature review was to identify the historical, legal, and moral variables relevant to the study and to provide a comprehensive review of the concept of culturally responsive leadership in schools, looking at best practices, attitudes, and behaviors. An appraisal of mediating factors for CRSL is examined. An assessment of the efforts and essential nuances around principal leaders in Title I high school contexts is also briefly examined. The review of the literature included a few seminal studies that

explored the potential impact of school leaders that employ culturally responsive strategies.

Historical Overview of the American Education System

To investigate how principals use culturally responsive leadership strategies to develop engaging and inclusive school climates and environments for all students, it is important to first examine the historical underpinnings of American education. Throughout the 19th century, and well into the 20th century, blatant inequalities and inequities indicated that not all children were included or provided the same educational opportunities as others (Beach, 2007). According to Thomas Jefferson, an education, at public expense, is the main determinant in leveling playing fields and creating equal opportunities (Verstegen, 2015). Early adoptions of this ideal, however, faced the challenges and realities of slavery, segregation, child labor, and discrimination (Bibb, 2018; J. A. Johnson, Colins, Dupruis, & Johansen, 1985; Notlemeyer, Mujic, & McLoughlin, 2012; Thattai, 2001; Trattner, 1970). Much of the recent efforts to be culturally responsive in schools are attempts to address and redress the systemic and long-term ills and effects of inferior schooling, segregation, the enacting of desegregation laws, and re-segregation of schools in the United States.

A Storied Tale of Segregation in American Public Schools

In order to explore the racial and cultural foundations that necessitate the employment of culturally responsive leadership strategies by high school principals, there must be a review of the historical events that lead to a need to exercise cultural responsiveness. Principals that have an appreciable sense of history and societal inequities are armed with a solid context from which to ground a vision of creating

school environments that engage and include all students (Beachum, 2011). The legacy of segregation and exclusion directly correlates with the inferior schooling of minorities in the history of the United States. Several court cases have been instrumental in segregating, desegregating, and addressing inferior education of students of color. *Roberts v. Boston* (1849) discussed inferior Black schooling in that the plaintiff's attorney, abolitionist Charles Sumner, argued that "separation of children… on the account of color or race is in the nature of caste, and is a violation of equality" (Roberts v. Boston, 1849, argument section). Although the ruling was in favor of Boston, it led to Massachusetts outlawing school assignment by race in 1855. Boston re-segregated and engaged in redlining and public housing from the 1930s to 1970s, and segregation was re-addressed in *Morgan v. Hennigan* (1974) which resulted in court-ordered desegregation via highly contested busing in Boston, Massachusetts (Gellerman, 2014). The landmark case and ruling in *Plessy v. Ferguson* (1896) which cited the *Roberts* case, established the insidious "*separate, but equal*" doctrine that characterized not only the Jim Crow South, but nationwide and far-reaching discrimination against Black people in all regions of the United States. The *Mendez v. Westminster* (1947) case addressed segregated and inferior Mexican-only schooling that resulted in Mexican Americans in Westminster, California filing and winning a class action lawsuit to dismantle the segregated school system in that community. The 1947 victory desegregated public schools in California by law; several districts in California, like Riverside, however, did not integrate its schools until decades later indicating there was not much progress outside of a few areas (Littleworth, Franklin, & Straight, 2014). Latino segregation intensified after the Supreme Court recognized the rights of Latinos to desegregation

remedies in 1973 in *Keyes v. School District No. 1, Denver, Colorado* (Donato, 1997). *Brown v. Board of Education I* (1954*)* overturned the *Plessy* case amidst strenuous opposition in the North and the South. The cases premise lay in Chief Justice Earl Warren's unanimous decision of the court that stated,

> In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms. (Chief Justice Earl Warren, *Brown v. Board of Education of Topeka*, 1954, p. 3)

The following year *Brown v. Board of Education II (*1955*)* ordered desegregation "with all deliberate speed," but it was not until the 1970s that federal intervention brought about significant change and the integration of schools. Both *Brown* cases held that state-imposed segregation of students according to race denied Negro students the equal protection of the law guaranteed by the Fourteenth Amendment (Justice Black in *Alexander v. Holmes County Board of Education, 1969*). Such was the disdain and rancor against desegregating schools as was the case of Central High School in Little Rock, Arkansas, that President Dwight Eisenhower called upon U.S. troops to quell rioters (Fine, 1957). It should be acknowledged that a small group of White teachers and administrators labored on behalf of the nine students that integrated Central High School (G. E. Singleton, 2013). Soon after the ruling, Alabama and nine other states in efforts to thwart integration, enacted the Pupil Placement Law, which gave local school boards and superintendents the power to determine the placement of students in schools (Thomas, 2005). *Lau v. Nichols* (1974) was a class action suit brought by the parents of Chinese

students that did not speak English against the San Francisco Unified School District for the district's failure to provide equal educational opportunities which violated the Fourteenth Amendment as well as the Civil Rights Act of 1964. Although the district was absolved of any responsibility for minority children's "language deficiency," a unanimous Supreme Court opposed the decision stating, "students who do not understand English are effectively foreclosed from any meaningful education" (*Lau v. Nichols*, 1974). This ruling resulted in bilingual education and the subsequent *Lau* Remedies (1975), a set of guidelines that converted the schools' legal obligations for English language learners into pedagogical mandates (Lyons, 1990).

Further investigation into the topic of segregation and inferior schooling uncovered several important peer-reviewed articles. Rarely is segregation solely by only race and ethnicity, but rather it is customarily double or triple segregation that involves intense poverty, ethnic, and linguistic segregation which, according to Orfield and Lee (2006), in *Racial Transformation and the Changing Nature of Segregation*, relates to tangible inequality in educational opportunity. Growing class inequities reveals classism as a preeminent force in disparities that result in advantages and disadvantages (Adams, 2013). Orfield and Lee further contend that segregation is built into several societal structures and it has proven to be quite resilient. Government Accountability Office Reports (GAO) (2018) indicates that segregation is on the rise and that poor, Black, and other students of color are still suffering from inequities in education. Consider the 2018 *Gary B. v. Snyder* case in Detroit, Michigan where, in 2016, seven students sued due to abysmal conditions and appalling outcomes indicated by underfunding, mismanagement, and discrimination by state and local policymakers that left students "woefully

underprepared for life after high school" (Fortin, 2018, para. 5). The plaintiffs sought to assert the right of all students' access to literacy, no matter the zip code. The 2016 class-action suit was dismissed by a federal district court judge in July 2018 noting that "access to literacy" is not a fundamental or Constitutional right. The interpretation of this court differed significantly from the courts that decided *Lau* and in *Plyer*. While literacy or right to an education is not in the Constitution, the attorney for the plaintiffs noted, "Historically, access to literacy has been a tool to subordinate certain groups and certain communities and to keep those communities down" (Fortin, 2018, para. 11). In *Plyler v. Doe* (1982) Justice Brennan noted in his opinion that "Illiteracy is an enduring disability. The inability to read and write will handicap the individual deprived of a basic education each and every day of his life" (Plyler v Doe, 1982, p. 221).

The *New York Times* published an article whereas a federal court in 2016 ordered the Cleveland school district in Mississippi to desegregate its middle and high schools denoting the housing patterns of the community and a dual system of public schools, one system for White students-only and one system for Black students-only in some areas; this, despite the Supreme Court having ordered the immediate desegregation of schools in Mississippi in 1969 (*Alexander v. Holmes County Board of Education,* 1969; Hauser, 2016). The school district's website following the decision indicated it was examining the decision and "considering the option to appeal" (Hauser, 2016). A more recent illustration of the perpetuation of racism and segregation in schools occurred in June 2018, where an expensive private school in Manhattan, New York, announced its intent to continue to segregate minority students in grades K-8 in specific homerooms (Wright, 2018). After the policy was made public, the principal decided to get rid of that plan, but

would continue to keep “race as a critical, but not primary, determinant” (Schuster, 2018, para. 10).

In *The Resurgence of School Segregation*, a study from The Civil Rights Project at Harvard University, G. Orfield, Frankenberg, and Lee (2003), and Boger and Orfield (2005) suggest that more students are attending separate and unequal schools while politicians and the courts fail to acknowledge or address the issue which are reflected in subsequent court rulings that have undone desegregation. Reardon and Yun (2002), Alexander (2012), and Breslow, Wexler, and Collins (2014) stated that several districts under court-mandated segregation were released from court oversight after promising not to return to former discriminatory practices. More specifically, the U.S. Supreme Court relaxed judicial desegregation standards required for school systems via decisions rendered in the *Board of Education v. Dowell* (1991), *Freeman v. Pitts* (1992), and *Missouri v. Jenkins* (1995) cases such that desegregation remedies have been dismissed or severely restricted. In *Parents Involved in Community Schools v. Seattle School District No. 1* (2007), the issue were efforts made for voluntary school desegregation and integration in Seattle, Washington, and Louisville, Kentucky as a means to end racial isolation and prevent re-segregation. The decision struck down plans to desegregate voluntarily with the majority of the justices stating that assigning or denial of schools on the basis of race even if it is designed to integrate schools is unconstitutional (Orfield & Lee, 2007). Chief Justice John Roberts indicated that his side of the debate held that these efforts were unconstitutional and were “more faithful to the heritage of *Brown*” (Parents Involved in Community Schools, p. 2767). An important historical racial consideration is noted in each case; race is defined as Black and “Other” which includes

Asian, Latino, and White, etc. in Louisville, a restricted view of diversity, whereas no distinction was made between categories of non-whites in Seattle. Chief Justice Roberts noted in the 2007 decision that racially separated neighborhoods might result from "societal discrimination," but remedies that address discrimination, "not traceable to government's own actions" cannot justify a constitutionally acceptable, racially conscious, remedy (Rothstein, 2018, p. xiii-xiv). Consequently, according to Rothstein (2018), the homogeneous housing arrangements in Louisville and Seattle led to racially homogeneous student bodies in neighborhood schools and while this would not ordinarily pose a problem, historically, racially segregated schools result in inherently unequal schools. As a result of the decision, school district efforts to purposefully and voluntarily desegregate based on "race consciousness" (Parents Involved, 2007) were prohibited and had to be reevaluated or abandoned. The University of California at Los Angeles Civil Rights Project- Proyecto Derechos Civiles reported in 2014 that the segregation of Black and Latino student has increased in recent decades as demographic shifts increase and "minority" students become the numerical majority desegregation laws become outdated and ineffective in serving racially, culturally, and linguistically diverse students (Kelsey, Campuzano, & Lopez, 2015).

Logan, Zhang, Oakley (2017) examined the effect of White flight and subsequent suburban migratory patterns, which, according to Baum (2010), has been a long-time and fundamental concern of school segregation. The practice of redlining, according to Rothstein (2018), and Mock (2015) discouraged and discourages real estate lending in urban communities with high concentrations of poor and minorities thereby creating *de facto* and *de jure* segregation. Rothstein (2018) indicates redlining occurs when banks

refuse to give mortgages to people of color or exacting unusually severe terms from them with subprime loans for homes in particular areas. Lipsitz (2002) described it as "channeling loans away from older inner-city neighborhoods and toward White home buyers moving into segregated suburbs, where the FHA and private lenders after World War II aided and abetted segregation in U.S. residential neighborhoods" (p. 64). Putnam (2016) contends in *Our Kids: The American Dream in Crisis* that, while race-based segregation is declining, class-based residential sorting or segregation, has become de facto class-based school segregation. Rothstein (2018) argues that there is a correlation between improved educations and the ability to move out of high poverty neighborhoods and that historic suppression of income, housing, and labor have contributed to the architecture of de jure and de facto segregation. J. Kozol (2012) and Fortin (2018) note that minority children in segregated schools know they are receiving an inferior education and argue that a lack of money is the problem, but that racism is the reason.

While there appear to be some differences in understanding the factors of segregation in schools, these authors all agree on the central idea that re-segregation is on the rise. Moreover, these authors all agree that school board decisions, political opposition, White flight or middle-class suburbanization, and discriminatory housing policies are reflected in the fact that the nation's schools are still largely segregated based on race and class and that such practices hinder the educational progress of many students in school districts across the country. It seems that American schools have lapsed back into a segregated state (Beachum, 2011). In order to fully understand the need for principals of school contexts populated by culturally diverse, low socioeconomic, and

historically marginalized students to determine and implement culturally responsive leadership strategies that will enable all students in their charge to feel valued, engaged, and included, it is necessary to deconstruct and begin with an abbreviated understanding of the history and influence of segregation on schools inhabited by historically marginalized, racial, cultural, linguistic, and socioeconomic diverse school populations.

Critical Race Theory

According to Delgado and Stefancic (2017), Critical Race Theory (CRT) began as a progressive movement in the mid-1970s following what a group of legal scholars and activists believed to be a stall in the enactments of the civil rights movement. CRT is an area of study that reviews race, racism and power that arose from anti-oppression, legal issues, desegregation, race relations, human relations, antiracism, cultural competence, and multicultural transformation (R. B. Lindsey et al., 2003). Although CRT began as a movement in the law, it rapidly spread beyond that discipline into the field of education. CRT in education is used to explain and understand issues of school discipline, hierarchy in schools, tracking, bilingual and multicultural education, and the debate over ethnic studies (Delgado & Stefancic, 2017). Critical race scholars in education have explored the impact racism has on a number of areas including education policy, school funding, desegregation, curriculum, instruction, assessment, and teacher education.

Government Accountability and Legislative Action

The last several decades has seen the United States has engaged in a series of legal actions that include school funding in response to long-standing educational inequities. The Civil Rights Act of 1964 (CRA 1964) was designed to secure equality for every U.S. citizen regardless of ethnicity by desegregating schools and other public

facilities. The ESEA, including Titles I –XIV, (1965) was passed with a nationwide goal to provide "full educational opportunity" for all students while improving the quality of K-12 education. The NCLB legislation placed measures on schools and school districts that readily revealed striking achievement gaps among vulnerable and historically underprivileged students and their peers. The Every Student Succeeds Act (ESSA) advanced equity by maintaining significant protections for vulnerable students in need. Most recently, the Local Control Funding Formula (LCFF), California's school funding law, emerged as a means for school districts to set goals, plan actions, and leverage resources to meet specific goals to advance outcomes for all students (California Department of Education [CDE], 2015). As part of the LCFF, the Local Control Accountability Plan (LCAP) is a three-year plan that describes the intended goals, services, and expenditures schools will implement to sustain constructive student outcomes that address priorities established at the state and local levels. Three of the eight statewide priorities are student engagement, school climate, and parent engagement (L. Smith, 2016).

The Challenge of Being Poor and Likely "Colored"

In order to examine why principals use culturally responsive leadership strategies to develop school environments that engage and include all students, it is necessary to investigate the socioeconomic challenges children from disadvantaged families encounter as a result of being less privileged and not having access to the resources and support systems that their wealthier counterparts possess. Several researchers articulated that there is link between the racial and poverty composition of schools to test scores, graduation rates, and to the ability to draw and keep new and gifted and veteran teachers,

and parental involvement (G. Orfield, Frankenberger, & Lee, 2002; Putnam, 2016; M. A. Khalifa et al., 2016). Verstegen (2015) indicated that, not only are there disparities in education between schools of different classes and races as well as links to local wealth often within the same school district, there are what J. Kozol (1991, 2012) deemed savage inequalities. In articulating the case for the persistence of poverty and its effects on schools, social, political and educational policy, and humanity as a whole, Berliner (2005) importantly illustrated the connection between poverty and race/ethnicity that weakens the argument that the achievement gap is merely a socioeconomic issue.

R. K. Payne (2013) contends that "most schools operate from middle-class norms and use the hidden rules of the middle class" (p. 5), but that changing demographics is causing students that bring middle-class culture with them to diminish in the wake of increasing numbers of students who bring a poverty culture with them. Consequently, P. Gorski (2013) argues that school support for children and families experiencing poverty are necessary to ensure that all students are not, as M. Harrington (1962) and M. Harrington and Isserman (2012) contended, neglected, forgotten, or unseen and receive the best education available. The body of literature on student poverty strongly indicates that poverty influences the education of children from culturally diverse or low-income families (Orfield et al., 2003; Jensen, 2010) who, according to R. K. Payne (2013) and Bereiter and Engelmann (1966), and Hart and Risley (1995) generally have lower levels of the kinds of cognitive development and language acquisition that are typically rewarded in the educational system. Lower levels of cognitive development or standard language acquisition are not an indication of substandard intelligence or the lack of potential as compared to their more affluent peers says P. Gorski (2013); these students

merely lack the resources and the supports necessary to be engaged and successful in school. P. Gorski and Bomer, Dworin, May, and Semingson (2008), challenge Payne's (2003) and O. Lewis' (1966) "culture of poverty" cognitive contentions as illustrating the dominance of deficit thinking as a lens for understanding the academic struggles of poor children. Equitable insight shuns a deficit perspective that many educators have toward marginalized students (Villegas & Lucas, 2002; Beachum, 2011). Dudley-Marling and Dudley-Marling (2015) strongly argued that school leaders should be compelled to resist the deficit thinking that pathologizes students in poverty and to develop inclusive spaces that value and engage all students.

Schools across the nation with high poverty percentages are creating avenues of success for economically disadvantaged students because, according to Jensen (2010), student poverty calls for key information and smarter strategies as opposed to resignation and despair. P. Gorski (2013) argues that "instead of accepting myths that harm low-income students, educators need to eradicate the system-wide inequities that stand in their way" (p. 35). Low income should not translate into low expectations by teachers or principals nor, according to Ching (2012), should the assumption be made that parents of poor students are passive about their child's education.

According to the U. S. Census Bureau (2013), although, Black and Latinos are overrepresented among the poor, contrary to popular stereotypes, the largest group of poor people in America is White. Poverty is no longer just an urban or rural problem, but increasingly a suburban one as well (Cooke, 2014; Kneebone, 2014). Most research on issues of poverty and discrimination in the United States has an urban focus. Poverty is not considered a suburban reality, thus the erroneous perception that poverty does not

exist in the suburbs and, consequently, not in schools in the suburbs. Statistics show that the geography of poverty is changing; poverty is growing at a fast rate in suburbs – new and old (Allard, 2017). The Brookings Institute has monitored the existence and rise of poverty in suburban communities for several years noting that in 2007, the number of people living below the poverty line in suburban areas had exceeded the number of those living in big cities within many of the nation's largest metropolitan areas; in 2016, this still remained true (Berube & Murray, 2017). Ravitch (2013) argues, just as the students in *Gary B. Snyder* (2018) did, that public schools exist to give all children equal education opportunity regardless of zip code. Principals of schools with high poverty levels are challenged with devising and implementing strategies that respond to the culture of poverty or the poverty of culture as a means of developing engaging and inclusive climates and environments that are beneficial for all students (G. Ladson-Billings, 2006).

Acknowledging that there was a correlation between poverty and underachievement, not inability to achieve, President Lyndon B. Johnson, as part of his domestic policy the "War on Poverty," placed education as the vanguard in the national assault on poverty and a commitment to equal access of quality education by signing the ESEA of 1965 into law (McLaughlin, 1975; Jeffrey, 1978). As a provision of the ESEA, Title I is a program fashioned by the USDOE to allocate funding to school districts and schools with a high percentage of students populations from low socioeconomic status families to help enable all children to meet challenging state standards (Paul, 2016; U. S. Department of Education [USDOE, 2015).

Title I –Support for Impoverished Students

Title I, Part A of the ESEA of 1965 as amended, is the most extensive program, accounting for five-sixths of the funding, of the ESEA of 1965. Initially, the ESEA was to be in effect for five years (Paul, 2016). Since its enactment, the government has reauthorized the Act, with revisions and amendments, every five years shifting between financial regulations to student achievement to classroom instruction.

In the beginning, according to Jeffrey (1978), Title I was designed to close the skill gaps in rudimentary classes between children from low socioeconomic households in urban schools and systems and students from the middle class that attend suburban schools and systems. The fundamental rational behind the creation of Title I is to ensure that all children have a fair and equitable chance to obtain a high-quality education (USDOE, 2015). Conversely, Dynarski and Kaintz (2015) suggested that Title I schools and districts are tasked with the duty to tackle long-standing and historical disparities with diminutive amounts of money, just $500 to $600 per student. The program sends money to school districts, which disseminate the money to qualifying school sites which use the amounts to fund services which, according to Dynarski and Kaintz may or may not address the demands of all students.

D. Losen and Orfield (2002) noted that nine-tenths of schools that have student populations of mostly African American and Latino students have high concentrations of poverty and G. Orfield and Lee (2005) indicate that the number of school children poor enough to need and receive financial support or free and reduced lunch has grown dramatically. Although a commonly used measure or index of poverty is a student's eligibility for free lunch, according to Harwell and LeBeau (2010) not every household

that is eligible completes the necessary paperwork. Thus an accurate picture of students living in poverty is elusive and dynamic.

Achievement gaps between disadvantaged students and their better advantaged peers are huge and have existed for a long time (Dynarski & Kaintz, 2015; M. A. Khalif et al. 2016: Putnam, 2016). An investment in research of more practical approaches to engage and include all students is warranted if narrowing these gaps is the goal. Santamaria (2009) and Haycock (1999) strongly contend that students from socioeconomically disadvantaged backgrounds are capable of achieving at high levels; success requires resources and the dedication of school boards, school districts, and school principals to close those gaps. Systems that view students that are poor or that are a member from a racial, ethnic, or linguistic minority or with disabilities through a lens of deficiency are not apt to serve them well; hence, the necessity for principals to employ culturally responsive leadership strategies and practices to engage and include all students despite race, culture, language, or community of residence.

Principal Leadership Styles for Varying School Contexts

The single most decisive dynamic or factor that decides the success or failure of any organization is leadership (L. Madhlangobe, 2009; B. M. Bass, 1990). Among the various functions of leadership is that it offers support for the development of values, philosophies, and diversity and beliefs that enable the success of organizations (Canabou, 2003; Dunn, 2000; A. Nahavandi, 2006). The subject of leadership and leadership styles is multifaceted and relatively complex. Northouse (2004) suggested that scholars have tried to determine the true attributes and styles of leadership which has led to several

theories and models such as traditional, transactional, transformational, transformative, social justice educational leadership, culturally responsive, and others.

According to K. Leithwood, Louis, Anderson, and Wahlstrom (2004), M. A. Khalifa et al. (2016), and M. Fullan (2014), principal leadership is secondary only to teaching in its impact on student outcomes, which indicates the necessity of having prepared, willing, and able principals to address the needs of students in culturally unique and diverse school contexts. Many researchers have often focused on a single model of principal leadership, still other researchers such as K. Leithwood and Duke (1998) argued that it is unlikely that any one model alone describes specific qualities leaders should possess. The two primary leadership images or styles of school principalship that have prevailed in recent decades are transformational leadership and instructional leadership that emerged from the effective schools movement. H. Marks and Printy (2003) suggest that instructional leadership and transformational leadership should be incorporated together due to the complexities of 21st century leadership.

Additionally, in recent years and at the dawn of the 21st century, an increased focus on educational leadership and social justice has emerged that is central to reversing long-standing trends of education inequities, exclusion and disparate school outcomes (I. Bogotch, Beachum, Blount, Brooks & English, 2008; Marshall & Oliva, 2010; Shoho, Merchant & Lugg, 2005; G. Theoharis & Scanlan, 2015). Yet another form of principal leadership that is emerging in the literature is CRSL which builds on the premise of culturally responsive pedagogy that supports acculturation instead of assimilation by

broadening cultural understanding beyond the walls of the classroom to the larger school environment and into communities (Davy, 2016; M. A. Khalifa et al., 2016; A. E. Lopez, 2016).

As principals guide schools in an attempt to meet the evolutionary nature and progressively more complex expectations from many elements of American society including politicians, the media, and the families and communities they serve leadership styles that are conducive to and address the specific needs of the constituents being affected are imperative (Ashby &Miles, 2002). A brief examination of what the literature says about leadership styles and diversity is warranted; five leadership styles are explored in this review of the literature through the lens of leading in culturally diverse settings. The styles for discussion are (a) traditional leadership, (b) transformational leadership, (c) instructional leadership, (d) social justice leadership, and (e) culturally responsive leadership.

Traditional Leadership

Traditional leadership derives its methods from the business context that has evolved over time. It can be defined as a personality in charge of a group that conditions others to attain certain levels of collective or desired responses (B. M. Bass, 1990). Moore (1927) suggested that it is often characterized by preset expectations that inspire followers to show respect and loyalty toward the identified leader. The word leadership, in this context, is synonymous with the exercise of authority by subjecting one group to be subordinate to others in a top-down leadership model indicative of clear supremacy and hierarchy (Gronn, 2003; Kemmelmeier et al., 2003). This type of leadership is achieved by domineering behavior which resides in using power that does not account for

the collective wishes or goals of the group (Schein, 2004). Traditional leadership does not address leadership in diverse contexts as Madsen and Mabokela (2002) suggest noting that diversity perspectives pose challenges to many traditional beliefs in organization and management.

Transformational Leadership

Transformational leadership is a style in which the leader identifies and determines the needed change, creates a vision to guide the process of change through inspiration, and then, garners the commitment of others in the group to execute the needed change (M. Anderson, 2011; Burns, 1978; Simsek, 2013; Transformational Leadership, n.d.). Transformational leadership theorists believe that people are motivated by the task that must be performed and the leader of the proposed change. The leader demonstrates, communicates, and does whatever it takes to get the audience to see a vision and urge them to work toward it. According to The Bass Transformational Leadership Theory (n.d.), which many consider to be the cornerstone research on transformational leadership, people follow a leader because of inherent qualities such as trust and honesty possessed by the leader (M. Anderson, 2011). The stronger that these qualities are, the higher the loyalty followers or employees have for the leader. It is these qualities within the leader that inspire and motivate change (Burns, 1978). In essence, the leader transforms the followers and the organization because he or she possesses the qualities the followers' value.

K. Leithwood (1994) provides pioneering empirical research on transformational leadership in school settings and contends that this leadership style is best suited for addressing the demands of schools in the twenty-first century, specifically as it relates to

school accountability. As transformational leaders, principals provide intellectual direction and seek to empower and support teachers as partners in decision making with aims at innovating within the organization (Conley & Goldman, 1994; K. Leithwood, 1994). Simsek (2013) suggests that transformational leadership is appropriate for school settings in light of its effectiveness as a tool in helping leaders break traditional norms while instituting new standards with the potential of changing school culture. In an effort to build the collective capacity of the organization and its members to achieve desired results, principals, as transformational leaders, seek to support others in reaching their fullest potential as they transcend self-interest for a larger good (B. M. Bass & Avolio, 1993; K. Leithwood, Tomlinson & Genge, 1996; Silins, Mulford, Zarins, & Bishop, 2000). Firestone and Louis (1999); K. Leithwood and Jantzi (1990), and Simsek (2013) agree that as leaders, principals can transform or change school cultures for the better or maintain school cultures such that they are. While one main goal of transformational leaders is to lead through trust and values of the organization and while diversity is a subcomponent of transformational leadership, transformational leadership does not specifically target or extensively address leadership strategies that focus on leading in diverse settings (Bass, 1997; Burns, 1978; de Vries & Homan, 2008; Kark, Shamir, & Chen, 2003; A. S. Taylor, 2015).

Instructional Leadership

The term instructional leadership emerged from the 1970s effective schools movement. Researchers compared schools that were deemed "effective" schools in educating all students regardless of family background or socioeconomic status to those that were "ineffective" (Lezotte, 2001). Various characteristics of effective schools

resulted, one of which was the role of the principal as a strong instructional leader (W. B. Brookover & Lezotte, 1979; R. R. Edmonds, 1981; R. R. Edmonds & Frederikson, 1978; Lezotte, 2001).

Building on the social concerns that carried over from the 1960s into the 1970s, Secretary of Education T. H. Bell created the National Commission on Excellence in Education in 1981, and directed the Commission to examine the quality of education in the United States and to create a report for the nation and for him. The Commission published a seminal paper, *A Nation at Risk*: *The Imperative for Educational Reform* which called for more effective schools for America's students with a focus on the urban poor (National Commission on Excellence in Education. 1983). The report, *A Nation at Risk,* stated:

> Part of what is at risk is the promise first made on this continent: All, regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and spirit to the utmost. This promise means that all children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to secure gainful employment, and to manage their own lives, thereby serving not only their own interests but also the progress of society itself. (p. 9)

Earlier, R. R. Edmonds (1979) in the article *Effective Schools for the Urban Poor*, which focused on equity in schools, reported that strong leadership with a focus on student outcomes was a characteristic of effective urban schools. R. R. Edmonds argued that "schools teach those they think they must and when they think they needn't, they don't" (p. 16) noting that administrative behavior, policies, and practices in the

schools impacted the effectiveness of the schools as well as student outcomes. Steller (1988), in a summary of the qualities of effective schools, strengthened R. R. Edmonds' contention and with an emphasis on strong instructional principal leadership accompanied by a focus on instruction, safe and orderly schools, high expectations and a frequent monitoring of student achievement. According to P. Hallinger and Murphy (1985), the call for principals to evolve from managerial role and act as "instructional leaders" predates NCLB by at least 20 years in that it emerged as an important policy recommendation in the "effective schools" research (P. Hallinger, 1992). This instructional leadership was characterized by high expectations for both teachers and students (W. B. Brookover & Lezotte, 1977; W. B. Brookover & Lezotte, 1982; P. Hallinger & Murphy, 1985; C. Glickman, 1987).

Instructional leadership views the principal as the source of educational proficiency, whose role, according to Barth (2002) includes maintaining and monitoring high expectations for faculty and students, supervising classroom instruction and coordinating school curriculum (Quinn, Deris, Bischoff, & Johnson, 2015). Several scholars, Cuban, (1984); H. M. Marks and Louis (1997); and Murphy and Hallinger (1987) suggest that the hierarchical nature of instructional leadership, in practice, has caused it to fall short of its desired design in that it was inconsistent with the more democratic and participative organization of schools that later emerged and that empowered teachers as professional educators.

According to Blasé and Blasé (2004), teachers desire collaborative and shared decision making. P. Hallinger (2005) argues that instructional leadership is a "passing fancy that refuses to go away" (p. 221) and M. Fullan (2014) even contends that

principals as direct instructional leaders should be outmoded. Still, other scholars in education, such as Allen (1981); M. A. Khalifa et al. (2016); Madhlangobe, Johnson, and Gordon (2088); and T. J. Sergiovanni (2007) suggested that principals as instructional leaders are important variables that determine important factors like school climate, environment, and overall student achievement. M. A. Khalifa (2018) contended that principals should embrace some of the traditional education leadership styles such as instructional leadership by developing skills to be "culturally responsive instructional leaders" (p. 139) in efforts to address the needs of diverse students. Whereas the salient aspects of principal instructional leadership is to enhance the professional capacity of teachers and improve the quality of instruction and in turn and indirectly student learning, it does not explicitly address diversity nor is it responsive to the cultural capital that students, families, communities, and teachers bring to the school system dynamic that can enhance student learning (M. Fullan, 2014; Riehl, 2000). Instructional leadership is an important role of school principals, but it does not directly attend to leadership in diverse school contexts.

Social Justice Leadership

The term social justice is an elusive construct that is relatively new to the field of education leadership and, as such, is open to copious explanations and interpretations (Shoho et al., 2005). The concept of social justice finds it basis in theology (Ahlstrom, 1972), social work (Koerin, 2003), and it has considerable and tangible roots in educational disciplines like curriculum and pedagogy (Apple, 2013; P. Freire, 1998b, 1996). Social justice has customarily been studied extensively in the social sciences, law, and public policy (Brooks, 2008). Researchers G. C. Furman and Gruenewald (2004); C.

M. Shields and Sayani (2005); and G. Theoharis (2007) contend that social justice is propelled by many variables including (a) accountability pressures, (b) educational equity, (c) demographic shifts, and (d) increased achievement and opportunity gaps of socially disadvantaged and culturally diverse populations and that has become a significant concern for educational scholars and practitioners at the dawn of the 21st century.

Social justice principal leadership are practices that address the severe challenges posed by social, political, and economic realities and disparities as well as by issues of prejudice, poverty, oppression, and by the inappropriate use of power. Traditional wisdom and prevailing school practices that do not account for or value differences require leadership for social justice that is intentionally and deliberately focused on disrupting the systems that perpetuate inequity and inequality (I. Bogotch & Shields, 2014). Davy (2016); G. Jean-Marie, Normore, and Brooks (2009); and G. Theoharis (2010) suggested that social justice school leadership is a necessary approach to address diversity in today's schools. School leaders' ability to develop a culturally responsive school system for students and their families depends a great deal on their level of commitment to social justice and equity (Davy, 2016).

Crow (2006) notes that while some leadership practices and qualities may possess universal characteristics, other leadership qualities are culturally specific. According to C. Bogotch and Shields (2014), while social justice is focused on the redress of wrongs and the overcoming of inequities, the procedures related to social justice varies depending on the context of the school setting in which it is enacted. The case studies undertaken by G. Jean-Marie (2008); G. Theoharis (2010); and DeMatthews (2015)

examined the effective leadership strategies used by principals to create socially just schools in the settings in which they served. P. Gorski and Pothini (2014) argue that the sociopolitical context of schooling often lends itself to opportunities for education activism, accompanied by intellectually informed reflection noting that principals are under remarkable pressure to respond effectively to the growing diversity in society that is reflected in schools (G. Furman, 2012).

Despite subtle differences, social justice leadership and culturally responsive leadership often overlap and interlace with one another and challenge oppression in all forms while influencing the context in which they work (A. E. Lopez, 2016; Radd, 2008). Within the social justice leadership literature there are several approaches to leadership that look at creating equitable, inclusive environments for students; however, a culturally responsive approach to leadership is most promising within ethnically and culturally diverse and high percentage of economically disadvantaged school contexts (Beachum, 2011; L. Johnson, 2007; L. Madhlangobe & Gordon, 2012). Culturally responsive leadership is better suited for racially, ethnically, linguistically, and culturally diverse school settings because social justice leadership is often dictated by timing and situation, whereas, according to M. A. Khalifa (2018), culturally responsive leadership considers the historical and cultural aspects of school leadership and student learning that require a paradigm shift and an expansion from traditional notions of school-community relationships to one of genuine engagement and partnership that is necessary and overdue (A. M. Blankstein et al., 2015).

Culturally Responsive Leadership

Culturally responsive leadership derives its foundation from the concept of culturally responsive and relevant pedagogy. The discourse on culturally responsive practices has focused primarily on classroom practices, but recent efforts have applied a culturally responsive framework to the principalship (Davy, 2016; G. Gay, 1994, 2010; L. S. Johnson, 2006; M. A. Khalifa et al., 2016; G. Ladson-Billings, 1995b; A. Lopez, 2015; L. Smith, 2016). While culturally relevant and responsive pedagogies are generally articulated to frame the discourse on culturally responsive leadership, it is imperative to note that there is a clear difference between teaching and leading. Culturally responsive leadership builds on culturally responsive pedagogy by broadening the understanding and moving beyond the classroom to the larger school context and decision making in schools (M. Foster 1989). According to L. Johnson and Fuller (2015), CRSL involves leadership practices and strategies that develop school environments that are inclusive students and families from diverse backgrounds. This leadership style includes caring, relationship-building and the fostering of cultural responsiveness (Davy, 2016; M. A. Khalifa et al., 2016). Davy (2016) and L. Johnson and Fuller (2015) assert that culturally responsive principals are willing to challenge the assumptions about communities that are different than their own and seek to put strategies in place to engage and include all students on their campuses.

Principals are vital to ensuring that a diverse school context is inclusive and culturally responsive to the needs of all stakeholders by displaying a level of transparency that reflects values and beliefs aligned with practices that afford access to every aspect of the curriculum and extra-curricular activities for all students (M. A. Khalifa et al., 2016;

D. B. Lindsey & Lindsey, 2014). According to Branch, Hanushek, and Rivkin, (2013) and Mwangi (2013), the role of the school principal cannot be overstated; they play a pivotal role in the school environment. T. J. Sergiovanni (2007) emphasizes that because schools are special places, a special type of leadership is imperative. Educator professionals do not respond well to hero or hierarchically based command types of leadership that characterizes other types of organizations. Because American society has never been more diverse, principals face the pressure of leading these diverse contexts effectively (M. Brown, 2007; Prewitt, 2002). Culturally responsive principals, according to Davy (2016); M. A. Khalifa et al., (2016); L. Johnson (2007); L. Smith (2016), demonstrate a culturally proficient and responsive leadership disposition by continually accepting, appreciating, and embracing the differing cultures that exist on their school sites and in the community by using strategies and practices that engage and include all students and families.

Culturally responsive leadership is particularly relevant and timely considering the inequities that persist in education despite the popularity and recognition of instructional, transformational and other forms of school leadership (Davy, 2016; L. S. Johnson, 2006; M. A. Khalifa et al., 2016). Consequently, CRSL has become a relevant topic to examine issues of culturally responsiveness and reform, (M. A. Khalifa et al., 2016) in that researchers realize that culture plays a significant role in shaping the thinking behaviors and practices of school-based and other stakeholders (P. Hallinger & Leithwood, 1998). Culturally responsive leadership, which falls under the social justice umbrella and often overlaps with "leadership for social justice," works effectively in schools with ethnically and linguistically diverse student populations and communities

(Davy, 2016; C. Johnson & Fuller, 2015). Like social justice leadership, culturally responsive leadership challenges all forms of oppression by influencing contexts and the lives of students. While there are many approaches that focus on leadership, interpretations, and theorizing, culturally responsive leadership denotes activism that provide the means for principals to develop agency, act, and build school-wide awareness capacity on issues of cultural diversity, equity, and social justice (M. A. Gooden, 2005; M. A. Gooden & Dantley, 2012; L. Johnson, 2014; M. Khalifa, 2013; A. Lopez, 2015, 2016; S. P. Madhlangobe & Gordon, 2012).

Given the current context of schools, CRSL denotes urgency for action on the part of school principals to address the often overlooked social, emotional, and cultural needs of students. More specifically, according to M. A. Khalifa et al. (2016), culturally responsive leaders diligently and methodically challenge teachers and school environments that marginalize poor students and students of color, that discount or ignore students with learning ability challenges, and that negate the funds of knowledge or cultural capital that all students bring to table. Cooper (2009) indicates that doing cultural work is much more involved than advocacy as in the case of social justice leadership; it mandates that school leaders learn about the community in which the school is situated and connect school life with home life thereby acknowledging the entirety of the students being served. Social just leaders, according to M. Scanlan and Theoharis (2014) are, at times critically reflective and courageous, while in other contexts socially just leaders are unreflective and timid. The current context requires a leadership style that will connect with communities and parents in mutually beneficial ways in an effort to

provide an authentic and real education for all students. Culturally responsive leadership is for such a time as this.

Role of cultural competence and cultural proficiency. Cultural competence is the wherewithal to interact effectively with people despite differences. Culturally competent leaders develop and display a vision of schooling that accounts for the needs of all students by institutionalizing cultural knowledge and by providing opportunities for professional development about culture, equity, diversity, and its incorporation into the school organization (R. B. Lindsey, Nuri Robins, & Terrell, 1999). Additionally, culturally competent leaders model the behaviors that are desired and promote rapport and relationships between the school, parents, and the community necessary to positively impact the school experience of all students, particularly traditionally underserved and marginalized students (Bottoms, 2001; Davy, 2016; M. A. Khalifa et al., 2016; Riehl, 2000). C. Smith (2005) indicates that the goal and challenge of culturally competent principals is to transform schools into places where practices and policies cherish and develop all students thus creating culturally competent schools. According to Jones-Goods (2014) and S. Nieto and Bode (2012) school principals must model attitudes, behaviors, values, and characteristics that display cultural competence, cultural understanding, and embrace the primary principles of cultural responsiveness.

R. B. Lindsey et al. (2009) and L. Smith (2016) indicate that cultural proficiency is not indicated by the use of independent strategies or activities to use to work with people that are culturally different. Instead, it is a mindset or a worldview or a lens through which educators of culturally, ethnically, and linguistically diverse students view the world and that carries specific behaviors and values for interactions with people

irrespective of cultural membership (D. B. Lindsey & Lindsey, 2014; Terrell & Lindsey, 2009). Cross et al. (1993); F. CampbellJones, Lindsey, and CampbellJones (2010); Arriaga and Lindsey (2016) state that cultural proficiency is an inside-out process that requires educators to engage in an introspective analysis of personal assumptions, covert and implicit biases, and behaviors that, according to Wiessglass (2001) result in low expectations, misunderstanding, and unfounded assumptions about poor students and students of color. Researchers concur that meeting the needs of culturally, ethnically, and linguistically diverse and economically disadvantaged students requires school leaders that are culturally proficient and who can change things that need to be changed and create culturally proficient schools that engage and include all students.

Leadership Summary

While different theorist and researchers discuss the type of leadership believed to best suit various settings, the literature suggests that leaders including school leaders must respond to the situations that arise in their fields to determine the best way to plan and facilitate essential organizational modifications or changes (B. M. Bass, 1960; Canabou, 2003; A. Nahavandi, 2006, 2009; T. J. Sergiovanni, 2007). Fittingly, the four domains of the Culturally Responsive School Leadership Framework (CRSLF), as defined by M. A. Khalifa et al. (2016) used for this study are (a) critically self-reflects on leadership behaviors, (b) promotes culturally responsive/ inclusive school environment and, (c) maintains a commitment and connection to the larger community by engaging students, parents, and indigenous contexts and, as suggested by Riehl (2000), (d) develops culturally responsive teachers and curriculum to promote inclusive instructional

practices (Dillard, 1995; L. S. Johnson, 2006; 2007; Reitzug & Patterson, 1998; Scheurich, 1998).

Smyth (1989) suggests that principal leadership must allow all voices to be heard regardless of gender, race, class, ableness, or position in the prescribed hierarchy of the school. Principals must devise necessary strategies to determine the direction of their schools accounting for the environmental changes, advancements in technology and changes in student population composition and policies that are likely to occur (Dunn, 2000; G. Gay, 2000; C. D. Glickman, et al., 2007; G. Ladson-Billings, 1995a). As societal demographic shifts occur it is essential to account for the simultaneous cultural shifts occurring that are counter to the existent mainstream culture (L. Smith, 2016). For school leaders it is morally imperative to acknowledge and adjust leadership styles to account for the changing contexts of schools. A recurring theme from the literature is that exemplary school leadership helps identify and create the need for change and facilitates efforts to make the necessary changes a reality and not a dream unrealized.

Culturally Relevant and Responsive Pedagogy

Almost 70 years after the initial publication of *A Dream Deferred*, Langston Hughes' poem captures the state of education for many students of color for whom a culturally relevant and responsive education remains elusive or deferred (Dodo Seriki & Brown, 2017). G. Ladson-Billings' (2009) foundational work, *The Dreamkeepers: Successful Teachers of African American Children* argues that teachers must understand the crucial role of culture in teaching and learning and the importance of seeing color and seeing culture. In classes where culturally relevant content is taught, students' real-life experiences are acknowledged and legitimized as they become part

of the “official” curriculum (Emdin, 2017; G. Ladson-Billings, 2009). M. A. Khalifa et al. (2016) contend that when culturally relevant and culturally responsive pedagogies were articulated in the 1990s, they came to dominate discussions on education and reform to the present (G. Gay, 1994; G. Ladson-Billings, 1995a).

Culturally Relevant Pedagogy

According to Dodo Seriki and Brown (2017), culturally relevant pedagogy is a research-based instruction model that has increasingly become a part of instruction reform efforts in K–12 education. Culturally relevant pedagogy is a pedagogical model defined by G. Ladson-Billings (1994, 1995a, 1995b, 2009), in which an examination of the pedagogical practices of school districts with low socioeconomic and mostly African American children and the successful practices of the teachers that produced a framework for teachers to use to effectively teach all children, particularly students of color. G. Ladson-Billings’ foundational work examined the state of education for African American children. A retrospective look at the state of education for African American children and other children of color and children living in poverty reveal that inequitable educational conditions for many of these traditionally marginalized students persist (Dodo Seriki & Brown, 2017; Hammond, 2015).

Dodo Seriki and Brown (2017) note that culturally relevant pedagogy is a pedagogical model, deeply ingrained in critical pedagogy, anthropology, and grounded theory, largely predicated on teachers having conceptions of self and others, connectedness with all students, and a critical view of the conception of knowledge (P. Freire, 1970; G. Ladson-Billings, 1995a, 2006). In order to develop these conceptions and connectedness, teachers must hold dispositions, assumptions, and beliefs about their

students that, according to Beauboeuf-Lafontant, (1999) yield “a personal and political conviction” (p. 718) to teaching in ways that defy the status quo. G. Ladson-Billings (2006) contended that educators must move the focus away from concrete ways of doing to inherent ways of being, thereby developing a culturally relevant nature and not relying on fixed strategies. Culturally relevant pedagogy allows for students to make connections of their own lives and experiences with academic content while maintaining high expectations (G. Theoharis & Scanlan, 2015).

According to Ingersoll (2015) and Delpit (2006), the teaching force is becoming less ethnically, racially, and culturally diverse, but increasingly Eurocentric, White, female, and middle class. In light of the school demographic shifts noting that more than one half of students are Black, Asian American, or Latinx, it is imperative that educators' dispositions and perspectives on ethnicity or race be deliberately addressed when teaching or preparing to teach students of color (G. E. Singleton & Comer, 2013)..

Culturally relevant pedagogy provides an opportunity for school districts and teacher preparation programs to illustrate and demonstrate good teaching that is mindful of cultural, ethnic, and linguistic differences. While the empirical research has shown the effectiveness of culturally relevant pedagogy, a significant amount of literature suggests that there is a lack of perception of what it is to be a culturally relevant teacher or that culturally relevant pedagogy has been relegated to specific instructional strategies (Dixson & Dodo Seriki, 2014; Enyedy & Mukhopadhyay, 2007; Esposito & Swain, 2009; T. C. Howard, 2003; G. Ladson-Billings, 1995a; Milner, 2011; Tate, 1995; E. Young, 2010). Further clarity and discussion are warranted in light of the evolution of

student demographic shifts and persistent achievement and opportunity gaps and a need to develop engaging and inclusive school environments that embrace all students.

Culturally Responsive Pedagogy

Culturally responsive teaching is defined as using the cultural wealth and perspectives of ethnically diverse students as catalysts for teaching them effectively (G. Gay, 2002b). G. Gay (2002b) contended that the elements of this approach are based on research, experiences, theoretical claims, and personal stories of educators researching and working with underachieving African American, Asian American, Latino, and First Nations students. According to G. Gay the five essential elements of culturally responsive teaching include:

1. Developing a knowledge base about cultural diversity.
2. Including ethnic and cultural diversity content in the curriculum.
3. Demonstrating caring and building learning communities.
4. Communicating with ethnically diverse students.
5. Responding to ethnic diversity in the delivery of instruction.

Banks (1993) argues that “the school… curriculum marginalizes the experiences of people of color and of women” (p. 4). Culturally responsive pedagogy and teaching validates and affirms students and their culture and linguistic background and are based on the premise that situating lived experiences with academic knowledge and skills, learning experiences for students become more meaningful (G. Gay, 2002b; Muhammad & Hollie, 2012).

Approximately 80% of the nation’s teaching force in general education and special education is White and female and most received their teacher preparation

education in predominantly White colleges and universities, and, while many White teachers may not have acquired the education or experience that would prepare them for teaching diverse students, educators of all racial, ethnic, cultural, and linguistic backgrounds need to develop new competencies, skills, and pedagogies to successfully teach evolving and diverse student populations; no one gets a pass on this work (American Association of Colleges for Teacher Education [AACTE], 2013; G. Gay, Dingus, & Jackson, 2003; M. A. Khalifa, 2018; G. Ladson-Billings, 2002; G. Ladson-Billings, 2009; Milner, 2010; Muhammad & Hollie, 2012; NCES, 2017; C. E. Sleeter, 2017; Vavrus & Cole, 2002).

It is the contention of G. Gay (2002b) and G. Ladson-Billings (2009) that culture is a determinant that must be accounted for when discussing student achievement and underachievement because culture strongly influences the behaviors, values, and attitudes that all school-based stakeholders bring to the instructional process. G. Gay further contended that "what is being done for European American students, specifically the right to tackle learning challenges from the point of strength and relevance found in their own cultural frames of reference" (p. 114), should be done for students of color (Delpit, 2006; Emdin, 2017; Tatum, 2017). Educational inequity often leads to fewer opportunities for historically underserved students to cultivate habits of mind and cognitive abilities resulting in stunted cognitive growth and dependent, not deficit, learners often not working to their full potential (Hammond, 2015). The Southern Poverty Law Center (n.d.) and Alexander (2012) suggest that this dependency is the first leg of the "school-to-prison" pipeline for many students of color due to teacher instructional practices that result in a lack of adequate literacy and content instruction as

well as seemingly unrelated school policies that lead to disproportionate suspensions and time out of class. Consequently, academic underperformance closes the mainstream workforce pipeline (G. E. Singleton, 2013).

To date, education, as a whole, in the United States has not been responsive to diverse students (G. Gay, 2002). Instead, students of color have had to dissociate themselves from personal cultures and ways of learning and learn according to cultural norms that are not their own which often causes an internal and/or external struggle when having to navigate academic and social tasks while learning under cultural conditions and norms that may be unfamiliar and unnatural (M. Brown, 2007; Delpit, 2006; Gutiérrez & Rogoff, 2003). Research and literature suggest that, when taught through their own cultural and experiential filter, ethnically diverse students' academic achievement will improve (Emdin, 2017, Heath, 1983; P. Hernandez, 2016; Zarillo, 2010). A. M. Blankstein et al. (2015) strongly contended that teachers that understand that learning happens with the development of new and stronger neural connections can incorporate the already existing pathways that students have by making school work relevant to students' lives and thereby connecting students to school. Students that seem disconnected are often bored, which suggests the need for instructional practices that will engage all students (M. Fullan, 2014).

Studies have been undertaken with students of various ethnic backgrounds. They include studies of African Americans, Native Hawaiians, Mexican Americans, the larger Latino community, and Native Americans/First Nations and indigenous students (Aguillera & LeCompte, 2007; K. H. Au, 1993; Boggs, Watson-Gegeo, & McMillen, 1985; A. W. Boykin, 1982; Garcia, 1999; J. Kozol, 1991; G. Ladson-Billings, 1995b;

Lipka & Mohatt, 1998; Ramirez & Castaneda, 1974; Valencia, 2011; A. Valenzuela, 1999). While Zarillo (2010) and S. Nieto (1999) assert that caution should be taken in noting that the deductions of these researchers are generalizations and not all students within a given cultural or ethnic group will learn, communicate or interact the same way, these studies suggest that there are differences in the way children of diverse cultural groups communicate, learn, and interact that should be acknowledged in the classroom in an effort to create a consistent cultural congruence between school and home (Au & Kawakami, 1994; Delpit, 2006; G. Gay, 2000; McKinley, 2010).

A common misconception about culturally responsive teaching is that chiefly deals with choosing the right strategies; it is more complex than that. Muhammad and Hollie (2012), state that responsive instruction is most critical in (a) classroom management, (b) academic vocabulary, (c) academic literacy, and (d) learning environment. Hammond (2015) contends that the extent of academic success of diverse students, specifically, students of color, English language learners in classrooms is indicative of the level of cultural responsiveness occurring in that classroom. According to Hammond (2015) and Muhammad and Hollie (2012), oftentimes the instructional shifts that make the greatest differences do not look cultural at all because it is the kind of teaching that is good for all brains.

G. Gay (2010) suggested that, while culturally responsive teaching is important, it is not able to solve or resolve the challenges that students of color often face. Additionally, Paris (2012) argued that instruction is not just about relating to a student's culture; it should "support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence" (p. 95).

Both M. A. Khalifa et al. (2016) and G. Gay (2010) state that while the focus has been on teachers to adjust their craft to meet the needs of poor, culturally, ethnically, and linguistically diverse students, principals must have a similar mandate to become culturally responsive to adjust and hone their craft to respond effectively to students' cultural learning and social needs. Educational reformers and researchers, K. Leithwood et al. (2004) and Branch et al. (2013) have long argued that, second only to teaching, school leadership is crucial to school reform and transformation.

Culturally Relevant and Responsive Pedagogy Summary

Addressing the diverse learning needs and embracing the richness and strengths of an increasingly multicultural and multilingual student population requires the use of culturally relevant and responsive instructional strategies (G. Gay, 2010, G. Ladson-Billings, 1995a, 1995b; Milner, 2011). An increasing body of literature demonstrates the importance of using what Moll, Amanti, Neff, and Gonzalez (1992), Lindahl (2015), and Gonzalez, Moll, and Amanti (2013) refer to as students' funds of knowledge, a culturally responsive approach to teaching, which are created by home life and experiences outside of the school context. In efforts to include and engage all students, teachers must use pedagogical methods that incorporate both theoretical and culturally responsive principles (Richards, Brown, & Forde, 2006). Lam (2009) suggested educators should examine how students of diverse backgrounds are interacting with current technologies, which will, according to Derderian-Aghajania & Cong (2012) and Jones-Goods (2014) help facilitate the creation of pedagogical practices that utilizes resources that make education more relevant to culturally and linguistically diverse children.

Taking cultural knowledge and integrating it into teaching is an essential strategy that recognizes that each student has something of value to contribute to the group (Tomlinson & Javius, 2012; Lindahl, 2015). A vast amount of literature says A. M. Blankstein et al. (2015) has shown that all types of children possess talent and ability (A. W. Boykin & Noguera, 2011; Darling-Hammond, 2011). According to G. Gay (2002), teachers that craft classrooms that are culturally, linguistically, and economically inclusive reflect upon the power that race/ethnicity, culture and economic status play in how students construct meaning and, in turn, enable students to make meaning in a multiplicity of ways. P. Hernandez (2016) and P. Freire (1970) argue that teachers must develop environments of learning that use teaching methods and strategies that build better connections with students in efforts to enhance and improve the academic performance of all students including those at risk. Culturally-inclusive education practices are not limited to the classroom; to develop engaging and inclusive school environments, cultural responsiveness must extend to the practices of the principal (Cox, 2011). Jones-Goods (2014) stated that education research confirms that the best environments for student learning are those where student culture and language are reflected in the school's curriculum. According to Bakken and Smith (2011), instruction that is inclusive of students' home culture should be viewed by administrators and teachers alike as a means to improve the academic achievement of all students.

Mediating Factors Impacting Culturally Responsive Leadership

Principals that hope to be culturally responsive must consider, examine, and address significant mediating factors. Culturally responsive leadership is impacted by several factors that necessitate concerted attention from the school principal in an effort to make school campuses responsive to the needs of all students. One mediating factor of

significance is overall school climate that reveals the extent to which students and teachers feel safe and valued. Another mediating factor that principals must consider is the contexts in which schools are situated that often dictate the structures of the school setting. In that student learning and academic success are at the helm of school principal agendas, engaging learning environments that account for and increase teacher and student efficacy are essential factors to consider. Yet, another often overlooked mediating factor to being a culturally responsive leader is taking into account the needs of special education students. Additionally, leaders that seek to be culturally responsive cannot ignore the discipline disparities that characterize and plague K-12 schools if creating inclusive school environments that are responsive to the needs of all children is the goal. The fundamental and likely most integral mediating factor in culturally responsive leadership is the genuine inclusion of families and communities in the business of the school whether it is school-in-community or community-in-school involvement (M. A. Khalifa, 2018). Each of the aforementioned factors is critical to creating school campuses that engage and include all students.

The Integral Role of School Climate

While school climate and culture are described and defined in a variety of ways and are, at times used interchangeably, they are two distinctly separate terms that often overlap and influence one another. According to the Alliance for Education Solutions (AES), school climate drives and determines school culture. Although there is not one universally agreed upon definition of school climate, Frieberg and Stein (1999) described school climate as "the heart and soul of the school." The school climate either encourages students to engage school and desire to be a part of it, or it encourages

students to rebuff school and disengage from it (Frieberg & Stein, 1999). Additionally, school climate can be viewed as the way in which people at the school relate to and interact with one another as well as the way systems and policies are revealed. School climate reflects the customs, goals, and values, as well as organizational structures (Alliance for Education Solutions [AES], 2018; Cohen, McCabe, Michelli & Pickeral, 2009; National School Climate Council, 2007). School climate reveals what schools prioritize and hold dear.

School climate encompasses and includes major areas of school life such as safety, teaching and learning, and the overall environment noting that each of these dimensions, according to the National School Climate Center (2014), shape how students feel about being in school and how they shape learning. G. D. Gottfredson et al. (2005), suggest that perceived school climate explains more variance in certain student outcomes than externally determined factors. The focus of this research was concerned with how principals of high schools develop school climates and environments that are engaging and inclusive of all students.

Importance of positive school climate. Educators, students, and parents agree that schools should promote environments where students and teachers, feel physically and emotionally safe, treated fairly, included, and respected (Osher, Dwyer, & Jackson, 2004; School Discipline Consensus Report, 2014). The passage of the ESSA in 2015 provided opportunities for new systems to support positive school climates and learning environments that cultivate the social and emotional development of all students and to create additional opportunities for equity and excellence (Holohan, 2017). The ESSA provided an occasion for state and district leaders, and principals to move away from the

mostly academic nature of its predecessor, the NCLB, says Holohan (2017), and to prioritize college and career readiness outcomes for all students.

While NCLB created a greater awareness of racial disparities and subsequent interventions, Muhammad and Hollie (2012) indicate it also revealed socioeconomic and other achievement gaps and, according to Blankenstein, Noguera, and Kelly (2015) failed to ameliorate them (National Association of Education Progress [NAEP], 2013). Despite statistics that continue to divulge ethnic and socioeconomic graduation and access disparities, Muhammad and Hollie (2012) assert that "student ethnicity and social class are not barriers to learning; rather, schools that do not respond to the needs of these students are the barriers" (p. 2). Moreover, it is the further contention of these authors that a healthy learning environment coupled with responsive learning activities created and developed around the needs of underserved and forgotten students is essential to engage and include all students (Muhammad & Hollie, 2012).

The CDE has identified eight priority areas for which school districts must establish goals and actions under the LCAP (CDE, 2017); this must be done both district-wide and for each school. One of the eight state LCAP priorities is school climate, as measured by all of the following, as applicable: (a) pupil suspension rates, (b) pupil expulsion rates, and (c) other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness (CDE, 2017). These matrices reveal the extent to which students, parent, and teachers feel safe, included, and connected to the school. Another of the priorities is pupil engagement, as measured by all of the following, as applicable: (a) school attendance rates, (b) chronic absenteeism rates, (c) middle school dropout rates, (d) high school dropout rates, and (e) high school

graduation rates (CDE, 2017). Each of these matrices reveals the extent to which students engage with or disengage from school. Recognizing that students' socio-emotional health is as important as academic learning, school climate is becoming increasingly more vital to creating and maintaining engaging and inclusive school environments.

The Significance of School Context to the Student

While school climate can be thought of as the atmosphere perceived by different people, school context includes the factors that structure the institution. Choi (2003) says that context includes the social systems that guide individual and collective behavior as well as the interactive dynamics that occur among people and within schools. The intersection of learning, social emotional development, and education require a broader understanding of the contextual variables like homes and communities that characterize schools (Roach & Kratochwill, 2004).

Schools do not exist or operate in a vacuum; Flessa et al. (2009) suggested that schools are influenced by the context in which they subsist. Several studies have shown that the way schools are structured and organized tend to reflect the socioeconomic advantages or disadvantages of the communities and families they serve (Carrasco-Rozas 2010; J. Kozol, 1991, 2005, 2012; R. Lupton, 2005). The social, economic, and cultural capitals that students and parents bring to the table with them, in addition to principal and teacher agency, often influence the activities and social relations that schools experience (Metz, 1990; Mills & Gale, 2010; Thomson, 2002). Additionally, local, regional, national, and even global processes produce behaviors, ideologies, relationships, and expectations around education occasionally considering both historical and current

operation of local education policies (Thrupp, 1999). Metz (1990) contended that socio-economic and other local contexts influence and restrict what teachers and principals do on school campuses in various settings. Forsyth (2012) indicated that if the suburbs in the United States are viewed as primarily White and middle class, policy makers are less likely to pay attention to the positive or negative circumstances of people of color as suburban residents or living in low-income suburbs. R. Lupton and Thrupp (2012) argued that state and local governments would be better able to distribute resources more equitably as well as provide appropriate support to schools if they had a better understanding of local contextual complexity.

Context of leading and teaching in California. California educators serve a diverse population of students that, according to the California Standards for the Teaching Profession (CTC) (California Standards for the Teaching Profession [CTC], 2009),

> presents a critical need for teachers and leaders who are responsive to the varied cultural, racial, religious, ethnic, linguistic, and economic backgrounds of all students and who consider how learning differences and abilities, gender and gender identity, family structure, sexual orientation impact and influence learning and teaching. (p. 1-2)

The CSTPs reflect a commitment to educating all students and encourage the necessity for teachers to continually hone their craft and strengthen an understanding of the students, families, and communities that make up the context of the school setting in which they work.

Engaging School Environments

Student engagement in schools that are able to facilitate academic achievement and social development is recognized as being influenced by school environment (Thapa, Cohen, Higgins-D' Alessanro, & Guffey 2013). According to Astor, Benbenisty, and Estrada, 2009; Haahr, Nielsen, Hansen, and Jakobsen, 2005; Organization for Economic Cooperation and Development, 2009; and Pachan (2008), positive school climate is a contributing factor to stronger academic outcomes among diverse groups of children and an increased motivation to learn. Additionally, positive school environment, according to Ma, Phelps, Lerner, and Lerner, (2009) can also be linked to higher graduation rates as well as linked with decreased student absenteeism in secondary schools and lower suspension rates of high school students (deJung & Duckworth, 1986; G. D. Gottfredson & Gottfredson, 1989; G. D. Gottfredson, Gottfredson, Payne et al., 2005; T. Lee, Cornell, Gregory, & Fan, 2011; Rumberger, 1997; Wu, Pink, Crain, & Moles, 1982). Research has linked a positive school environment to pro-social student behavior and a reduction of instances of peer aggression and misconduct at school (C. P. Bradshaw et al. 2015b; Cornell and Huang 2016; G. D. Gottfredson, Gottfredson, Payne et al. 2005). In order to develop a sustainable positive school climate that encourages classroom engagement, teachers and students must believe that successful outcomes are attainable.

Teacher self-efficacy. A teacher's sense of efficacy matters to both teachers and student outcomes. According to M. Tschannen-Moran, Woolfolk Hoy, & Hoy (1998), self-efficacy is defined as "the teacher's belief in ones capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a

particular context" (p. 233). Self-efficacy beliefs dictate the way people think, feel, encourage themselves, and how they behave. Gaskill, Woolfolk Hoy (2002) and Bandura (1997) state that teachers with a high sense of efficacy may enjoy an easier time in motivating students as well as enhancing student cognitive development. Additionally, these same teachers are likely more open and apt to experiment with new and innovative techniques, ideas, or pedagogies whereas low efficacious teachers, not confident in teaching ability or skill, may rely on a more controlling and teacher-centered teaching style , which may contribute to a more critical view of students.

While self-efficacy beliefs are context specific, context has not been sufficiently studied in the literature (Bandura, 1997; Klassen, Tze, Betts, & Gordon, 2011; Labone, 2004; M. Tschannen-Moran, Woolfolk Hoy, 2007; Ronfeldt, 2012). Settings in rural, urban, and suburban contexts likely influence teachers' sense of efficacy. A propensity to blame students or parents for low performance has consequences for teachers and students, families, and communities. Teachers that do not believe they can positively influence student engagement or learning or that is challenged by placement in diverse settings, likely see the manifestation of said beliefs in professional practices (Donohoo, 2016). Conversely, Bandura (1997) purported

> Schools in which staff members collectively judge themselves capable of promoting academic success imbue their schools with a positive atmosphere for development that promotes academic attainments regardless of whether they serve predominantly advantaged or disadvantaged students. (p. 12)

The creation of positive school and classroom climates that embrace and appreciate diversity, increase cultural proficiency, incorporate rigor, support, and high expectations

result in greater teacher efficacy thereby improving teacher disposition and practices and student success (Davy, 2016; Delpit, 2006; G. Gay, 2010; M. A. Khalifa, et al., 2016; G. Ladson-Billings, 2009; Tatum, 2017).

The weight of the importance of student engagement on the part of the teacher is indicated in domain two of the CTC (2009) which is Creating and Maintaining Effective Environments for Student Learning. The CTC (2009) suggested that teachers can create engaging learning environments by

- Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.
- Creating learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
- Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe; creating a rigorous learning environment with high expectations and appropriate support for all students.
- Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.
- Using instructional time to optimize learning.

Teachers need the tools to do each of these as a means to increase self-efficacy in creating classroom environments that are conducive to student learning and engagement.

In their seminal work on school climate, Halpin and Croft (1963) researched the prototype concerned with interactions between teachers and students noting the impact of teachers' perceptions and practices on student's efficacy.

Student efficacy. Engaging student buy-in and even ownership in the process of learning is critical (Wolpert-Gawron, 2018). According to Margolis and McCabe (2006) and Bandura (1997), students with a strong sense of efficacy are intrinsically motivated to challenge themselves. On the other hand, students with low self-efficacy are less likely to make a legitimate effort to take on challenging tasks. In an effort to build student efficacy, teachers can use various pedagogic strategies that suit the needs of the students (Fencl & Scheel, 2005). Research has shown that learning environments and teaching methods created and used by teachers can improve student self-efficacy and resilience (Bandura, 1997; Fencl & Scheel, 2005). Supportive teachers along with clear and high expectations are instrumental in the development of both student engagement and students' perception of individual competence.

According to Wolper-Gawron (2018), students engaged in learning opens up the brain to receive information in a variety of ways and it opens the door to deeper learning, engagement and retention; teachers' concerted efforts to engage students in meaningful ways lead to greater student efficacy. Specific learning strategies, according to Margolis and McCabe (2006), strengthen struggling learners' beliefs in the ability to be successful and thus, engage in academic tasks. Hammond (2015) and Wolpert-Gawron (2018) concur that when students' brains are stimulated by the use of various pedagogical methods, such as culturally responsive pedagogy, higher cognitive functioning take place and make content and the classroom climate more engaging. Students and teachers are interdependent; Wolpert-Gawron asserts that as students and student demographics change, teachers' perceptions and practices must adjust accordingly. Education research confirms that the best learning environments for students are those that have a curriculum that reflects and incorporates student

culture and language (Steinhart School of Culture, Education, and Human Development, 2008). According to Bakken and Smith (2011), instruction that is inclusive of students' home culture should be viewed by administrators and teachers alike as a means by which to improve the academic achievement of culturally and linguistically diverse and special education students (G. Gay, 2002a).

Inclusive School Environments

Establishing a safe, supportive and inclusive school climate to improve the lives of students is vital to maximize learning for all students in all school contexts (P. M. Dewitt, 2018). A student's sense of belonging and connectedness are improved with a positive school climate which promotes youth development and learning necessary for living in a democratic society (W. H. Hughes & Pickeral, 2013; National School Climate Council, 2007). Helping students develop positive relationships with one another and with adults are indications of creating positive school climates that serve as microcosms of society. The importance of a positive school climate that promotes mutual trust, cooperation, and cohesion, among faculty, according to Thapa et al. (2013) and Allen (2015) cannot be overstated in the pursuit of inclusive school environments for all stakeholders. Evaluating existing school environments or climates offers a rationale and guideposts for determining existing strategies and motivation for change (W. K. Hoy, 1990). Positive school climates encourage the development learning required to prepare students for navigation of 21st century colleges and workplaces.

The foundational and underlying motivation for creating inclusive schools argued Krownapple (2016) lie in valuing humanity and the well-being of students whether mandates exist or not. The notion of considering all students, as a means to creating an

inclusive school context, is the belief that each individual, regardless of racial, ethnic, cultural, learning ability, socioeconomic or linguistic differences is a full member of a given community. Krownapple (2016) goes on to contend that exclusive or segregated schools and classrooms will persist unless principals make a resolute effort to make the spirit of equity and inclusive school environments a priority. In 2018, the Government Accountability Office determined that U.S. schools were more racially and socioeconomically segregated than they had been for decades. The era of accountability and high-stakes standardized testing resulted in public schools becoming less concerned about developing diverse and inclusive schools, as the "public education system became increasingly diverse in terms of its student population and increasingly more segregated and unequal" (Wells, Fox, & Cordova-Cobo, 2016, p. 6). Research indicates that establishing an inclusive school climate will help to close student achievement gaps, improve sense of community among staff and students, and enhance communications between school and home (Osman, 2012; Polat, 2011; Rothsteub-Fisch et al., 2009; Shade, Kelly, & Oberg, 1997; Thapa et al., 2013; Thoonen et al., 2011; Tremblay, 2013). One of the key elements in creating an inclusive education for all students is positive school climate that incorporates student's home life and community.

Family and Parent involvement. The notion of parental involvement and participation on school sites is not revolutionary. Meaningful partnerships between schools and families are essential to student's feeling valued and included (Tolan, Gorman-Smith, & Henry, 2004). However, Epps (2005) aptly noted, "the quality of education available to children is based on the relative power, prestige, and wealth of their families" (p. 220). Cazden and Legget (1976) suggested "all systems should bring

the invisible culture of the community into the school through parent participation" (p. 17) regardless of socioeconomic status. According to Greenberg et al. (2003) and N. Henderson and Millstein (2003), families and parents possess a great wealth of information about student strengths and abilities and can be influential allies in determining student behavior at school when permitted to participate and share individual and collective strengths and abilities with the school. Parent and family involvement says Tinkler (2002) and Zarata (2007) tends to focus primarily on impacting student academic performance.

While the idea of parent involvement is not new to the field of education, some researchers have reconceptualized the idea from having parents get involved to increase student performance to emphasizing and supporting parents' own educational achievement thereby increasing student achievement (Clark, Flores, Rivera, Biesiger, & Morgan, 2012; Horsford & Clark, 2015). The individual development of parents may, according to Clark, Flores, Rivera, Biesiger, and Morgan (2012) lead to children finishing homework more reliably and consistently as parents shift from a supervisory role to one of engagement. In fact, Horsford and Clark (2015) asserted that a "more productive approach for building student success and engagement may focus on parental participation in the life of their community, to include their child's school" (p. 75). The concept of participatory democracy through the eyes of an inclusive school principal sees parental involvement as part of the democratic functioning of schools by recasting parental involvement as civic engagement (Fishkin, 2011) which some contended fosters and drives educational accomplishment (Fishkin, 2011; Horsford & Clark, 2015; M.

Scanlan & Johnson, 2015). Education based on culturally responsive leadership requires cooperation between schools and families (S. Auerbach, 2007).

Community involvement. A learning environment has traditionally been viewed as something that educators create and sustain within their schools; schools, however, cannot function as isolated entities. Bokas (2017) proposed that schools should establish a culture of partnerships by expanding school learning environments to embrace and include families, communities, other learning institutions, and businesses as co-builders of a powerful learning environment. These collaborative partnerships should become part of the natural learning ecosystem on school sites. Riehl (2000) contended that schools are entrenched within broader community-based organizations and that schools have the capacity to change the lives of students, families, and surrounding communities. Opportunities for students to develop a connectedness to school and home and community, according to Bokas (2017), are done by establishing support, coordination, and communication of adults in spaces where students engage. Bokas suggested that educators reconsider the traditional archetype of learning environments and foster the 21st century needs of students such as efficacy, agency, and empathy by taking a holistic approach to connecting students' school life with home life and the community. Establishing positive rapport and trusting relationships with students' communities is central to the development of cultural responsive and inclusive school environments.

Special education: Seeing each and every child. Inclusive education can expand and flourish when responsive leaders are knowledgeable, supportive and committed to nurturing the learning of every student (Philpott, Furey, & Penney, 2010). For purposes of this study, inclusion is not exclusive to special education students, but it does

acknowledge the importance of including students with disabilities in the overall school community. R. A. Villa and Thousand (2005b) suggested that inclusive education is a belief system where staff, students, and the community commit to provide “each student…each citizen in a democracy, with the inalienable right to belong (p. 6). G. Theoharis, Causton, and Woodfield (2015) argued that inclusive teachers and leaders should ensure that education as it relates to special education means that every child is seen, regardless of disability or need, as a fundamental and valued member and participant of the general education heterogeneous classroom community.

The over-representation of Black and Latino students in special education represents an area in which complex intersections of race, class, and ability translate into what G. Theoharis, Causton, and Woodfield (2015) considered marginalization and exclusion (Connor & Ferri, 2006; D. Losen & Orfield, 2002). The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities receive a free appropriate public education and states are also required to track and report racial disparities, including those found in discipline (EdSource, 2018; Romney, 2018). According to Garcia and Ortiz (2006), the disproportionate representation of children from diverse cultural and linguistic backgrounds in special education has been a problem for over 20 years. R. A. Villa and Thousand (2005b) contended that

> Systemic change toward inclusive education requires passionate visionary leaders who are able to build consensus around the goal of providing quality education for all learners… [Study after study found] administrative support and vision to be the most powerful predictor of success of moving toward full inclusion. (p. 13)

D. J. Losen (2018) posited that students with disabilities were once routinely denied access to public education and, while current federal law makes such denial unlawful, there are schools that may be meting out discipline in a manner that has the same effect. The current context of schools requires culturally responsive principals to have a vision and a plan on how to include and engage all students, despite ableness, in an effort to develop a climate of belonging.

Persistent and disconcerting disparities in discipline. School safety is paramount in creating schools that include all students. An area in which inclusiveness evades many school sites and leaders is in the area of discipline. Consequently, when principals fail to make school climate a main concern, resulting disciplinary approaches often fall back on the fail-safe removal of the student from the classroom or school site. M. A. Khalifa (2018) argued exclusionary practices of schools and educators as those that explicitly remove students from the classroom or, as researchers Okey and Cusick (1995) and Dei, Mazzuca, McIsaac, and Zine (1997), suggested, exert so much pressure on students that they choose not to stay in school. Research and data on school discipline practices reveal that a disproportionate amount of students of color and students with disabilities are often pulled or put out of class for minor misconduct (Edsource, 2018).

D. J. Losen's (2018) recently released report "Disabling Punishment: The Need for Remedies to the Disparate Loss of Instruction Experienced by Black Students with Disabilities" used federal data from 2014-15 and 2015-16, the last year for which it is available. The report examined Black and White students noting that research has revealed that Black students overall, not just special education students, are suspended at the highest rates of all student groups. The report found that in the case of special

education students nationwide, Black students lost 121 days, while white students lost 43. While California fell below the national average: 82 days to that of 31 days for White students, the disproportionality is stark and glaring. D. J. Losen (2018) further argued that there is a vast amount of lost instruction for Black kids due to their suspension that is very different from what White kids are experiencing and it needs to be addressed. Lost instruction leads to a loss of class time, remediation, and an inability to participate in extracurricular activities, which in totality or individually often leads to students being held back and not finishing altogether. Accordingly, these students are falling behind in classes due to lost instruction, sometimes opting to drop out of school, and are often coming into contact with the juvenile and criminal justice systems (Alexander, 2012; D. J. Losen, 2018; Balfanz, Byrnes, & Fox, 2015; D. J. Losen, Ee, Hodson, & Martinez, 2015b; Rosenbaum, 2018).

Teachers often interpret and react to students' behavior from the viewpoint of established middle class sociocultural norms. When teachers fail to ascertain that behavior is influenced by culture; when teachers devalue, condemn, and chastise the behaviors of students with which they are unfamiliar; and when classroom management practices alienate and marginalize some students, while privileging others – misunderstandings, misinterpretations, and discrimination occur (M. A. Khalifa, 2018; Weinstein, Curran, & Tomlinson-Clarke, 2010). In turn, culturally relevant pedagogy (G. Ladson-Billings, 2001) and culturally responsive teaching (G. Gay, 2000) communicated the necessity for teachers to develop the requisite knowledge, skills, and predispositions required to teach children with varying learning levels and students from diverse racial, ethnic, cultural, language, and socioeconomic backgrounds. Noguera stated that:

> The achievement gap and the discipline gap are two sides of the same coin. You can't, for example, address the racial disparities in discipline without addressing them in all other aspects of a student's experience at school. (as cited in Washburn, 2018, p. 2)

Exclusionary punishments such as out-of-school suspensions have been scrutinized in recent years. The NAEP has revealed disparities in discipline by race and ethnicity and its intersection with gender, ability, and language. According to the Brown Center Report on American Education (2017), California officials have been advocating for schools to decrease out-of-school suspensions, particularly in light of the racial disparities associated with that form of discipline. The policy has resulted in a reduction of suspensions in the state, but racial disparities persist (D. J. Losen, Keith, Hodson, Martinez, & Belway, 2015a). Blacks, Pacific Islander, and Latinos are more likely than Whites to be referred to office for willful defiance, a catch all phrase for defiance or noncompliance, but researchers contend that educators often interpret behavior very differently than parents and students (Gregory & Weinstein, 2008; M. A. Khalifa, 2016; D. J. Losen, Sun, & Keith, 2017; R. J. Skiba, Chung, Trachok, Baker, Sheya, & Hughes, 2015). Black students and students with disabilities continue to be suspended at rates that exceed their proportion of student enrollment and are thus problematized or labeled as problem students. G. Theoharis et al. (2015) indicated that more than 20% of boys and girls of color with disabilities being served by IDEA receive an out-of-school suspension. Voight (2013) contended that Black students in secondary schools are more likely to indicate they are treated unfairly when it comes to school discipline.

The Brown Center Report on American Education (2017) reported that suspended students are likely to miss several days of schools and experience long periods of time without the supervision of an adult supervision. The report contended that these out-of-school suspensions occur due to low expectations, low academic achievement, chronic absenteeism, incorrect student referral or placement in special education, and excessively harsh discipline including suspension, expulsion, and treatment in the juvenile justice system which, in isolation or in combination, has the potential to thrust students into the "school-to-prison pipeline." Nance (2014) contended that one of the nation's most formidable challenges in the area of education is the school-to-prison pipeline which encompasses the various issues in the education system that result in students leaving school and becoming involved in the criminal justice system.

As a result, disciplinary reformers have promoted restorative programs as alternatives like Restorative Justice and Positive Behavior Interventions and Support (PBIS) to exclusionary punishment such as out-of-school suspensions (Loveless, 2016; The 2018 Brown Center Report, n.d.). In response to the racial/ethnic disparities in discipline practices, Skiba, Chung, Trachok, Baker, Sheya, and Hughes (2015) argued that the implementation of race-neutral approaches requires specific attention. The goal of these discipline reforms is to get misbehaving students to take responsibility for their behaviors and accept the consequences for what others have suffered (Cunningham, 2018; Hopkins, 2002; Howell, 2013, Loveless, 2017; The 2018 Brown Center Report, n.d.). For many school sites, restorative justice interventions or other discipline reforms may prove to be powerful alternatives to out-of-school suspensions; however, their efficacy has not yet been assessed in authentically or empirically designed evaluations

(The 2018 Brown Center Report, n.d.; Howell, 2013). To some people the approaches are contentious and the empirical evidence of their viability is restricted. Additionally, teachers have challenged the merits of discipline reform by warning about deteriorating safety and order at schools (D'Orio, 2018). Leaders that are culturally responsive are conscious of the historic ways in which public education, while designed to be life-giving and equalizing, have oppressed or been complicit in the oppression of students of color and marginalized students in many ways and, as such, make an intentional and purposeful commitment to ensuring their schools uplift, engage, and include all students.

Mediating Factors Summary

Fundamentally, the mediating factors of school climate and context, teacher and student efficacy, discipline disparities and, special education inclusion that impact culturally responsive leadership in K-12 settings speak to the matters of engagement and inclusiveness that ultimately come down to issues of equity. Advancement in educational opportunities has helped address structural barriers related to gender, poverty, race/ethnicity, learning levels and differences, yet inequities persist. Equity is seemingly the word of the day, but it must be understood that it is not just another buzz word; if equity is being addressed, that means inequities exist (A. M. Blankstein, Noguera, & Kelly, 2015). An examination of the literature reveals that the Eurocentric and middle class culture of many schools has not been engendered to consider the nuances of various cultures, ethnicities, languages, learning abilities, and religions. This has resulted in a disconnection between students' school life and students' home life and communities for many students. Culturally responsive leadership accounts for the growing plurality and diversity of schools by intentionally reversing educational inequities, exclusion, and

disparate school outcomes and working with students of all socioeconomic statuses, sexual orientations, languages and special needs to create schools that intrinsically value and appreciate the diversity in 21st century schools (G. Theoharis & Scanlan, 2015).

The "pioneers of research on school climate," Halpin and Croft (1963), maintained that "climate…expresses the collective perception of teachers of school and routine and thereby influencing their attitudes and behaviors" (p. 425). Students know how teachers feel about them. A positive school climate has the potential to be a protective factor that supports positive outcomes for all students (National School Climate Center, 2014; Blum, McNeely, & Nonnemaker, 2002). Although there is no single list of factors that dictate the quality and character of school life, most researchers agree that there are four main areas that clearly shape school climate in the K-12 setting: (a) safety, (b) relationships, (c) teaching and learning, and (d) the external environment that includes and accounts for families, contexts, and communities (Thapa et al., 2013). Engaging, safe and inclusive school climates and environments that engage and include all students regardless of race, ethnicity, culture, or economic status are purposely orchestrated by principals that espouse inclusive values and that are culturally responsive, leading with a social justice mandate. The role of the principal is paramount to creating and maintaining inclusive and engaging schools for all students, particularly for those for whom education has been less than equitable.

Role of the Principal in Creating an Engaging and Inclusive School Climate

Since the beginning of the principalship in U.S. education, educators have struggled with succinctly defining the complex role of the school leader (National Association of Secondary School Principals, 2007; Parkes & Thomas, 2007). Principals,

according to Fullan (2014), not only have the responsibility to manage and organize schools, but the duty to ensure schools meet accountability demands, serve as instructional leaders, provide support for teachers and faculty, and meet the extensive and evolving needs of all students. According to Van Roekel (2008) and Snowden and Gorton (2002) the primary role of the principal, however, is to develop and shape school climates or environments such that all students can realize their full potential. Lane (2016) stated despite existing research that school climate has a significant impact on student performance it is typically an area that is not addressed, but rather it is overlooked by school administrators. Additionally, W. K. Hoy and Woolfolk (1993) discovered a shared relationship between school climate and teacher efficacy, suggesting that principal leadership is essential to the development and sustainment of positive classroom and school climates. Researchers have discovered that principals, particularly as instructional and culturally responsive leaders, are instrumental in encouraging and influencing teachers' learning, instruction, and ultimately, student achievement by creating "growth-enhancing climates that support adult learning as they work to manage adaptive challenges" (Drago-Severson, 2012, p. 1) (J. B. Anderson, 2008; Branch et al., 2013; Eilers & Camacho, 2007; Griffith, 1999). P. M. Dewitt (2016) posited that it is flawed thinking to suggest that principals have too much to do and thus have no time to deal with school climate.

Educational leadership literature suggests that what principals do is often dictated by the context in which the principal works. As a result, research about leadership has been prompted in one context at a time, such as, urban, technology, whole-school reform, minority student populations, rural, suburban, and social justice (C. Shields, 2004).

Effective leadership is vital to addressing the needs of all students, not just, but including historically marginalized, minoritized, and problematicized students. Leadership is an important factor in the development and sustainability of school climate (B. M. Bass & Riggio, 2006; Burns, 1978). P. M. Dewitt (2016) indicated that many school leaders rely on instructional and transformational leadership, but that a more holistic approach is necessary to make changes and incorporate all stakeholders. Principals must possess a thorough appreciation of the role leadership plays in the shaping of school climate as well as an understanding for which leadership style is most conducive for helping change occur (Martin, 2009). Several studies have illustrated that the primary component in effectively shaping school climate and guiding reform site-based efforts is the leadership of the principal (P. M. Dewitt, 2018; Snowden & Gorton, 1998). Effective, socially just, and culturally responsive leadership, according to Dudley-Marling and Dudley-Marling (2015) requires that principals develop inclusive spaces where diverse students, students with disabilities, and students living in poverty have opportunities to learn content associated with the highest levels of academic achievement. P. Dewitt and Slade (2014) found that

> a positive school climate is an environment in which all people – not just adults or educators – are engaged and respected and where students, families, and educators work together to develop, live, and contribute to a shared school vision. (p. 9)

The impact of the principal's leadership style and the context in which it is exhibited must be considered as principals seek to establish a balance between an orderly and safe

campus and a welcoming climate that treats students equitably and that engage and include all students (The 2018 Brown Center Report, n.d.).

Intentional Agents of Change

Riehl (2000) suggested that, while most social movements are not contingent upon the expectation that leaders of organizations will take the lead in movement toward change, there are exceptions. Part of the rationale is that the literature suggests that an authentic commitment to diversity requires principals to address the deep-seated inequities in schooling and to renounce systemic school institutions, while working toward transforming institutional structures. L. Johnson (2007) noted that advocacy at the district level for support of principal initiatives regarding diversity are important considering Arriaga's and Lindsey's (2016) contention that systemic change begins at the district level not at the school site. School-wide cultural responsiveness and equity-based reform, however, starts at the site level (M. A. Khalifa, 2018). Principals are more connected to schools and communities and, therefore, must effect change where they live and lead. Noting that even when principals privately acknowledge problems along the dimensions of race, ethnicity, and class, public acknowledgement is rare; an inside-outside approach is a necessary first step in effecting change (Arriaga & Lindsey, 2016; Herrington, 1993; Winfield, Johnson, & Manning, 1993). M. Fullan (1991) stated that taking principal's roles, preparation and tradition into consideration, principals are not oriented to change, but by re-centering the role of principal, the notion of principal as key change agent becomes feasible.

Ethic of Care

A frequent characteristic of culturally responsive principals as noted by the literature is the demonstration of an ethic of care (E. A. Daniels, 2012; Davy, 2016; G. Jean-Marie, 2008; L. S. Johnson, 2006; Riehl, 2000; J. Ryan, 2006; G. Theoharis & Scanlan, 2015; Wilson Cooper, 2009). An ethic of care or empowerment through care (Reitzug & Patterson, 1998) served as an appropriate backdrop for understanding the means by which a healthy and productive school climate develops as well as how leaders are able to effectively lead during difficult situations and scenarios that arise in school settings and in the community (Myers, 2013; M. A. Khalifa, 2018). It is particularly appropriate as a characteristic of culturally responsive leaders as they challenge norms and behaviors that have long been established in American schools. Specifically, in the area of discipline, principals that hope to be culturally responsive should implement school-wide positive behavioral interventions and supports.
Several researchers directly examined the ethic of care while revealing its strength and its relation to powerful school leadership (Bennett, 2008; A. L. Johnston, 2002; Kropiewnicki, 2000; Myers, 2013; S. E. Robbins, 1998; L. K. Robbins, 2006; Sernak, 1993; Thompson, 2005; Troy, 2009). Still others, according to Myers (2013), highlighted the ethic of care in a less direct manner in their investigations of organizational relationship building practices and school development initiatives (Bendick, 2003; Dabney, 2008; J. Jones, 2007; M. M. Lewis, 2008; Wilson, 2008). A principal that leads from an ethic of care, Bendick (2003) discovered, is central to the development of an organizational relationship structure that effectively increases a sense of school community and institutional potential that can engage and include all

staff, students, and their families. This disposition is revealed in various ways including genuine empathy toward staff and students that transcends relationships on the school site to those in the community thereby creating environments of collegiality and trust. Culturally responsive principals acknowledge the cultural capital possessed by parents and other stakeholders in the community and use a variety of strategies to develop welcoming, engaging, and inclusive school environments. According to E. A. Daniels (2012), culturally responsive leaders must establish practices that imbue an ethic of care and hope. Armelino (2016); L. Smith (2016); and G. Theoharis and Scanlan (2015) emphatically argued that culturally responsive leaders do not just "tolerate" differing cultures or engage in "food and festival" activities, but, rather they accept, appreciate, and embrace all cultures as a means ensuring the foundation of a school's culture and school's environment becomes a place of true and real engagement.

Building the Cultural Capital and Capacity of Teachers

In an effort to develop this type of environment, principals also encourage teachers to build positive, constructive, and trusting relationships that involve honoring students' home cultures in and out of the classroom (M. Brown, 2007; Davy, 2016). Additionally, culturally responsive school leaders assist teachers with integrating culture into their classroom culture and in confronting barriers to student achievement (Aguilar, 2011; S. J. Jones, 2007; R. B. Lindsey et al., 2009; Magno & Schiff, 2010; Reeves, 2008). M. Scanlan and Lopez (2014) indicated that a culturally responsive classroom is relevant to English learners and other diverse students. A. M. Blankstein et al. (2015) maintained that powerful and responsive leaders are those that

have the courage, yes, the heart to take the steps necessary to foster change in the educational system while displaying an ethic of care.

CRSL Practices and Framework

G. Theoharis and Scanlan (2015) posited that "leadership *practices* – what leaders *do* – matter most" [emphasis authors] (p. 4). While skills and practices are inextricably linked, G. Theoharis and Scanlan further stated that skills are the ability to do something, whereas, practices are the work, strategies, and structures that leaders actually do. Effective principal leadership is a critical element of every school. Leadership sets the tenor for the school climate, and maintains and emphasizes the ideals and beliefs of the organization (Andrews, 2007; S. Auerbach, 2009). What principals do reveals what principals believe as, according to D. B. Lindsey and Lindsey (2009), values, and assumptions manifest in action and behaviors.

More recently, G. Theoharis' and Scanlan's (2015) compilation of work by several foremost experts contribute to this synthesis of the literature on inclusive school leadership strategies and behaviors using case studies of principals leading in increasingly diverse school settings. This work provides a comprehensive view of principal leadership challenges that incorporates contemporary research and strategies on responsive, inclusive, and socially just leadership in diverse school contexts geared toward promoting excellence and equity for all students. M. A. Khalifa's (2018) ethnographic study of a single principal that exemplifies CRSL practices and principles in an urban context reveal the timeliness of this study.

M. A. Khalifa et al. (2016) argued principals play the leading role in maintaining cultural responsiveness in schools. Research suggests principals must develop strategies

for guiding teachers who are not culturally responsive, and that may even resist becoming, culturally responsive with a willingness and determination to steer teachers into having courageous conversations where personal beliefs and assumptions about race and culture may be questioned and an examination of the implications in the classroom are observed (M. Khalifa, 2013; G. E. Singleton, 2013). Culturally responsive leadership in schools requires that principals lead in ways that promote practices that ask educators to engage in critical self-reflection and craft schools that engage and include all students. These leaders must embody attitudes and behaviors that model a commitment to improving schooling for all students.

Attitudinal Traits of Culturally Responsive Principal Leaders

C. E. Sleeter (1992) and Flores and Smith (2009) discussed the necessary attitudinal beliefs teachers committed to cultural responsiveness and educational equity should possess. M. A. Khalifa (2018) adopted C. E. Sleeter's (1992) foundational work to suggest eight necessary attitudinal traits of leaders that hope to be culturally responsive to include courage, connectedness, humility, deference, intolerance, distributive, decolonizing, and humanizing. The contention M. A. Khalifa made is that culturally responsive principals have the courage to make leadership decisions knowing that district administrators, school boards, union officials, and school faculty may not be pleased. These principals experience connectedness to community-based causes, humbly self-reflect to ensure a reproduction of oppressive behaviors is not occurring, and culturally responsive principals refuse to accommodate or tolerate any forms of oppression, and appropriate necessary corrections that confronts historical oppressive structures. Additionally, culturally responsive principals look for ways to lead with and use

community-based knowledge to inform school policy and reform as well as distribute and shift power toward staff and community. Lastly, when discussing school pedagogy, curriculum, and leadership, culturally responsive principals humanize, incorporate, and keep community-based aspirations at the forefront. These leadership attitudinal traits, according to M. A. Khalifa, suggest that culturally responsive principals are explicitly and actively anti-oppressive in ways that lead to better schools for all students.

CRSLF

There are many frameworks that relate to leading schools in a cultural context. After much consideration, the one that has been deemed most appropriate for this study is the CRSLF. M. A. Khalifa et al. (2016) synthesize the literature around four primary strands of CRSL denoting behaviors that are useful to instructional and transformational leadership behaviors. The four primary strands of behaviors related to the CRSLF are: (1) critically self-reflects on leadership behavior; (2) develops culturally responsive teachers and curriculum; (3) promotes culturally responsive and inclusive school environment; and (4) engages students, parent, and indigenous contexts (M. A. Khalifa et al., 2016). While leadership activities may vary dependent upon school context, culturally responsive leadership for equity and diversity require purposeful action by principals in all contexts in efforts to engage and include all students.

Critical self-reflection. According to M. A. Khalifa et al. (2016), and A. Lopez (2015) studies that have been conducted using a culturally responsive leadership approach emphasized the critical need for ongoing self-reflection of one's personal leadership practice in efforts to disclose personal biases and assumptions that come from personal experiences and backgrounds and how they are mediated in diverse settings

(Cooper, 2009; M. A. Gooden, 2005; M. A. Gooden & Dantley, 2012; L. S. Johnson, 2006, Lomotey, 1989; A. Lopez, 2015; G. Theoharis, 2007). Dantley (2005) contended that "A psychology of critical self-reflection involves the education leader coming to grips with his or her own identity and juxtaposing that against the identity of the learning community" (p. 503). Gardiner and Enomoto (2006) note that culturally responsive leaders are committed to a constant learning of cultural knowledge while using parent and community voices and data and indicants like equity audits, policy, and practices to measure cultural responsiveness in schools (Ishimaru, 2013; Smyth, 2006; L. Skrla, Scheurich, Garcia, & Nelly, 2004). Leading with courage as a leader for social justice and inclusion by challenging hegemonic beliefs or opinions which are often white or purely Westernized ways of schooling and school leadership that have not served minoritized students well are indicants of critical self-reflection in action (Alemán, 2009; Alston, 2005; M. A. Gooden, 2005; M. A. Gooden & O'Doherty, 2015; C. M. Shields, 2010; G. E. Singleton, 2013; G. Theoharis, 2007) M. A. Khalifa et al. (2016) clearly indicate that while some White principals unaware of personal repressive leadership behaviors and practices, principals of color are not exempt. Principals of color may embrace the color-blind ideology, thereby maintaining oppressive behaviors that are revealed in efforts to "politically pass" (D. B. Lindsey & Lindsey, 2014). Aleman (2009) refers to that as "internalized racism." Critical self-reflection is necessary for all school principals prior to utilizing culturally responsive strategies as a means to uncover values and assumptions and beliefs that manifest in leadership policies, practices and behaviors.

Develops culturally responsive teachers and curriculum. Although the literature on the role principal's play in developing culturally responsive teachers is not

extensive, it is one of the most vital and important aspects of culturally responsive and inclusive school leadership (M. A. Khalifa et al., 2016; G. Theoharis & Scanlan, 2015). Ginsberg & Wlodkowski (2000), Voltz, Brazil, and Scott (2003) indicate that developing teacher capacities for cultural responsive pedagogy and inclusive practices is fundamental. Fostering a climate that promotes the ongoing learning and development of teachers in their pedagogical practices is crucial to developing culturally responsive teachers according to Drago-Severson (2012), H. Marks and Printy (2003) and Kelsy, Compuzano, & Lopez (2015). Scholars have found it useful to form leadership teams that are charged with finding new ways for teachers to be culturally responsive (Gardiner & Enomoto, 2006; K. Leithwood, Harris & Hopkins, 2008) and to engage in research-grounded dialogues with school faculty (Marzano, Waters, & McNulty, 2005).

According to M. A. Khalifa et al. (2016), Villegas and Lucas (2002) argued that, not only are building relationships, incorporating culturally responsive pedagogy, engaging and including students' home lives and communities pertinent to cultural responsiveness, the curriculum must also be culturally responsive. Implementing high expectation curricula for all students is a step toward dismantling deficit thinking that has plagued poor children and children of color. Culturally responsive curriculum is beneficial to all students as noted by Sleeter (2012) in her study of White New Zealanders who benefit tremendously from curriculum and learning in ways that are Maori. The use of culturally responsive assessment tools (Hopson, Kirkhart, & Bledsoe, 2012; Hood, Hopson, & Kirkhart, 2015; Kea, Campbell, Campbell-Whatley, & Bratton, 2003; Stokes, Chaplin, Dessouky, Aklilu, & Hopson, 2011) and evaluating school data to identify cultural gaps in achievement, discipline, enrichment, and remedial services (L.

Skrla et al., 2004) to inform teacher instruction and classroom management are important culturally responsive leadership practices. Ultimately, school leaders are responsible for ensuring their teachers are culturally responsive and that schools are culturally responsive in nature (M. Khalifa, 2011; Murtadha-Watts & Stoughton, 2004; Reihl, 2000). By modeling desired behaviors including culturally responsive teaching and conducting collaborative walkthroughs, principals provide a guide for teachers to become culturally responsive (S. P. Madhlangobe & Gordon, 2012).

Promotes culturally responsive and inclusive school environments. S. P. Madhlangobe and Gordon (2012) and M. Khalifa (2011) unequivocally stated that an important step in promoting school environments that are culturally responsive and inclusive is, if necessary, is challenging exclusionary policies, teachers, and behaviors. By promoting and instituting a vision for inclusive instructional and behavioral practices that include creating heterogeneous and detracked classrooms (G. Theoharis, Causton, & Woodfield, 2015; G. C. Webb-Johnson, 2006; G. C. Webb-Johnson & Carter, 2007; Gardiner & Enomoto, 2006) that model cultural responsiveness in the building of relationships and reducing anxiety among students (S. P. Madhlangobe & Gordon, 2012) and acknowledging, accepting, valuing, and using students' cultural and social capital and identities (M. Khalifa, 2010; 2012), thereby giving voice to students and to the voiceless (Antrop-Gonzalez, 2011; F. Hernandez & Fraynd, 2015), principals that engage in these culturally responsive practices develop environments that are inclusive of all students.

Engages students, parent, and indigenous contexts. Authentically engaging families and school communities in the school milieu is the crux of CRSL. For the

culturally responsive principal, the community is an informative space from which principals develop positive interactions understandings of students and families (Gardiner & Enomoto, 2006) by resisting deficit images of students, cultures, and families (J. Davis, 2001; Flessa, 2009) that suggest parents of poor or minoritized students do not care about education (T. C. Howard, 2010; Zarate, 2007). Culturally responsive principals are servant leaders (Alston, 2005) and serve as advocates and as social activists for community based causes in both the school and neighborhood contexts (Capper, Hafner, & Keyes, 2002; M. A. Gooden, 2005; L. S. Johnson, 2006; M. Khalifa, 2012). M. A. Khalifa (2018) maintained that principals must "become situated in the contexts they serve" (p. 25).

Research has shown, regardless of socioeconomic, ethnic/racial, or levels of education, a strong correlation exists between the educational benefits to students and varying forms and levels of family engagement including at home activities like that of homework, volunteerism in schools, academic success encouragement and the opportunity to participate in governance activities (Epstein, Simon, & Salinas, 1997; A. T. Henderson & Mapp, 2002; Ho & Willms, 1996; Jordan, Orozco, & Averett, 2002). Home visits are a useful strategy for engaging many traditionally marginalized populations (A. T. Henderson & Mapp, 2002; G. Lopez, et al, 2001; M. Scanlan & Johnson, 2015) particularly if they are used by school principals to support productive learning. The literature suggests that community-based advocacy leads to an invaluable relationship between the school leaders and the communities served that includes trust and credibility (Aleman, 2009; G. L. Anderson, 2009; M. Khalifa, 2011, 2012). Fostering relational networks with families and communities are ways by which school

principals can become acquainted with community issues (M. A. Khalifa, 2018; M. Scanlan & Johnson, 2015). M. A. Khalifa et al. (2016) indicated that expanding bodies of literature suggest principals are influential in determining student success by not only having well-established relationships with students and families (Ishimaru, 2014; M. Khalifa, 2013; Sanders & Harvey, 2002), but, by advocating for causes relevant to the community (G. L. Anderson, 2009; Cooper, 2009; M. Khalifa, 2012) and by creating schools as spaces of inclusivity for all students (J. E. Davis & Jordan, 1995; Ingram, 1997; M. Khalifa, 2010, 2013; Riehl, 2000). Failing to genuinely engage students, parents, and indigenous contexts in the life of the school is disingenuous and unjust.

Conclusions

While culturally responsive teaching and the implementation of various policies and procedures are important, comprehensive culturally responsive schooling requires a leader that is willing to actively challenge inferior schooling and instances of oppression that continues to permeate this nation's education system. By no means, does the literature purport that school teachers and administrators everywhere are failing to address the needs and challenges of diverse students; rather it suggests and contends that it is failing to address the needs of entirely too many students. While schools are generally founded upon idealistic concepts like merit, hard work, and individualism (Beachum, 2011) the reality is that some schools are also based on ideals of privilege, unearned benefits, and collectivism (Schmidt, 2005; G. E. Singleton & Linton, 2006; Tatum, 1997, 2017). The ideals of meritocracy and individualism in the American education system are often obscure realities for poor students and students of color. Villegas and Lucas (2002) stated that schools "are far from being the impartial

settings they are professed to be" (p. 30), which calls for responsive school leadership that include whole communities and values the cultural capital that students and families readily possess to dismantle long-standing trends of educational inequities, exclusion, hopelessness, and disparate school outcomes. The work of culturally responsive leadership suggests that traditional forms of leadership simply do not meet the needs of every student (Darling-Hammond, 2010). Important school leadership tasks such as instructional leadership, transformational leadership, curriculum development and professional development are impotent without acknowledging the role that cultural responsiveness plays in each of these functions (M. A. Khalifa, 2018; G. Theoharis & Scanlan, 2015).

While there is a growing amount of literature on how schools can serve diverse populations focusing on matters of instructional methods, leadership strategies, professional development, teacher education, education policy, and school finance as well as how elementary and middle school leaders lead in diverse contexts, there is a smaller body of research on what school principals at the high school level do to develop schools that have engaging and inclusive school climates and environments that serve diverse and poor students well. Moreover, the primary discourse of principals in leading diverse constituencies focuses on schools in urban or rural contexts perhaps suggesting that poverty and racial, cultural, and linguistic disparities are not suburban issues. Much of the literature on engaging and inclusive environments mirrors work on multicultural education or on culturally relevant or culturally responsive pedagogy or cultural proficiency (B. CampbellJones & CampbellJones, 2002; Delpit, 1995; 2006; G. Gay, 2002; Jones-Goods, 2014; L. Johnson, 2014; G. Ladson-Billings, 1994; 2007; A. Lopez,

2015; R. Lindsey & D. Lindsey, 2014), but, according to Riehl (2000) have been mostly normative in nature or case studies. The dilemma is that the normative approach starts with a view of what values and behaviors should be as opposed to a value-free approach which draws norms of behaviors and values from the context under study. Observing the lived experience and role of the principal in a highly diverse suburban context through the lens of cultural responsiveness would contribute to the existing and growing body of literature on CRSL.

The synthesis matrix provides a matrix of the literature reviewed for this study. While not exhaustive, it is extensive and relatively comprehensive and it draws on literature that examined the entire school community as essential to meeting the cultural, social, emotional, and academic needs of all students. Additionally, a review of the literature reflected in the synthesis matrix provided a framework to guide this study in its efforts to examine culturally responsive leadership practices and strategies used by high school principals (Appendix A).

CHAPTER III: METHODOLOGY

Overview

Chapter I provided an introduction and background to the purpose and focus of this research. The chapter presented the purpose statement, the research question, the problem statement and the significance of the study, along with definitions, delimitations, and the organization of the study. Chapter II reviewed the literature surrounding culturally responsive leadership and highlighted the dearth of the literature regarding the use of culturally responsive leadership strategies in Title I high schools in the Inland Empire in southern California.

This chapter describes the qualitative methodology of an ethnographic investigation to explore the lived experiences of high school principals of Title I high schools, in suburban contexts, in the Inland Empire in southern California. Chapter III describes the rationale behind the research, the research question, the methodological design used for the study, the population and sample considered for the study, the instruments the researcher used to establish reliability and validity of the data collected, the process by which the data were collected and analyzed, limitations to the research, and a final analysis and summary of the chapter's important considerations. The chapter presents the necessary details such as the why and the how, to replicate the study (J. W. Creswell, 2013).

Purpose Statement

The purpose of this ethnographic investigation was to identify and describe culturally responsive leadership practices and strategies principals of Title I high schools,

in suburban contexts, of the Inland Empire in Southern California use to develop schools that engage and include all students.

Research Question

This study was guided by one central question designed to explore the Culturally Responsive School Leadership Framework for K-12 schools and to investigate and examine the lived experiences of principals leading in increasingly diverse settings the Inland Empire in southern California. The research question that guided this study was: *What culturally responsive leadership practices and strategies do high school principals use to develop schools that engage and include all students?*

Research Design

The purpose of the research design was to determine the best method or procedure that would result in the ability to draw reliable and valid conclusions from the data collected by the researcher (McMillan & Schumacher, 2010). The procedures for collecting the data considered how the research would be conducted, who the study participants would be, as well as what the participants would be asked and expected to do. Corbin and Strauss (2015) indicate that qualitative research is the process of examining and interpreting data in order to elicit meaning, gain understanding, and develop empirical knowledge. This study investigated the lived experiences of high school principals in Title I settings in the Inland Empire in Southern California. In order to identify and describe the lived experiences of principals, it was necessary to deeply understand these experiences through in-depth interviews and observations. Corbin and Strauss (2008) discuss that interacting with the data produces rich narratives, which is a

key component of qualitative research. As such, a qualitative approach is most appropriate for this study.

Within qualitative research there were many methods that were considered for this study. After consideration of methods such as phenomenology, social constructivism, and case study, ethnography emerged as the most appropriate for this study. Ethnography is the study of social interactions, behaviors, and perceptions that occur within groups, teams, organizations, and communities (S. Reeves, Kuper, & Hodges, 2008; McMillan & Schumacher, 2010). S. Reeves, Kuper, and Hodges (2008) discuss that the central aim of ethnography is to provide rich, holistic insights into people's views and actions, as well as the sights and sounds of the location they inhabit, through the collection of detailed observations and interviews. The researcher of this study endeavored to examine the actions, interactions, change efforts, and behaviors of principals of highly diverse student bodies by interviewing and observing these school leaders in their natural school context. Increasing cultural, racial, ethnic, and linguistic diversity resulted in a need to study the culturally responsive leadership strategies that those in the principalship employ in efforts to engage and include all students. Changing demographics challenges the status quo and, as such, examining the worldview of principals as it related to confronting inequities by creating and maintaining culturally responsive learning environments for all students despite socioeconomic status, culture, language, or ethnicity is essential. As *Hammersley stated,* "The task [of ethnographers] is to document the culture, the perspectives and practices, of the people in these settings. The aim is to 'get inside' the way each group of people sees the world" (as cited in Reeves et al., 2008, p. 512).

An ethnographic investigation was the approach chosen for this study because ethnography allowed the researcher to understand the collective experience of and leadership strategies used by principals of Title I high schools. According to Denzin and Lincoln (2011), qualitative research provides the researcher the opportunity to analyze the perspectives of the participants in a way that will communicate a rich description of their meaning to others. The purpose of this ethnographic investigation was to understand the perspectives and experiences of educators in their role as principals on high school campuses that are highly diverse and have a Title I designation in an effort to generate meaningful and consequential exploration and discussion of CRSL strategies that will enhance the practice of principals of diverse student populations.

Principals are uniquely challenged with establishing engaging and inclusive school environments for students from low income and diverse ethnic, cultural, and linguistic diverse background (M. A. Khalifa et al., 2016; Riehl, 2000).

By using an ethnographic approach, the study investigated the participants' experiences by allowing them to share their perceptions, beliefs, and practices in a natural setting where the participants exhibited natural behaviors. The importance of understanding culture, particularly in relation to change efforts of all kinds, is the cornerstone of "applied ethnography" (Chambers, 2000; Pelto, 2013). Utilizing ethnographic investigation as a research method is appropriate as the needs of this study, a need to deeply understand the lived experiences of principals leading in diverse settings, is the type of change efforts that ethnographic studies seek to investigate. G. Theoharis (2009) and Davy (2016) posit there are schools where traditionally marginalized students are thriving because of their principals' commitment to focus their

leadership on issues of social justice and equity. While the findings of this study can inform those in the K-12 setting, findings can also benefit those in where issues of social justice are paramount.

Population

According to McMillan and Schumacher (2014), population is defined as a group of individuals who met specific criteria and to which we seek to generalize the results of the research. There are 10,366 schools in California consisting K-12 middle schools, high schools, continuation, and community day schools. Of those 10, 366 schools, 1, 311 are comprehensive high schools (CDE, 2017). Each site has a lead administrator or principal. The principals of the 1,311 comprehensive high schools in California were the overall population for this study.

Target Population

In an effort to narrow the population into a sampling frame that was representative of the group, the researcher identified a target population based on the characteristics of the total population (J. W. Creswell, 2013). This target population was the entire set of individuals chosen from the overall population. Of the 1, 311 high schools in California, the population was narrowed to Inland Empire Title I schools in southern California that demonstrated high levels of engagement and inclusivity. The researcher chose Inland Empire Southern California Title I high schools as a target population because the researcher worked and lived in southern California.

More specifically, the target population for this study is high school principals in the Inland Empire in southern California because they represent a portion of the total population as defined by characteristics of the larger group (J. W. Creswell, 2013). In

order to narrow the target population to make gathering data manageable and reasonable, the researcher identified 15 to 20 high schools, of the 81 comprehensive high schools that exist in the Riverside and San Bernardino counties of the Inland Empire using information from the CDE's Program Improvement Data Files (2017), that have been designated as Title I schools because they were within reasonable proximity and accessibility to the researcher providing for the possibility of multiple in-person interviews and observations.

Sample

J. W. Creswell (2003) defines a sample as a subgroup of the target population or the unit of analysis that the researcher intends to study. The sample of individuals chosen for study is representative of the whole population (J. W. Creswell, 1998). More specifically, the researcher had to identify and choose what, where, when, and whom to interview and observe.

Sampling Procedure

There are many sampling procedures that can be used in qualitative research such as random sampling, purposeful sampling, convenient sampling, and criterion sampling. Criterian sampling emerged as the most appropriate sampling procedure for this study in that the attributes of the sample was determined and then, participants were intentionally selected from school sites from which the researcher could gather insight into issues of central importance to this study (S. Merriam & Tisdell, 2016). This method was chosen because it enabled the researcher to choose participants and sites that met the specific criteria that were important to the study and were deemed information rich (J. W. Creswell, 2008; S. Merriam & Tisdell, 2016; Q. M. Patton, 1990). The 15 to 20

principals of Title I high schools that participated in the study were from eight school districts in Riverside and San Bernardino counties and were verified Title I schools per the Riverside County Office of Education that serves as lead local education agency (LEA) for the four inland county regions: Riverside, Inyo, Mono, and San Bernardino. Principal participants required principals to meet four of the following five criteria:

- Serving three years as a school leader/administrator in the capacity of principal.
- Participation in professional development focused on cultural proficiency, equity, school culture, and student engagement and inclusiveness.
- Recognition by the district office or county office of education for exemplary leadership.
- Principal of a Title I comprehensive high school.
- Principal of a large diverse student population of at least 1, 100 students with greater than 70% African American, Pacific Islander, Native American, and/or Latino as noted on the school Dashboard or the School Accountability Report Card.

The primary purpose of the research was to better comprehend the lived experience of the principals of diverse Title I high schools and the results of their leadership and culturally responsive strategies on developing schools that address student engagement and inclusion.

Instrumentation

Qualitative research design was the approach used in this study. The researcher was considered the primary instrument in the collection and interpretation of the

qualitative data. Qualitative research requires the researcher to use inquiry to draw conclusions based on the meaning of the participants in the study (J. W. Creswell, 1998). This ethnographic investigation involved conversational interviews, observations, and review of artifacts, and thus, the qualitative approach focused on the lived experience of the participants by placing the researcher in a natural setting with the participants.

Researcher as an Instrument of the Study

Pezalla, Pettigrew, and Miller-Day (2012) asserted that the unique attributes of the researcher being the primary instrument of data collection in a qualitative study would influence the collection of data. The contention is that because the researcher is the primary instrument used in data collection, the analysis and, thus the study, are open to a number of potential biases. M. Q. Patton (2002) suggests that the argument regarding the trustworthiness and authenticity of qualitative data lies in using appropriate interview questions as well as through concerted efforts to ensure reliability.

As an educator involved in various leadership capacities and a classroom teacher at a highly diverse Title I high school, the researcher was mindful of how all observations and analysis were filtered through a personal worldview, values, and perspectives noting sensitivities to the context being researched, nonverbal behaviors, and the information being gathered. The researcher was careful not to take anything that happened in the field personally (Bogdan & Biklen, 2007). According to S. Merriam (2009) and M. Q. Patton (2002), during observations, the researcher sees and records things firsthand and uses his or her own knowledge and expertise in interpreting what is observed, thus providing a “detailed description of people’s activities, behaviors, and actions” (p. 4) without inserting personal biases.

This research involved how principals use culturally responsive leadership strategies to develop schools that address student engagement and inclusion. The perceptions or potential biases as a high school teacher and *teacher on special assignment* involved the practices or strategies the researcher believes or has observed work and practices that do not support ethnically, culturally, and low socioeconomic student engagement or inclusion. As the primary research instrument, care was taken to make sure that the interview questions posed to participants reflected what is stated in the literature and not in the mind of the researcher. As a means to ensure that a regeneration of biases or perceptions was not present, the researcher engaged in external and internal reliability practices.

Interview Questions

A series of scripted interview questions were developed prior to the data collection period. These questions were intentionally linked to the Culturally Responsive Leadership theoretical framework underpinning the study. The interview questions were designed and sent to the expert panel for review. The expert panel, which has extensive knowledge and experience with the research topic, was able to provide feedback on modifying, aligning, and revising the interview questions. These interview questions can be found in Appendix B.

Validity

Instrument validity refers to the degree to which the questions in the interview and the content requested by the observation align with the research questions (M. Q. Patton, 2015). The interview script (Appendix C) and questions were created based on previous studies used by other researchers who used qualitative inquiry methods and with

the input of the expert panel. The observation log (Appendix D) was derived from previous qualitative studies. As a means to ensure the validity of the study, the researcher chose to engage an expert panel as an instrument and to conduct a pilot test as an instrument in an effort to produce a high quality study that can replicated.

Expert Panel as Instrument

The researcher sought out experts in the field of cultural responsive leadership to provide feedback on interview questions for potential participants. Experts selected to participate on the expert panel served to validate the structure, content, and alignment of the interview questions. The experts on the panel satisfied three of the following five criteria:

- Secondary school principal for three to five years of a highly diverse school or Title I school.
- Possess a doctorate degree.
- Conduct social justice, equity, or culturally responsive leadership or pedagogy workshops.
- Published author.
- District office or county office staffer with extensive knowledge and experience with the research topic.

Specifically, the researcher was able to collaborate with a seminal author and workshop and seminar facilitator on culturally responsive leadership as well as faculty of the Leadership Institute of the Riverside County Office of Education, to seek feedback and substantiation regarding the nature of the study and intention of the research in an effort to establish validity.

Pilot Test as Instrument

After significant reflection from others regarding the goals of the research, the researcher piloted the interview questions with current principals and with educators who support and supervise high school principals of Title I high schools to seek further reflection and redefinition of the interview questions in order to answer the research question. For this pilot, an expert researcher who has experience conducting qualitative research watched the pilot interview in order to validate that strategies such as pacing, appropriate follow up questions, and proper engagement are suitable. After the pilot interview, the researcher spent an hour with the expert debriefing the pilot interview and received feedback on improving interviewing techniques as well as adjusting interview questions accordingly to further validate the study.

Reliability

Reliability is the degree to which an assessment tool produces stable and consistent results. Roberts (2010) described reliability as finding the same result if the researcher measures the same thing again. Reliability referred to the consistency and repeatability of the research procedures, which was used in this ethnographic context. Three reliability protocols have been designed for this study (Yin, 2014).

Internal Reliability of Data

Consistency of the data collection, data analysis and interpretation was critical to internal reliability. This asks whether another researcher would come to the same conclusions upon review of the same data. The researcher in this study employed data triangulation techniques using interviews, objective observations, and artifact data collection strategies to strengthen the internal reliability (J. W. Creswell, 2013). The

purpose of triangulation was to ensure that the data gathered was rich and comprehensive. By using multiple methods of data collection, the researcher facilitated a deeper understanding of the lived experiences of principals of Title I high schools.

External Reliability of Data

External reliability measured whether another researcher would get the same results or conclusions when reproducing the study. The issue of generalization was not significant for qualitative research as in this study because of the difficultly in recreating the unique situations, human behavior, observations, and interactions that occurred during the course of gathering data in that the results of this study will not be generalizable, external reliability of the data was not a concern for this study (LeCompte & Goetz, 1982).

Intercoder Reliability

M. Q. Patton (2015) stated that intercoder reliability refers to how the data were coded for themes, trends, and frequency of responses by an additional "blind" researcher. For this study another researcher, who was a doctoral candidate, was asked to double-code approximately ten percent of the data coding and interpretation collected from the interviews, observations and artifacts performed by the primary researcher. The goal of 90% agreement in coded data was considered the best and 80% considered acceptable to ensure accuracy of themes from the coding (Lombard, Snyder-Duch, & Bracken, 2002). The other coder confirmed the themes, trends, and frequency counts of the data collected by the researcher.

Data Collection

In an effort to provide an authentic lens into the lived experience of 15 high school principals in the Inland Empire that implement culturally responsive leadership strategies, the researcher engaged three primary methods to collect data: (a) in-person interviews, (b) informal observations, and (c) examination of artifacts. According to S. Merriam (2009) and Yin (2014), when various data sources are used to triangulate the findings, the quality of a study is improved. As such, data from these three types will be used as a means of triangulating the data for this study.

Recruitment for participants for this study began after Institutional Review Board (IRB) approval, from Brandman University, the researcher's home institution, with a request for a meeting with the Riverside County Superintendent of Schools (RCOSS) to discuss the scope and benefit of the study and to seek endorsement of the study, and assistance by referring principals of suburban Title I schools in the Inland Empire that exemplify CRSL (Appendix E). IRB ensures that safeguards are in place to protect research study participants. Once identified, and after IRB approval, the principals were contacted via email (Appendix F) and a follow up phone call from the researcher to set up initial in-person interviews, observations, and viewing of artifacts in September 2018.

Before meeting the participants for the study, the interviewee carefully selected an appropriate setting for the interviews to take place. This location needed to be quiet, yet nonintrusive. It typically was a location that was familiar to the participants such as the school's conference room or the principal's office. Once the researcher introduced herself, the scope of the study was explained to the participants. Next, the participants were told that participation in the study was voluntary and not mandatory and that

identities would be kept anonymous. There was some time for questions, should there be questions from the participants. Participants then were given the Participant's Bill of Rights (Appendix G) and signed Informed Consent form (Appendix H). In addition, no inducements were offered to participants in this study nor will participation involve any cost to the participant.

For this study, principals of Title I high schools in the Inland Empire in southern California needed to be solicited in an effort to answer the research question. All open-ended interview questions were derived from the research question. In that qualitative and ethnographic research approaches involve a process of interacting with data and reflecting on what is important to members in the local setting, initial questions were refined and new and more relevant questions were generated. Former and retired principals, assistant superintendents, and superintendents, along with central office directors of secondary education, contributed to the interview questions drawing from their expertise and experiences as high school principals of highly diverse settings. Data collection took place over a period of several weeks during August and September 2018.

Types of Data

Three types of data were collected for this study in an effort to investigate the culturally responsive leadership strategies principals use to engage and include all students. The first type of data gathered was via interviews which were designed to yield in-depth responses about principal's experiences, perceptions, and knowledge. The second type of data was gathered as a result of observing principal's actions, behaviors, and interpersonal interactions in their natural settings yielding rich data. The third type of data gathered was from analysis of written documents and materials such as

memorandums and program records that record and capture the context of the study. The data for qualitative studies come from fieldwork – first-hand interviews, observations, and artifact analysis.

Interviews. This study investigates the culturally responsive strategies that principals use to develop and maintain environments that engage and include all students. In order to fully understand the effectiveness of these strategies, it is important to get first-hand accounts of how principals employ them. As such, interviewing those that lead diverse school sites is important. For this study, 15 to 20 high school principals were interviewed in an attempt to understand the lived experiences of principals when leading students from diverse cultural, ethnic, and linguistic backgrounds.

Designing interview questions was also an important step in designing this study. Prior to data collection, the researcher worked with an expert panel consisting of two senior leadership associates at the Riverside County Office of Education, an Assistant Superintendent Instructional Support K-12, and a chief academic officer to develop a list of open-ended questions designed to collect relevant data focused on the theoretical framework and principal leadership. The questions were specifically related to CRSL and focused on this study's purpose and research questions. The interview questions were the primary method of data collection for this study.

Semi-structured interviews were used which allowed participants to reveal, in their own words, how they understood cultural responsiveness as well as disclose their feelings and observations (Davy, 2016). J. W. Creswell (2008) suggests that, when further explanation is warranted, clarifying and elaborating probes or sub-questions can be asked.

Observations. This study investigates the culturally responsive strategies that principals use to develop environments that engage and include all students. In an effort to genuinely understand the effectiveness of culturally responsive strategies, it is important to get view how principals utilize them. Thus, observing principals in their natural settings such as in staff meetings, interacting with students, or engaging with parents was helpful in answering the research question, "W*hat culturally responsive leadership practices and strategies do high school principals use to develop schools that engage and include all students?*" For this study, 15 high school principals were observed in an attempt to understand the context in which these principals experience leading students from culturally diverse backgrounds.

A value of direct observations is the opportunity to learn things that the principals may have been unwilling to talk about in an interview (M. Q. Patton, 2015). Additionally, M. Q. Patton (2015) suggests that through observational fieldwork, the researcher may have an opportunity to see things that escape the awareness of principals working in the setting. Culturally diverse school settings present a myriad of challenges and opportunities. Observing how principals of Title I high schools successfully navigate and engage and include students from various backgrounds was essential to understanding the culturally responsive leadership strategies they used that would benefit other principals in similar contexts. Additionally, by observing principals in their natural setting, it was easier to detect patterns not detected during interviews. The researcher was able to observe each of 15 to 20 principals in settings that allowed them to act less formally and to interact with students and faculty more naturally. Adding observation data to the overall data for this study triangulates the sources and in return, strengthens

the internal reliability of the data. Artifacts for this study were gathered and used for triangulation of data and to draw deeper meaning from the interview and observation data collected (McMillan & Schumacher, 2010).

Artifacts. This study investigates the culturally responsive strategies that principals use to develop environments that engage and include all students. In order to genuinely understand the effectiveness of these strategies, it is important to view artifacts that support the success of the strategies. It is important to view artifacts that support the data gathered from the interviews and from the observation. For this study, artifacts from the school sites of 15 to 20 high school principals were viewed in an attempt to understand the lived experiences of principals when leading student campuses comprised of students from diverse backgrounds.

The artifacts included copies of student attendance records indicating the rate of school attendance that can illustrate engagement, the school calendar that included information on the activities and availability of opportunities for inclusion of students and families including communication in the home languages of students, and school site council (SSC) meeting notes that revealed the focus of Title I fund spending on the campus which is indicative of school leader overall priorities. These artifacts supported the researcher in examining the relationship between the interviews and the observations. Artifacts that contained student information were protected through getting permission to view them as well as the redaction of student names and other personal identifying data not relevant to this study. In addition to observation data, artifacts further strengthen the internal reliability of the data and help to triangulate the findings.

Data Collection Procedures

This section describes the data collection procedures followed by the researcher in order to satisfy the research question. In an effort to write a descriptive analysis produce valuable insight, the researcher, as the primary instrument of data collection, recruited principals from 15 to 20 Inland Empire high schools. The goal was to focus on understanding how the participants make sense of their experiences by collecting data through interviews, observations, and by analyzing documents or artifacts inductively to address the research question.

Recruitment. In September 2017, the researcher had an opportunity to meet the Riverside County Superintendent of Schools at the Excellence through Equity Conference. The researcher shared the topic and proposed scope of the study with the Superintendent to which she expressed interest and advised the researcher to call her office and schedule a time to talk about the study more in-depth. As such, once BUIRB approved the study, the researcher met with the Riverside County Superintendent of Schools to discuss the criteria of the study participants, to seek her endorsement and to seek input on potential principal's to participate in the study that exemplified culturally responsive leadership strategies on high school sites with highly diverse and low socioeconomic student populations.

In order to connect with potential principals that were recommended by the Riverside County Superintendent of Schools, the researcher used email communication to send a personal letter to each principal seeking his or her expertise and involvement in the study. The need for the study was articulated in the letter and it asked for their specific participation in the form of being interviewed and observed during the course of

his or her normal daily experiences and routines. Once acknowledgement of the email was received, the researcher set up an initial meeting to discuss the research, to present a compelling need for the study, to discuss timelines, as well as to address any questions or concerns the principal might have had. Once the principals agreed to participate, a time to interview and a time to observe him or her that was suitable to the principal's schedule was set.

Interviews. After recruiting participants to be interviewed, as outlined in the recruitment section of this chapter, the researcher explained the rights of the participants as described in the Participant's Bill of Rights. This was done prior to beginning each interview session. The interviews were conducted in a suitable setting of the interviewees choosing such as a conference room or personal office. The goal of the researcher was to be as non-intrusive as possible. This allowed participants to act naturally and not be inhibited by the researcher's presence or the questions being asked. As a means to develop a deep understanding of the lived experience of principals at Title I high schools, the researcher engaged in the following steps to ensure the interviews would reveal the information needed to answer the research question:

1. The researcher sent an email introducing herself at the end of August 2018 requesting his or her participation in the study noting the importance of the study.
2. The researcher sent a follow up email if a response was not received within one week of the initial email and/or called them.
3. Upon acknowledgement of the email, the researcher scheduled a meeting time and place to conduct the interview.

   a. The researcher asked that the principal select a place that was non-intrusive and that would offer a sense of familiarity and comfort to the principal such as an office or conference room.
   b. The researcher also asked that the principal consider a time after meetings are over for the day and students have gone home.
4. The researcher emailed the interview questions in advance in an effort to parlay any potential concerns of the interviewee and so that prior preparation might allow for a smoother and possibly quicker interview – taking into account the busy schedules of principals.
5. The researcher provided her phone number in the event that the participant wanted to talk through the interview in more detail.
6. The researcher sent a reminder email 24 hours prior to the scheduled interview time to confirm.
7. Prior to beginning the interview, the researcher began each interview with an informal introduction to create a relaxed atmosphere for the participants and maintain a conversational flow to the interaction. As part of the introduction, the researcher reviewed the study and the rights of the interviewee, including their right to stop and/or take a break at any time due to the voluntary nature of the interview. Participants were given the Participants Bill of Rights and a copy of the Informed Consent Form. Participants signed the Informed Consent Form before interviews began. The interview was audio recorded with permission.
   a. Participants were informed of the purpose of the study.

b. Participants were informed that no payment or other inducements are being offered to participants in this study. Additionally, participation in the study does not involve any cost to the participant.

c. Participants were informed that the research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent was normally required outside of the research context.

d. There were minimal risks associated with participating in this research. Each participant was informed that the researcher would protect the confidentiality of each participant by keeping the identifying codes and research materials in a locked file drawer that was available only to the researcher.

e. The only record noting personal identifiers and linking the subject and the research would be the consent document, and the principal risk would be potential harm resulting from breach of confidentiality.

f. The informed consent form informed the participant that the interview would be audio recorded and how the audio recording would be used. The recordings were available only to the researcher and the professional transcriptionist. The audio recordings were used to capture the interview dialogue and to ensure the accuracy of the information collected during the interview. All information would be identifier-redacted and the confidentiality of the participant would be maintained. Upon completion of the study all recordings, transcripts and notes taken by the researcher and transcripts from the interview would be destroyed.

g. The possible benefit of this study to participants was that input provided may help add to the research regarding culturally responsive leadership strategies of principals of Title I high schools and the impact these strategies have on engaging and including all students regardless of socioeconomic, cultural, ethnic, or racial background. The findings would be available to the participant at the conclusion of the study and provide new insights about the principal experience in which the participant participated. The participant understood that there would be no compensation for participation.

8. The researcher conducted a 30 minute interview using open-ended questions in a semi-structured interview which allowed for follow up questions, when necessary (audio recorded with permission).
9. Recorded interview(s) were sent for transcription.
10. Transcribed interviews were reviewed by the researcher.
11. Participants were allowed to review the transcribed interview for clarity, accuracy, and feedback. Member checking will allow for validity which addresses the accuracy or correctness of the findings.
12. Additional follow-up interview was determined and arranged, if needed. Follow up interviews conducted if deemed necessary.
13. Pseudonyms were assigned to each participant and secured folders were created on the researcher's computer and backed up on the researcher's portable hard drive.
14. Preparation was made to code the data from the interviews.

Semi-structured interviews were used which allowed participants to provide examples and clarify to their responses. While these initial 14 questions were used, follow up questions were asked as needed. During the course of the interviews, participants sometimes elicited unanticipated information that was relevant to the study and, as such, clarifying and elaborating probes or sub-questions were implemented (J. W. Creswell, 2008). By using an informal or conversational interview technique, the researcher was allowed to discuss and probe emerging issues and ask questions about unusual or unclear events in a naturalistic manner and elicit highly candid accounts from principals.

Additionally, as new issues or important points emerged in earlier interviews, probing questions were added to obtain opinions about similar themes from later interviewees (Stewart, 2009). Principals were asked about their understanding of culturally responsive leadership and why they thought this type of leadership was needed on their school sites, the specific strategies they used to enact this approach to leadership, and the impact this approach to leadership had on student engagement and inclusion.

Observations. After recruiting participants for observations, as outlined in the recruitment section of this chapter, noting that these are the same principals that participated in interviews, the researcher explained to those being observed their rights as described in the Participant's Bill of Rights, prior to beginning each observation session. The participants were given the Participants Bill of Rights and also signed the Informed Consent Form before observations began. Once the observations began, the researcher sat in the back of the room and tried to be as non-intrusive as possible. This allows participants to act naturally and not be inhibited by the researcher's presence. For each

principal participant, one observation was conducted. The process for conducting the observations was as follows:

1. The researcher contacted the participating principals at the end of August to arrange a time and place to observe them.
2. A follow up email was sent if a reply was not received within one week of the request.
3. Upon acknowledgment of the email, the researcher set up the observation place and time.
4. Confirmation emails were sent to participants 24 hours prior to scheduled observation.
5. Prior to beginning the observation, the researcher began each observation with an informal introduction to create a relaxed atmosphere for the participants and maintain a conversational flow to the interaction. As part of the introduction, the researcher reviewed the study and the rights of the person being observed, including their right to stop and/or take a break at any time due to the voluntary nature of the observation. Participants were given a copy of the Participant Bill of Rights and asked to sign the Informed Consent form (audio recorded with permission).
6. The researcher conducted the observation taking reflective notes in an observation log.
7. The researcher reviewed the observation logs once completed.
8. Should an observation lend itself to the need to observe in other settings, the researcher will investigate the feasibility of conducting more observations.

9. Pseudonyms were assigned to each participant and secured folders were created on the researcher's computer and backed up on the researcher's portable hard drive.

Artifacts. Prior to the scheduled interviews, the researcher requested that each participant bring suggested data to the interview. While some artifacts are public information and do not require informed consent, should there be any artifacts that were private in nature, the researcher acquired written consent to use the artifacts. In addition to written consent, the researcher scrubbed any identifying marks so that those named in the artifacts will remain anonymous. A few examples of what was requested include student attendance reports, SSC meeting minutes, and school calendars. The artifacts were analyzed, recorded, digitally scanned and placed in secure folders on the researcher's computer and portable hard drive. Specific steps that were taken to acquire artifacts for this study were as follows:

1. Once the interviews were completed, the researcher discussed the scope of the study and inquired if the participant had any artifacts (e.g., SSC meeting minutes, student attendance reports, and school calendars that included activities and professional development opportunities, etc.) that could substantiate what was noted in the interview or in observations that the researcher could analyze.
2. The researcher removed identifiable information from the artifacts when received.
3. The researcher determined if any additional follow-up was necessary and contacted the appropriate participants if needed.

4. The researcher created secured folders within her computer and named the artifacts amassed according to the pseudonym assigned to the principal from whom they were collected.
5. Preparation was made to code the data from the artifacts.

Data Protection and Control

The researcher made a concerted effort to protect data and to minimize risks or harms and to protect the welfare of all participants by giving each participant adequate information concerning the study, providing adequate opportunity for each participant to consider all options, responding to the participant's questions, ensuring that the participant has comprehended the information, obtaining the participant's voluntary agreement to participate, and continuing to provide information as the subject or situation requires. Participants were also assured that no identifying information will be released without separate consent and that all identifiable information will be protected to the limits allowed by law. Additionally, the Informed Consent form noted that there would be audio recording, with approval, and how the audio recording would be used. All participants received a copy of the Informed Consent form and the Research participant's Bill of Rights.

Data Analysis

Data collected in a qualitative study is substantial and the process by which to organize and analyze the data can be tedious without an established purpose and method that works well with the study (M. Q. Patton, 2014). The researcher noted that there is no single, accepted approach to analyzing qualitative data, although several guidelines exist for this process (Dey, 1993; Miles & Huberman, 1994). The researcher analyzed the data

that was collected and that emerged from interviews, observations, and artifacts using a three step model. J. W. Creswell (2013) outlines the model of processing the data; steps in this model are (1) organizing and preparing the data, (2) reading and reviewing all of the data, and (3) coding the data into themes that form a major idea.

After organizing and preparing the data, the researcher had the audio recordings of the interviews transcribed by a third-party transcription service. Upon completion, the transcripts were shared with the interviewees to check for accuracy and to provide clarity or feedback. When reading interview transcripts, one question remained at the forefront of the mind of the researcher: "What CRL practices and strategies does the principal use to develop schools that engage and include all students?" The researcher wrote initial impressions and notes in the margins while reading the transcripts as codes emerged. The goal was to provide code labels for the entire transcript.

Once interviews were transcribed, the researcher scanned all the data and developed a list of themes that emerged from the data. These themes were intentionally named as a way to answer the research questions. For example – give an example. Once the themes were identified, data was imported into NVIVO, a software used for organizing themes and evidence of themes. The researcher used NVIVO during the coding process and NVIVO was used to organize the evidence for each theme.

Analyzing the data was an iterative and complex process. The process began with identifying segments of the data set that were responsive to the research question. S. Merriam (2016) noted the importance of writing identifying notations during data collection according to the research question and theoretical framework that informs the study in preparation for data analysis which, ultimately, helped organize the volume of

data collected. Following a comprehensive arrangement of the data, the researcher devoted time to read, review and reflect on all the data elements to allow for tentative and general impressions to coalesce and begin pointing toward some sense of overall meaning. A preliminary list of themes, patterns, and categories emerged following this time spent in review.

The researcher then coded the data, using the research question as the primary framework for the coding categories in an attempt to identify patterns and repetition that speak to categories, subcategories, themes, and concepts (S. Merriam, 2016; Saldaña, 2016. The research question, which centered on culturally responsive principal leadership practices and strategies employed by high school principals to develop schools that engage and include all students, guided the direction of the analysis. All of the data was reviewed on multiple occasions in a process of developing initial codes and themes. Coding involved assigning a descriptive notation such as a word or phrase to the data making it easier to retrieve specific pieces of data in the analysis process. In addition to interview transcriptions, observation logs/notes and artifacts were also scanned for codes.

The data coding process for this study involved three primary steps (Barton, 2016):

1. The codes were scanned for themes. More specifically, given the culturally responsive leadership theoretical framework used in this study, the researcher reviewed the themes of codes in light of an emphasis on high expectations for student academic achievement of all students, exhibition of an ethic of care, maintenance of a commitment and connection to the larger community by

building connections between schools and communities and, promoting inclusive instructional practices.

2. Coding for frequencies. NVivo simplified the process of identifying the frequency by which codes appeared. The frequency of codes was one indication of the strength of a possible theme emerging from the code.
3. Analyzing themes and frequencies. The researcher proceeded to use the codes, themes, and frequencies information as a means by which to analyze and bring a new level of understanding to the data with respect to the lived experiences of high school principals of diverse suburban contexts in the Inland Empire.

Limitations

Despite the collection of compelling research data, being cognizant of its limitations warrants acknowledgment. C. M. Roberts (2010) defines limitations as features in a study that the researcher usually cannot control but may negatively affect the results of the study. The limitations considered by the researcher, and consideration for how the limitations were mitigated is described.

The first limitation was the sample size. The sample of 15 principals by no means extrapolates that all principals of Title I high schools will experience the same thing, but the researcher conducted lengthy interviews, observations, and reviews of artifacts in order to substantiate the results of the data that would reflect the experiences of the principals studied. The triangulation of data strengthens the internal reliability of the data.

The second limitation accounted for in this study was the time of the interviews. Interviewing principals early in the school year as opposed to later in the year may have affected the breadth and depth of data available. In an effort to mitigate this limitation, the researcher spent several weeks interviewing and observing participant principals in their natural settings. Subsequent review of strategic artifacts also served as a means of mitigating the time of year of the interviews.

The next limitation was the time spent interviewing and observing principals. In an effort to interview and observe principals that employ culturally responsive leadership strategies in their school environments during the school day, the researcher had to take time out of her classroom and away from her job as a teacher on special assignment to conduct the interviews and to make the observations. Due to time and access constraints, the researcher had to limit the amount of time for interviews and subsequent observations; however, to mitigate this limitation the researcher engaged in semi-structured interviews and used efficient probing and sequencing of questions to elicit rich data in hopes of limiting the necessity for follow-up interviews.

The last limitation taken into account was researcher bias. By using the qualitative research methodology of ethnography investigation the researcher is the primary instrument of data collection thus becoming the ears and eyes of the study in data collection and reflection of the themes that emerged through the triangulation of data (Wolcott, 2009). With ethical considerations at the forefront of the researcher's mind and agenda, a conscious effort was made to remain nonjudgmental during interviews and objective during observations to reduce the risk of the limitation of the researcher serving as the primary instrument of data gathering. Furthermore, researcher bias was mitigated

by intercoder reliability whereas 10% of the data collected was double-checked by another coder.

Summary

The purpose of this ethnographic investigation was to examine how principals of Title I high schools employ culturally responsive leadership practices and strategies to develop schools that engage and include all students. As student ethnic and cultural demographics continue to evolve at an alarming rate, the benefits of the data resulting from this study will provide concrete strategies used by exemplary and practicing principals of Title I high schools in the Inland Empire in an effort to engage and include all of their students in the school community. Culturally responsive leadership strategies employed by high school principals of at risk and highly diverse student populations are a moral imperative as these leaders seek to identify and remove barriers to student engagement and inclusion by creating schools that honor and acknowledge the richness of diversity.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Overview

Chapter I provided an introduction to the study and its background, followed by Chapter II's comprehensive review of the literature focused on historical and current realities of the role of race, poverty, and culture in schooling, positive school climate, cultural competence and proficiency, teacher and student efficacy, the necessity of family and community involvement, special education issues, disparities in discipline, and principal leadership behaviors. In Chapter III, the researcher described the study's methodology as a qualitative, ethnographic investigation using high school principals' experiential knowledge collected during interviews and observations as its data. Chapter IV identifies and describes the findings from this study by examining data collected from fifteen public high school principals of schools identified as Title I schools located in Riverside and San Bernardino counties in southern California,. In this chapter, insights and experiences of the participants involved, the research methods, and the data collection process are detailed, concluding with an analysis and summary of the findings.

Purpose Statement

The purpose of this ethnographic investigation was to identify and describe culturally responsive leadership practices and strategies principals of Title I high schools, in suburban contexts, of the Inland Empire in Southern California use to develop schools that engage and include all students.

Research Question

This study was guided by one central question designed to explore the Culturally Responsive School Leadership Framework for K-12 schools and to investigate and examine the lived experiences of principals leading in increasingly diverse settings the Inland Empire in southern California. The research question that guided this study was: *What culturally responsive leadership practices and strategies do high school principals use to develop schools that engage and include all students?*

Research Methods and Data Collection Procedures

A qualitative, ethnographic investigation method was chosen to examine the leadership experiences of 15 high school principals. Principals in Riverside and San Bernardino counties participated in the study and were identified by their progressive mindset as noted by county offices of education, demographics, and location as well as the variety of programs and processes on respective campuses to address the needs of all students. Data were collected using extensive individual face-to-face interviews, follow up observations, as well as artifact examination, to ensure a qualified target population and sample. Using this approach allowed the researcher to identify and describe leadership strategies high school principals perceived influential to their success in addressing the historical marginalization, disengagement, and exclusion of many segments of the student population using the CRSL framework identified by M. A. Khalifa et al. (2016). Additionally, responses to the interview questions sought to answer the research question that aided the researcher in understanding the meaning and essence of the lived experience of that phenomenon.

Population

According to McMillan and Schumacher (2010), a study's population is a group of individuals who conform to a common and specific criterion, chosen from the general population for which a study's data are used to make inferences. There are 10,366 schools in California consisting of K-12 middle schools, high schools, continuation, and community day schools. Of those 10, 366 schools, 1, 311 are comprehensive high schools (CDE, 2017). Each site has a lead administrator or principal. The principals of the 1,311 comprehensive high schools in California were the overall population for this study. Because this study's findings emanate from the experiential knowledge of principals of Title I high schools in the Inland Empire, the researcher sought detailed support data from the CDE and the Riverside County Office of Education that oversees Title I schools in Riverside and San Bernardino counties to support the population choice.

Target Population

In an effort to narrow the population into a sampling frame that was representative of the group, the researcher identified a target population based on the characteristics of the total population (J. W. Creswell, 2013). J. W. Creswell (2013) indicates, "The target population . . . is the actual list of sampling units from which the sample is selected" (p. 393). Of the 1, 311 high schools in California, the population was narrowed to Inland Empire Title I schools in southern California that demonstrated high levels of engagement and inclusivity. The researcher chose a target population with common characteristics to the larger population (J. W. Creswell, 2013).

In order to narrow the target population, the researcher identified 15 to 20 high schools, of the 81 comprehensive high schools that exist in the Riverside and San

Bernardino counties of the Inland Empire using information from the CDE (2017), Program Improvement Data Files, that have been designated as Title I schools. As a result, principals were considered for participation if they met four of the five following criteria:

- Serving three years as a school leader/administrator in the capacity of principal.
- Participation in professional development focused on cultural proficiency, equity, school culture, and student engagement and inclusiveness.
- Recognition by the district office or county office of education for exemplary leadership.
- Principal of a Title I comprehensive high school.
- Principal of a large diverse student population of at least 1, 100 students with greater than 70% African American, Pacific Islander, Native American, and/or Latino as noted on the school Dashboard or the School Accountability Report Card.

Sample

J. W. Creswell (2003) defines a sample as a subgroup of the target population or the unit of analysis (S. Merriam, 2016) that the researcher intends to study (S. Merriam, 2016). McMillan and Schumacher (2010) defined a sample as "the group of subjects from whom data are collected, often representative of a particular population" (p. 490). The population for this study comprised of principals in Riverside and San Bernardino public comprehensive high schools of schools identified as Title I schools in the 2017 and 2018 school years. Based on a qualified target population, 15 participants were selected

randomly as the sample for this study. Participation included one face-to face personal interview and one to two observations with six participants individually.

Demographic Data

The study included 15 participants who met eligibility criteria to participate; they signed informed consent forms. Specific demographic information was collected to describe individuals, including their race or ethnicity, years as a principal, county of school site, and gender. Table 1 represents demographic data that described each participant, identified with numbers from 1 to 15.

Table 1

Participant Demographics

Participant Number	Gender	Ethnicity/Race	Years as Principal	County of School Site
Participant 1	Male	Black	5-10	Riverside
Participant 2	Male	White	10+	San Bernardino
Participant 3	Female	White	10+	Riverside
Participant 4	Male	White	5-10	Riverside
Participant 5	Female	Black	5-10	San Bernardino
Participant 6	Female	Latina	5-10	Riverside
Participant 7	Female	Black	5-10	Riverside
Participant 8	Female	Latina	<5	San Bernardino
Participant 9	Male	White	10+	San Bernardino
Participant 10	Female	White	5-10	San Bernardino
Participant 11	Female	Black	10+	Riverside
Participant 12	Male	Latino	<5	Riverside
Participant 13	Male	White	10+	San Bernardino
Participant 14	Male	Latino	10+	San Bernardino
Participant 15	Male	Latino	<5	San Bernardino

Presentation and Analysis of Data

The findings presented in this chapter are the outcome of 16 hours of interviews and 10 hours of observation. After analyzing the data in an attempt to answer the research question: *What culturally responsive leadership practices and strategies do high school principals use to develop schools that engage and include all students?,* 11 themes emerged. Themes were arranged by domains outlined in the CRSLF used for this study:

- Domain 1: Critically Self-Reflects on Leadership Behaviors
- Domain 2: Develops Culturally Responsive Teachers
- Domain 3: Promotes Culturally Responsive/Inclusive School
- Domain 4: Engages Students, Parents, and Indigenous Contexts

The participants were current high school principals of Title I schools in the Inland Empire of Southern California. The following emergent themes are presented in the order of highest to lowest frequency and aligned within the study's framework domains that reflect the lived experiences of the participants. Principals of Title I high schools in the Inland Empire develop culturally responsive school environments that engage and include all students when they

1. cultivate inclusive school environments.
2. address historic marginalization.
3. lead by example.
4. develop alternatives to suspension.
5. use meaningful data to drive decisions.
6. provide intentional professional development.
7. encourage and solicit student voice.

8. involve parents in decision making.
9. engage in regular daily self-reflection.
10. have a heightened awareness of the needs of special education students.
11. foster positive school and community relationships.

Figure 1 displays the researcher's perspective as to how the themes and theoretical framework align in response to the interview questions to which principals of Title I schools in the Inland Empire indicated the practices and strategies they used to develop schools that engage and include all students.

The data were organized by culturally responsive leadership practices/strategies, the framework, and frequencies. Prevalent themes were highlighted in electronic and on hard copies of transcribed interviews that permitted ease of coding into NVivo, a coding software program.

Eleven major themes emerged, and were categorized under each domain of the framework. Themes that emerged from at least 10 participants and with a frequency of <40 were considered as significant culturally responsive leadership practices and strategies that principals use to engage and include all students and answered the research question.

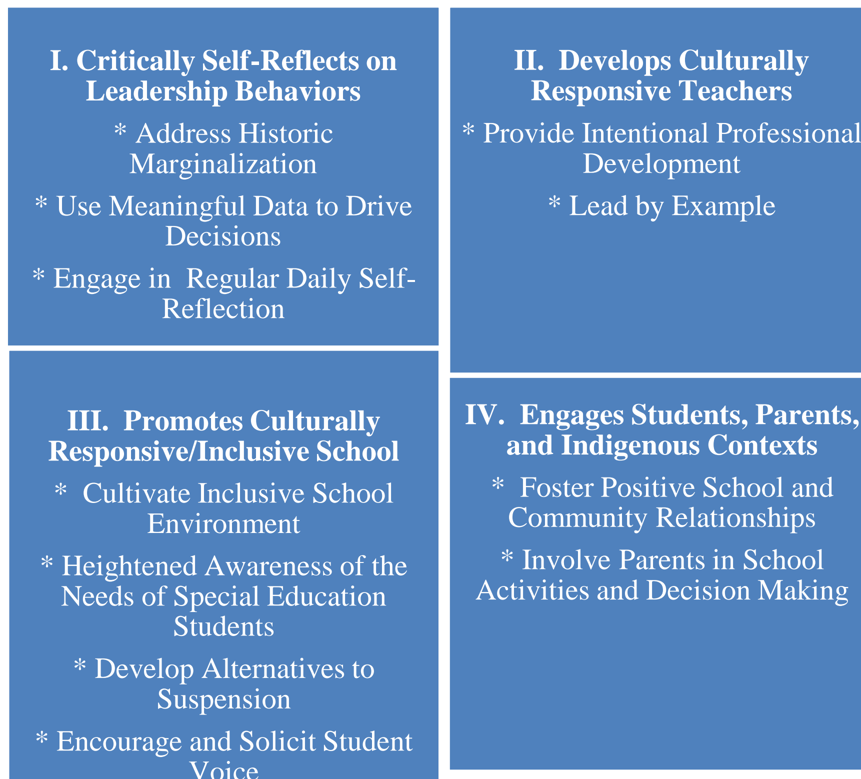

Figure 1. Themes and Theoretical Framework.

Data Analysis

The researcher collected and analyzed data from 15 participants in an attempt to elicit specific practices and strategies principals of Title I high schools employ to engage and include all students. Data collection was gathered during individual face-to-face interviews and further supported during subsequent observations and analysis of artifacts. The researcher employed semi-structured interviews with open-ended questions guided by the theoretical framework derived from the literature review about culturally responsive leadership.

The researcher designed the method of data collection using a semi-structured interview with primary and probing questions of 15 participants in face-to-face interviews. Additionally, six participants participated in subsequent observations and

artifacts were collected from eight participants. After collecting, transcribing, reviewing, and re-reading the data, the researcher of this study, as a means of seeking intercoder reliability, asked another researcher to code approximately 10% of the data collected from the interviews, observations, and artifacts performed by the primary researcher to look for themes that answered the research question. The other coder confirmed the themes, trends, and frequency counts of the data collected by the researcher.

After analyzing the data collected, the researcher concluded that frequent responses under 11 major themes related to the study's research question and aligned with the CRSLF and, were, thus, significant. The major themes shown in Table 2 are presented in order of frequency from highest to lowest, noting the source type analyzed to extract the data.

Table 2

Theme, Sources, and Frequency – Highest to Lowest Frequency

Themes	Frequency	Sources	Source Type I	O	A
Cultivate Inclusive School Environment	158	27	15	4	8
Address Historic Marginalization	127	18	14	2	2
Lead by Example	117	19	14	3	2
Develop Alternatives to Suspension	93	21	15	3	3
Use Meaningful Data to Drive Decisions	88	21	15	2	4
Provide Intentional Professional Development	76	18	15	1	2
Encourage and Solicit Student Voice	67	16	15	1	0
Involve Parents in School Activities and Decision Making	63	18	15	0	3
Engage in Regular Daily Self-Reflection	56	15	15	0	0
Heightened Awareness of the Needs of Special Education Students	50	20	15	2	3
Foster Positive School and Community Relationships	45	17	14	1	2

Notes. I = Interview, O = Observation, A = Artifact.

Themes Based on the Four Domains of the CRSL Framework

The following data are presented in order of each domain of the theoretical framework from transcripts that evidenced the responses of 15 participants in face-to-face interviews and subsequent observations of six participants, two of which the researcher observed twice. After analyzing the data collected, the researcher concluded that each of the domains was addressed with three to four major themes. Several of the major themes intersected in essence under multiple framework

domains, suggesting interdependency. Four of the major themes emerged under two of the domains, three emerged under three domains, and two of the major themes emerged under all domains (Table 3).

Table 3

Domains and Major Themes

Domain	Major Themes
Domain I: Critically Self-Reflects on Leadership Behaviors	Domain I Theme: Address historic marginalization
	Domain I Theme: Use meaningful data to drive decisions
	Domain I Theme: Engage in regular daily self-reflection
Domain II: Develops Culturally Responsive Teachers	Domain II Theme: Lead by example
	Domain II Theme: Provide intentional Professional Development
Domain III: Promotes Culturally Responsive/Inclusive School	Domain III Theme: Cultivate inclusive school environments
	Domain III Theme: Develop alternatives to suspension
	Domain III Theme: Encourage and solicit student voice
	Domain III Theme: Have a heightened awareness of the needs of special education students
Domain IV: Engages Students, Parents, and Indigenous Contexts	Domain IV Theme: Foster positive school and community relationships
	Domain IV Theme: Involve parents in decision making

The findings of the study are presented in this chapter in keeping with the aforementioned alignment of the 11 themes and the four domains of the theoretical framework. While some themes can potentially be represented in more than one domain, the perspective of the theme as it relates specifically to the framework will be the discussion of this study.

Domain I: Critically Self Reflects on Leadership Behaviors

In this domain, principals of Title I high schools shared specific practices that displayed critical self-reflection of their leadership practices. Specifically, participants noted the use of school wide data and indicants to measure the cultural responsiveness of their leadership and sites to drive decisions in efforts to engage and include all students. Additionally, participants indicated the necessity to courageously address historic marginalization of student subgroups despite pushback and challenges as a means of achieving social justice and inclusion. Regular and ongoing personal self-reflection and a consciousness of practice were also revealed as a necessity in ascertaining student inclusiveness (Table 4).

Table 4

Domain I and Major Themes

Domain	Major Themes	
Domain I: Critically Self-Reflects on Leadership Behaviors	Domain I Theme:	Address historic marginalization
	Domain I Theme:	Use meaningful data to drive decisions
	Domain I Theme:	Engage in regular daily self-reflection

Domain I theme: Address historic marginalization. The research question for this study asks what culturally responsive leadership practices and strategies do high school principals use to develop schools that engage and include all students? Analysis of the data collected resulted in the emergence of the first theme under Domain 1: Critically Self Reflects on Leadership Behaviors. A culturally responsive leadership strategy revealed as a major finding in the study was how principals strategically address issues of historic marginalization as a means to develop schools that engage and include all students. This theme was viewed from 18 sources, 14 of which were from face-to-face interviews, two from observations, and two from artifacts with a frequency of 147 (Table 5).

Table 5

Theme, Source, and Frequency—Address Historic Marginalization

Theme	Sources	Frequency
Address Historic Marginalization	18	127

During semi structured interviews with open ended questions and subsequent observations, participants were asked to identify and show ways in which they demonstrated leadership for social justice as well as ways they addressed perceived and real inequities in schooling. The data revealed practices and strategies principals used to enact culturally responsive leadership, in diverse, suburban Title I high schools noting, in small part, the barriers and resistance they faced that impeded their leadership for cultural responsiveness and social justice. In some of the interviews, participants grappled with the personal nature of the questions. However, as they began to examine their core values and beliefs, in light of the systems and policies on their campuses, the melding of

personal beliefs and professional practice began to emerge. These school leaders shared the culturally responsive leadership practices, insights, and strategies which enabled them to influence others to respond appropriately to the educational and social emotional needs of traditionally underserved and undervalued students. A recurring sentiment of many participants, echoed in a comment by Participant 10, was, "There's so much work to do."

Participant 10, in discussing historic marginalization noted that the Black community does not operate in the school system, but, rather via community organizations, because, "They have not been welcomed and are very much at odds with the school system and because we have not done a good job of serving the needs of their kids." In looking at the data, the participant noted that the Black kids were the ones not in class resulting in discipline and attendance issues, thus stating, "The root of it is really just relationships" (Participant 10). Participant 10 decided a culturally responsive leadership strategy would be to track how many students had a positive relationship with at least one adult on campus. A Google sheet was created and the instruction given to staff was to indicate if they knew something about the students listed; their name, something. The participant noted that approximately 400 students, mostly freshman, were not connected to anyone at the time of this study which was two months into the school year. The next step was to determine what ethnicity or race the student identified as, hypothesizing that there would be a disproportionate amount of African American kids not connected and then, identifying any correlation between a lack of relationship and other issues. Participant 14 also noted that Black parents were not heavily involved, but the participant was not able to articulate what might account for the lack of

involvement at the school site. Historic marginalization manifested not only in lack of connectivity with parents and students of color, but also in access to higher level courses.

The culturally responsive leadership strategy that presented throughout the interviews were efforts to increase access to higher-level classes and to classes that meet rigorous college eligibility requirements for all students, particularly for those that have, historically, not been represented in Advanced Placement or honors classes. Emphatically, Participant 12 stated, “Our students are poor; not dumb.” The effort to address the historical normalization of exclusion of certain students is, according to Participant 13, “an elusive target.” Participant 13 indicated that there are numerous factors that go into addressing the historical marginalization of students such as socioeconomic challenges, ethnic and racial demographics, and religious factors. The participant stated, “I think the biggest thing I would try to say is not focus on how to make it even for everybody, but how do we make sure everyone has access to it” (Participant 13). A critical part to access is support.

As part of the efforts to increase access to AP classes on the site of Participant 12, two teachers, from within the staff, became Equity and Access Coaches indicating “They do the work of breaking through and decreasing the variance among students, challenging the status quo, offering support, and doing what is best for students.” The AP Coordinator position on the sites of Participants 8 and 9, were created to encourage and include traditionally marginalized students in taking rigorous courses and, in addition, were devoted to supporting and celebrating students that took advanced placement courses. Upon observation, the researcher was able to watch the interaction between students that sought help and guidance as well as an AP Scholar Awards Program that

celebrated the successes of students that passed any number of AP exams. In addition to granting access to AP classes for all students, Participant 1 stated, in addressing marginalization determined the allocation of site LCAP funds for national exam fees was warranted, “We are going to remove any barrier that keeps them from being successful. They took the class; why not help them take the exam?” The district followed suit.

In the same vein, Participant 4 indicated that they were offering dual enrollment and access to AP classes “not just to the good kids,” but it has “been a battle” for other adults to see the rationale for inclusion of some students in advanced placement classes. Advanced placement teachers, according to Participant 1, Participant 9, and Participant 4, were often more concerned with pass rates than allowing students with an interest in the subject matter, access to the class. Participant 6 acknowledged that upon arrival to the current site, there were a lot of roadblocks to kids taking AP courses such as having to get teacher approval, recommendations, and a perusal of their grades. These roadblocks served as methods to keep some kids marginalized and excluded. The participant noted that,

> We did all of these things to keep kids who, quite honestly, were on the bubble to begin with whether they wanted to or not, but were showing an interest in and thought it might be kind of cool to go into an AP class, out. I worked really hard to make sure that we took those roadblocks down. (Participant 6)

The mission, according to Participant 6, was to make sure all kids had access to the same things as well as the ability to be successful and thereby created and provided the supports for kids who do and would struggle. Interestingly, Participant 6 brought up an often overlooked issue regarding access and culturally responsive leadership practice,

“the principal has to be aware of what the master schedule looks like.” This participant, along with an assistant principal, realized, upon examination of the master schedule and asking themselves how they are making sure all kids have opportunities and are exposed to 21st century skills, that some high achieving students were not able to take Career and Technical Education (CTE) classes because the classes were not considered A-G and they conflicted with high level classes. This was an adjustment and a barrier that needed to be made and addressed in an effort to make sure that all students had equitable access to classes that exposed them to 21st century skills.

While the goal of increased access to more rigorous and A-G requirements was significant, an intentional focus on graduating students in all subgroups presented as a key objective as well. In an effort to address historical marginalization on her site, Participant 3 determined one schoolwide focus would be on increasing the graduation rate for traditionally underserved or under successful populations, specifically, English learners, special education students, foster youth, and African American students. One culturally responsive strategy this participant, an assistant principal, and a team of leaders used to specifically address the needs of African American students was called Give Me Five as evidenced by an artifact given to the researcher. This involved pulling out every African American student on campus to do goal setting, progress monitoring, improvement contracts, reflections, and grade point average calculations. According to the participant, this concerted effort is increasing the in-school and post-graduation success of many students. But, “it takes time” (Participant 3).

Additionally, Participant 3, as part of doing an equity audit of the data and in efforts to address historic marginalization, stated, “We have made a commitment to all

kids that they're in an academically rigorous coursework that prepares them for college and career." Noting the importance of mastery of standards as a result of the equity audit, content relevancy was also acknowledged as essential in efforts to be culturally responsiveness and inclusive. In an effort to make English and language arts curriculum more culturally relevant and engaging, the site piloted Expository Reading and Writing Course (ERWC) for grades 11 and 12. Participant 3 stated, while shaking her head, that "ERWC is more real world versus the old school novels which weren't really culturally responsive. I mean, when you're reading about old dead White poets." She shrugged. Participant 1 took culturally responsiveness a step further by allocating resources for English language arts classes to build classroom libraries of books by multicultural authors for students to read, explore, see themselves, and support the class curriculum.

Creating access to courses that were previously slated for select students, developing necessary support and interventions as well as deliberately encouraging and incorporating culturally relevant curriculum, and expending resources to ensure success were culturally responsive leadership strategies that demonstrated a commitment to advocating for the inclusion of traditionally marginalized students and creating socially just and equitable schools that engage and include all students.

Domain I theme: Use meaningful data to drive decisions. Further analysis of the data collected resulted in the emergence of a second theme under Domain 1: Critically Self Reflects on Leadership Behaviors. Another of the major findings of the study revealed how culturally responsive school principals use meaningful data to drive decisions as a means to develop schools that engage and include all students. This theme

was viewed from 21 sources, 15 of which were from face-to-face interviews, two from observations, and four from artifacts with a frequency of 88 (Table 6).

Table 6

Theme, Source, and Frequency—Use Meaningful Data to Drive Decisions

Theme	Sources	Frequency
Use Meaningful Data to Drive Decisions	21	88

During the 15 face-to-face interviews and subsequent observations, participants were asked whether they engaged in policy, practice, or curriculum equity audits on their sites as well as ways in which school data that reflects gaps in achievement and discipline were used to inform the development of teacher practices. Although the continuum was broad, all of the participants wholeheartedly noted an essential use of school data as a culturally responsive leadership strategy to determine policy and practice. The use of data to guide potentially difficult discussions was a strategy employed by several participants.

As a culturally responsive leadership strategy, efficient use of data can help narrate stories and communicate insights effectively. Each of the participants identified the obligation to look at the data and its possible interpretations to assess where they were in various data indicators and, then, determine why. A "willingness to adjust" is imperative, according to Participant 10, as "the data does not tell evaluators the why, it just provides the outcome. It doesn't tell you the systemic issues."

The culturally responsive leadership practice of acknowledging the crucial role of data in driving decisions was apparent in the exhaustive artifact Strategic Learning Practices: Academic Climate Review compiled annually by Participant 10 and provided

to the researcher. The participant acknowledged that the data did not provide causes or systemic issues, but further indicated, "We have to be honest about where we are" (Participant 10). The review focused on the components they identified as necessary to elevate student achievement and engagement namely curriculum, instruction, assessment, and culture and revealed that the four components are in place, but, of particular import, they are not clearly defined by all stakeholders nor are they fully integrated with one another, or being driven by student needs. Consequently, the participant and the leadership team identified strengths and gaps as they focused on creating supports necessary to help all students succeed and address expectations.

Several participants noted the significance of setting high expectations of all students regardless of ethnicity or class as essential to student success. When describing the culturally responsive leadership practice of using meaningful data to drive decisions, Participant 7 shared that it is necessary to set high expectations for staff and students. "If you set low expectations and you do not get the performance or outcome you seek, reflection will often reveal the expectation was not high enough" (Participant 7). Participant 10 vigorously indicated that looking at data is essential to facing reality and that "my biggest frustration and learning opportunity here is there's a lot of low level beliefs or low expectations of our kids." Using data was not only important to determine outcomes and the potential lack of expectations; data were also used to determine barriers and to drive the decision to increase equity in access.

A common area of data analysis, in the course of auditing for evidence or lack of equity, in policy and in practice, for several participants was in the area of suspensions. In efforts to be leaders that employed culturally responsive practices and strategies to be

more inclusive, eight participants acknowledged that African American boys and girls were being suspended at disproportionate and alarming rates. Examining the data dictated the decision of participants to identify other means of relating to students, classroom management strategies, and determining alternatives to suspension and expulsion.

Participant 7 noted analysis of dashboard data indicated the school was not meeting the needs of three segments of the school population, namely (a) African American students, (b) special education students, and (c) students in foster care. As a result, the principal created a team of classified staff, noting they interact with students regularly, and members of the site leadership team to address the needs of these targeted populations. The team created an implementation plan they called "Addressing the Red" that directly addressed academic and other challenges as evidenced by an artifact provided to the researcher and observed by the researcher on the whiteboard in the participant's office. The four areas of focus were: (a) Nail down the boundaries of the problem; (b) Think creatively to determine where to go next; (c) Focus on what's possible, not what's probable – The Sky is the limit!; and (d) Experiment, launch prototypes, implement a pilot- Share new ideas!

The strategic use of data to face realities that many teachers did not want to acknowledge was a common sentiment several participants conveyed to the researcher. Participant 3, in recognizing that not everyone wanted to deal or was capable of dealing with sensitive issues of race, structured the discussion in a different way to staff, "whether you want to agree we have a race issue, there's definitely a gender issue and so if you want to have your head in the sand, we can frame it that way." The participant

indicated that part of being culturally responsive and using strategies to include all students, was that they were "very intentional with our data," (Participant 3) and, thus informed the researcher that they "strategically create programs to support individuals; but it is based on data and it's based on staff input" (Participant 3).

Participant 5 was mindful that staff was not always accepting or willing to hear about the disparity in suspensions from a person within the same racial group, but through questioning, discussions were done in a non-threatening manner. These discussions about the data were a culturally responsive leadership strategy designed to get staff members to reflect on their thinking, their biases, and their actions and to determine if individual and/or collective adjustments needed to be made. The use of the site leadership team, which is comprised of department chairs, program leads, and informal leaders to lead the charge in addressing some data points, is strategic. But, the participant pointedly stated,

> If the data is speaking volumes, it is my responsibility to present that data to all of those who have a hand in it or control over changing those data points. I am very lucky to come from a district that really and truly believes in using data to inform our decisions. (Participant 5)

In a similar vein, Participant 11 suggested that when broaching the subject about disproportionate suspension rates, staff at first ignored the information or, according to this participant, were not prepared to respond to it. Accordingly, many staff members were sent to various professional developments as a means to provide crucial insight and information to knowledgeably respond to the data in efforts to engage and include all students.

A consistently identified culturally responsive leadership strategy was to look for trends in data and use it as the basis for determining interventions and supports for students. Participant 13 indicated that "we do run data on demographics, because I think it is vital to know if there are trends happening." One strategy that Participant 7 used to support cross referencing of data was to create a one page snapshot of "every piece of data you could get" about this school for the site leadership team to analyze. It was a compilation of attendance data, suspension rate, AP pass rate, A-G rate, English learner reclassification rate, demographics, and chronic absenteeism rate. Staff were broken into groups and they did data analysis and reported out as a group their insight and findings. The data findings allowed for constant follow-up using multi-tiered systems of support (MTSS). One of the most significant ways that participants revealed in being able to both analyze the data and determine next steps was in using site-based professional learning communities.

The existence of professional learning communities (PLCs) on several participants' sites enabled the examination and use of data to drive decisions at multiple levels. Participant 13 noted that demographic, grade level, and D and F rate data was disseminated to PLCs so that teachers could utilize the data to create department SMART goals. Several participants indicated the practice of data talks or data chats in various PLCs to just talk and figure out best practices for student success. While PLCs proved to be a tremendous avenue in analyzing and using data to drive decisions, insight provided through collaborative equity learning walks further enlightened cross-site principal teams.

The purpose of the equity walks was to sharpen and focus the instructional leadership lens while gathering observational data to evaluate assumptions regarding

school improvement, culturally proficient practices, and equity throughout the district. Participant 7 and Participant 11, as part of a district initiative, participated in quarterly equity walks with other administrators where they observed differentiated instruction, public space, classroom learning environment, instructional core, and rigor on their respective sites, for the record, as evidenced by the Equity Walk Data Collection Tool, an artifact, provided by Participant 7. The observational data is not addressed with site staff unless warranted and there is specific need for collegial feedback to staff to engage them in reflecting on instruction, assessment, and student-staff relationships. Several methods were used to gather data to inform decisions, one of which was surveys.

A culturally responsive leadership strategy employed by almost all participants to gather meaningful student and parent perspective data as a means to address the needs of all students was the use of a variety of surveys. A few participants used the California Healthy Kids Survey, while others used a Panorama survey or student/staff/parent surveys unique to their sites. Like Participant 6, the data revealed to Participant 3 a disconnect between what the students reported regarding having positive relationships with teachers and what was reported by teachers that indicated they had developed positive relationships with kids. As a result, efforts were made to tackle the variance in perspectives on student/teacher relationships discovered in the data on each of these sites.

In answering the research question that asked principals to share culturally responsive practices and strategies they used to develop schools that engage and include all students, meaningful data was noted by all participants as a tool used to identify the needs of their diverse populations and to create a data-driven culture to drive the

decisions necessary to address the needs of all students, particularly those that have been historically marginalized.

Domain I theme: Engage in regular, daily critical reflection. The research question for this study asks what culturally responsive leadership practices and strategies do high school principals use to develop schools that engage and include all students? Additional analysis of the data collected resulted in the emergence of a third theme under Domain 1: Critically Self Reflects on Leadership Behaviors. In each of the fifteen face-to-face interviews, participants were asked to consider the role of self-reflection in their positions as principals and how it enabled them to become or be more culturally responsive. In response, participants readily discussed the culturally responsive leadership practice of self-reflection in their role as a high school principal as a means to develop schools that engage and include all students. While most indicated that self-reflection occurs on an individual and daily basis, others noted that they often reflect with others regularly as a matter of habit. Each principal wholeheartedly admitted the significance and essential nature of critical self-reflection as a means to consciously evaluate their practice and their thought processes and the impact each of these has on the lives of their teachers, staff, families, and communities-at-large. Of the 56 frequencies all of the responses were derived from face-to-face interviews (Table 7).

Table 7

Theme, Source, and Frequency—Engage in Regular, Daily Self-Reflection

Theme	Sources	Frequency
Engage in Regular, Daily Self-Reflection	15	56

Participants identified engaging in regular and daily self-reflection as a key factor in their leadership style that influenced their disposition, practice, and decision making 56 times during individual interviews. The same participants found value in the insight and clarity that reflection afforded them noting that sitting in the seat of the principal is a "daunting and often lonely job." Participant 7 emphatically stated that "failure to engage in critical self-reflection as a principal is tantamount to malpractice." The practice of engaging in regular, daily reflection was also noted as a consistent response among all participants with Participant 12 framing the discourse:

> When you're affecting the lives of students, you have to take the time to be reflective to think through what your beliefs are, what your values at the school are, and how you are communicating those whether by action or by the way that your behaviors are displayed.

At the conclusion of the interview and in preparation for a district meeting, Participant 12 sighed and stated that

> It's easy to just keep going and moving through the work because there's a lot to be done, but you have to slow down and focus on the essentials. I have trained myself to informally reflect on my way to or from work and sometimes in the shower.

In addition to individual reflections, several participants noted the use of feedback from a variety of stakeholders.

Using feedback to grow professionally was a culturally responsive leadership practiced articulated by several participants. Participant 6, Participant 8, and Participant15 concurred with the idea of reflecting on oneself as a culturally responsive

leadership practice and embracing the feedback of others while maintaining a thick skin. Participant 15 specifically noted that, "I always want to make sure I'm using the four agreements: (1) I don't take anything personal, (2) I'm always doing the best I can do, (3) I don't make any assumptions, and (4) I try to be impeccable with my words."

When the topic of feedback from stakeholders was discussed, Participant 6 relayed that leaders have to be very purposeful in their self-reflection and be able to acknowledge, "Okay, I know we made a mistake. Let's backtrack, let's pause, let's reevaluate." Critical self-reflection provided an opportunity to course correct, particularly after gathering feedback from stakeholders. Participant 8 humbly stated, "I feel like I cannot get better without self-reflecting. I use every opportunity to gather feedback from all stakeholders and use that to reflect. Sometimes I reflect with my mentor." Part of the reflection undertaken by participants accounted for not only personal and site impact, but potential impact on the community context in which the school existed.

Several participants indicated the necessity in reflecting to determine the impact of site decisions on the community. One of the factors in self-reflection that repeatedly presented itself was the issue of school site decisions and the community. Participant 5 stated that part of the process of self-reflection was to "take a step back and reflect on the impact that any decision I make will have on the community at large." Schools often represent the centric institution in many communities. The decisions on campuses like that of deciding whether or not to permit LGBTQ clubs to host drag shows required Participants 5 and 7 to reflect on the potential impact on the surrounding community. Being attuned to the pulse of the culture and the community played a key role in the

principals' being culturally responsive and the practice of reflecting on how their decisions might have been perceived as inclusive or exclusionary practices. In conveying that school decisions do not merely affect the sites, Participant 3, Participant 5, Participant 7, and Participant 10 articulated the requisite culturally responsive leadership practice of being politically astute in acknowledging the context of the communities in which the schools are situated. Participant 3 summed it up nicely, "I don't think I could have survived nine years at this site that has the potential for political volatility, unless I was self-reflective."

In a face-to-face interview, Participant 7 shared a story about how as a new principal to the site a few years ago, students and faculty always talked about how they loved the former principal. Upon critical self-reflection, noting it was not a practice in which she engaged in the previous year, this participant considered how to become the principal faculty could trust, and after attending a professional development called "Unselfish" that encouraged self-reflection, the participant said, "I shared something personal about myself. And when I started doing that, it made a huge difference in how staff responded to me" (Participant 7).

Although several participants referenced similar sentiments – reflecting daily, embracing feedback – as leadership practices that, in part, demonstrate CRSL, a substantial number of participants agreed that leading by example was also another important culturally responsive leadership practice necessary for developing high schools that engage and include all students.

Domain II: Develops Culturally Responsive Teachers

This second domain revealed principal leadership strategies and practices designed to develop teacher capacities in becoming more culturally responsive. Participants expressly noted the essential element of leading by example, specifically modeling desired behavior and cultural responsiveness for teachers and mentoring when needed. Participants also created, along with districts, culturally responsive professional development opportunities for teachers to address gaps in achievement and discipline, and, more importantly, build relationships with students in efforts to authentically engage and include all students despite differences (Table 8).

Table 8

Domain II and Major Themes

Domain	Major Themes	
Domain II: Develops Culturally Responsive Teachers	Domain II Theme:	Lead by example
	Domain II Theme:	Provide intentional Professional Development

Domain II theme: Lead by example. Further analysis of the data collected resulted in the emergence of the first theme under Domain 1I: Develops Culturally Responsive Teachers. Another of the major findings of the study revealed how culturally responsive school principals lead by example as a means to develop schools that engage and include all students. This theme was noted in 19 sources, 14 of which were from face-to-face interviews, three from observations, and two from artifacts with a frequency of 117 (Table 9).

Table 9

Theme, Source, and Frequency—Leads by Example

Theme	Sources	Frequency
Leads by Example	19	117

In response to the research question, *What culturally responsive leadership practices and strategies do high school principals use to develop schools that engage and include all students?* 14 high school principals of Title I schools articulated 117 times that modeling the behaviors they want staff to exhibit toward students and influencing others to respond appropriately to the needs of culturally, ethnically, and socioeconomically diverse students is a key culturally responsive leadership strategy. In 14 of the face-to-face interviews, three observations, and viewing of two artifacts, participants clearly exemplified "leading by example" as a culturally responsive leadership strategy that they use to develop school environments that both engage and include all students. During the face-to-face semi- structured interviews, participants were asked to identify leadership behaviors they believe they exhibited that reflect their being culturally responsive and the researcher sought opportunities to view these behaviors in action as well as view supporting artifacts.

In an interview, Participant 9 indicated that one important culturally responsive leadership strategy that speaks to the school staff about leadership priorities in working with diverse populations is for principals to lead by example and "create a culture and do things that say, 'This is how we are going to do business here.' I want to show all stakeholders 'what my priorities are and where my heart is.'" In observing this participant, the researcher was privy to a brief meeting with the head counselor where

part of the discussion centered on how to incentivize students to complete the Free Application for Federal Student Aid (FAFSA) and college applications. Participant 9 ardently emphasized that, "We are going to do what it takes to get kids graduated and on a path to doing what they want to do." This leadership practice indicated that if the principal's goal was to get students to the end and on their way to living their lives successfully, teachers and other staff should follow the leader and align themselves similarly. In concurring with these sentiments and noting that words were not enough, Participant 6 indicated, "I've put my money where my mouth is." By investing the time and money to develop paths that were inclusive of and designed for success for all students this cultural responsiveness became apparent to all stakeholders.

Every participant in this research study acknowledged the practice of informally developing teachers toward cultural responsiveness by modeling desired behaviors and, at times, mentoring teachers when appropriate. Participants 4, 6, 11, and 12 also emphasized the value of empathy as a key culturally responsive practice worthy of emulation. The face-to-face interview with Participant 6 yielded an answer that was a consistent response and mindset among most participants that stated, "I model how I want our teachers to treat our kids." Recognizing that new initiatives and change are difficult for many adults, Participant 6 further noted the importance of making sure to meet the staff halfway – "just like they should meet the students where they're at." Participant 11 further indicated that servant leadership is a must as she conveyed with a quiet, but strong voice, that a level of empathy for teachers has to exist, "You take care of your teachers and you model so that they, in turn, take care of the kids."

Participant 5 put it a different way noting that teachers cannot give to students what they do not extend to one another, "If they cannot stand the person next door or are miserable on the job, they are unlikely to extend warmth or kindness to students." In response to this trend, the participant formed a Culture and Climate Team to build rapport and convey to staff and students the importance of care and respect at the workplace and at school. In the same vein, Participant 14 formed year-long cross departmental multicultural PBIS staff teams to work and play together. The premise was to have people that are different build relationships to form a vision and model of inclusion. Building genuine relationships with "different" colleagues created avenues of discussion and collaboration when administration, teachers, and counselors sought to collectively address diverse students' needs. Relationship building was absolutely vital when creating culturally responsive schools that welcomed, engaged and included all students.

A recurring mantra emerged in that participants consistently articulated that building relationships allowed insight into challenges and norms for students that have changed over time. Participants 1, 7, 11, 12, and 13 noted that it is up to principals to create a safe, welcoming, loving, and caring environment and encourage teachers and other staff to do the same. Create "one that is non-judgmental, with a growth mindset," said Participant 7, and "open-mindedness," said Participant 2. Pointedly looking at the researcher, Participant 7 said, "Kids come from environments that do not align with our vision or to the expectations that we have here – listen, welcome, and do our best to determine the need. First things, first." As participants continued to discuss the importance of building genuine relationships to show how they model cultural

responsiveness for teachers, they also encouraged staff members to engage in self-reflection.

Noting the value of critical self-reflection in leading with a culturally responsive approach, several participants, including Participant 8 and Participant 10, indicated they provide opportunities for teachers to reflect upon their own personal unconscious, but often, conscious biases. At one staff meeting, Participant 10 indicated that staff members took a privilege quiz and while many staff members were up in arms, others noted it was necessary and about time. The goal, according to the participant, was for staff to reflect; not for the participant and other administrators to judge them. The culturally responsive leadership strategy became more apparent when the participant modeled for and stated to the staff that this was the same manner in which staff members should behave when dealing with students from backgrounds different than their own – be nonjudgmental.

Additionally, Participant 10 recognized that addressing staff about issues of diversity and inclusion must be done in small doses as push-back from the staff was a barrier that required school leaders to "go slow, to go fast." Participant 2, however, suggested that sometimes it is necessary to "push the comfort zone a little, regardless of how I feel." A comment that Participant 10 stated that resonated with the researcher was that, some principals are able to say and do certain things because of their ethnicity/race that people of other ethnicities/races might not be able to say or do. This sentiment was echoed by Participant 1 and Participant 5. Participant 1, 4, and 5, in setting the standard for leading by example, passionately declared that words or phrases that are not permissible when discussing students in their presence are "these kids" or "those kids" or any other similar negative description of groups of students, particularly if it reflects

culture, ethnic, racial, economic or religious makeup. Participant 1 indicated that staff members that begin conversations with that mindset or those words may find the conversation does not go the way they had planned. Setting the tone for responsive and inclusive interactions with students was a priority for a number of participants.

Leading by example is perhaps best exemplified, according to more than a few participants, by interacting with students and families. Participant 4 noted that the practice is to "support kids and when you need them – parents will have your back." Interacting with students was paramount to several participants. Participant 3 stated, "I am out there fist bumping kids during passing periods and I sit down with them at lunch." The participant recounted that a student once asked why the participant was eating the food at lunch and the participant stated, "If it is good enough for you to eat; it's good enough for me to eat." Interaction does not occur naturally for some people as reflected when, bewilderedly, Participant 3 shared, "It is funny how often you see assistant principals or even teachers afraid to talk to certain cultures, where if I can set the example to just go up and talk - like they're human beings. Leading like that." Genuine interactions were a priority for both of these participants as observed by the researcher during walkthroughs and student perspective forums.

Participant 12, along with many other participants, reflected that early morning greetings have the potential to set the tone for the rest of the day, and thus stated that, "I protect my time in the morning before school starts to stand at the front gate and say "Hello" and "Good morning" to all kids walking in. Being of the same mind even when students are late, Participant 7 laughingly said, "I say, 'You know what? I am so glad you showed up today. Can I ask you a question? Can I be glad 10 minutes earlier?'"

The habit of welcoming students to school and just being glad they made it to school and to class is a culturally responsive leadership practice and strategy several participants indicated is a priority in their day and one they hope others on their respective sites will emulate. In addition to building relationships, participants recognized that developing culturally responsive schools that engage and include all students cannot be done by one person.

Thus, creating leaders to lead the charge and efforts toward equity for all students required a shared leadership approach by every participant. Participant 15 spoke of "creating leaders under me so they can help me create the change on the campus." The underlying premise being to create systems, put systems in place and develop great leaders that create other leaders under them. The researcher had an opportunity to observe this in action during a newly implemented tardy policy. While Participant 15 was out there with other staff members to "push" students to class, there were teachers and classified staff, including office secretaries, involved as well. This observation supported the creation of systems that other people can lead – not just the principal. Shared leadership and collaborative efforts in the development of culturally responsive and inclusive schools required principals to be humble enough to recognize sustainable change required leadership humility and a shared leadership approach. Perhaps Participant 7 summed up the culturally responsive leadership strategy "leading by example" best when she stated that,

> it takes a lot of humility to lead. Sometimes you have to give up your right to be right for the sake of the cause. Leaders have to do that. There are times where you want a kid to just do whatever you want them to do when you want them to

> do it, but sometimes you have to back all of the way up because that is that affective response. Take yourself out of it and say, 'Hey, what's the need of this kid?' because you do not know what they're coming to school with.

The display of empathy, modeling desired behavior, provisions of opportunities for self-reflection, creating leaders to share in the uplift of students, and building genuine relationships were identified as culturally responsive leadership strategies school leaders use to lead by example and set the tone in creating schools that include and engage students.

Domain II theme: Provide intentional professional development. Analysis of the data collected further resulted in the emergence of a second theme under Domain II: Develops Culturally Responsive Teachers. A major finding of the study revealed another culturally responsive leadership strategy principal's use as a means to develop schools that engage and include all students was to provide intentional professional development for all faculty, particularly teachers. This theme was noted in 18 sources, 15 of which were from face-to-face interviews, one from observation, and two from artifacts with a frequency of 76 (Table 10).

Table 10

Theme, Source, and Frequency—Provide Intentional Professional Development

Theme	Sources	Frequency
Provide Intentional Professional Development	18	76

In face-to-face semi-structured interviews and a subsequent observation, participants were asked ways by which they help teachers to grow and develop professionally. More specifically, participants were asked to articulate strategies and

practices they used to develop the skill and capacity of teachers to be culturally responsive in their instructional practices and pedagogy. The CRSLF indicates that principals are responsible for the professional growth and efficacy of their teachers, particularly as it relates to teaching and embracing students from culturally diverse and low socioeconomic backgrounds. The data revealed the culturally responsive leadership strategy used by principals of providing or creating opportunities for professional development with cultural responsiveness, diversity consciousness, and/or equity as the foci. Using outside consultants to guide training and professional development opportunities was a common practice.

The intentionality of professional development as articulated and asked by Participant 10, "How do we make teachers better? How do we increase teachers' ability to connect with kids?" was fundamental to creating professional development opportunities by all participants. Several participants discussed specific and intentional professional development workshops, seminars, and conferences they provided as opportunities for staff to attend to develop their capacity to engage and include culturally, ethnically, and racially diverse and socioeconomically disadvantaged students in and outside of the classroom. Participant 13 indicated most of the staff had attended the *Love and Logic Classroom* training in Colorado that discussed positive teaching solutions and practical classroom management noting that the district required professional development for staff "focused on tolerance and classroom management that's respectful for everybody regardless of socioeconomic background or race or ethnicity or religion." The participant also contracted with the company *2Teach* that worked with the Collab teachers to create harmony amongst the teachers and a clear set of expectations and roles

amongst the co-teachers noting Co-Teach was relatively new on this site. The other objective of the professional development was to recognize that different strategies are needed to address cultural diversity and various learning levels that existed in classrooms.

Participant 6, in noting that they have been "very deliberate" in the kind of professional development provided for teachers, stated, "We haven't spent a lot of time on pedagogy, it would be definitely something we want to start working on, but as a leader it is good to know where your staff is at and I think this is a difficult topic." In response to the sensitive nature of the topic surrounding the philosophy of culturally responsive pedagogy on her site, this participant chose to send teachers to *Capturing Kid's Hearts*, a training geared toward helping teachers strengthen students' connectedness to school and manage classrooms effectively and as a means to help teachers see the value of developing and building positive relationships with students.

Upon noting that it was necessary to provide teachers the opportunity to work with students "maybe differently than what, as a country, we were doing 30 years ago," (Participant 2) and considering the zero tolerance policy in discipline a few years ago, Participant 2 indicated, "there is work being done to help change everybody's perspective and understanding of the student and what they're bringing." Accordingly, Anti-Defamation League Anti-bias training and Restorative Justice training were going to continue to be done on this site.

In an effort to establish equity in teacher practices, Participant 1 enlisted the help of *The Core Collaborative* consultants to develop impact teams. The focus of the impact teams is centered on building culture and using specific protocols such as equity and access that looked at lesson planning through a lens of equity. The participant indicated

that, “It helps to embed these protocols so they’re seen as instruction and part of what they do and nothing separate, which I think helps our teachers” (Participant 1). This training addressed a different way of working with students and, that co-creation with student voice required teachers to determine how a strategy would work with various students and which students were “included” in the lesson.

Participant 15 shared a very different perspective, although intentional, on professional development, when he stated, “I want to be the teacher. My goal is to go to conferences, workshops, and trainings, and come back and I train them.” The staff has done several book studies which included *Change or Die*, *The Starfish and The Spider*, and *Extreme Ownership*. The participant expressed that, “If I bring in a consultant, they’re here, they train, they leave, and there’s no follow up” (Participant 15). The goal of the participant was to get feedback and do follow up anytime and to be the instructional leader on the site all of the while developing people and teams to teach and model the desired behaviors and practices.

Several participants, including Participants 1, 3, 4, 5, 7, 10, and 11attended or sent teams of staff members to the Riverside County Office of Education *Excellence through Equity* conference with the objective being to bring the cultural diversity and equity learning back to the site. Consequently, a culturally responsive leadership strategy several principals used to develop schools that engage and include all students was to form equity teams of a cross representation of classified and certificated staff members to lead the work of equity as they conducted activities and discussed sensitive and difficult topics in staff meetings and in onsite professional development trainings. While some sites formed equity teams and others formed climate and culture teams, the goal of each

type of team was to provide teachers and staff an opportunity to learn how to engage and build relationships with students, but also to gain insight on their diverse lived experiences. Recognizing that the principal is not always the one to lead the charge or the change on school campuses, Participant 5 eloquently stated,

> The message is not always embraced from me. So, and there are times where I have to use my partners. And what I mean by that, if I have a critical mass here on campus that have the same beliefs as me, but may not look the same as me or whatnot, I partner with them to help me guide that discussion or facilitate that process.

The equity team on the campuses of Participant 7 and Participant 11 attended the 10 session program in the Equity Institute sponsored by Riverside County Office of Education. Subsequently, the teams looked at equity as it related to differentiated instruction, grading practices, and shared spaces on their site. Participant 7 stated, “Every staff meeting the equity team gets up and does a 15 minute presentation on activities they could do with students for equity and to make sure they’re more culturally responsive. We are giving them the tools.” Similarly, the equity team on the campus of Participant 3 looked at the data to determine and lead activities on learning how to work with students of color and students of poverty during late start collaboration time. One of the team’s first activities was “Walk the Line,” where staff had to step on the line whenever they experienced something the team read. The goal of the activity was, “Getting the staff to understand that you’re more like the kids than you really think you are and that we have staff members who really are more diverse than we think” (Participant 3). According to Participant 3 it was “really uncomfortable for staff” and the

participant indicated, “Well, now you know how our kids feel.” The team is in their second year and the activities are “really focusing on staff and being more culturally responsive with students.” (Participant 3). Providing staff development to increase cultural responsiveness via creation of an equity team comprised of classified and certificated staff members to move towards this goal was a culturally responsive leadership strategy used by several principals of Title I high schools in the Inland Empire. Shared leadership was often articulated by several participants upon recognizing that the work of equity and developing cultural proficiency was a team effort and that staff members will often listen to and respect their peers more readily than administrators.

Participant 10, discussed professional development focused on increasing teacher efficacy relative to working with a diverse and low socioeconomic student population, summed up the work being done on the campus when she said,

> It has to be brought over and over again and again and again. I’ve been pushing them and then, I’ll back off a little bit, pushing them, and, then backing off. Site administration did a training using the *Cultural Proficiency: A Manual for School Leaders* book and the participant indicated they used some of the activities in the back of the book with staff ‘kind of like icebreakers.’

She matter-of-factly stated, “So they don’t know what I’m doing, but I’m doing it” (Participant 10). The point of some of the activities, according to the participant, was to humanize students when she acknowledged as her voice trailed off, “That’s a huge one because until we can get our teachers to be culturally proficient…” (Participant 10). Professional development to move staff toward cultural proficiency necessitated ongoing, intentional, and purposeful planning.

Another culturally responsive leadership strategy that emerged as it related to intentional professional development employed by Participant 7 occurred in the development of a yearlong professional development calendar in an effort to move staff toward equity and being more culturally responsive. The calendar, as evidenced by an artifact supplied to this researcher, included bringing in district behavior intervention specialists that discussed trauma sensitivity and Dr. Tyrone Howard, author of *Why Race and Culture Matter in Schools: Closing the Achievement Gap in America's Classrooms*, conducted a professional development, observed by this researcher, on cultural proficiency. Creating and publishing a yearlong professional development calendar with cultural proficiency and equity as the foci for staff was a cultural responsive leadership strategy that informed faculty of the priorities of the principal to engage and include all students.

Evaluation of the role of the principal in the development of teacher professional growth and building of teacher efficacy and capacity revealed the use of various culturally responsive leadership strategies including the formation of equity teams and use of outside consultants to impact teachers and their practice in engaging students that are culturally and ethnically diverse and from low socioeconomic backgrounds.

Domain III: Promotes Culturally Responsive/Inclusive School

Domain III focused on cultivating an inclusive and responsive school environment. Participants noted that challenging exclusionary policies were essential to developing environments that engage and include all students. Specifically, it was noted that creating and expanding alternatives to suspension, encouraging and eliciting student voice as a means of inclusion, and to influence practices and policies, as well as having a

heightened awareness of the needs of students with special needs were critical to producing and promoting a school space that welcomed students and families (Table 11).

Table 11

Domain III and Major Themes

Domain	Major Themes
Domain III: Promotes Culturally Responsive/Inclusive School	Domain III Theme: Cultivate inclusive school environments
	Domain III Theme: Develop alternatives to suspension
	Domain III Theme: Encourage and solicit student voice
	Domain III Theme: Have a heightened awareness of the needs of special education students

Domain III theme: Cultivating an inclusive school environment. Further analysis of the data collected resulted in the emergence of the first theme under Domain III: Promotes Culturally Responsive/Inclusive School. Another of the major findings of the study revealed how culturally responsive school principals cultivate an inclusive school environment as a means to develop schools that engage and include all students. This theme was viewed from 27 sources, 15 of which were from face-to-face interviews, four from observations, and eight from artifacts with a frequency of 158 (Table 12).

Table 12

Theme, Source, and Frequency—Cultivate and Inclusive School Environment

Theme	Sources	Frequency
Cultivate an Inclusive School Environment	27	158

During the 15 face-to-face interviews and subsequent observations, participants were asked to identify specific strategies/practices they used to promote a culturally responsive/inclusive school environment for all students. Participants relayed a variety of strategies that are unique to their sites, but also common CRSL practices that are visible on several Title I high school campuses in the Inland Empire. While common, these strategies are distinctive in how they manifested on each of these campuses as principals facilitated their work in order to develop socially just, culturally responsive/inclusive and equitable schools. One of the ways participants indicated they made inclusiveness visible to students and families was by hiring professionals so students see themselves in the adults on campus.

Purposeful hiring practices as a principal emerged as a culturally responsive leadership practice in relation to cultivating an inclusive school environment. Several participants that have diverse student populations noted that students do not always see adults working in capacities that reflect respect or inclusion. Participant 6 insistently stated,

> I think it is so important for our kids to see adults that look like them working not just in the office or as custodians, but in the classrooms. We need minority women in sciences and math. We are being mindful of who we are hiring and even experiences that we are hiring. I'm making sure we have representation of our community here and not hiring more of the same.

According to several participants, multicultural student populations should afford students a faculty with whom they can positively identify with on some level. Deliberate and purposeful hiring is a culturally responsive leadership strategy that demonstrated to

teachers and students that inclusion and belonging was a serious priority of the school administration and district. While it was acknowledged that positive role models are not always of the same race or ethnicity of the follower, several participants indicated that the staff was not a reflection of the student population or the community, noting that most of the staff members drove into and out of the communities in which they worked and taught. Participant 13 fervently stated,

> I don't know how a diverse school that does not have a staff that reflects their student body does it. Hiring someone that fits a piece of the puzzle and that we have good role models is a priority before I need a physics teacher. I need someone my students can look up to and identify with. We will work out the physics thing when you sit down with me.

While hiring staff members that reflected student demographics was imperative, clubs were also seen as significant opportunities for observable inclusion.

In several instances, clubs were identified as means by which participants cultivated inclusive school environments. More specifically, the types of clubs the participants spoke about were further indication of not only the influence of student voice in the development and creation of clubs, but the willingness of school principals to develop school environments where all students could find a place to belong. Participant 5 articulated, "We really try and truly like to empower our students. They know their needs better than anyone else." Reflecting upon the wide variety of clubs on her site, Participant 11 stated, "I think we have over 60 clubs on campus. I think there is a club for every interest of a student." This participant spoke about a club purposely targeted for foster youth called Failure is Not an Option (FNAO) that recognized the unique

challenges foster youth encountered. While celebration of diversity on campuses often takes the "food and festival" approach that some may say does not go a long way in authentically honoring and celebrating diversity, the Spring Fair held on the campus of Participant 11, like the International Day on the campus of Participant 8, is a carnival-like day where students from various clubs sell and give away food and trinkets and the entire student body walks around and plays games in the middle of the school day giving students an opportunity to display pride in their cultures. Participant 11 described this day with a sense of awe and pride as she indicated that it "makes for a really positive campus and environment that day and that makes me proud." She addressed the fact that nutritional services were involved to demonstrate support for the event.

As a "student first person," Participant 4 indicated, "I'm an approachable principal so kids will come to me and I'll do whatever I can if they want to take the leadership on that. That is how we got our Black Student Union (BSU)." The participant went on to state how the creation of the BSU, "led us into looking at Historically Black Colleges and Universities (HBCUs) and things like that, that we hadn't done before."

In an effort to see "who's participating, who's involved, and who's connected in school in some way that's outside of the classroom," Participant 1 spoke of an app, the 5 Star App, the school used to measure and encourage student involvement in clubs, in enrichment opportunities, at sporting events, and other activities. At the end of each semester, the administration looked to see who was involved, but, more importantly, they looked at those students that were not connected to ascertain where they were, what their attendance looked like as well as the state of their grades. This tool allowed the

participant and his team to assess if their campus was a supportive, inclusive, and welcoming environment for all students.

As a means and method of developing schools that include all students, clubs provided an opportunity for students to feel included and, according to Participant 5 and Participant 11, they served as a safe space and place for many students. All 15 of the participants acknowledged the important role that clubs played in the development of a culturally responsive and inclusive school environment. Clubs were seen as a primary opportunity to engage and include a wide range of students and student interests. It was noted, however, that not every student was included as some cultures and religions were unfamiliar to administrators and teachers.

Seeking assistance for inclusion of unfamiliar cultures or religions was a strategy several participants used to create an inclusive school environment for all students. Participant 1, 7, and 13 each relayed instances of mindfulness relative to their unfamiliarity with religions or religious differences on their campuses. Participant 1 indicated that there were three or four students on campus that spoke Farsi, but noted there was "zero support except for a couple of vocabulary translation sheets" further noting that the school population was largely Spanish speaking. The participant found his way to the Sikh temple near the school to obtain assistance for these students and to help them feel included. Along the same lines and with the purpose to be culturally responsive to the needs of a significant albeit small group of students, Participant 7 reflected that final exams occurred during Ramadan and Islamic students "don't eat all day and we have them taking finals." As a result of this reflection, the participant enlisted the assistance of a Muslim teacher on campus and the Sikh temple in the

community to coordinate an opportunity for these students to take their finals at another time. The seeking of assistance in areas in which principals were not familiar demonstrated a cultural responsiveness to the needs of even the smallest group of students with the object of connecting with and including all students. It was noted that when students, in general, did not feel connected to schools, undesired behavior resulted, thus requiring positive reinforcement of desired behaviors.

PBIS was another method many of the participants utilized to develop schools that engaged and included all students by reinforcing positive school behavior. Nine of the participants in this study indicated their sites have PBIS teams; others indicated the use of PBIS principles with some not revealing to staff what is being done. Participant 5 somewhat cautiously said this, “We use PBIS principles. We do not call it PBIS because, you know, for high school, oftentimes that's a cuss word.” With the aim of being culturally responsive each team used MTSS and did a variety of activities from data collection/analysis to creating opportunities for all staff members to reward student positive behavior. Participant 13 proudly described his PBIS team as being a great cross section comprised of students and teachers that are cross-cultural, grew up in poverty, religious minorities, and from all departments. “I think that is huge.” One strategy Participant 14 utilized to create an inclusive environment was to publish a PBIS newspaper that shared data and provided the premise behind PBIS for all stakeholders to read and reference. The primary goal of the PBIS team on Participant 14s site was to reinforce, promote, and reward positive behavior. The researcher had occasion to observe a PBIS strategy in action on this site as music played over the loud speakers at the end of lunch which signaled to students that it was time to head to their next class.

The idea was that as long as students made it to their next class before the song ended, students received PBIS points.

A strategy used by Participant 11s PBIS team was to mentor students deemed repeat offenders in that they received multiple referrals in an attempt to improve behaviors. As a follow-up, students with improved behavior were recognized monthly with a pizza lunch with the principal, "PBIS has been a positive addition to this campus" (Participant 11). "Admittedly," said Participant 6, "we need to tighten up and strengthen our PBIS school culture." The participant shared that the initial roll out of PBIS was unsuccessful as the expected behaviors could not be clearly articulated or defined by staff or students. Accordingly, the key to a successful implementation of PBIS, according to Participant13, was ownership by all stakeholders. While reinforcing positive behavior was essential to developing culturally responsive and inclusive schools, several participants shared the necessity of creating career pathways as another method of inclusiveness.

The extension of CTE programs was a CRSL strategy several high school principals incorporated in effort to "make sure that there's something for everyone" according to Participant 6. Like Participant 7, Participant 6 offered an expansive list of career pathways for students for which college may or may not have been a goal. The goal of CTE programs, according to Participant 7 as she articulated the list of pathways on that campus, "is to provide job security when students graduate from high school." The participants indicated that providing opportunities for students to acquire the skills needed to be successful in the 21st century was foundational to engagement and inclusion on Title 1 high school campuses. The establishment of comprehensive CTE programs

was deemed a key method by which to engage students from all walks of life and employed as strategies to include all students including new students.

New students have a variety of challenges to overcome when starting a new school, feeling included and welcome is near the top of the list. A unique strategy that Participant 2 shared was “In the third or fourth week of school we run a query of all the upperclassmen that are new to our school and we invite them to a meeting where we give them treats.” The participant went on to share that the purpose of the meeting was to welcome them to the school, to share information about the school, how it works, what it means to be a member of the school, and to make connections.

Participant 7 told students that she encountered, “You’re awesome” so much that it became the mantra of the school. This participant got on the intercom, using the gift of her voice, once a week with a unique shout out to various groups of students including foster care kids, students that walked their little brothers and sisters to middle and/or elementary schools before coming to school, and AP students for their long homework hours and working hard. The researcher had occasion to view an artifact of this participant’s Friday announcements. This participant acknowledged the importance of positive affirmations for students and student groups that may not generally hear anything good during the course of their day. Most participants noted that students sensed and appreciated genuine celebration and inclusion.

In response to a probing question that inquired about ways participants authentically honor and celebrate diversity on their campuses, 10 participants in recurring responses indicated, “I don’t know that we do a good enough job.” “It’s definitely an area of growth.” “That’s a hard question.” “You’ve given me something to think about.”

Several participants acknowledged that the greatest method used to honor and celebrate diversity with a view to include all students was to host a variety of events during designated months. Participants 1, 5, 6, 7, and 8 indicated that Associated Student Body (ASB) leaders were encouraged to use those months as a platform because, according to Participant 1 "it's on people's minds." Like Participants 9 and 10, 6 acknowledged, "I recognize as a principal that that's something that we need to work on as a campus. Making sure we're providing that celebration of diversity year round."

While diversity was often thought of or referenced in terms of ethnicity and race, Participants 12 and 13 noted that it was essential that student awards for different things include students that are a cross reference of our campus. Participant 13 pointedly stated that when the PBIS and administrative staff get together to identify students for recognition, "We need to find ways to be inclusive of everybody. It's an absolute necessity." He went on to share that every group needs to feel and be included and that ways need to be found to promote that effort.

Domain III theme: Develop alternatives to suspension. Additional analysis of the data collected resulted in the emergence of a second theme under Domain III: Promotes Culturally Responsive/Inclusive School. Another of the major findings of the study revealed how culturally responsive school principals develop alternatives to suspension in an effort to establish schools that engage and include all students. This theme was noted in 21 sources, 15 of which were from face-to-face interviews, three from observations, and three from artifacts with a frequency of 93 (Table 13).

Table 13

Theme, Source, and Frequency—Develop Alternatives to Suspension

Theme	Sources	Frequency
Develop Alternatives to Suspension	21	93

In response to the research question, what culturally responsive leadership practices and strategies do high school principals use to develop schools that engage and include all students, and open ended interview questions, 15 high school principals of Title I schools articulated or displayed 93 times that a key culturally responsive leadership strategy was to intentionally develop alternatives to suspensions in efforts to engage and include all students. Participants were asked to share some of the strategies/practices they employed to promote a vision for inclusive behavioral practices that addressed discipline disparities among different ethnic groups.

As she discussed discipline disparities among various racial and ethnic groups, Participant 10 noting the disparities in suspensions of Black students, rather disgustedly stated, "Our suspension rates, similar to all of California, were disproportionate; three times the amount of what our population is, which is imbalanced, right?" The participant rightly noted the inequity and acknowledged this as being a social justice issue that required concerted change efforts over time. Participant 6 shared comments she heard about the disproportionality of suspensions prior to coming into the position,

> One of the big concerns that I would hear from the district office and from the staff here coming into this position was that we were suspending all the Black girls and all the Black boys. That's who we were suspending.

In addressing the difficulty in broaching the subject of disproportionate suspension rates with staff, Participant 7 stated, "Some battles are hard to fight, like the

grading battle. The other one is as it relates to our African American students getting a lot of referrals and suspensions." Similarly, Participant 4 stated, "One of the first things I noticed when I came here was we suspended a large amount of African American males and Latino boys. And, then we were suspending poor kids, in general, is what it came down to." Participant 13 and Participant 9 also noted an increase is suspensions of special education students as articulated in Participant 9's comments that they are being "bounced all the time" and that "we can't be suspending kids like this all the time." Consequently, and in an effort to identify practices or strategies to engage and include traditionally marginalized and to address the disparities in suspensions, Participant 4 researched and visited schools in the area looking for alternatives to suspension (ATS) and Participant 3 determined that school wide goal number two in the site's action plan was to reduce suspension rates specifically for African American and special education students as evidenced by the artifact Schoolwide Action Plan provided to the researcher.

An alternative to suspension classroom was started on the campuses of Participant 3 and 4 which included the provision of training for the assigned teacher in the Boys Town curriculum. Students are assigned to that classroom for three days and end with a restorative circle. The class was curriculum-driven and restorative practice based. Notably, the entire staff of Participant 3 was trained on restorative practices and had been through restorative circles as were the teachers on the site of Participant 6. The researcher observed an ATS classroom on Participant 4s campus that had been piloted the year before. The participant proudly noted that the ATS program has been the biggest cultural shift on the site because it required a mindset shift and that there had only been two suspensions in two months in a school with demographics that some say should

suggest otherwise. Participant 4 acknowledged that part of the success of the ATS program stemmed from accounting for the reality of social emotional challenges faced by many students and that schools were full of traumatized students that needed programs put in place to confront those realities.

The provision of support services to attend to the realness of alcohol and drug use and trauma, divorce, homelessness, and unemployment on campuses has become a reality on high school campuses throughout the Inland Empire, hence the creation of wellness and counseling centers for students. The responses of several participants addressed the reality of trauma and social emotional difficulties faced by students in the 21st century that hindered learning. Participant 11 said, "I don't think we're often adequately or appropriately trained to address it, but we are at least honest about the fact that it exists." Noting that social emotional challenges were the root of many discipline problems and in response to Dashboard suspension data, Participant 8 created a health and wellness center. Two months into the school year, this school had no suspensions.

Participant 4 indicated that the previous school year was overwhelmed with students engaged in heavy drug usage. Acknowledging that ATS does not apply or work for students dealing with drug use or alcohol use, targeted counseling supplied by several free community counseling services provided drug and alcohol therapy, as approved via memorandums of understanding by the district for many students. As observed by the researcher, Participants 14 and 15 created wellness centers that were staffed by a full-time counselor on special assignment and interns. Additionally, there was a meditation garden on the campus of Participant 14 that provided a getaway for staff and students. Each of these wellness centers were quiet spaces with a well-trained staff that addressed

the social emotional issues of students who were challenged with drug addiction, anxiety, and trauma as well as behavioral issues like anger management, truancy, and absenteeism. The breadth and depth of supports provided were put in place in response to the needs of students and to provide alternatives to suspension that might have resulted from social emotional issues. Participant 15 stated a belief in the decrease in suspensions as a direct result of the offering of social and emotional support for students. The fact that many people on school sites and those looking in did not believe in the provision of social emotional support for kids, but would rather see a student punished, was not lost on several participants. Participant 2 reflected on changing times when he discussed how, "What we can suspend for has changed. You know, 10 years ago there was a kind of zero tolerance policy; if you broke a rule you're suspended." The participant continued to share that not only has policy changed, but it has helped change people's perspective. "Suspension," Participant 2, stated "might make a teacher feel better. It might make a parent feel better that this kid got justice in a way, but I don't know that the student always learned" (Participant 2). With a perplexed look on his face and lifting of his shoulders, the participant rhetorically asked, "How is suspending a student going to make him understand what he did wrong? Restorative justice is one way I know we're going to continue to educate our staff" (Participant 2).

Developing alternatives to suspension strategies and policies required what Participant 13 deemed compassion and an attempt at trying to understand what is going on. The participant fervently stated, "Ninety-nine percent of the students don't just wake up and say, 'You know what? I'm going to school and have a bad day." (Participant 13). Passionately, the participant further stated,

> Something triggered this behavior. It may be years of disenfranchisement, it may be years of being a student that gets Fs, and that just knows, that comes to school every day knowing this is another day of failure for me.

Participant 9 acknowledged the disparities in suspensions on his site when he said,

> If the rate of suspension does not mirror the demographic percentage, like if Black kids make up 5% of the population and 80% of the suspensions, that's a problem. If Hispanic kids make up 60% of the population and 30% of the suspensions, now that makes sense.

The participant went on to say, "We were like 13% White kids or something and there were like no suspensions. That can't be; they're not all behaving themselves, you know" (Participant 9). The participant elaborated further, "I just want to make sure the rate of suspensions mirrors our demographics" (Participant 9). He acknowledged that creating alternatives to suspension was a necessary and crucial element in engaging and including all students.

Behavior that resulted in students being suspended often started with classroom behavior. A few participants sought ways that provided an opportunity for teachers to reflect on beliefs and assumptions as well as classroom management practices. Using referral data, Participants 1, 3, 6, and 11 and their administrative teams noted concerns and problematic areas with teachers and ways in which they were being unfair with the referral or not being responsive in a classroom with kids by providing behavior or classroom management strategies. Participant 6 noted that in looking at referral data, that it was necessary for adults to assess the role they played in kids getting sent out of classrooms, "Was it because they're walking around the classroom? Do they have to be

sent out or can it be addressed in class?" Participant 1 took it a step further, using it as a teaching opportunity in a staff meeting, when he typed up referrals, eliminated identifying details, and asked staff to identify the Ed Code violation, if any, that supported sending a student out of the classroom. The participant reminded the staff that when students are sent up on a referral and they are in the office for a given amount of time, it is, in essence, a classroom suspension. He challenged them to ask questions and work with the student, parent, and counselor "before they throw the book at the student" (Participant 1). An example was provided by Participant 15 as he told of an instance when a student was sent to the front office for refusing to run the mile during physical education class. After looking at the student, the principal asked the student what was going on. The student proceeded to tell the principal about his parents fighting all night with one of them leaving and his having to walk four miles to school and simply being tired, 'I passed on the mile and the teacher did not want to hear me out and so that is why he sent me up.' Noting that this situation was not a behavioral issue, the participant expressed a goal to develop MTSS, to put in place for teachers to use as a matrix or matrices to follow before sending a student to the office. Upon examining suspension rates in relation to other data, exasperated, Participant 13, relayed a conversation he initiated with staff,

> We want to push attendance, so we are suspending kids at an alarming rate and when we cross reference the data, this demographic group already has an issue with attendance and we when we look at the data in terms of grades, these students likely have low grades. And, so are we further kicking the can down the

road by disciplining that child and putting them out of the classroom? What are we doing?

The participant indicated that alternatives to suspension and the development of classroom management strategies to engage all students were critical to keeping kids in school.

Alternatives to suspension required a mindset shift and courage as much as a change in policy and practice according to several participants. One culturally responsive leadership strategy principals employed in an effort to encourage these shifts was to boldly keep issues of inequitable practices at the forefront of discussions and presentations. Participant 4 resignedly shared a story of an African American male student that was in juvenile hall at the time of the interview. This principal reported that he regularly visited the student to provide continual support and hope for the young man. He talked about his resolve to not let matters go unaddressed when students are treated unfairly or when situations arise that could have been handled differently. He recalled standing up in front of a staff meeting and, somewhat angrily, telling them they got it wrong and the situation should have been dealt with for the good of the student. As he discussed the school to prison pipeline, particularly for young men of color, with the researcher, the participant spoke of the need to keep students out of the juvenile justice system because "That system does not care about kids. We need to keep them in school where we can care for them and nurture them" (Participant 4).

On this same subject, Participant 1 told a student's story at a staff meeting. As names of students were placed on the screen, he recounted, "You could hear the groans" (Participant 1). He then asked those that knew something about a particular student to

share. As expected, people shared stories of the kid's poor behavior on campus. Then, he asked, "Who knows something personal about this student?" (Participant 1). The participant noted that there was someone in the midst that did know something, but did not speak up. The participant then asked staff, "How many of you knew his father was killed by a police officer? Yet, you want to send the deputy to the classroom to pick this student up" (Participant 1). It was quiet in the room. He took the story further and asked, "How many of you know that out of all the siblings, he is the only one to make it to the 11th grade? He shows up every day" (Participant 1). The participant did not, by any means, excuse the student's misbehavior, in fact stating, "We want the kids to follow the rules, but this kid is doing just enough to make it. (Participant 1). He encouraged the staff to work with the student, particularly in light of what they now know about the student, informing them that administration was working on the behavioral part on the backend. He also informed staff that the consequences for the student's behavior "may look different than what they expect; it may not be a suspension or an expulsion" (Participant 1). This participant resolutely conveyed one of the overarching premises behind alternatives to suspension, "Staff thinks because students come to school and they look clean and their hair is combed, that their lives are okay. Many of them are not" (Participant 1).

As a CRSL practice, development of alternatives to suspension allowed principals of Title I high schools to employ a variety of strategies to keep kids in school including utilization of outside resources to address social emotional, behavioral, and academic challenges to engage and include students. Effective alternatives to suspension support both students, families, communities, and teachers.

Domain III theme: Encourage and solicit student voice. Further analysis of the data collected resulted in the emergence of the first theme under Domain III: Promotes an Inclusive/Responsive School Environment. One of the major findings of the study revealed how culturally responsive school principals encourage and solicit student as a means to develop schools that engage and include all students. This theme was noted in 16 sources, 15 of which were from face-to-face interviews and one from an observation with a frequency of 67 (Table 14).

Table 14

Theme, Source, and Frequency—Encourage and Solicit Student Voice

Theme	Sources	Frequency
Encourage and Solicit Student Voice	16	67

In response to the research question, what culturally responsive leadership practices and strategies do high school principals use to develop schools that engage and include all students? and the open ended interview questions, 15 high school principals of Title I schools articulated or displayed 67 times that a key culturally responsive leadership strategy was the encouragement and solicitation of student voice to develop schools that were engaging and inclusive of all students. Participants were asked to share when student voice is a part of what happened on campus and which student voices were heard.

In striving to be inclusionary, participants noted the requisite element of hearing directly from students, particularly from those that have been overlooked. While every participant acknowledged the role of the ASB student government in addressing student concerns and leading student activities, other non-elected student leadership groups were also identified. Renaissance and Link Crew, while not on every campus were noted as

being student leadership groups on several high school campuses that elicit and address student concerns. Link crew is a student-centered and student-led leadership mentoring program that is designed to engage, develop, and train juniors and seniors to mentor and lead freshman students, whereas, Renaissance is a class where student's studied leadership, character, and organizational skills and used those skills to enhance student life on campus. Participant 8 indicated, "I schedule times to go into ASB, Link Crew and the peer leader class to discuss what they want to talk about."

In responding to the interview questions and in addressing the research question, Participant 3 and 4 described a unique forum for student voice called the Peer Leaders Uniting Students (PLUS) program. The PLUS program was committed to providing a learning environment in which students felt like their voices were being heard, they felt supported, and were given the opportunity to be leaders on their campus and, thus, gave students the opportunity to enhance their school climate. The premise or belief behind the PLUS program was that in order for schools to be successful, administrators needed to listen to the needs of students and students needed to be a part of the process to ensure the establishment of a safe, engaging, and inclusive learning environment.

Participant 3 noted that she met with the PLUS leaders once per month after Unity Forums. In efforts to be culturally responsive to the needs of all students, the participant indicated that a question was added to the student survey that asked, "Are you treated differently because of your race, ethnicity, religion, or origin?" (Participant 3). According to Participant 3, data were collected and trends were identified. PLUS leaders then used that data to lead staff through a Unity Forum, telling the staff the perception of students on the campus, especially students of color. The participant indicated, "The

students were really powerful in leading staff through that forum" (Participant 3). Monthly PLUS meetings, said Participant 4, "gives us a good gauge of where students are at, what they're dealing with, and what things they would like to see." Developing a space where students felt safe and able to articulate their challenges and desires motivated several participants to maintain an open door policy for students.

Being readily available and accessible to students was identified as a culturally responsive leadership strategy that allows principals to develop schools that engage and include all students. Participant 6 stated, "I specifically tell my secretary if kids need to see me, let them see me. I don't typically make them make appointments unless it is a crazy week." In the same vein, Participant 8 informed the kids, "I can't get better without your feedback. Please come by and see me. I have an open door policy. If my door is closed, it's because a parent or student is in there." This participant indicated that she gets a lot of student visits. Several participants indicated a lot of what they do is as Participant 7 stated, "Based on input we got from students." What every participant that desired to hear from students indicated was the practice of hearing from those students from whom much is not heard as Participant 2 acknowledged, "There are student leaders that aren't in those technical leadership groups."

To be truly culturally responsive, several participants indicated the obligation and necessity of hearing from those students that are not necessarily in leadership roles via informal monthly or quarterly lunch sessions. In what is referred to as a student advisory council, Participant 12 stated, "Once every quarter, I meet with 40-50 students. It is completely at random and in my walkthroughs I just pass out tickets to different kids." The participant conveyed that it is made clear to students that it is a safe place and that no

other administrators are typically present. Additionally, at lunch, like Participant 8 and Participant 9, this participant used the lunchtimes to not only supervise, but to interact with random students – to be visible.

Several other sites did a similar random selection of a students' lunchtime activity, where they made tickets inviting students to lunch to share their input. This researcher observed what Participant 3 called, "Hear Me Out." The process included campus supervisors, the librarian, and various staff members randomly selecting 25 kids from various backgrounds, races, and ethnicities for each of the two lunch periods, which equated to 50 kids being invited monthly, using tickets with relevant information such as when and where to meet. On the date of the observation, while 25 students were selected by the librarian, only 15 showed up for the first lunch. The researcher observed a cross section of students: four White females, one White male, one Hispanic female, five Hispanic males, two Black females, and two Black males with a mix of all grade levels. The principal, along with an adult notetaker, and another administrator met with these students and asked, "If you had a magic wand, what is one thing you would change about our school?" (Participant 3). The principal also asked, "What are we doing right here at our school?" (Participant 3). The discussion was extremely frank, but positive and encouraging. Students passionately addressed their likes including the suspension program, positive food choices, the program for African American students and goal setting, as well as the requiring of student identification as a good step toward a safer campus. The dislikes, respectfully articulated, included students sharing food quality concerns, access to campus is too open, and while students are told about PBIS points, they were not being given or it was being done intermittently. To several students that

were present, the tardy policy was nonsensical and a very passionate discussion ensued on inclusion/exclusion of students of color in organizations/clubs like cheerleading that are most visible and in planning of collective events like dances noting that "coloring" or diversity was not apparent, hence the reason for low turnout of students of color to dances and the like. As students stated their likes and dislikes, the principal and another administrator addressed the concerns as they could in the moment. The principal noted that the variety in the food choices and the student identification requirement were a direct result of previous Hear Me Out sessions thus proving that student voice was heard and concerns acted upon. The willingness of Participant 3 to not only hear what students said, but to debrief with faculty, and adjust accordingly, was a CRSL strategy this participant used to create a school environment that engaged and included all students.

Intriguingly, upon providing an example of the fact that "we take student voice very seriously," Participant 6 shared an instance of student input that changed a schoolwide policy that was far from administration radar: Student dress code. The participant shared, "A group of kids felt that the dress code was very biased and very much geared towards our females, you know, and it was true" (Participant 6). The participant spoke about how staff members were constantly chiding the female students about how thick their straps were on their tank tops or if their shoulders were showing too much. Laughingly, she stated, "The boys said, 'you guys are like sexualizing the female students here and the boys don't even care about shoulders'" (Participant 6). Consequently, the administrative team evaluated what were really important considerations for dress code as they heard the girls ask, "Do you want me in class or do you want me to be dress coded because my shoulders are showing or my tank top straps

are too thin?" (Participant 6). Participant 7 articulated a similar outlook when she told the administrative team, "Don't fuss at students as they come through the gate; if they're dress code let them go to class unless it is bad because you don't know what they're coming from." The idea was to be responsive to what really matters most and to account for circumstances and contexts that may not be readily obvious or visible.

Participant 9 summed up the culturally responsive leadership strategy to encourage and solicit student voice when he stated,

> With kids, it is all about being familiar with you. If you want them to know you are in their corner and you care about them, you have to force yourself into those spaces and interact. As a principal, you have to create that stuff.

The use of student voice as data to develop and to determine the extent to which school environments are engaging and inclusive of all students is a critical CRSL strategy used by principals of Title I high schools.

Domain III theme: Heightened awareness of needs of special education students. Further analysis of the data collected resulted in the emergence of a fourth theme under Domain III: Promotes an Inclusive/Responsive School Environment. Another of the major findings of the study revealed how culturally responsive school principals possess a heightened awareness of the needs of special education students in efforts to develop schools that engage and include all students. This theme was noted in 20 sources, 15 of which were from face-to-face interviews, two from observations, and three from artifacts with a frequency of 50 (Table 15).

Table 15

Theme, Source, and Frequency—Heightened Awareness of the Needs of Special Education Students

Theme	Sources	Frequency
Heightened Awareness of the Needs of Special Education Students	20	50

In response to the research question, what culturally responsive leadership practices and strategies do high school principals use to develop schools that engage and include all students, and the open ended interview question that specifically asked participants to identify strategies/practices they employ to promote a vision for inclusion of special education students each participant responded that a heightened awareness of the needs of special education students was necessary and that changes were underway. Each participant acknowledged that there were different categories of special education students on each campus and within those specific categories the range of disability was mild to severe. The 15 principals in the study also articulated they were at varying degrees of inclusion of special education students.

Perhaps one of the most impassioned segments of each interview occurred when the topic of students in special education was broached. Inclusion in all aspects of campus life was also a focus of many participants and school districts. Participant 4 expressed frustration in how special education students are segregated from the rest of the school, "I can't believe that we still isolate these kids when we know that they are leaving in four years and we're setting them up to fail." One of the ways special education students were immersed into the life on Participant 4s campus was in the daily selling and delivery of bagels, coffee, and hot chocolate to staff members. The researcher observed special education students in the mod/severe class as they worked on elements, such as

staining wood, to create an outdoor café for staff and students that demonstrated the focus of this participant to include special education students in the daily routine and fabric of the campus.

The changing of teachers' and staff mindset to one of inclusion as it related to having special education students in general education classes as a matter of practice was a challenge faced by several participants. "I was a special education teacher," stated Participant 8 as she talked about wanting to start inclusion when she first arrived to the site a couple of years ago. She shared that the site just started inclusion, "I'll be honest; our teachers were a little hesitant about it. They were willing, but they wanted professional development before, 'If we are going into this, let's do it right'" (Participant 8). Resultantly, the participant identified the general education teachers that rolled it out and participated in trainings alongside the special education teachers. Additionally, she recognized the need for and provided special education professional development for the whole staff, "I make it very clear to my staff that, you know, IEPs, accommodations, and modifications are law" (Participant 8). And perhaps, uniquely and with a heightened awareness, Participant 8 also included district security officers and classified staff in the training because she wanted them to understand what a behavior support plan was if they saw one of the students utilizing one of their accommodations, "like stepping outside breathing techniques so they would not go to the student and say, 'Hey, what are you doing?'" (Participant 8). The culturally responsive leadership strategy of a heightened awareness for the needs of special education students included providing all of the people with whom special education students came in contact the tools to interact with them effectively and respectfully.

Participant 12 recounted a discussion that occurred during an administrative team meeting as they discussed the awarding of academic letters for the first time, "One person on the team asked, 'Why are we giving the mod and severe students an academic letter when they are sorting blocks and someone else is doing trigonometry?'" The participant relayed the anger that welled up inside of him that almost propelled him across the table, but instead, he said,

> They're kids and they're performing at the level they can perform. If sorting blocks is your challenge, then you're being challenged. If you're a regular Ed or AP student and your challenge is Trig, then that's your thing. We need to do this for all students. All students deserved to be celebrated. (Participant 12)

The participant expounded on this CRSL practice of honoring all students regardless of ability level by saying, "That would present in itself a huge inequity and the opposite of inclusion; it is just not cool" (Participant 12). Expanding the discussion of inclusion, Participant 12 informed the researcher of a model the site used to push special education students into regular math and regular science classes along with putting in supports to specifically work with those students within those classes so the students had access to A-G requirements.

Participant 13 discussed a reality faced on his campus as part of a feeder system, "We found that the kids were leaving elementary and junior high school where the collab teachers were locked and loaded on what they were doing, to a situation of disconnect between some of the high school teachers." As a result, the participant contracted *2Teach* to work with the collab teachers on working together and the Co-Teach model. Additionally, this participant indicated that in conversations about moving students from

pullout classes to collab classes, he, like Participant 15, did not entertain discussions about what students were unable to do. Rather, he encouraged teachers to discuss ways to maximize what students could do. The subject of full inclusion resonated with Participant 15 when he stated, “I want to go full inclusion, but that’s not going to happen right away; it’s going to be a process. My goal next year is full RSP inclusion.” In the meantime, this participant planned to create a Special Education Parent Advisory Council, noting that as a community there was a boundary between schools and parents of students with special needs, thereby forcing parents to get advocates and going to board members. Participant 2 informed the researcher that inclusion of special education students was recently placed at the forefront of the school board agenda which indicated it was to be a priority on all sites.

Special education has historically been viewed as a placement. Participant 14 conveyed, “It almost seems like our solution here in this district is, if you’ve got some issues, we kind of move you towards that place. And, you know, this has been going on for years.” Participant 3 expressed the culturally responsive leadership strategy concerning the inclusion of special education students when she stated, “We want to make sure that we have a premier special education department and so we’re working really hard to make sure that special education is not a placement, it is a service.” On this site, co-teach played a significant part in the high number of special education students that have graduated and will graduate having met A-G requirements. Placing special education students in position to be successful upon graduation from high school was a key focus of several participants

A concerted effort was made by several participants to include special education students in school wide activities alongside general education students. Participant 11 spoke of a special education prom, the Christmas time talent show for kids in the severely handicapped program spearheaded by an amazing special education teacher. She tearfully relayed, “The kids dress up and the parents bring them in their wheelchairs. And, then, at the end they crown a king and queen of the prom. It’s the most beautiful thing” (Participant 11). This participant provided a glimpse of campus-wide inclusion when she described special education students swimming with general education; participating in theater, in the choir, and serving in ASB. She emphatically stated, “Whether they are in our severely handicapped program or any special education program, they are included in all of the activities we have here” (Participant 11). Of particular importance is that the district is “very generous in terms of paying instructional aides” (Participant 12). If students have a one-on-one aide, the one-on-one aide comes to after school events so the kids can be involved in activities. This reality was only possible because the district sought to allocate monetary resources equitably to all student subgroups.

The equitable distribution of resources is a by-product of CRSL. With this in mind and in articulating strategies and practices to promote a vision for inclusion of special education students, Participant 7 discussed the new building project that was due for completion in the ensuing months and she noted that the special education department was primarily housed in portables. Acknowledging that she “can’t put everybody in new rooms,” (Participant 7) a heightened awareness of the needs of special education students caused the participant to place at least one half of the special education department in one

of the new buildings so they are in modernized classrooms. She elaborated further by stating, "And those people who are not in modernized classrooms, if they're in portables, I want to make sure they all have interactive displays, technology, and new furniture" (Participant 7). The goal was to be responsive to the needs of special needs students by providing an environment conducive to equitable teaching and inclusive learning opportunities for teachers and special education students.

As a CRSL practice, a heightened awareness of the needs of special education students permitted principals of Title I high schools to employ a variety of strategies to include special education students in school activities, provide resources to expose them to extensive learning opportunities, and encourage and enable teachers to move toward a growth mindset of inclusion of all students regardless of learning ability.

Domain IV: Engages Students, Parents, and Indigenous Contexts

The fourth domain accounted for the value of fostering positive school and community relationships in an effort to discover and establish overlapping spaces between schools and communities and to extend student learning. Parental involvement and engagement revealed participants development of positive images of students and families, but lack of involvement by some groups provided opportunities for participants to consider ways to include perceived outliers and to reflect on reasons for a lack of supposed disengagement, both historical and contemporary (Table 16).

Table 16

Domain IV and Major Themes

Domain	Major Themes
Domain IV: Engages Students, Parents, and Indigenous Contexts	Domain IV Theme: Foster positive school and community relationships
	Domain IV Theme: Involve parents in decision making

Domain IV theme: Involve parents in school activities and decision making.

Further analysis of the data collected resulted in the emergence of the first theme under Domain IV: Engages Students, Parents, and Indigenous Contexts. The study revealed how culturally responsive school principals involve parents in school activities and decision making as a means to develop schools that engage and include all students as a major finding. This theme was noted in 18 sources, 15 of which were from face-to-face interviews and three artifacts with a frequency of 63 (Table 17).

Table 17

Theme, Source, and Frequency—Involve Parents in School Activities and Decision Making

Theme	Sources	Frequency
Involve Parents in School Activities and Decision Making	18	63

In response to the research question, what culturally responsive leadership practices and strategies do high school principals use to develop schools that engage and include all students, 15 high school principals of Title I schools articulated or displayed 63 times that involving parents in school activities and decision making was instrumental in responding to efforts to engage and include all students. Participants were asked to identify ways in which they develop meaningful and positive relationships with parents

as a means of ensuring engagement and inclusion as well as when parents are permitted to weigh in on issues of diversity, inclusion, and responsiveness and through which forum they can address challenges or opportunities.

All participants indicated that they have various groups that provide a forum through which parents can address challenges and opportunities like the African American Parent Advisory Council (AAPAC), English Learner Advisory Council (ELAC), Parent Institute for Quality Education (PIQUE), and SSC noting that the level of involvement varies from site to site. The SSC is a consistent means of parent involvement and it is the best example of parental involvement in decision making, particularly as it relates to financial spending of Title I funds. Interestingly, Participant 10 noted the divisive nature of resource allocation between parents of differing cultural, socioeconomic, and ethnic groups. As parents are permitted to weigh in on issues of diversity, inclusion, and responsiveness, Participant 13 indicated the importance of different perspectives, “Let’s get a diversified group of people in there for diversified opinions.” While a few of the participants have a Parent Teacher Student Association (PTSA) that is district and state supported; others indicated there is no district parent group. In light of that fact, Participant 8 formed a Parent Club on her site stating, “It’s almost like a PTA, but it’s our own little version. All parents are invited and it is not as structured as the Coffee with the Principal” (Participant 8). Another method, shared by several participants, of parent involvement that exists on the sites of almost all participants is a version of Coffee with the Principal. Booster organizations were also relatively common, but Participant 10 indicated, “In this community we don’t have a lot of money. We have like maybe one for football. That's about it.”

Participant 15 shared, “This site doesn't have any family engagement and that's going to be my brand this year.” In an effort to change that dynamic at the school site, this participant employed a culturally responsive leadership strategy by creating a calendar of parent involvement activities designed to empower parents and give them a voice at the school, “instead of having a voice at a board meeting” (Participant 15). One of the activities Participant 15 did first to encourage parent involvement was Dad’s Night at a football game that included student testimonials to their fathers. “We gave out NFL footballs form an alum to all the fathers and they got to go in the game for free” (Participant 15). The participant planned to do something similar with the mothers for basketball. By engaging parents of athletes, this participant encouraged the participation of parents that might not otherwise get involved except in the area of athletics. He made them feel valued, important, and included.

As part of the calendar of events, this participant designated Parent Engagement Days starting with morning Coffee with the Principal, followed by an ELAC meeting, and then an afternoon SSC meeting, followed by an early evening AAPAC meeting. One of this principal’s next steps included the formation of a family engagement committee and creation of a Special Education Parent Advisory Council noting they are the ones that go to the district office the most.

A key culturally responsive leadership strategy, according to Participant 14, was the conducting of the Family Leadership Institute (FLI) as it changed the level of involvement on the school site significantly. Participant 14 passionately shared, “The FLI has been transformative. There are 10 lessons in the curriculum, two lessons a year; one per semester.” In the FLI parents are provided the skills, abilities, and attitudes

necessary to enhance their effectiveness as role models for their children. Parents are also encouraged to become engaged in their child's education in an effort to achieve academic success. As he discussed the testimonials of parents enrolled in the FLI, Participant 14 stated, "We started with a cohort of 40 parents and now, it has grown to 120." Rather somberly, the participant said, "I got to be transparent; we struggled with our African American population" (Participant 14). Upon seeking clarification, the researcher asked about the lack of African American parental involvement in the FLI and the participant went on to say, "I have to also mention that the FLI is conducted in Spanish" (Participant 14). The participant expounded,

> "Um, now, the original curriculum was to target immigrant families, to address the immigrant experience, but, it's been revised, you can use it with all, with all parents. But, um, I decided to do mine in Spanish for the reason being, I had to heal and share my own immigrant experience" (Participant 14)

Participant 15 planned to start the FLI on the site of his high school as he noted that the whole message in the FLI is to empower parents to get them to believe they are the leaders in the home. The hope of the establishment of parental leadership in the home was to extend that parental leadership to school sites.

Another culturally responsive leadership strategy that provided an opportunity for parents that may not typically get involved in the school system to weigh in on issues of diversity and inclusion, was demonstrated when Participant 2 indicated that, "We foster and encourage and, in some cases, employ parent volunteers." In the same way, Participant 3 and 4 employ a bilingual parent liaison whose goal is to promote parental

involvement and engagement. Participant 3 stated, "We had a parent come in and call every parent for ELAC." Participant 9 articulated that,

> I have three full-time community liaisons and their whole job is to liaise with the public, run the parent center, talk to parents, go out to get donations, and do tailgates before football games. They have a budget as well.

As previously noted, every participant indicated the existence of an ELAC on their sites save one, but Participant 5 also has DLAC, which is a group of Latino parents that are not English learners. As a means of being responsive and inclusive of the parent voice, the participant noted that "All parent groups are invited to participate in the development of the school plan for student achievement (SPSA) and our school safety plan" (Participant 5). Participant 5 noted that, "I have been fortunate enough that my parents and community have no problem with voicing their concerns. I have a very active community and parent constituency." While having a voice is crucial to inclusion, listening was just as important to engaging and including all students and their families.

It was noted that some participants articulated that some groups of parents lack involvement and that parents do not seem to care. A goal of Participant 6 was to assure families that the doors of the school were always open to them and that they can come to any of the administrators with issues and concerns and they will help them solve it. The biggest struggle was, "How do we involve the parents we really want to see more of?" (Participant 6). When Participant 7 first arrived at the school, the ELAC meetings were very volatile, to the point where there were protests outside, meetings were recorded and put on Facebook and a police presence was necessary. The participant stated, "I found out you create a culture of people who are angry when they are not heard. So whether

they were wrong or right, I made sure to listen and now, my ELAC meetings are so peaceful" (Participant 7). Participant 7 referenced Stephen Covey's book, *Listen to Understand* as a resource. Participant 10 shared an enlightened perspective on parent involvement relative to meeting attendance when she stated,

> It's a poor measurement of engagement when it is said that Black parents aren't engaged, because that's what happens. I mean there's all these statements that are made. However, as a parent myself, I don't want to go to stupid boring meetings. I don't. So why would I expect them to want to come to stupid, boring meetings and then measure, oh, that's how engaged they are when I see all the other things that they're doing in the community.

This participant shared that the Black community in her area have ongoing events for their students, "There's nonprofit events, Saturday events, afterschool events, and there's conferences" (Participant 10). Creating an environment where all parents feel included and a connection to schools where their children attend was a focus of several participants.

According to the participants in this study, a major culturally responsive leadership strategy is involving parents in school activities and decision making in an effort to develop positive understandings of students and families and positively affect student achievement and behavior. Participants identified formal and informal means used to develop meaningful and positive relationships with parents and the various forums through which parents address challenges and opportunities and issues of diversity and inclusion. Every campus is not created equal, but the voice of the parent in

any capacity is essential for the well-being of children. Inclusive practices for engaging all parents are crucial to engaging and including all students.

Domain IV theme: Foster positive school and community relationships. Further analysis of the data collected resulted in the emergence of a second theme under Domain IV: Engages Students, Parents, and Indigenous Contexts. Another of the major findings of the study revealed how culturally responsive school principals foster positive school and community relations as a means to develop schools that engage and include all students. This theme was noted in 17 sources, 14 of which were from face-to-face interviews, one from an observation, and two from artifacts with a frequency of 45 (Table 18).

Table 18

Theme, Source, and Frequency—Foster Positive School and Community Relations

Theme	Sources	Frequency
Foster Positive School and Community Relations	17	45

In response to the research question, what culturally responsive leadership practices and strategies do high school principals use to develop schools that engage and include all students, 15 high school principals of Title I schools articulated or displayed 45 times that fostering positive school and community relations was essential to developing schools that engage and include all students. Fourteen of the 15 participants expressed a belief in the value of community partnerships. The level of community partnerships varied widely, but each of the 14 acknowledged the need for consistent involvement of the community in varying degrees.

Several participants articulated the importance of visibility in the community. Most of the participants indicated that attendance at sporting events and academic events is critical to building relationships with the community, but Participant 4 contended that it is more than mere attendance, "A lot of people will stand on the sidelines, but when you go up into the stands and shake hands and ask people how they're doing, then that's where those meaningful relationships begin."

Participants 1, 3, 5, 12, 13, 14, and 15 noted that they either grew up in the community in which they serve as high school principal or they have worked or led in various capacities such as middle school principals or teachers for years prior to becoming a high school principal and they have what Participant 12 called "a leg up" because they know the kids and many of the parents from the feeder schools. Participant 15 grew up, taught, served as assistant principal on different sites, and was now principal of his alma mater in the same community, "I still live around the corner." The participant stated that, "I don't need to warm up people, I just give them my name, and they tell me, 'I got you friend, no worries'" (Participant 15).

Attendance at community events is also important, Participant 6 and 8 indicated that they do not live within the communities where they work, but they bring their children to school in the community where they work or to regular community activities on weekends as a means to show their students and families they are part of the fabric of that community. Participant 6 spoke of the intention of going out into the community more and indicated that she does attend Coffee with a Cop whenever the city offers it. One culturally responsive leadership strategy Participant 8 did in an effort to be familiar with and responsive to the community, the participant bookmarked the city calendar so

that she could mark community events into her personal calendar. While Participant 6 indicated that "we are lacking community partnerships and we do not have anything consistent," Participant 8 noted that "every time we've reached out to our community, they've been great." From the police department to Mimi's, to Seven11, to the car dealership, to the mayor, the students at this site have been supported by the community. According to Participant 13, one of the advantages to "being out there with your students, with your community is sometimes you can find out about the little hotspots before they get going and, at the very least, it tells the parents, 'he's trying.'"

Several participants indicated the invaluable partnerships they have with churches in their communities. Participant 11excitedly talked about how the pastor of the church down the street and his congregants help supervise at football games and when it was really hot during graduation practice, the pastor pulled up his truck loaded with cold water. The church also sponsored the staff breakfast during Teacher Appreciation Week, "We do a lot of things with our community and getting them involved in stuff on campus" (Participant 11). Additionally, Dream Act presentations provided by colleges and universities provided information on how to get to college with Latino students and the African American symposium hosted businesses and colleges and a keynote speaker that encouraged African American students to go to college and start businesses.

Participant 10 cited partnerships with organizations like COPE – Congregations Organized for Prophetic Engagement, whose mission it is to protect and revitalize communities where they live, work, and worship as instrumental in helping with issues of social justice. The participant excitedly said "I had all these Black men from the community call me this summer, very successful people saying, 'I want to mentor the

boys.' I'm like, oh, my gosh; that's awesome" (Participant 10). The men mentored the boys during lunch and another period. "We are trying to build that relationship, because I need them to know school is not exclusive and that it is to their benefit to be successful in school" (Participant 10).

Participant 7 spoke of the ongoing support of the Omega Psi Phi fraternity that mentored African American boys and another organization that mentored Latino boys, the tapping into outside resources like Operation Safe House, various CTE community partners, local community colleges as well as noted the importance of having the Hispanic Chamber of Commerce as one of the site's community partners. The participant then spoke of the community partnership with an insurance company, "Let me tell you; they saved my life yesterday. I had a kid; his bike was stolen, like a month ago" (Participant 7). She went on to give the circumstances of the theft, including a disheartened student and the lack of follow up with the mother which resulted in a very disgruntled parent that called the district. When the principal found out, she called the mother to apologize only to hear that she was the first person to return her call and the first person to apologize. The participant reached out to this community partner and asked if they could donate a bike for this student, hopeful, but not really expecting anything. In one day, they came through. Neither the mother nor the student could believe it and neither could the principal. The participant indicated they asked for just a couple of minutes to speak to the staff, she told them, "You can take 15 minutes. That made my day" (Participant 7). The fostering of community relationships yielded an unexpected gift for an angry parent, a depressed student, and a jubilant principal.

Additionally, Participant 7, in partnership with the Riverside County Office of Education, worked on a college and career readiness program where special education students did internships that prepared them for a career. A district-wide program provided summer jobs and internships for students with community partners that have resulted in student's being hired.

Participant 3 indicated that they have a lot of community advisories for the CTE programs such as the auto department. The participant initially purported that "It's not necessarily for cultural responsiveness, but it's more for community engagement" (Participant 3). Further discussion helped her see the link to cultural responsiveness when the participant indicated, "We try to make sure that our entire school population community is served and it's all kids" (Participant 3). This participant noted the special role community partnerships also played in the placement of special education students in careers or in career opportunities in paid internships. Through the Department of Rehabilitation and "a lot of community partnerships," (Participant 3) the school "placed more than 75 of our special education students in careers last year or in career opportunities in paid internships within our community" (Participant 3). The culturally responsive leadership strategy of fostering community partners has proven invaluable for the principal, the community, and the students of this site according to Participant 10, who said,

> My community collaborative has really been the voice of the community. I have pastors, I have nonprofit organizations, I have a lot of different people that give me feedback, the board, and so they're actually becoming my biggest allies in the community with district personnel just because they feel welcome and the reason

> I know that, because it's really no, quantitative data if you will, is that because they start talking about all the good things happening here. This school was the lowest performing for 10 to 15 years and kids were leaving. Nobody wanted to go here. They all transferred out and we're starting to change that, that perception now.

As a CRSL strategy for principals of Title I schools, the fostering of positive school and community relationships in developing schools that engage and include all students, has proven to be an invaluable resource in extending and enhancing student learning. The impact of these associations in the form of physical or human capital on students' lives revealed the priceless nature of positive relationships between schools and community- and faith-based organizations.

Summary

This chapter has provided a detailed review of the purpose statement, research question, and methodology, including the data collection process, population, and sample. A comprehensive presentation and analysis of the findings developed from the data which included 15 interview participants, informal observations, and artifacts. This study was designed to explore the practices and strategies high school principals of Title I high schools in the Inland Empire use to develop schools that engage and include all students using the CRSLF.

Eleven themes emerged from the data and were aligned with each of the four domains for CRSL that explored critical self-reflection on leadership behaviors, the development of culturally responsive teachers, promoting a culturally responsive and inclusive school, and engaging with students, parents, and indigenous contexts in an

effort to engage and include all students regardless of socioeconomic, racial, ethnic, and cultural differences. Chapter V presents a final summary of the research study that includes major findings, unexpected findings, and conclusions as a result of the study. The findings and conclusions are followed by implications for action, recommendations for further research, and concluding remarks and reflections.

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this ethnographic investigation was to explore the practices and strategies high school principals of Title I use to develop schools that engage all students using the CRSLF. This framework identified four domains: (a) critical self-reflection on leadership behaviors, (b) the development of culturally responsive teachers, (c) promoting a culturally responsive and inclusive school, and (d) engaging with students, parents, and indigenous contexts. The research question at the center of the study was: What culturally responsive leadership practices and strategies do high school principals use to develop schools that engage and include all students?

The entire population for this study was 1, 325 high school principals in the state of California. The target population was the 61 principals of comprehensive high schools identified as Title I in the Inland Empire of Southern California. For this study, identifying principals of Title I high schools in the Inland Empire was based on the following five criteria:

- Serving three years as a school leader/administrator in the capacity of principal.
- Participation in professional development focused on cultural proficiency, equity, school culture, and student engagement and inclusiveness.
- Recognition by the district office or county office of education for exemplary leadership.
- Principal of a Title I comprehensive high school.
- Principal of a large diverse student population of at least 1, 100 students with greater than 70% African American, Pacific Islander, Native American, and/or

Latino as noted on the school Dashboard or the School Accountability Report Card.

A sample of 15 high school principals who met the criteria was selected to participate in this study. The interviews, observations, and examination of artifacts occurred between September 1, 2018 and December 12, 2018.

Major Findings

Following the data collection, and using the CRSL model as a theoretical framework, the researcher made the following seven key findings which were based on frequent trends of culturally responsive practices and strategies used by Title I high school principals.

Provide Intentional Professional Development by Using Meaningful Data

According to the principal interviews, this study found that culturally responsive principals used various types of data to determine the types and duration of professional development required to address the needs of diverse students. Each principal recognized the importance of gathering meaningful data from which critical information could be accumulated to intentionally create, develop, or investigate culturally responsive professional development opportunities for staff members.

Develop Alternatives to Suspension to Tackle the Persistent Issue of Disproportionality

Thirteen of the 15 principals that participated in this study acknowledged the overrepresentation of African American boys and girls in referrals from classrooms as well as suspensions and expulsions from school, while the other two participants simply noted that high suspension rates on their sites warranted addressing. Bornstein (2017) indicated that students of color are often labeled bad and/or sick when they do not adhere

to White cultural norms which often determine what normal and acceptable behavior looks like in schools (Leonardo & Broderick, 2011). This study found that several principals stated the importance of being culturally responsive and not only developing alternatives to suspension as a means to keeping students in school and addressing their social emotional needs, but also to increasing the cultural capacity and efficacy of teachers.

Heightened Awareness of the Needs Special Education Students

Each principal noted that a heightened awareness of the needs of special education students was critical to developing a school that promoted the inclusiveness of all students. A key finding of this study found that principals strongly indicated that special education students were a primary focus on their school site to which a considerable amount of time and resources were being dedicated. The deliberate strategy of converting the consciousness of the needs of special education students to an amplified responsiveness that included engaging special education students in schoolwide events and activities and academic and career pathways were indicative of the cultural responsiveness of principals and school districts.

Purposefully Involve Parents in School Decision Making and Activities

While schools often say parental involvement is desired, the school system is not always welcoming particularly if parents do not speak the same language as classified and certificated staff or if their cultures do not align. This study found that culturally responsive school leaders embraced and acknowledged the cultural capital possessed by parents and created organizations like the African American Parent Advisory Council and the English Learner Advisory Council and other methods by which parents could

authentically participate in activities and voice concerns and considerations in school decision making.

Implement Strategies That Courageously Address Historic Marginalization

This study found that, in several instances, principals courageously exhibited practices and implemented strategies that addressed the historic marginalization of student subgroups often despite pushback and challenges by staff members. Principals noted that deliberate action was necessary to thwart persistent inequities that relegated certain students to prescribed positions, but that also failed to prepare them for success beyond high school. The ability to have courageous conversations about inequities is crucial in changing the culture of the school (G. E. Singleton, 2013; Terrell & Lindsey, 2009). Several principals in this study exhibited culturally responsive leadership in the removal of barriers in an effort to promote and institute a vision for inclusive instructional and behavioral practices that included creating both heterogeneous and detracked classrooms (Gardiner & Enomoto, 2006; G. Theoharis et al., 2015; G. C. Webb-Johnson, 2006; G. C. Webb-Johnson & Carter, 2007;).

Cultivate Inclusive/Responsive School Environments by Encouraging and Engaging Student Voice

This study found that one of the key culturally responsive strategies high school principals used was to encourage, engage and elicit student voice. The building of relationships and reducing anxiety among students was found to be a strategy at the forefront of several participants' agendas (S. P. Madhlangobe & Gordon, 2012). A number of principals recognized that acknowledging, accepting, valuing, and using students' cultural and social capital and identities, thereby giving voice to students in

various formal and informal forums and clubs, as an essential CRSL practice that facilitates the development of environments that are inclusive of all students (M. Khalifa, 2010; 2012).

Foster Positive School and Community Relationships toward Student Success

This study found that culturally responsive principals attempt to identify ways to lead with and use community-based knowledge to inform school policy and practices. The study revealed that culturally responsive principals recognized that the fostering of relational networks with families and communities were ways by which school leaders were able to become acquainted with community issues and concerns (M. A. Khalifa, 2018; M. Scanlan & Johnson, 2015). It also revealed that student success is enhanced when schools develop relationships with community organizations (Ishimaru, 2014; M. Khalifa, 2013; Sanders & Harvey, 2002). While not all schools noted a clear relationship with community organizations, each participant acknowledged the necessity of forging those relationships. One participant described the community collaborative that exists between the school and the community as invaluable. Seven others noted that their schools depend heavily on community involvement in the lives of their schools.

Using the four domains of the CRSLF as a theoretical framework, the researcher isolated seven findings. This study found that culturally responsive principals:

- Provide intentional professional development by using meaningful data.
- Develop alternatives to suspension to tackle the persistent issue of disproportionality.
- Heightened awareness of the needs special education students.
- Purposefully involve parents in school decision making and activities.

- Implement strategies that courageously address historic marginalization.
- Cultivate inclusive/responsive school environments by encouraging and engaging student voice.
- Foster positive school and community relationships toward student success.

Unexpected Finding

This study revealed one unexpected finding, which is culturally responsive school leaders promote inclusive and responsive school environments by hiring staff members that reflect student demographics. While not every participant articulated the fact that staff demographics do not reflect student demographics or that it matters, several did share that it is important for students to connect with others from a similar cultural, religious, or economic background and to see themselves in others for a variety of reasons. One participant indicated that cultural role models for students are essential and that it is a priority on his site. Another participant indicated that inclusion and responsiveness include allowing students to envision possibilities and their prospective future in the people that are in front of them almost every day of their lives, namely teachers, counselors, and administrators. Every participant noted the crucial role of building trust between students and staff.

Conclusions

The researcher drew eight conclusions that are based on the research findings of this study and connected to the literature. These conclusions bestow deeper insight into CRSL and the role of the principal in developing schools that are responsive to and inclusive of all students despite racial, cultural, or economic differences at Title I high schools in the Inland Empire of Southern California.

Conclusion 1: Gathering and Analyzing Student Perception Data and Teacher Feedback Data Related to Culturally Responsive Practices Provides Insight on Future Professional Development Needs

Based on the finding that culturally responsive school leaders provide intentional professional development by using meaningful data, it can be concluded that gathering and analyzing student perception data and teacher feedback data related to culturally responsive practices provides insight on future professional development needs. According to R. B. Lindsey et al. (1999) culturally competent leaders develop and display a vision of inclusive schooling that accounts for the needs of all students by institutionalizing cultural knowledge and by providing opportunities for professional development about culture, equity, diversity, and its incorporation into the school organization via classroom instruction and teacher-student interaction.

In order to help their schools confidently navigate the growing complexity of diversity in the 21st century K-12 landscape, school principals must prioritize issues of equity and in developing environments that build the cultural capacity and efficacy of certificated and classified staff by using meaningful data to create professional development opportunities and experiences that allow staff members to confront implicit and explicit biases in mind and in practice.

Conclusion 2: In Order to Engender a Positive School Climate and Inclusiveness, Culturally Responsive Leaders Focus on Addressing the Underlying Causes of Undesirable Behavior in Alternative Ways Instead of Suspension

Based on the finding that culturally responsive school leaders develop alternatives to suspension to tackle the persistent issue of disproportionality and attend to the needs of

social emotional of students, it can be concluded that in order to engender a positive school climate and inclusiveness, culturally responsive leaders focus on addressing the underlying causes of undesirable behavior in alternative ways instead of suspension.

The literature suggests that restorative programs like Restorative Justice and PBIS are ATS options to counteract exclusionary punishments such as relentless classroom suspensions and out-of-school suspensions and expulsions (Loveless, 2017; The 2018 Brown Center Report, n.d.). Suspension gaps that are racially skewed call for a culturally responsive leader who challenges the status quo by interrogating and challenging exclusionary and marginalizing behaviors. Skiba (2015) argued that the implementation of race-neutral approaches requires specific attention, where necessary, to respond to the racial/ethnic and socioeconomic disparities apparent in discipline practices. Additionally, when ATS is not applicable to a given situation due to an underlying social emotional or substance abuse issue, viable alternatives such as wellness and counseling centers are a necessary consideration. Student engagement, according to Thapa et al. (2013) is heavily influenced by school climate that affects not only student academic achievement, but social emotional growth and development as well.

Conclusion 3: Schools Thrive When Special Education Teachers and Administrators Provide Opportunities for Special Education Students to Learn and Participate in Campus-Wide Events alongside General Education Students

Based on the finding that culturally responsive school leaders have a heightened awareness of the needs of special education students, it can be concluded that schools thrive when special education teachers and administrators provide opportunities for

special education students to learn and participate in campus-wide events alongside general education students.

According to G. Theoharis et al. (2015) inclusive teachers and school leaders ensure that education as it relates to special education students means that every child is seen, regardless of disability or need, as a fundamental and valued member and participant of the general education heterogeneous classroom and campus community. Thus, in light of the finding and the literature, including special education students in the mainstream population is an emblem of a culturally responsive and inclusive school environment.

Conclusion 4: Parental Involvement and Collaboration with School Leaders and Faculty Enhance School Culture and Create Optimal Learning Environments for Students at School and at Home

Based on the finding that culturally responsive school leaders purposefully involve parents in school decision making and activities it can be concluded that parental involvement and collaboration with school leaders and faculty enhance school culture and create optimal learning environments for students at school and at home. Specifically, culturally responsive principals acknowledge the cultural capital possessed by parents and other stakeholders in the community and use a variety of strategies to develop welcoming, engaging, and inclusive school environments. Research has revealed that despite socioeconomic, ethnic/racial, or levels of education, a strong correlation exists between the educational benefits to students and varying forms and levels of parental and family engagement including volunteerism in schools and the opportunity to participate in governance activities (Epstein et al., 1997; A. T. Henderson

& Mapp, 2002; Jordan et al., 2002). When meaningful partnerships between schools and families exist, students feel valued and included. Culturally responsive and inclusive principals see parental involvement as part of the democratic functioning of schools (Fishkin, 2011), which some argue fosters and drives educational accomplishment and student engagement (Horsford & Clark, 2015; M. Scanlan & Johnson, 2015).

Conclusion 5: Effectively Addressing Historic and Traditional Marginalization Necessitates That School Leaders Employ Strategies That Build Cultural Capacity and Efficacy as well as Strategically Target Student Subgroups toward Inclusion and Preparedness for College and Career Success

Based on the finding that culturally responsive school principals implement strategies that courageously address historic marginalization, it can be concluded that effectively addressing historic and traditional marginalization necessitates that school boards, districts, and principals employ strategies that build cultural capacity and efficacy as well as strategically target student subgroups toward inclusion and preparedness for college and career success.

The removal of structural barriers that prevent some students from enrolling in Advanced Placement and other higher level courses is essential to addressing historic marginalization of kids. Additionally, the literature suggests that an authentic commitment to inclusion and diversity requires principals to address the deep-seated inequities in schooling and to renounce systemic school practices that marginalize students, while working toward transforming institutional structures. M. A. Khalifa (2018) contends that school-wide cultural responsiveness and equity-based reform start at the site level. A. M. Blankstein et al. (2015) maintain that influential and responsive

leaders are those that have the courage and the heart to take the steps required to foster change and revolutionize the educational system.

Conclusion 6: Eliciting Student Voice to Determine Connection, a Sense of Belonging, and Fairness Provides Opportunities to Improve School Practices and Policies

Based on the finding that culturally responsive school principals cultivate inclusive/responsive school environments by encouraging and engaging student voice, it can be concluded that eliciting student voice to determine connection, a sense of belonging, and fairness provides opportunities to improve school practices and policies. Education research confirms that the best learning environments for students have a curriculum that reflects and incorporates student culture and language (Steinhart School of Culture, Education, and Human Development, 2008). Additionally, student feedback and opinions solicited by school leaders with the intent to use the input or data to drive decisions is essential in creating school environments where all students feel included and engaged.

Conclusion 7: The Incorporation of Community Partners in the Life of the School and the Lives of Students Extend Learning Opportunities and Connections for Students in the 21st Century

Based on the finding that culturally responsive school leaders cultivate inclusive and responsive school environments when they foster positive school and community relationships, it can be concluded that the incorporation of community partners in the life of the school and the lives of students extend learning opportunities and connections for students in the 21st century.

The literature supports the critical need to establish positive school and community relationships. Bokas (2017) proposes that schools establish a culture of partnerships by expanding school learning environments to embrace and include families, communities, other learning institutions, and businesses as co-builders of a powerful learning environment. Opportunities for students to develop a connectedness to school and home and community, according to Bokas, requires a holistic approach that includes support, coordination, and communication of adults in spaces where students learn and engage. These collaborative partnerships should become part of the natural learning ecosystem on school sites.

Conclusion 8: When Students See Reflections of Their Culture Positively Depicted and Included in Curriculum, in Activities, and in Staff Members, They Connect to and Flourish in School

Based on the unexpected finding that culturally responsive school leaders promote inclusive and responsive school environments by hiring staff members that reflect the demographics of the student body it can be concluded that when students see reflections of their culture positively depicted and included in curriculum, in activities, and in staff members, they connect to and flourish in school.

Approximately 80% of the nation's teaching force in general education and special education is White and female and most of them received their teacher preparation education in predominantly White colleges and universities (G. Gay, Dingus, & Jackson, 2003; AACTE, 2013; NCES, 2017; C. E. Sleeter, 2017). Identifiable minority role models, of which there is a shortage, in high poverty and high minority schools exemplify success for minority students as well as boost their pride and build

self-esteem. Students deserve evidence of thriving African American and Latino and other educators of color that have college educations and prosperous careers.

Implications for Action

In light of this ethnographic investigation research study and the critical need for school leaders who will lead the charge and operate as agents of change in an increasingly diverse and pluralistic society, the researcher recommends the following implications for action. These recommendations are directed toward school leaders, particularly school board members, district superintendents, school principals, counselors, teachers, higher education institutions, and students. If school boards and principals desire to see and develop school systems that embrace and cultivate school environments that enable all students to grow and thrive and truly be prepared for 21st century college and career opportunities, they must embark upon a journey that may uproot the status quo, but that has the potential to cultivate and nurture equitable schools that graduate students from all walks of life – equipped, valued, able, and ready to contribute to our global society. These implications for action and others should be seriously considered as essential for developing the next generation and beyond of well-rounded and courageous leaders.

In large part, Critical Race Theory was used as a lens to understand the inequities perpetuated in many schools today. Additionally, a consciousness of the racial, social, and emotional constructs of poverty is among the first steps to addressing many of the issues present in American schools.

Implication for Action 1: School Districts Hire Qualified Teachers to Reflect School Demographics

School boards and districts that desire to genuinely engage in equitable actions that do not merely provide a check for a box should engage in concerted efforts to hire qualified teachers and counselors on school sites that reflect the demographics of the student population. While African American students often represent a smaller percentage of students in Title I schools in the Inland Empire, they are present. There are, however, very few African American teachers of core subjects on high school campuses, but they can be found in special education departments. Despite persistent discussion about the state of Historically Black Colleges and Universities, many of them, produce well-qualified and intelligent graduates that would serve as ideal teachers and role models in classrooms around the nation. Staff that has participated in cultural competence, equity, and cultural responsiveness training should be included in the hiring process.

Implication for Action 2: School Districts Allocate Money for Creation of Wellness Centers

School districts should invest necessary funds for each site to create a wellness center that provides an alternative to suspension and addresses social emotional challenges by providing opportunities for students to participate in evidence-based curriculum. A counselor from each site on special assignment should be trained and slated to help students grow in areas such as conflict resolution, anger management, chronic absenteeism, as well as provide substance abuse counseling as a means to address social emotional issues that lead to absences and misbehavior. The development of

relationships with local universities and hospitals in the community to provide interns and staff equipped to handle the surfeit of social emotional issues students are confronted with such as divorce, homelessness, poverty, hunger, violence, and drug abuse that challenge their social and emotional well-being is essential and a viable alternative to suspension.

Implication for Action 3: County Offices of Education Provide Annual Classroom Management Colloquium

It is recommended that county offices of education provide an annual colloquium on culturally responsive classroom management strategies. Often the precursor to student suspension is a classroom referral that is often given for minor infractions that should be addressed in the classroom by the teacher. Unfortunately, the reality is that many teachers do not know how to interact with students that are different from them. Building trust and relationships is critical. C. Smith (2005) stated that lack of respect and acceptance for diversity, low expectations, and poor teacher/student relationships adversely affect the achievement of students. Teachers must be sensitized to their own biases and aware of the detrimental effects that may result from holding students to different standards academically and behaviorally (Spradlin & Parsons, 2008).

Implication for Action 4: District Human Resource Departments Consciously Build the Cultural Responsiveness Capacity of Classified Staff

The first people with whom the public, including parents and community members, interact are classified staff. Having a culturally responsive classified staff that positively interacts and welcomes visitors to the campus is integral to setting a tone of

responsiveness and inclusion. Additionally, library clerks, campus supervisors, the registrar, custodial staff, secretaries, and cafeteria workers all have the power to break a child's spirit whereby training them to the extent that certificated staff receive professional development is critical to cultural responsiveness. Bi-annual training on restorative practices and to build their cultural competence and responsiveness capacity not only includes classified staff in the broader work of equity and social justice, but gives them a leading role in the assurance that schools are places that welcome everyone regardless of race/ethnicity or socioeconomic status.

Implication for Action 5: Assistant Principals Create and Lead Site Equity Taskforce

While the principal's values and assumptions are revealed in the principal's actions and behaviors that determine and dictate the tenor of the school, Andrews (2007) and S. Auerbach (2009) asserted that leadership as a whole sets the tone for the school climate and school culture. Principals cannot do the work of equity alone. Assistant principals should take the helm on creating a site-based equity taskforce or team comprised of all stakeholders including students, parents, classified staff, teachers, district administrators, community members, business owners, and others. In a concerted and unapologetic manner this taskforce should use school data to drive and lead professional development and activities on a monthly basis to move all staff toward equity, responsiveness, and inclusivity in creative and engaging ways.

Implication for Action 6: Principals Partner with Leaders/Businesses to Form Community Cooperatives

School and community cooperatives provide human and physical capital that may be absent from schools in high poverty areas. As principals strengthen alliances in the community by permitting members of faith-based organizations, fraternities/sororities, and businesses to come on campus to mentor students on a regular, weekly, or monthly basis to extend student learning beyond the confines of the school walls both schools and the community mutually benefit from the relationship. By building social capital and relational power with local leaders, efforts to provide professional supports and form partnerships that provide ongoing internship opportunities for general education and special education students in preparation for 21st century careers become plausible. Additionally, as community members are integrated into weekly learning opportunities they have the opportunity to model for students how businesses must be culturally inclusive/responsive in order to survive and flourish in the 21st century.

Implication for Action 7: School Boards and District Leaders Hire Parent Liaisons for Every High School

Parental involvement is often seen on elementary school campuses or via specialized groups like school site council or various advisory councils. Although schools purport to want parents to be involved, the reality suggests that they only want them involved or certain parents involved to a certain extent. Still relevant, Cazden and Legget (1976) suggested "all systems should bring the invisible culture of the community into the school through parent participation" (p. 17) regardless of socioeconomic status. With this in mind, school boards and district leaders should allot necessary funding to

hire two to three parent liaisons in every high school to include and support parents and families that are traditionally marginalized by class, race, language, or disability to positively impact student behavior and academic success. It should be duly noted that the parent liaisons should come from different cultures and speak different languages, not just that of the majority, so as to include all parents. Marginalization can exist at this level if parents of different groups are made to feel that they are not welcome or do not fit. Even "minority" groups have the tendency to exclude others and that should not be expected or accepted.

Implication for Action 8: Students Host Town Hall/Quarterly Rap Sessions

Student voice cannot be overstated, over-valued, or underestimated. While Wolpert-Gawron's (2018) book *Just Ask Us* addresses student classroom engagement, the premise is that students know what they need or lack better than anyone else. Culturally responsive school leaders are not threatened by student voice because the goal is to develop school environments that engage and include all students. By allowing students to host town hall style monthly or quarterly rap sessions with randomly selected students to elicit student voice to gather feedback on what is really going well and what should be changed or addressed on campus to improve school practices and policies is a CRSL strategy that is cost effective, but exclusionary practice prohibitive.

Implication for Action 9: School Leaders Survey Students on Teacher-Student Interactions

Several different school surveys like the Healthy Kids Survey, Panorama Survey, or the Gallup Poll are used to collect quantitative data on student perspectives or student engagement. What is missing is an authentic measurement on the effectiveness of

teacher-student interactions related to being culturally responsive. The recommendation is that school leaders create pre-, mid-, and post-surveys that ask the hard questions that get to the heart of relationships between teachers and students based on race or ethnicity, culture, socioeconomic status, and religion and use the data to design ongoing professional development to address approaches to better interact and build meaningful relationships with students. The recommendation is that the survey be conducted at the beginning of the year, in the middle of the year, and at the end of the school year.

Implication for Action 10: Counselors Develop and Monitor Mentoring Program

Counselors are often among the first to know when a student is in "trouble" or in danger of suspension. By providing counselors an annual budget to create a mentoring program as an alternative to suspension to build meaningful relationships between mentors and students, school districts and principals create an avenue that permits students to stay in school. There are several benefits to mentoring young people including the formation of long term relationships that increase the self-esteem and self-efficacy of students as well as provide a sense of fulfillment and well-being for mentees and mentors. In partnership with school administration, a counselor-led mentorship program provides another method by which whole campuses can work toward equity, responsiveness, and inclusion of all students.

Implication for Action 11: Districts Allocate Resources for the Development of Inclusive Learning Environments for Special Education Students in General Education Classes

One of the first hindrances to including special education students in mainstream classroom and activities is the lack of instructional and behavioral tools needed by

teachers to effectively integrate special education students into their classrooms. An examination of the current service delivery model is essential. The recommendation is that districts set aside a budget for extra campus support so that general education teachers can co-design and co-teach learning activities with special education teachers with a focus on collaborative planning and culturally responsive practices that enable equitable and genuine inclusion including efforts to reduce fragmentation by not rolling out multiple programs at the same time and overwhelming teachers, paraprofessionals, and other staff.

Implication for Action 12: District Earmark Funding for Special Education Paraprofessionals to Support Special Education Students in After School Activities

The school day for most special education students tends to end 20 to 30 minutes earlier than most high school students so that they can get on buses to be transported home while general education students have the opportunity to stay behind and participate in extracurricular clubs and activities. This is generally because the day of the paraprofessional ends once the students are put onto the buses. In an effort to ensuring that inclusion is central to improving teaching and learning, it is the recommendation that school districts earmark funds for one-on-one paraprofessionals to support authentic special education student participation in after school activities/programs alongside general education students to enrich learning experiences for all students and provide an opportunity to exercise culturally responsive skills that incorporate inclusiveness. Intentionality on the part of districts and school sites to take an account of special education students is pivotal in creating schools that genuinely engage and include all students.

Recommendations for Further Research

Based on the findings of this study the researcher recommends further research in the following areas in order to expand the understanding and knowledge of culturally responsive practices and strategies used by principals of Title I and non-Title I high schools as well as notions of student engagement and inclusion:

- Extend the study to explore predominantly White high schools with small minority populations to ascertain the extent to which cultural responsiveness is considered. This is a gap in understanding that needs to be addressed.
- Replicate this study at the elementary school level in that student tracking begins in the lower grades and the achievement gap widens in the higher levels of elementary education. It would be valuable to explore how elementary school cultures inform and shape the school experiences of students of color and students living in poverty.
- Undertake a comparative study of comprehensive and alternative education high schools to determine the differences and/or similarities in engagement and inclusion efforts. Students in alternative education programs are often those on their way to dropping or being pushed out of school.
- An exploration of administrative credential preparation programs at public and private institutions of higher education in areas of cultural competence and cultural responsiveness. It would be interesting to see the extent to which preparation programs actually prepare principals to lead schools with significant poverty and diverse populations and if opportunities are provided that permit them to record and reflect on their observations.

- Explore how students that have been designated as having dropped out of school may have actually been pushed out due to a lack of alternatives to suspension and other culturally responsive interventions.
- Study the impact of teachers of color on the success of students of color to determine if their presence made them role models or hindrances to student success.
- Explore the existence of curriculum that is culturally responsive in California high schools as it has far more depth than the existing Eurocentric one, in that it contains diverse perspectives and ways of learning that are not often viewed by students of color. Determine if it impacts student learning outcomes in schools with high poverty and high minority demographics.
- Explore what happens in schools or school systems that transform young children that were successful regardless of their socioeconomic status or cultural differences into older children who are not successful if they are poor or members of certain racial or ethnic groups. In so doing, examine the curriculum of students deemed or perceived at risk and the school climate.

Concluding Remarks and Reflections

I have always characterized myself as a champion for those that cannot or have not been given the opportunity to speak for themselves. I would be remiss if I failed to acknowledge the underlying and deep-seated pain and heartbreak and even anger that grieve me when I consider all of the many children lost because educators have failed to attempt to meet the needs of all children because of their economic circumstance or the color of their skin. I often replay a song in my mind that plays in the background of the

documentary *The Untold Story of Emmitt Louis Till* that says, “God is watching.” I marvel at the easiness with which many people deliberately disenfranchise and marginalize children - children. I wonder if they know God is watching. Then, I am encouraged and heartened by the wholehearted efforts being made by so many to right the wrongs that have pervasively eroded the very fabric of our society.

I started this dissertation off by saying, “All Rise! The issue before the people is a matter of unfinished business. The work is far from over and I dare say it seems as if every step forward is met by a bulwark to push such efforts back, but there ***is*** work being done. Dewey knew that equal educational opportunities required the belief that everyone had the right to learn, but that unequal opportunities and contexts challenged that right. Today, many, many decades later, challenges still exist in the form of beliefs, assumptions, as well as policies and practices at fundamental levels that keep children from learning or feeling engaged and included. The question becomes “Who will confront these challenges and stay the course?” I will! My unborn grandchildren, great-grandchildren, and their children and those of others are counting on it.

When I chose my dissertation topic, I admit it was not the one I had in mind. This endeavor has been a conservative effort in speaking **MY** truth. This dissertation journey, however, has made me exponentially better as an educator, a colleague, a leader, a parent, and an activist. I am grateful to all of the many researchers and authors that have examined what it means to be culturally competent, culturally proficient, and culturally responsive in education. I am equally grateful to the principals who allowed me a glimpse into the hard work that is theirs. It is my hope that this dissertation serves as not just an appetizer to new and existing school leaders, but as a full course meal and catalyst

for sustainable change to those that aspire to effectively and valiantly lead K-12 schools that genuinely care for and include all children.

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APPENDICIES

APPENDIX A

Synthesis Matrix

Synthesis Matrix	THEMES	Segregation, Desegregation, Integration, Assimilation, Acculturation, Discrimination, Marginalization	Poverty, Title I, Classism, Socioeconomic	Traditional, Transformative, Instructional, Transformational, Social Justice Leadership, School Leadership, Leadership Styles, Role of Principal	School Climate including Positive School Climate, Engaging and/or Inclusive School Environments, Teacher and Student Efficacy, Student Success (or lack of), School Context	SPED or Discipline (Restorative Justice, PBIS)	Culturally Relevant or Responsive Leadership or Inclusive Leadership	Culturally Relevant & Responsive Pedagogy, Real Talk, Reality Pedagogy, Teacher or Student Efficacy	Race, Ethnicity, Linguistic, Cultural, Religious, Gender Diversity	Principal Attitude, Behaviors, Practices, Strategies, Ethic of Care, Agents of Change, Capacity Building, Preparation	Court cases, Government Action, Education in the U.S.	Qualitative Research including research design, data collection and analysis
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Anderson, M. (2011).				X	x							
Andrews, F. E. (2007).								x				
Annie E. Foundation. (2011).		x										
Antrop-González, R. (2011).												
Armelino, Tom. (2016				X		x						
Arriaga, T. T., & Lindsey, R. B. (2016).					x		x			x		
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Auerbach, S. (2009).					x							
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Balfanz, R., Byrnes, V., & Fox, J. (2015).					x	x						
Bandura, A. (1997).												
Banks, J. A. (1993).								x	x			
Barth, R. S. (2002).										x		
Barton, Andrew, 2016												x
Bass, B. M. (1990).				X								
Bass, B. M., & Avolio, B. J. (1993				X								
Bass, B.M. & Riggio, R.E. (2006).				X								
Baum, H. S. (2010).		x										
Beach, J. M. (2007).											x	
Beachum, F. (2011).							x					
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Bendick, D.M. (2003).												
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Berliner, D. (2005).		x	x						x			
Bibb, H. (2016).												
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Blase, J., & Blase, J. (2004).				X								
Blum R.W., McNeely, C. & Nonnemaker, J. (2002).					x							
Board of Education of Oklahoma v. Dowell, 498 U.S. 237 (1991).											x	
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Boger, J., & Orfield, G. (Eds.). (2005).		x										

Boggs, S. T., Watson-Gegeo, K., & McMillen, G. (1985).								x				
Bogotch, I., Beachum,F. Blount, J., Brooks, J. S. & English, F. W. (2008).				x						x		
Bogotch, I., & Shields, C. (2014).				x						x		
Bolcas, A. (2017).					x							
Bomer, R., Dworin, J., May, L., & Semingson, P. (2008).			x									
Bottoms, G. (2001).										x		
Boykin, A.W. (1982).					x			x	x			
Synthesis Matrix	THEMES	Segregation, Desegregation, Integration, Assimilation, Acculturation, Discrimination, Marginalization	Poverty, Title I, Classism, Socioeconomic	Traditional, Transformative, Instructional, Transformational, Social Justice Leadership, School Leadership, Leadership Styles, Role of Principal	School Climate including Positive School Climate, Engaging and/or Inclusive School Environments, Teacher and Student Efficacy, Student Success (or lack of), School Context	SPED or Discipline (Restorative Justice, PBIS)	Culturally Relevant or Responsive Leadership or Inclusive Leadership	Culturally Relevant & Responsive Pedagogy, Real Talk, Reality Pedagogy, Teacher or Student Efficacy	Race, Ethnicity, Linguistic, Cultural, Religious, Gender Diversity	Principal Attitude, Behaviors, Practices, Strategies, Ethic of Care, Agents of Change, Capacity Building, Preparation	Court cases, Government Action, Education in the U.S.	Qualitative Research including research design, data collection and analysis
REFERENCES												
Boykin, A.W., & Noguera, P. (2011).					x			x	x			
Bradshaw, C.P., Waasdorp, T. E., & Johnson, S.I., (2015a).					x							
Bradshaw, C.P., Waasdorp, T. E., & Leaf, P.J. (2015b).					x	x						
Branch, G., Hanushek, E., & Rivkin, S. (2013).				x						x		
Braslow, J. M., Wexler, E., & Collins, R. (2014).		x										
Brick, B. H. (2005).		x										
Brookover, W. B., & Lezotte, L. W. (1979).				x								
Brookover, W.B. & Lezotte, L. W. (1982).				x								
Brooks, J. S. (2008).				x								
Brown, M. (2007).					x			x		x		
Brown, M. A. W. (2012).							x		x	x		
Brown v. Board of Education of Topeka, 347 U.S. 483 (1954).		x			x				x		x	
Brown v. Board of Education of Topeka 2, 349 U.S. 294 (1955).		x			x				x		x	
California Commission on Teacher Credentialing.												
Burns, J. M. (1978).				x								
Bustos Flores, B., & Smith, H.L. (2009).								x				
CampbellJones, F., Lindsey, R. B., & CampbellJones, B. (2010)		x			x		x	x	x			
CampbellJones, B. & CampbellJones, F. (2002).					x	x		x	x			
Canaboa, C. (2003).												
Capper, C. A., Hafner, M. M., & Keyes, M. W. (2002)												
Cappon, I.J. (Ed.) (1971).											x	
Carrasco-Rozas, A. (2010).												
Chamberlain, S.P. (2005)					x			x				
Chambers, E. (2000)												x
Civil Rights Act of 1964											x	
Clark, C., Flores, R., Rivera, L., Biesiger, K., & Morgan, P. (2012).												
Cohen, J., McCabe, E., Michelli, N. M., & Pickeral, T. (2009).					x							
Collins, J. (2001).												
Conley, D. T. & Goldman, P. (1994).				x		x						
Connor, D. J., & Ferri, B. A. (2005)		x			x	x			x			
Conrad, P., & Schneider, J. W. (1992).					x	x			x			
Cooke, T. J. (2014).			x									
Cooper, C. W. (2009).												
Corbin, J. M., & Strauss, A. L. (2015).												x
Cornell, D., & Huang, F. (2016).					x	x						
Cornell, D., Shukla, K., & Konold, T. R. (2016).					x							
Cox, D. (2011).					x		x	x				
Creswell J. (1998).												x
Creswell, J. (2003)												x
Creswell, J. (2008)												x
Creswell, J. W. (2013).												x
Cromwell, S. (2002).												x
Cross, T., Bazron, B., Dennis, K., & Isaacs, M. (1993).												
Crow, G. M. (2006).				x								
Cuban, L. (1984).				x								

Synthesis Matrix	THEMES	Segregation, Desegregation, Integration, Assimilation, Acculturation, Discrimination, Marginalization	Poverty, Title I, Classism, Socioeconomic	Traditional, Transformative, Instructional, Transformational, Social Justice Leadership, School Leadership, Leadership Styles, Role of Principal	School Climate including Positive School Climate, Engaging and/or Inclusive School Environments, Teacher and Student Efficacy, Student Success (or lack of), School Context	SPED or Discipline (Restorative Justice, PBIS)	Culturally Relevant or Responsive Leadership or Inclusive Leadership	Culturally Relevant & Responsive Pedagogy, Real Talk, Reality Pedagogy, Teacher or Student Efficacy	Race, Ethnicity, Linguistic, Cultural, Religious, Gender Diversity	Principal Attitude, Behaviors, Practices, Strategies, Ethic of Care, Agents of Change, Capacity Building, Preparation	Court cases, Government Action, Education in the U.S.	Qualitative Research including research design, data collection and analysis
Cunningham, P. (2018, February 7).					x	x						
Dabney, J. (2008).												
Daniels, E. (2011).					x							
Daniels, E. A. (2012).					x			x				
Darling-Hammond, L. (2011).												
Davis, J. (2001).		x							x			
Davis, J. E., & Jordan, W. J. (1995).					x				x			
Davy, E. L. (2016).		x			x		x	x	x	x		
Deal, T. E., & Peterson, K. (1990).										x		
Dei, G., Mazzuca, J. McIsaac, E., Zine, J. (1997).						x						
[illegible], J. & Duckworth, K. (1986).					x							
Delpit, L. D. (1991, 2006).			x	x								
REFERENCES												
DeMatthews, D. (2015).					x							
Derderian-Aghajanian, A., & Cong, W. C. (2012).								x				
De Vries, G. & Homan, A.C. (2008).				x		x						
Dewey, J. (1916/1944).												
Dewey, J. (1922).					x							
Dewey, J. (1960).												
Dewitt, P.M. (2016)												
Dewitt, P.M. (2017).												
Denzin, N. K., & Lincoln, Y. S. (2011).												x
Dey, I. (1993).												
Dillard, C. B. (1995).												
Discipline Disparities for Black Students, Boys, and Students with Disabilities						x			x			
Dixson, A. D., & Dodo Seriki, V. (2014)			x					x	x			
Dodo Seriki, V. and Brown, C.T. (2017).								x				
Donato, R., (1997).		x							x			
Donahoo, J.H. (2010).								x				
D'Orio, W. (2018, January 11).						x						
Drago-Severson, E. (2012).								x				
Dudley-Marling, C. and Dudley-Marling, A. (2015).			x		x				x			
Dunn, V.F. (2000).				x	x							
Dynarski, M., & Kainz, K. (2015).			x									
Easton, L. B. (2008).					x							
Edmonds, R. R. (1979).			x	x								
Edmonds, R. R. (1981).			x	x								
Edmonds, R. R., & Frederiksen, J. R. (1978).			x	x								
Education Trust West. (2010).									x			
The Education Trust – West (2015).									x			
Eilers, A. M., & Camacho, A. (2007).												
Elementary and Secondary Education Act (ESEA) of 1965												
Emdin, C. (2017).					x			x	x			
Enyedy, N., & Mukhopadhyay, S. (2007).								x				
Epps, E.G. (2005).												
Epstein, J. L., Simon, B. S., & Salinas, K. C. (1997, September).												
Esposito, J., & Swain, A. N. (2009).								x				
Every Student Succeeds Act (ESSA) of 2015					x							
Fend, H., & Scheel, K. (2005).								x				
Ferri, B. A. & Connor, D.J. (2004).								x				
Fine, B. (1957).		x										
Fishkin, J. (2011),												
Flessa, J. (2009).										x		
Fletcher, M. (2009).												
Fortin, J. (2018, July 04).		x	x								x	
Foster, M. (1995).												

Foster, M. (1995).								x				
Frankenberg, E. & Lee, C. (2002).		x				x	x		x			
Freeman v. Pitts 503 U.S. 467 (1992).											x	
Freiberg, H. J. and T.A. Stein (1999).					x							
Freire, P. (1998).												
Freire, P. (1998b)												
Fullan, M. (1991).				x								
Fullan, M. (2014).										x		
Furman, G. C. & Gruenewald, D. A. (2004).				x					x			
Furman, G. (2012).				x					x			
Garcia, E. (1999).												
Gardiner, M. E., & Enomoto, E. (2006).												
Gary B. v. Snyder (2018)								x			x	
Gaskill, P. J., & Hoy, A. W. (2002).												
Gay, G. (1994).												
Gay, G. (2000).												
Synthesis Matrix	**THEMES**	Segregation, Desegregation, Integration, Assimilation, Acculturation, Discrimination, Marginalization	Poverty, Title I, Classism, Socioeconomic	Traditional, Transformative, Instructional, Transformational, Social Justice Leadership, School Leadership, Leadership Styles, Role of Principal	School Climate including Positive School Climate, Engaging and/or Inclusive School Environments, Teacher and Student Efficacy, Student Success (or lack of), School Context	SPED or Discipline (Restorative Justice, PBIS)	Culturally Relevant or Responsive Leadership or Inclusive Leadership	Culturally Relevant & Responsive Pedagogy, Real Talk, Reality Pedagogy, Teacher or Student Efficacy	Race, Ethnicity, Linguistic, Cultural, Religious, Gender Diversity	Principal Attitude, Behaviors, Practices, Strategies, Ethic of Care, Agents of Change, Capacity Building, Preparation	Court cases, Government Action, Education in the U.S.	Qualitative Research including research design, data collection and analysis
REFERENCES												
*Gay, G. (2002a).												
Gay, G. (2002b).		x						x				
Gay, G. (2010).								x				
Gay, G., Dingus, J. E., & Jackson, C. W. (2003, July).												
Geiger, B. (2012).												
Gellerman, B. (2014, September 5).		x							x			
Giroux, H. (1989).								x				
Glickman, C. (1987).				x								
Glickman, C. (2004).												
Golabhani, N. (2003).												
Gong Lum v. Rice, 275 U.S. 78 (1927).		x							x		x	
Gonzalez, N., Moll, L.C., & Amanti, C. (Eds). (2013).												
Gooden, M. A. (2005).												
Gooden, M. A. (2012).				x					x			
Gooden, M. A., & Dantley, M. (2012).		x										
Gooden, M. A., & O'Doherty, A. (2015).									x			
Gorski, P. (2008).			x									
Gorski, P. C. (2013).			x					x -poverty				
Gorski, P., & Pothini, S. G. (2014).			x		x		x	x -poverty		x		
Gottfredson, G. D. & Gottfredson, D. C. (1989).						x						
Gottfredson, G. D., Gottfredson, D. C., Payne, A. A., & Gottfredson, N. C. (2005).						x						
Government Accountability Office. 2016						x			x			
Gray, S. P., & Streshly, W. A. (2008).										x		
Greenberg, M.T., Weissberg, R. P., O'Brien, M.U., Zins, J.E., Fredericks, L., Resnik, H., & Elias, M.J. (2003)					x							
Gregory, A., Cornell, D., Fan, X., Sheras, P., Shih, T., & Huang, F. (2010).						x						
Griffith, J. (1999).				x								
Gronn, P. (2003).				x								
Gutiérrez, K. D., & Rogoff, B. (2003).									x			
Haberman, M. (1991).			x					x-poverty				
Haberman, M. (2010).			x					x- poverty				
Hallinger, P. (1992).				x		x						
Hallinger, P. (2005).				x								
Hallinger, P., & Leithwood, K. (1998).				x					x			
Hallinger, P. & Murphy, J. (1985).				x								
Halpin, A.W. & Croft, D. B. (1963).				x		x						
Hammersley, M., & Atkinson, P. (2010).												x

Synthesis Matrix	THEMES	Segregation, Desegregation, Integration, Assimilation, Acculturation, Discrimination, Marginalization	Poverty, Title I, Classism, Socioeconomic	Traditional, Transformative, Instructional, Transformational, Social Justice Leadership, School Leadership, Leadership Styles, Role of Principal	School Climate including Positive School Climate, Engaging and/or Inclusive School Environments, Teacher and Student Efficacy, Student Success (or lack of), School Context	SPED or Discipline (Restorative Justice, PBIS)	Culturally Relevant or Responsive Leadership or Inclusive Leadership	Culturally Relevant & Responsive Pedagogy, Real Talk, Reality Pedagogy, Teacher or Student Efficacy	Race, Ethnicity, Linguistic, Cultural, Religious, Gender Diversity	Principal Attitude, Behaviors, Practices, Strategies, Ethic of Care, Agents of Change, Capacity Building, Preparation	Court cases, Government Action, Education in the U.S.	Qualitative Research including research design, data collection and analysis
Hammond, Z., & Jackson, Y. (2015).					x			x	x			
Harrington, M., & Isserman, M. (2012).			x									
Hart, B., & Risley, T. R. (2011).			x									
Harwell, M. & LeBeau, B. (2010).			x									
Hauser, C. (2016, May 17).		x										
Haycock, K. (1999).			x									
Heath, S.B. (1983).					x			x				
Henderson, A. T., & Mapp, K. L. (2002).					x							
Henderson, N., & Milstein, M.M. (2003).					x							
Hernandez, P. (2016).								x-real talk				
Hernandez, F. & Fraynd, D.					x				x			
Herrington. C. D. (1993).									x			
Hersey, P., & Blanchard, K. H. (1993).												
Ho, S. C., & Willms, J. D. (1996).												
Hollie, S., & Mora-Flores, E. (2012).								x	x			
Holohan, C. (2017, September).							x					
Hopkins, B. (2002).					x	x						
Hopson, R.K., Kirkhart, K.E., & Bledsoe, K.L. (2012).					x							
REFERENCES												
Hood, S., Hopson, R., & Kirkhart, K. (2015).					x							
Horsford, S.D. & Clark, C. (2015).		x	x		x		x	x	x	x		
Howard, G.R. (2002).										x		
Howard, G.R. (2007).									x			
Howard, T. C. (2003).						x		x				
Howell, J. C. (2013).						x						
Hoy, W. K. (1990).												
Hoy, W. K., Hannum, J., & Tschannen-Moran, M. (1998).												
Hoy, W. K., & Woolfolk, A. E. (1993).												
Hung, A. H., Luebbe, A. M., & Flaspohler, P. D. (2015).						x						
Hudson, W. S. (1981).								x	x			
Hughes, L. (1951).					x			x				
Individuals with Disabilities Education Act of 1974 (IDEA).						x						
Indian Child Welfare Act (ICWA) (1978).		x										
Ingram, P. D. (1997).					x					x		
Ishimaru, A. M. (2013).												
Jean-Marie, G. (2008).												
Jean-Marie, G., Normore, A. H., & Brooks, J. S. (2009).									x	x		
Jeffrey, J. (1978).			x						x			
Jensen, E. (2010).			x									
Johnson, J.A., Collins, H.W., Dupruis, V.L., & Johansen, J.H. (1985).												
Johnson, L. S. (2006).				x			x					
Johnson, L. (2007).				x			x			x		
Johnson, L. (2014).				x			x					
Johnson, L., & Fuller, C. (2015).							x					
Johnston, A.L. (2002).												
Jones, J.S. (2007).												
Jones, S. J. (2007).								x				
Jones-Goods, K. (2014).				x			x					
Jordan, C., Orozco, E., & Averett, A. (2002).					x							
Kark, R., Shamir, B., and Chen, G. (2003).				x		x						
Kea, C.D., Campbell-Whatley, G.D., & Bratton, K. (2003).					x	x			x			
Kelsey, I., Campuzan, C., & Lopez, F. (2015).					x				x			
Kemmelmeier, M. E., Burnstein, E., Krumov, K., Genkova, P., Kanagawa, C., Hirshberg, M. S., Erb, H. P., Wieczorkowska, G., & Noels, K. A. (2003).												

Keyes v. School District No. 1, Denver, Colorado, 413 U.S. 189 (1973).		x									x	
Khalifa, M. (2011).		x						x		x		
Khalifa, M. (2012).		x		x			x					
Khalifa, M. (2013).		x		x			x	x				
Khalifa, M. A. (2018).		x	x	x	x	x	x	x	x	x		
Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016)		x	x	x	x		x	x	x	x		
Klassen, R.M., Tze, V.C., Betts, S.M. & Gordon, K.A. (2011)								x				
Kleinfeld, J. (1974).								x	x			
Kleinfeld, J. (1975).								x	x			
Kneebone, E. (2014).			x									
Koerin, B. (2003).				x								
Konold, T., Cornell, D., Shukla, K., & Huang, F. (2016).					x							
Kozol, J. (1991, 2012).		x	x						x			
Kozol, J. (2005).		x	x						x			
Kropiewnicki, M.I. (2000).												
Krownapple, J. (2016).		x	x	x	x		x	x	x			
Labone, E. (2004).												
Ladson-Billings, G. (1994).					x			x	x			
Ladson-Billings, G. (1995a).					x			x	x			
Ladson-Billings, G. (1995b).					x			x	x			
Ladson-Billings, G. (2006).					x			x				
Ladson-Billings, G. (2007).					x			x	x			
Ladson-Billings, G. (2009).				x				x	x			
Lam, W. S. E. (2009).									x			
Landis, B. (1998).		x							x			
Synthesis Matrix	**THEMES**	Segregation, Desegregation, Integration, Assimilation, Acculturation, Discrimination, Marginalization	Poverty, Title I, Classism, Socioeconomic	Traditional, Transformative, Instructional, Transformational, Social Justice Leadership, School Leadership, Leadership Styles, Role of Principal	School Climate including Positive School Climate, Engaging and/or Inclusive School Environments, Teacher and Student Efficacy, Student Success (or lack of), School Context	SPED or Discipline (Restorative Justice, PBIS)	Culturally Relevant or Responsive Leadership or Inclusive Leadership	Culturally Relevant & Responsive Pedagogy, Real Talk, Reality Pedagogy, Teacher or Student Efficacy	Race, Ethnicity, Linguistic, Cultural, Religious, Gender Diversity	Principal Attitude, Behaviors, Practices, Strategies, Ethic of Care, Agents of Change, Capacity Building, Preparation	Court cases, Government Action, Education in the U.S.	Qualitative Research including research design, data collection and analysis
REFERENCES												
Lau v. Nichols, 414 U.S. 563 (1974).		x							x		x	
LeCompte, M. D., & Goetz, J. P. (1982).												
Leithwood, K. (1994).												
Leithwood, K., & Jantzi, D. (1990).				x								
Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004).				x								
Leithwood, K., Tomlinson, D., & Genge, M. (1996).												
Leonardo, Z., & Broderick, A. (2011).						x			x			
Lewis, M.M. (2008).										x		
Lewis, O. (1966).			x									
Lezotte, L. W. (2001).			x	x								
Lindahl, K. (2015, November 2).												
Lindsey, D. B., & Lindsey, R. B. (2014).		x	x	x	x			x	x	x		
Lindsey, R. B., Robins, K. N., & Terrell, R. D. (2003, 2009).		x		x	x				x			
Lipka, J., & Mohatt, G.V. (1998).												
Lipsitz, G. (2002).												
Littleworth, A. L., Franklin, V. P., & Straight, S. (2014).		x	x						x			
Logan, J. R., Zhang, W., & Oakley, D. (2017).		x	x						x			
Lombard, M., Snyder-Duch, J., & Bracken, C. C. (2002).												
Lopez, A. (2015).							x		x			
Lopez, A. E. (2016).							x					
Lopez, G. (2001).												
Losen, D. J. (2018).						x			x			
Losen, D.J. & Martinez, T.E. (2013).						x			x			
Losen, D. & Orfield, G. (Eds.). (2002).		x				x						
Losen, D. J., Keith II, M.A., Hodson, C.L., Martinez, T.E., Belway, S., (2015a).					x	x						
Losen, D. J., Ee, J., Hodson, C., & Martinez, T. E. (2015b).					x	x			x			
Losen, D. J., Sun, W. L., & Keith, M. A. (2017).						x						
Loveless, T. (2016b).												
Lupton, R. (2005).		x	x									
Lupton, R., & Thrupp, M. (2012).												

Synthesis Matrix	THEMES	Segregation, Desegregation, Integration, Assimilation, Acculturation, Discrimination, Marginalization	Poverty, Title I, Classism, Socioeconomic	Traditional, Transformative, Instructional, Transformational, Social Justice Leadership, School Leadership, Leadership Styles, Role of Principal	School Climate including Positive School Climate, Engaging and/or Inclusive School Environments, Teacher and Student Efficacy, Student Success (or lack of), School Context	SPED or Discipline (Restorative Justice, PBIS)	Culturally Relevant or Responsive Leadership or Inclusive Leadership	Culturally Relevant & Responsive Pedagogy, Real Talk, Reality Pedagogy, Teacher or Student Efficacy	Race, Ethnicity, Linguistic, Cultural, Religious, Gender Diversity	Principal Attitude, Behaviors, Practices, Strategies, Ethic of Care, Agents of Change, Capacity Building, Preparation	Court cases, Government Action, Education in the U.S.	Qualitative Research including research design, data collection and analysis
Lyons, J. J. (1990).									x			
Madhlangobo, L. (2010).				x			x		x	x		
Madhlangobo, L., & Gordon, S. P. (2012).				x			x		x	x		
Madsen, J. A., & Mabokela, R. O. (2002).				x	x				x			
Magno, C., & Schiff, M. (2010, February)							x		x			
Margolis, H., & McCabe, P. (2006).												
Marks, H. M., & Louis, K. S. (1997).												
Marks, H. & Printy, S. (2003).				x								
Marshall, C., & Oliva, M. (2010).												
McCray, C. & Beachum, F. (2011).							x					
Mclaughlin, M. (1975).			x									
McKinley, J. H. (2010).								x	x			
McMillan, J. H., & Schumacher, S. (2010).												x
Mendez v. Westminster School District of Orange County, 64F. Supp. 544 (C.D.) 1946		x			x				x		x	
Merchant, B., Garza, E., & Ramalho, E. M. (2013).							x					
Mercier, Kathleen N., 2017												
Merriam, S. (2009)												x
Metz, M.H. (1990a).												
Miles, M.B., & Huberman, A.M. (1994).												
Mills, C. & Gale, T. (2010).			x									
Mitchell, C. A. (2015)							x					
Milner, H. R. (2011).								x	x			
Mock, B., & CityLab. (2015, September 28).		x	x									
Moll, L.C., Amanti, C., Neff, D., & Gonzalez, N. (1992).								x	x			
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Moore, B. V. (1927, May).				x								
Morgan et al. v. Hennigan et al. 72 G U.S. 911 (1974)		x							x		Y	
Morrison, G. & Allen, M. (2007).												
Muhammad, A., & Hollie, S. (2012).			x	x	x		x		x	x		
Murphy, J. & Hallinger, P. (1987).				x								
Myers, E. L. (2013).										x		
Nahavandi, A. (2006, 2009).				x								
Nance, J.P. (2014).						x						
National Association of Secondary Principals. (2007).												
National Assessment of Educational Progress(NAEP) (2013).												
National Commission on Excellence in Education. (1983).		x	x						x			
National School Climate Center. (2013).					x							
National School Climate Center. (2014).					x							
National School Climate Council. (2007).					x							
Neuman, S. (2009).			x						x			
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Ravitch, D. (2013).		x	x						x			
Reardon, S.F., & Yun, J.T. (2002).		x							x			
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Riehl, C. (2000).				x	x		x			x		
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Roberts, C.M. (2010).												

Synthesis Matrix	THEMES	Segregation, Desegregation, Integration, Assimilation, Acculturation, Discrimination, Marginalization	Poverty, Title I, Classism, Socioeconomic	Traditional, Transformative, Instructional, Transformational, Social Justice Leadership, School Leadership, Leadership Styles, Role of Principal	School Climate including Positive School Climate, Engaging and/or Inclusive School Environments, Teacher and Student Efficacy, Student Success (or lack of), School Context	SPED or Discipline (Restorative Justice, PBIS)	Culturally Relevant or Responsive Leadership or Inclusive Leadership	Culturally Relevant & Responsive Pedagogy, Real Talk, Reality Pedagogy, Teacher or Student Efficacy	Race, Ethnicity, Linguistic, Cultural, Religious, Gender Diversity	Principal Attitude, Behaviors, Practices, Strategies, Ethic of Care, Agents of Change, Capacity Building, Preparation	Court cases, Government Action, Education in the U.S.	Qualitative Research including research design, data collection and analysis
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Sergiovanni, T.J. (2007).				x								
Sernak, K.S. (1993).												
Sheffield, L. M. (2012).		x	x	x	x			x	x	x		
Shields, C. M., & Sayani, A. (2005).				x								
Shields, C. M. (2010).									x			
Shirley, E., & Cornell, D. (2011).						x			x			
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Simsek, H. (2013).				x		x						
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Sleeter, C. E., (1992).								x	x			
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Smith, C. (2005).				x						x		
Smith, L. (2016).				x	x				x	x		
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The Center for Civil Rights Remedies at the Civil Rights Project at UCLA		x	x			x						
Theoharis, G. (2007).				x	x				x	x		
Synthesis Matrix	**THEMES**	Segregation, Desegregation, Integration, Assimilation, Acculturation, Discrimination, Marginalization	Poverty, Title I, Classism, Socioeconomic	Traditional, Transformative, Instructional, Transformational, Social Justice Leadership, School Leadership, Leadership Styles, Role of Principal	School Climate including Positive School Climate, Engaging and/or Inclusive School Environments, Teacher and Student Efficacy, Student Success (or lack of), School Context	SPED or Discipline (Restorative Justice, PBIS)	Culturally Relevant or Responsive Leadership or Inclusive Leadership	Culturally Relevant & Responsive Pedagogy, Real Talk, Reality Pedagogy, Teacher or Student Efficacy	Race, Ethnicity, Linguistic, Cultural, Religious, Gender Diversity	Principal Attitude, Behaviors, Practices, Strategies, Ethic of Care, Agents of Change, Capacity Building, Preparation	Court cases, Government Action, Education in the U.S.	Qualitative Research including research design, data collection and analysis
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Van Roekel, D. (2008).				x								
Verstegen, D. (2015).		x	x		x			x	x			
Villa, R.A., & Thousand, J.S. (2005).					x	x		x		x		
Villa, R.A., & Thousand, J.S. (2005).					x	x		x		x		
Villegas, A.M. & Lucas, T. (2002).					x			x	x			
Voight, A. (2013).												
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Wang, F. (2012).									x			
Washburn, D. (2018, July 25).					x	x						
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Webb-Johnson, G. C., & Carter, N. (2007).							x	x				
Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2010, June 24).		x				x		x				
West, C. (1999).									x			
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Yin, R. K. (2014).												
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Young, E. (2010).								x				
Zarate, M. (2007).					x				x			
Zarillo, J. (2010).								x				

APPENDIX B

Interview Questions (Principal)

Culturally Responsive School Leadership Framework

Four Domains

Domain I: Critically Self-Reflects on Leadership Behaviors

As a principal, you are always trying to improve your leadership practices. Undoubtedly, there are times when something occurs during the school year that causes you to pause or rethink how things may have been addressed differently or more effectively. Consequently, self-reflection is a critical piece in determining how you lead.

Primary: Can you share with me how self-reflection enables you to become or be more culturally responsive?

- What leadership behaviors do you exhibit that reflects your being culturally responsive?
- How do you demonstrate leadership for social justice?
    - In what ways do you address the inequities in schooling?
- When do you use parent/community voice to measure cultural responsiveness in your school?
    - When do you permit parents or community members to weigh in on issues of diversity, inclusion, and responsiveness?
        - Do they have a forum through which they can address challenges or opportunities?
- Do you engage in equity audits on your school campus? What do you audit? Policy, practices, curriculum?

Domain II: Develops Culturally Responsive Teachers

As a principal, part of your responsibilities is to help teachers to grow and develop professionally. One of the areas that many principals focus on is the idea of helping teachers become more culturally responsive. In light of your highly diverse school demographics and Title I status, this is an important skill for teachers to master.

Primary: Can you share with me how you help teachers develop the skill of cultural responsiveness in their instructional practices?

- When do you model or mentor the teachers on your site toward culturally responsiveness?

- How do you use school data that reflects gaps in achievement or discipline to inform the development of teacher practices?
- What strategies/practices do you use to help develop teacher capacities for using culturally responsive pedagogy?
    - When have teachers brought community-based understandings into their classrooms?
    - How are teachers encouraged to use the funds of knowledge or cultural capital all students bring to the table?
- What types of professional development do you create or require teachers to attend that encourage cultural proficiency and responsiveness?
- How does the school curriculum reflect cultural responsiveness?

Domain III: Promotes Culturally Responsive/Inclusive School Environment

A positive school climate is integral to promoting culturally responsive and inclusive school environments. As a result, there is a lot of thought and planning that goes into cultivating a school's overall environment which includes working with site-based and community-based stakeholders.

Primary: What specific strategies/practices do you use to promote a culturally responsive/inclusive school environment for all students?

- How do you measure student engagement and inclusiveness?
- What are some of the strategies/practices you employ to promote a vision for inclusive behavioral practices that addresses discipline disparities among different ethnic groups?
- What are some of the strategies/practices you employ to promote a vision for inclusion of special education students?
- When is student voice a part of what happens on campus? Which student voices are heard?

Domain IV: Engages Students, Parents, and Indigenous Contexts

As you know schools do not exist in isolation. They are part of a larger community or context. Students are often required to exist within several contexts – some of which do not necessarily align. Students may live and act within a given community that is not reflected on the school campus. In addition, parents/guardians also play an integral role in the education of students.

Primary: What leadership practices and strategies do you use to develop school environments that engage students and families from diverse cultural and economic backgrounds?

- How do you, as the primary school leader, develop meaningful and positive relationships with parents? The community?
- In what ways do you exhibit an ethic of care or empowerment through care and connect directly with students?
- When have you had an opportunity to be engaged **in** the community as a means to understand students and families?
- How do you discourage deficit images of students and families on your campus including those of a low socioeconomic status?
- How do you authentically honor and celebrate diversity on your campus?

Final Question (if warranted): What is your understanding of culturally responsive leadership as a principal in a Title I high school?

APPENDIX C

Interview Script

Oral Interview Script Brandman University Doctoral Dissertation

Researcher: Cherilynne Hollowell

Participant #:_____________ Date:______

Introduction

Hello, my name is Cherilynne Hollowell and I am a doctoral candidate at Brandman University. Thank you for meeting with me today. Your time is valuable and I sincerely appreciate your participation.

First, I would like to review the Informed Consent Form that was provided to you when the interview was scheduled. I understand that you have already read and reviewed this form. I will provide an additional copy. Please let me know if you have any questions.

To review:

- Your name, responses, and opinions will be kept confidential.
- The interview will take approximately 30 minutes.
- Research findings will be shared with you upon request.
- Do you have any questions before we begin?

The purpose of this study is to identify best practices and effective strategies that principals of Title I high schools are currently using to develop engaging and inclusive environments for all students, particularly those that have been historically marginalized.

To help find out this information, my intention is to interview high school principals throughout the Inland Empire with similar demographic statistics as your school. You were selected because your school has a large percentage of minority students as well as a large number of students identified as socioeconomically disadvantaged and you were identified as a culturally responsive leader.

Before we begin the interview, I want to inform you that this research was approved by BUIRB which is the Brandman University Institutional Review Board. This committee reviews and approves research that involves human beings.

I would like to remind you that this interview will be recorded so I can make sure to transcribe your answers correctly. Again, this transcription will be sent to you upon request or so you can review it for accuracy. Please remember that your name will be anonymous. Additionally, all names will be removed from the transcript as well.

Once again, thank you for taking time to allow me to interview you. If you have any questions or need a break, please feel free to pause the interview. As previous agreed upon, we will end the interview at ____.

Conclusion

Thank you for your time today. I will send you a transcript of your responses so you can review it for accuracy.

APPENDIX D

Observation Log

Date:	Time:	Setting:
Culturally Responsive Framework ☐ Emphasis on high expectations for student academic achievement of all students ☐ Exhibit an ethic of care or Empowerment through care ☐ Maintain a commitment and connection to the larger community by building connections between schools and communities ☐ promoting inclusive instruction practices		
Narrative Evidence:		

APPENDIX E

Letter to Riverside County Superintendent of Schools

Name
Superintendent of RCOE
Address, City, State, Zip

Dear Dr. _____________,

It was such a pleasure to speak with you at the Excellence through Equity Conference last September. Thank you for agreeing to meet with me regarding a timely topic for school leaders as well as to discuss your possible endorsement of my study on culturally responsive school leadership.

More specifically, the goal of the research study is to identify concrete examples of culturally responsive leadership strategies principals use to develop engaging and inclusive school environments for all students – particularly, historically underserved and marginalized students. The data gleaned from the study may benefit principals in the Inland Empire as well as those in other highly diverse and high poverty school contexts.

I look forward to meeting with you to provide additional insight about my topic and to answer any questions you may have. I completely understand that you are extremely busy and I respect your time.

If you have any questions you may reach me via telephone at [redacted] or by email at chollowe@mail.brandman.edu. I would like to thank you again for your time and support. I am excited that principals in the Inland Empire will help add to the literature on culturally responsive school leadership.

Thank you for your time and consideration.

Respectfully,

Cherilynne Hollowell
Doctoral Candidate

APPENDIX F

Principal Letter

Name,
Principal
Address, City, State, Zip Code

Dear (Name),

My name is Cherilynne Hollowell. I am a doctoral candidate at Brandman University in the process of identifying high schools with diverse school populations in a suburban context to participate in my study. I am studying culturally responsive leadership practices and strategies principals employ. You have been identified as a culturally responsive school principal and are in an ideal position to articulate strategies you put in place to engage and include all students.

This study will provide significant insight into effective strategies for principals of Title I high schools that may be useful to other principals in their efforts to develop school environments that raise student engagement, inclusion, and ultimately, student achievement.

I have identified (*name of school*) to participate in my study because you and your school meet the criteria of having a diverse student population in a suburban context. I am requesting your participation in my study. Your participation will involve a 30-60 minute in-person interview at a time that is convenient for you and an observation during the course of your normal daily experiences and routines.

All schools and principals participating in this study will remain anonymous. Please be assured that the interview will be completely confidential. No names will be attached to any notes or records from the interview. All information will remain in locked files accessible only to the researcher. No employer, supervisor, or agency will have access to the interview information. The research director (name) is available in (office or department name) at (phone number), to answer any questions you may have. Your participation would be greatly valued.

Should you agree to participate, I will be contacting you to arrange a convenient time, location, and date to conduct the interview and subsequent observation.

If you have any questions you may reach me via telephone at [redacted] or by email at chollowe@mail.brandman.edu . Thank you in advance for your time and consideration.

Respectfully,

Cherilynne Hollowell
Doctoral Candidate

APPENDIX G

Research Participant's Bill of Rights

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.

2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.

3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.

4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.

5. To be told what other choices he/she has and how they may be better or worse than being in the study.

6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.

7. To be told what sort of medical treatment is available if any complications arise.

8. To refuse to participate at all before or after the study is started without any adverse effects.

9. To receive a copy of the signed and dated consent form.

10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects. The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.

Brandman University IRB

Adopted November 2013

APPENDIX H

Informed Consent

Informed Consent—Interview

Information About: Culturally Responsive Strategies High School Principals Use in Diverse Suburban Settings

Responsible Investigator: Cherilynne Hollowell

Purpose of Study: You are invited to participate in a research study conducted by Cherilynne Hollowell, a doctoral student from Brandman University. The purpose of this study is to investigate the lived experiences of high school principals in diverse suburban settings in the Inland Empire in Southern California in order to gain insight into the culturally responsive leadership practices and strategies principals use to develop engaging and inclusive school environments. The study used the Culturally Responsive Leadership Framework.

Why is this research being done? This study aims to capture the nature of a high school principal's lived experience in leading in a highly diverse and high poverty context. The objective is to discover concrete culturally responsive leadership practices and strategies used to develop schools that include all students, particularly those that have been underserved or marginalized.

Who are potential participants? Potential participants include principals of high schools in the Inland Empire – suburban context - of diverse schools possibly designated Title I.

What is expected of the participants? For those who agree to be participants, they will decide to take part in the research study by signing the informed consent document. Principals will complete an interview with Cherilynne Hollowell, researcher. All interviews will audio recorded. A transcript of the interview will be sent to the participant for review and correction. The interview can be paused or discontinued at any time by the participant. Artifacts gathered by the researcher will be kept strictly confidential and in a locked location only accessible to the researcher.

How much time is required from the participant? Then individual interviews will take approximately one hour. The interviews will be audio recorded and a transcript of the interview will be sent to the participant for review and anything that the participant feels is in error or should be omitted, will be done addressed by the researcher. The audio recordings will be kept in a secured electronic file, accessible to only the researcher for review of the conversation for validity of the responses. The electronic files and transcription will be destroyed no longer than five years after the research is completed. The observations will take approximately one to two hours depending on the activity/setting being observed.

Where will the interviews and observations take place? The interviews will take place at an agreeable, private location that is comfortable for the participant. The observations will take place at the location of choice by the principal in either an academic or non-academic setting.

What benefit can the participants consider? Participants will not be compensated for his/her contribution, but will agree to participate on a voluntary basis. Participants may feel rewarded knowing that contribution to the field of inclusive higher education has been made.

How will the participants' confidentiality be protected? The researcher will keep all recorded interviews, observation documentation, and artifacts in a locked location only accessible to the researcher. Pseudo names will be used for all participants with the exception of the signed consent form which will be kept secure by the researcher and then destroyed at no longer than five years after the research study is completed.

What risks can the participant expect? There is minimal to no risk of physical, psychological, social, or financial risk to participate in this research.
By participating in this study, I agree to complete an interview with researcher, Cherilynne Hollowell. The interview will take approximately one hour and will be scheduled at a location comfortable and agreeable to me. Completion of the interview will occur between September and November, 2018.

I understand that:

a) There are minimal risks associated with the research. I understand that the researcher will protect my confidentiality by keeping my identifying documents in a locked drawer accessible only to the researcher.
b) Potential benefit of this study will include my contribution of experience to the literature on culturally responsive school leadership. The findings of the study will be available to me at the conclusion of the study. I will not be compensated for my participation. I willingly participate on a voluntary basis. At any time I wish to discontinue my participation in the research, I can do so; however, I will need to contact Cherilynne Hollowell to alert her of my discontinued participation.
c) If I have any questions or concerns, I can contact Cherilynne Hollowell, researcher, at chollowe@mail.brandman.edu or by cell phone at [redacted] or the dissertation chairperson, Dr. Jeffrey Lee at jlee1@brandman.edu. I can also contact the Office of the Assistant Vice Chancellor of Academic Affairs, Brandman University, at 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641.

I acknowledge that I have received a copy of this form and the "Research Participant's Bill of Rights." I have read the above and understand it, and I hereby consent to the procedures set forth.

______________________________	______________________________
Printed Name of Participant & Role	Signature of Participant

____
Signature of Researcher & Date