Principal Dispositions to Lead the Learning for All: Stories of Working for Equity

A Dissertation

Presented

By

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Submitted to the Graduate School of Lesley University

In partial fulfillment of the requirements

for the degree of

DOCTOR OF PHILOSOPHY

JULY 30, 2014

School of Education

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In the judgment of the following signatories, this Dissertation meets the academic standards that have been established for the Doctor of Philosophy degree.

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Abstract

Principals are increasingly responsible for ensuring an equitable learning environment in their schools. The development of a disposition to meet this responsibility is an under-researched area. This study was a qualitative narrative analysis of the stories of five white, female, elementary principals from the same suburban school district who were interviewed to understand where their disposition may originate and how their disposition manifests itself in their self-reported decisions and actions. The following question became the focus of the research: What do principals report are the factors that support or challenge their decision-making regarding students and families with diverse characteristics? A qualitative inquiry method with an emphasis on narrative analysis was used to identify themes. These themes were illuminated using the lens of Bourdieu's sociological theory of habitus and field. Principal narratives of equity fell into two broad thematic areas of capital and management. Principals who participated in this study build social capital, which is then used as a currency to create and support equity with the other habitus and structures on the field. According to the analysis of the data, the stances principals take to provide equity include a managerial orientation. The analyses of the narratives reveal that where principals stand for equity is evident through the stories they tell rather than their statements of what they believe and value. This study suggests that building upon the stories of personal experiences may be a good starting point for professional development around issues of equity. These opportunities could strengthen a principal's ability to both understand and articulate a concrete set of self-expectations for equity. Additionally, Bourdieu's theory of habitus and field presents a way to understand a principal's actions and intentions on their field of work.

Keywords: disposition; principals; equity; access; Bourdieu; habitus, field; capital

Dedication

To my family: near, far, given, and gifted—and most importantly—all a part of the story.

Acknowledgements

This particular chapter of my story would never have come to closure without the guidance and support of my committee. I owe a huge debt of gratitude to Dr. Paul Naso, who, while guiding me through the sometimes treacherous waters of this process, joined with me as a learner, and continued to stretch my confidence. My acknowledgement toward his efforts will be a continuous reflection of wonder. Dr. Gail Cahill provided insight, encouragement, and support from her wide experience in all aspects of education. Dr. Kathy Fink provided feedback, perspective, understanding, and friendship in just the right combination. I will be forever grateful for the collective support of this committee.

The resources of Lesley University were invaluable. In particular, Constance Vrattos and the Lesley library staff have been remarkable for their fast responses to all questions. Julianne Corey and Marie-Maude Petite-Frère helped me to stay organized and informed.

My work colleagues are exceptional educators. In particular, I could not do what I do everyday without Mr. Patrick Bucco, a principal who is a model of inventiveness for keeping the focus of my work on the wonder of learning for both children and adults.

I am also thankful to be a part of Cohort 2010. Always supportive and often challenging, it has been an unexpected treat to grow with this group.

There have been many teachers and learners who have guided me to this point. I would be remiss without mentioning the families and friends who have played a critical role throughout the course of my journey as a learner: My parents, Gail Doliber, Tuny Page, The Colloredo-Mansfeld Family, William Micklem, and most importantly, Locke Ober, a fine horse who understood what I needed to learn at the right time—the best quality in any teacher.

My family has always encouraged and supported my endeavors. I am thankful for the

bonds I have with my brothers, Bill and Dan, and their families. My mother-in-law, Pat Ryan, has been an inspiration in perseverance and support. I am also fortunate to have daily guidance and reminders of what the world can and will be through my daughters, Helen and Bea.

Ultimately, this journey would never have happened without my wife, Susan. Her unconditional love and reinforcement (and at times, relentless editing,) made me feel all things were possible.

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CHAPTER ONE: INTRODUCTION

A principal is uniquely situated to facilitate an educational environment that strives to meet the needs of a wide range of learners. Recent and anticipated changes in demographic makeup of our school communities require new forms of principal development and support programs. The projected demographic changes for race alone in the next two decades only confirm the necessity for further research related to this aspect of principal leadership (U.S. Department of Education, 2004). Principals need directed opportunities to explore how they might support learning in diverse communities and understand if such efforts are effective. Gerhart, Harris and Mixon (2011), in their investigation of effective beliefs and practices of successful high school principals, underscore the need for culturally proficient leaders who are committed to recognizing through curriculum the multiple cultures, backgrounds, languages and learning styles of students in our schools (p. 270). In the words of Patrick Slattery, who writes extensively of the importance of focus on the post-modern curriculum that incorporates a broad range of views, "The debate over these issues certainly will intensify in the coming years as the dangers of global conflict force us to reevaluate our understanding of the world" (Slattery, 2006, p. 239). Demographic projections and emerging research lead us to understand there is a need for a concentration of effort to know how a principal's development of disposition can help to create an educational environment accessible to a wide range of learners. A principal is critical for leading the learning for all and to do this requires that she possess dispositions informed by distinct personal beliefs.

Understanding of the non-concrete, philosophical, experiential, and reflecting components of school leadership is an essential step towards capturing elements that are critical for a principal's disposition development to lead the learning for a diverse community.

Disposition has been described as an understanding of the self as a part of the surrounding world; it influences priorities, decisions, and actions of leaders (Kerdman, 2003; Western, 2007). Cudahy, Finnan, Jaruszewicz, & McCarty (2002) define disposition as a collection of values, commitments, ethics or beliefs that are internally held and externally exhibited. Theoharis & Causton-Theoharis (2008) take this a step further and identify three specific dispositions that are characteristic of inclusive leaders: a global view regarding creating a school for all, a bold, imaginative vision, and the self-belief to make changes and carry out the work (p. 236). Theoharis & Causton-Theoharis (2008) and others (Reihl 2000; Schulte & Kowal, 2005) have been able to quantify these dispositions by studying leaders who have been identified due to their success in creating learning environments accessible to a wide range of students. For the purposes of this study, disposition can be best described as behaviors and actions which are a result of beliefs developed over time through background and experience. Given the changing nature of both who must be educated and the mandated benchmarks of accountability, it is critical to understand the aspects of leadership disposition which can support and sustain this expanding 21st century learning community.

Research on principal disposition has increased following confirmation of the positive relationship between school leaders and student achievement (Seashore-Louis, Leithwood, Wahlstrom, & Anderson, 2010). It is important to note that the study of leadership disposition related to creating access to learning for diverse communities comes from the research and practice of distinct specializations. These specializations include studies in multi-cultural and cross-cultural learning, special education, English language learning, and economic differences as well as gender and identity differences. The educational research in these specific fields seeks individually to illuminate leadership which supports the education of subgroups that most often

fall outside the dominant culture of a school. The separateness of the studies, however, may also diminish the potentially powerful opportunity to create a unified, over-arching understanding of a principal disposition to lead the learning for all.

My scholarly interest in this topic has developed from my professional experience as a teacher and administrator on a journey to include all students in the daily life and work of a school. There is a risk my professional interest will bias my scholarly interest. I have worked with a number of principals and have recognized the significant impact a principal can have on my own ability to create a positive and accessible learning environment for a diverse learning community. A principal will often express outwardly her beliefs or have a positive receptivity to ideas for changing methods and structure to support all students. Most often this disposition appears to be a core part of the principal's work, but the research has not helped us to understand how this disposition is developed and measured.

As individuals, we are not likely to have all the first-hand experiences we need to live productively in a world of ever-increasing diversity of cultures, values, and beliefs. Study of the continuing development of my own socio-cultural perspective has reminded me that self-reflection is an important tool to connect and understand my thinking and actions among others. This skill is critical for my personal and professional growth. Understanding why we may feel a certain way and choose a resulting action is valuable in developing a pathway, or way of being, that can help us to productively learn from and integrate the unknown future changes and challenges with the work we do in the present. The study of disposition suggests a way of looking at leadership learning and development that values a self-reflecting component.

Statement of the Problem

Resolving the social and educational injustices of society has increasingly become the responsibility of the school and, therefore, the principal. Although teachers may possess some specialty training to work with individual differences in the learning community, the task of setting the tone of a school and recognizing the conditions of support people need to do this work falls to the principal. The changing cultural composition of school communities may also parallel a shift in the cultural concerns and values of the larger community (Shah, 2010). The research related to successful principals is often presented as a study of what an identified successful principal does rather than how that successful principal developed (Eacott 2011). In addition, there is evidence of a gap in the research establishing any link between principal training programs and successful principals (Davis, Darling-Hammond, LaPointe & Meyerson, 2005).

Because disposition develops over time and effects the formation of leadership qualities, it is not easily measured as an acquired competency. Disposition is an accumulation of experience with a resulting skill set. The importance of leadership disposition was underscored by Michelle Obama when referring to the President during her speech at the 2012 Democratic National Convention. “But at the end of the day, when it comes time to make that decision, as President, all you have to guide you are your values, and your vision, and the life experiences that make you who you are” (Washington Wire, 2012). Sylvine Schmidt and Michéle Venet (2012), in their study of the subjective view of the principal regarding inclusive schooling, stress the important connection between the subjective view of the principal and resulting decisions and actions and recommend that study of inclusive environments must consider the role of the school administrator (Schmidt & Venet, 2012).

Principals are increasingly situated in a multi-relational social sphere which impacts their beliefs and choices, and in turn, influences the mandates they must carry out (Eacott, 2010). Schools are reflecting and serving more diverse communities and principals have a responsibility to lead the successful learning for all students. Indeed, principals must contend with increased expectations for the participation of non-dominant groups. The task to close a significant gap in our support of schools where students and families of diverse characteristics have access to learning is formidable. In order to do this we must move beyond following the checklist-driven protocols of what a successful principal does to an understanding of what contributes to a principal's disposition to carry out this work.

Disposition research has a growing presence in leadership research and is connected to the global ideas of social justice and equity. Despite this, there continues to be a lack of unified theory from studies of efforts to include non-dominant groups in education and how to identify, facilitate and encourage principal dispositional development. There are, however, mandates regarding learning for all as well as global and social-influenced community changes requiring school leaders to support an environment that meets the needs of an ever-widening community of learners. There has been mention of disposition in some national standards for principals as well as a beginning effort to construct indices which may characterize a principal's current disposition for this type of work (Shulte & Kowal, 2005; Council of Chief State School Officers, 2003; National Policy Board for Educational Administration, 2002). The majority of recent principal leadership research has focused on a principal's ability to meet federal and state achievement and performance mandates (Rapp, 2002). Without question, more information needs to be uncovered about how effective school leaders know and think about the wide range of learning and

community needs in their schools, as well as the self-perceived and actual results of the actions they take to increase access to learning for all.

Understanding belief systems and how they are acted upon, as a part of dispositional study, is critical to supporting leaders who can build and sustain school communities that meet the needs of a wide range of learners. Principals, as primary influences on student achievement, will continue to be challenged to meet the needs of an ever-widening community of diverse learners. Disposition, or behaviors and actions which are a result of beliefs, is an under-researched area in principal leadership which impacts a principal's ability to create a learning environment to support a wide range of learners. The questions regarding how these dispositions can be developed in a leader to prepare them for this work remain largely unanswered.

Purpose of the Study

The purpose of this study was to understand both the emergence of principal disposition and the role principal disposition plays in creating access to learning for a diverse school community. This study of principal disposition was based on a set of in-depth interviews with active principals. In order to begin to outline what informs a principal's actions, this study sought to understand a principal's self-reported dispositional beliefs regarding diverse characteristics of students and families and their access to learning. Those dispositions that can be connected to a principal's motivation to create conditions that provide access for a diverse school-community membership will be recorded. Additionally, an attempt was made to explain the ways principal dispositional beliefs inform their decision-making regarding diverse students and families as well as the support and barriers they may encounter.

Research Questions

Included in this inquiry are the following broad-based guiding questions:

- What do principals report are the background experiences informing their dispositions to create educational access for a diverse school community?
- What do principals self-identify as the conditions they have created that provide learning access for a diverse school community as a result of their disposition?
- What do principals report are the factors that support or challenge their decision-making regarding students and families with diverse characteristics?

Definition of Terms

Disposition: "values, commitments, and professional ethics that influence behavior." (National Council for the Accreditation of Teacher Educators [NCATE], 2006, p. 53).

Access: "freedom or ability to obtain or make use of something" (http://www.merriam-webster.com/dictionary/access).

Diversity: "the sum of the ways that people are both alike and different. The dimensions of diversity include race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status" (*National Education Association).*

Community: "an interacting population of various kinds of individuals (as species) in a common location." (http://www.merriam-webster.com/dictionary/community).

Significance of the Study

This study is significant because it moves toward identifying ways that principal disposition informs decision-making regarding equity for students and families. The information gained from this study is important for constructing and supporting specific aspects of principal training programs and ongoing professional development which will enhance a principal's ability to create conditions that support a diverse school community. Insights from this study will further principal guidance of teachers to develop skills to teach effectively in diverse learning

communities. In turn, this focus on teacher professional development will improve teacher ability to create and sustain learning for a wide range of students and contribute to improved student access to learning. A stronger connection regarding learning opportunities for all students will likely result in increased positive school-community engagement.

This research also touches upon the challenges principals have in acting on their dispositions and the possible tension of circumstances surrounding this work.

Delimitations of the Study

This study was delimited by several factors. This study was a small-scale study of a single, suburban, high-performing district (according to state-wide assessments.) The information gained from this study largely consists of narrative, self-reported data from a limited number of individual experiences. This study includes only elementary leaders currently working in the principal position. Additionally, this study includes only white, female principals.

Chapter Outline

Chapter One includes an introduction to the topic of principal disposition specifically related to creating a learning environment that meaningfully includes a wide range of learners. This chapter explores the current research relevant to principal disposition and its significance to the school leadership of today. The purpose and urgency for further understanding of the dispositional aspect of contemporary school leadership is established related to current research. The critical terms contained in the research are defined in context. My scholarly and professional interest in the topic of principal disposition to create access for diverse learning communities is established and the significance of the study in relation to informing the profession is outlined. Finally, a connection is made to the overarching research questions of the study.

Chapter Two reviews the literature related to skill sets currently recommended for educational leadership. The literature related to principal disposition as a factor in creating a successful learning environment for a diverse community of learners is a specific focus. The literature review also examines the similarities and differences between educational leadership concerns for the distinct specializations of special education, English language learning, cultural and economic differences, as well as gender and identity and how these interests connect to principal disposition research. Social justice leadership to create educational access to a diverse learning community is explored from both a domestic and international perspective. Additionally, the literature related to Pierre Bourdieu's habitus and social field theory, particularly as understood and noted in the field of educational leadership research, is outlined as a possible framework for understanding the importance of principal leadership disposition (Bourdieu, 2007; Grenfell & James, 1998; Eacott, 2010, 2011).

Chapter Three includes an explanation of the research methods, a rationale for selection of subjects and a description of the setting of the study. This chapter provides a detailed description of the demographic questions and open-ended questions used to collect these data. In particular, the interview questions asked and their relevance to the overarching research questions are discussed. The research methods and decisions to employ these methods in this qualitative, interpretive inquiry were established in relation to relevant literature surrounding qualitative research methods. Specifically the aspects of narrative study used for understanding are explored. A discussion of the rationale for themes that emerge from the analysis of the interviews is included. The interview transcriptions were reviewed for emerging themes and compared to researcher notes taken by hand during the interview. Thematic patterns noted in individual interviews were cross-compared with other interviews for relevancy. This chapter also

clarifies the delimitations of the study as well as related explicit subjectivity attached to the area of study.

Chapter Four presents the analysis of the data. This analysis includes a description of what is happening in terms of what is unsaid as well as what is said and any relationships between the data. Additionally, the assumptions of the researcher and the subjects are reflexively explored. This analysis also presents an opportunity to question why some knowledge is dominant and why some knowledge is muted. Connections to Bourdieu's theory of habitus and social field theory and how they relate to the information gained from this research will is explored (Bourdieu, 1977). Results of this analysis provided information to create a conceptual diagram related to principal disposition. Further connections between results and the literature are made. Any questions or clarifications which require a follow-up interview and further analysis are discussed.

Chapter Five draws connections between the results of the study and the research questions. This chapter explores the importance of the relationships embedded in the data. In addition, this chapter discusses why some information supports particular claims, but also reflects on how this information supports alternate claims. Relevance of results in relation to current and future principal training and support, as well as global educational trends, is discussed. Finally, recommendations for additional research are made.

CHAPTER TWO: REVIEW OF THE LITERATURE

The literature reviewed in this study concerns the philosophical importance and definitions of disposition specifically related to education research, and more specifically, educational leadership research. The literature related to school leadership for inclusion is touched upon, in particular current studies from both inside and outside of the United States regarding including diverse communities in schools. Leadership for multi and cross-cultural education is reviewed as a related area of research. Leadership for social justice, as an over-arching concept for creating learning environments for all, is also explored. The areas of the literature related to ethics, beliefs and emotions are reviewed as they relate to leadership for social justice. Additionally, the literature of Pierre Bourdieu's habitus and social field theory, as related to education and educational leadership, is also explored as a philosophical underpinning for looking at the relevance of principal dispositions to the field of educational leadership.

The role of the school leader has changed significantly over the past 20 years (Kafka, 2009; Louis, Leithwood, Wahlstrom, & Anderson, 2010). The demands for a school leader who can fill the simultaneous roles of manager, facilitator, statistician, mediator and instructional guide have expanded the principalship into unchartered waters (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005). The skills and training that principals must have are often outpaced by the issues that a principal must address as schools include students who require more specialized skills, programs, and teaching staff (Goodwin, Cunningham, & Eagle, 2005). Recent research has made meaningful connections between the effectiveness of the school leader and the impact this has on student achievement (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010; Louis et al., 2010). More specific research regarding leading the learning of a diverse student population is a natural outcome of this larger body of research on school leaders.

The role of the principal is an optimal position from which to facilitate or discourage inclusion policy and practice (Bailey, 2004; Santoli, Sachs, Romey, & McClurg, 2008; Villa, Thousand, Nevin, & Liston, 2005).

This literature review seeks to examine the connections related to principal dispositions which foster and support learning communities for all students. Some attention is directed to the historical role of the principalship as this position has often been charged with carrying out societal mandates through schools, as well as current research on leadership requirements and training for education in the 21st century that address development of these dispositions. Common sense would say that a school leader must possess specific dispositions to successfully lead in an educational environment. The relevance and importance of leadership disposition has been noted, specifically, in federal mandates and guidelines since the *No Child Left Behind Act* in 2001. Recently, the state of Massachusetts updated their school administrator requirements to include a cultural proficiency indicator (Retrieved from https://www.doemass.org/lawsregs/603cmr35.html?section=04). There is also an acknowledgement in the research that specific dispositions to lead the learning for all are a critical part of school leadership qualifications (Edmunds & Macmillan, 2010; Fraser & Shields, 2010; Harpell & Andrews, 2010; Theoharis & Causton-Theoharis, 2008; Young, 2010). Additionally, much of the research on disposition, from understanding to development, is often philosophically connected to studies of social justice in education. For the purposes of this review, I employ a broad view regarding who is identified and how they are included as part of a school community with a wide range of diverse learners. These students may be identified as disabled, as part of minority cultures within the community, as English language learners, and as students of economic need. The term inclusion refers to a school community's ability to

successfully meet the learning needs of this potentially wide range of students in the context of the general school setting.

Specifically, this review draws from research and practice of distinct specializations—special education, English language learning, cultural and economic differences, as well as gender and identity differences—and combines them for a broader perspective on principal disposition. These areas represent student concerns and subgroups that most often fall outside of the dominant culture of the school. Indeed, the connection to the social justice leadership definition Theoharis (2007) proposes would appear to align with many of these concerns.

> I define social justice leadership to mean that these principals make issues of race, class, gender, disability, sexual orientation, and other historically and currently marginalized conditions in the United States central to their advocacy, leadership practice, and vision. (p. 223)

Although these areas may rely on unique vocabulary to convey their differences and levels of participation in the education community—disability, exceptionality, diversity, inclusion, integration, mainstreaming, accessibility and social justice—these terms may be used interchangeably and collectively under the umbrella concept of creating a learning environment for a wide range of learners.

A look at both the historical developmental role of the principal, in connection with the contemporary responsibilities of the role, creates a logical impetus for a closer examination of principal disposition.

Evolution of the Responsibilities of the Principalship

The principalship evolved in the United States as the bureaucracy of schooling grew from one-room schoolhouses to buildings accommodating multiple classes with multiple teachers.

From the early 20th century on, in addition to clerical and community duties, the principal was expected to engage in the teaching of teachers (Kafka, 2009). The rise of the role of the principal as an important feature of a school, however, coincided with the increasing importance of the school as the center of socialization versus the church (Rousmaniere, 2007). Through the transformations of industry and immigration, schools were relied on to become the centers of Americanization, and principals were expected to respond to this need to Americanize (Kafka, 2009). Additionally, there have been changes to the "who" of the principalship. Over time and with growing state influence, this position has been dominated, for the most part, by white males. This representation only increased as a consequence of desegregation and World Wars of the 20th century and has impacted how the role of the principal has evolved (Kafka, 2009; Rousmaniere, 2007). In some ways, rather than an evolution of the role of the principal, there has been an accumulation to the role (Goodwin et al., 2005). In a sense, the responsibility of the position of principal has increased to interpret and support society's changes and expectations as the position has seen a diminishment of power outside of the school (Rousmaniere, 2007). These changes to expectations of the principalship provide a rationale to examine aspects of principal dispositions.

There are significant commonalities between the historical role of the principal and the principalship of the present. Over the years the role has remained solidly middle management: requiring the principal to know all that went on in the school, making sure teaching occurred and that the community and societal mandates were met (Kafka, 2009). What has changed with increased federal and state mandates and oversight is the "degree to which schools are expected to resolve society's social and educational inequities in a market-based environment" (Kafka, 2009, p. 328). Inclusive education, the merger of general and special education, English language learning mandates, and communities of expanding cultural identity all challenge the role of the

principal in supporting quality of education as well as in ensuring opportunities to learn (Harpell & Andrews, 2010). Although general classroom teachers may have some mandated training or coursework related to special education, English language learning or multi-cultural training or coursework, these efforts are often insufficient to heighten awareness and make them feel confident about how to include a wide range of learners. Because of this, the task of creating and supporting an inclusive environment for students who are part of a minority falls directly into the hands of the principal (Young, 2010). Arguably, the principal position has been born out of, and continues to exist in, the tension between teaching and leading a school. This is both a challenge and a pivotal position for the principal in terms of influence and effect on improved inclusive school culture.

National surveys of secondary school principals indicate that although principals have knowledge of special education, serious gaps exist in principal knowledge of fundamental and current issues in special education and how this influences their beliefs (Lasky & Karge, 2006; Wakeman, Browder, Flowers, & Ahlgrim-Delzell, 2006). Nevertheless, it has also been noted that a principal with greater personal encounters of exceptionality was more likely to advocate for students with exceptionalities (Wakeman et al., 2006). The current general population of teachers is over 90% white while the students in U.S. classrooms reflect a diverse range of cultural, linguistic, racial and economic ground. The consequences for students of non-culturally responsive educators, especially in communities of highest need, could be devastating (Darling-Hammond, 2010; Richards, 2011). In addition to a changing student population, there is also some indication that, as the composition of school communities changes, there may be significant differences in how educational leadership is understood, supported and practiced by differing cultural and belief systems (Shah, 2010). What is clear is that most principals are

spending increasingly more time on issues related to exceptionality and diversity (Lasky & Karge, 2006). In her review of the literature related to the principal's role in inclusive education, Carolyn Riehl (2000) states that "indeed, since its inception, American public education has served an increasingly varied student population drawn from an increasingly pluralistic society" (p. 56).

An evolutionary professionalizing of the principalship is indicated in the increased governmental and foundation funding of leadership studies and a notable increase in the literature directed at school administrators in recent decades (Burch, 2007). These two significant factors can be considered strong evidence of the continued and growing importance of the principal role. There exists, however, a "conceptual incoherence" about educational leadership research (Leo & Barton, 2006, p. 169). Evidence suggests there are also at least two significant misalignments among the research of training, expectations, and assessment of the principalship. Stephen Davis, Linda Darling-Hammond, Michelle LaPointe, and Debra Meyerson (2005) in their review of the research on developing successful principals, note that there is a lack of research which connects principal training programs with successful principal job performance. Additionally, there is a growing need-based interest in understanding the principalship from the point of view of ethical practice and the socio-cultural influences of school communities (Davis et al., 2005). Patrick Lattuca (2012), in his review of the literature about the principalship, cites the myriad of evidence highlighting disconnects between principal training and practice. One of the primary tenets of most principal training programs is to do no harm. This guiding philosophy, however, can have a negative side effect of encouraging inactivity or reticence towards addressing the concerns of a diverse learning community. Building explicit skills to assess situations that need to be challenged is a critical leadership skill for principals who intend to have

a leadership role in the cultural shifts of school (Buskey & Pitts, 2009). Hallinger and Leithwood (1998) point out that study of effective leadership should include outcomes that are relative across the included cultures rather than the singular outcome of student achievement, which is a largely Western-influenced paradigm. Understanding the thinking behind a principal's critical decision-making—how he or she is internally informed and guided to make a decision—is necessary for structuring training and ongoing professional development for school leaders.

Regardless of the mission or task a principal is focused on, very few long-term goals will be met without some attention to educational equity (Darling-Hammond, 2010). Understanding the role disposition plays in the principalship would appear to be critical for developing school leaders who can create and sustain equitable learning environments.

What Dispositions Are and Which Dispositions Principals Have and Need to Create a Successful Inclusionary Environment

Disposition has been described as a set of behaviors that result from certain beliefs (Cudahy, Finnan, Jaruszewicz, & McCarty, 2002). In describing disposition, Kerdman (2003) relates that "disposition expresses self-understanding and a person's way of being in the world" (p. 305). Splitter (2010) is even more specific when he asserts, "more than what someone knows, or is able to do, what he or she is disposed to do goes to the heart of the kind of person that he or she is" (pp. 205-206). Disposition has been described as "values, commitments, ethics or beliefs that are internally held and externally exhibited" (Cudahy et al., 2002). Much of the research aligns disposition to an individual's moral purpose (Fullan, 2005; Praisner, 2003; Theoharis & Causton-Theoharis, 2008). Disposition may be loosely coupled to ethics, values, morals, attitudes, conscience and integrity, but it stands alone as a resulting outward action of internally-held components.

Disposition is not a specific acquired competency; rather, it develops over time and effects the formation of a leader. Simon Western (2007) notes that leaders need to recognize that they lead from the manifestation which is a result of their background and experience, as well as who they are in the present. Disposition is an understanding of the self as a part of the surrounding world; it influences the priorities, decisions and actions of leaders. In order to create a learning environment in which the widest possible range of learning and community needs are met, principals need to engage in an ongoing process of self-examination and reflection to consider intentions and outcomes in order to "assume dispositions as change agents" (Richards, 2011, p. 68). As such, understanding disposition as an aspect of educational leadership is critical to fostering and supporting leadership development in the next century.

The research related to principal disposition has steadily increased as the positive connections between school leadership and student achievement have been confirmed. Much of this leadership disposition research has grown out of teacher disposition research (Frost, 2008; Richards, 2011; Splitter, 2010; Thompson, 2009). Although the Interstate School Leaders Licensure Consortium (ISLLC) guide for performance expectations and indicators for educational leaders provided examples of types of leadership dispositions as early as 1996, these examples were removed from the updated 2008 standards (Interstate School Leaders Licensure Consortium, 1996, 2008). Undaunted by the more recent absence of specific mention of disposition in the standards, researchers continue to identify dispositions as meaningful. There is a growing body of research identifying the attitudes and skills needed by a school leader to create a positive learning culture for a wide range of learning needs. At the core of dispositional work for principals is the understanding of the non-concrete, philosophical, experiential and reflecting components of principal leadership that are at play in disposition development.

Young (2010) notes that philosophy has always been the underpinning of educational practice. Lumby and Morrison (2010) describe leadership as a combination of emotions, thought and actions that are used to influence others. Principals have the unique power and position to act as an integrative force to build a culture of inclusiveness in schools (Reyes & Wagstaff, 2005). Ainscow (2001) outlines inclusive practices as "the creation of a school culture that encourages a preoccupation with the development of ways of working that attempt to reduce barriers to learner participation" (p. 3). The administrator's positive attitude towards inclusionary practices and humanitarian principles is critical (Harpell & Andrews, 2010, p. 202). Fraser & Shields (2010) are in agreement: "The school and classroom are microcosms of society and will reflect dominant norms of power, privilege, and status unless school leaders devise and enact specific policies to ensure social justice" (p. 13). There are laws and policies to guide practice but the beliefs and values are the enzymes that make it work in a particular way (Young, 2010, p. 55).

Many studies seek to get at the philosophical underpinnings of dispositions for leadership related to creating inclusive learning conditions for marginalized learners. These studies examine the dominant discourses that influence the movements to include students from diverse cultures, different learning needs, a variety of economic backgrounds and languages. The area of disability is rich with research related to the nuances and shortcomings of creating communities that serve a wide range of learners. Fraser and Shields (2010) note that, although legislation affirms the rights of those with disabilities, those who strive to include all students may have different motivations. They explain that motivations may originate in feelings of either sympathy, treatment, or charity (Fraser & Shields, 2010). Specht and Young (2010) generalize these discourses as "ableism" or, as Hehir (2005) proposes, the belief that it is better to be without a disability than to have one. Given these primary discourses, a principal setting out to create an

environment that is accessible to all learners requires the opportunity to develop more positive dispositions that move away from a benevolence-based and deficit-identifying motivation. Although these researchers are looking specifically at issues of special education, the outlining of leadership motivation is relevant to the wider range of non-majority groups in the school community. Nat Hansvadha and Charles Slater (2012) discuss the imperative for increased research on the development and support of culturally competent principals. Many researchers explore the origination and development of these dispositions from a growing social justice perspective in principal leadership.

Disposition is a set of behaviors that an individual develops over time and with reflective experience. Research on principal disposition has been somewhat sidelined in recent decades in favor of studies related directly to student achievement. As the research confirming the principal's power and influence on school communities continues to grow, the specific fields of research for special education, multi and cross-cultural education, and social justice in education will need to converge to highlight the dispositional parallels and create a common language around the importance and understanding of principal disposition.

Measuring Dispositions for Creating a Culture of Learning for All

Fundamentally, school leaders must develop a comprehensive understanding of inclusionary practices, successes, concerns and pitfalls. In addition, they need to promote their own values and beliefs regarding the education of all students, asking the right questions to get at the successes and challenges and then determine the support (Barnett & Monda-Amaya, 1998; Edmunds & Macmillan, 2010; Renihan & Noonan, 2010; Theoharis & Causton-Theoharis, 2008). As Cindy Praisner (2003) concludes in her study of the attitudes of elementary principals, "the degree to which administrators support change efforts is often determined by the attitudes

and values they hold" (p. 141). Principals who have personal knowledge of special education, have high rates of self-reflection, cultivate strong relationships with special education staff, and are considered to be risk-takers, were all reported to be those with strong positive beliefs regarding educating all students in the general education environment (Wakeman et al., 2006).

The research on leadership disposition abounds with generalizations of actions principals take that produce results which increase the inclusion of a wider range of learners in the school environment. Pudlas (2010) discusses the concept of "invitational education," with principals cultivating teachers who are inviting versus disinviting in their messages to learners. Closely related to perceptions, these messages highly influence student self-perception and performance (Dweck, 2006; Edmunds & Macmillan, 2010; Louis et al., 2010). The work of the principal is to foster positive perceptions of all learners in the community, for both adults and students (Pudlas, 2010). In order for a school community to respond to the needs of increasing diversification, the principal's position is key in cultivating beliefs and understandings as well as supporting the practices that grow these beliefs and understandings in the community (Riehl, 2000, pp. 60-61). These generalizations are important, but less informative when trying to develop a leadership program or training which fosters these abilities. There is clearly a need, but little connected evidence that would help create the training opportunities for this type of educational leadership disposition.

The greater body of research on measuring and determining disposition is in the field of teacher education and relates to special education and multiculturalism (Canfield-Davis, Tenuto, Jain, & McMurtry, 2011; Monahan & Marino, 1996; Reeves, 2006; Richards, 2011; Thompson, 2009; Townsend, 2009; Van Reusen, Shoho, & Barker, 2000). This makes sense as classroom teachers are on the frontline of influencing students. Research to assess the types of dispositions

of principals, as well as their impact, has been somewhat sidetracked by the focus on accountability for student academic improvement placed on school leaders (Eacott, 2011). This may also account for the absence of dispositions in the ISLLC 2008 standards. Eacott's (2011) remarks indicate that even half way around the world, Australia has not escaped the relentless drive which measures educational outcomes in economic and political terms. He connects this single-minded purpose to a chronic weakening of the educational leadership field, endorsing principals with a limited skill set at the cost of creating and supporting school leaders who "understand the state of play" and can "engage in the conversation of the world" in their contexts (Eacott, 2011, p. 157).

Laura Schulte and Penny Kowal (2005) recognize the gap in the process for developing and understanding administrator dispositions and seek to create a valid and reliable tool to measure administrator disposition. Their measurement tool is aligned with the Standards for Advanced Programs in Educational Leadership (Council of Chief State School Officers, 2003:National Policy Board for Educational Administration, 2002) and modeled on the Teacher Disposition Index (Schulte, Edick, Edwards, & Mackiel, 2004). Their research indicates that dispositions can be measured, but this defines a new task for training and review programs "because dispositions involve human behavior, teaching and assessing dispositions bring about new challenges" (Schulte & Kowal, 2005, p. 86). Clearly, more information regarding disposition, what it is, how it is cultivated, and how it impacts environments for learning is warranted.

Theoharis and Causton-Theoharis (2008) conducted a qualitative study of dispositions for preparing successful inclusive leaders and determined that there is a close tie with leadership for social justice. They selected, through a rigorous process of referral and cross-reference, three

interview subjects. They identified three critical dispositions for successful inclusive leadership. The first is a global view that understands inclusion is not a special education concern but about creating schools that are positive for all students. The second is developing a "bold, imaginative vision," and the third is the leader's belief that he or she has the power to make changes and engage in this work (Theoharis & Causton-Theoharis, 2008).

In an earlier study to develop a theory of social justice educational leadership, Theoharis (2007) concludes that principal administration programs need to prepare candidates to be socially just leaders, but that the work to advance social justice requires an understanding and integration of topics and knowledge that is not generally taught in principal training programs (p. 250). Riehl (2000) concludes from her own overview that principals have potential to engage in supporting and growing positive and diverse learning communities when they have "a relentless commitment to equity, voice, and social justice…" (p. 71). Prototypes of a principal can be strongly influenced by the cultures which promote and support the leaders (Lumby & Morrison, 2010). How will this knowledge inform the understanding and development of principal disposition? Interestingly, there has been a significant absence of an ethical social-justice perspective in the field of strategic leadership in education (Glanz, 2010).

The new education evaluation system currently being adopted by Massachusetts as a result of the federal Race to the Top standards for teachers calls attention to the need for all educators to attend to diverse learning needs. Specifically, under standard III, Family and community engagement, there is a common benchmark regarding diverse learning needs which is present in the superintendent, principal, and teacher evaluation. These benchmarks do not just outline what teachers have to pay attention to, but what principals and superintendents have to pay attention to in order to create conditions for teachers to meet the diverse learning needs of

the community (From Part III, Model Systems of Education Evaluation, Guide to Rubrics and Model rubrics for Supervisors, Administrators and Teachers, 2011). The specific inclusion of this standard and related benchmarks attest to the level and concern and importance at the national, state, district, and building level to meet the needs of all learners in order to reach common education goals.

The research on school leadership, generally speaking, seems to support the adoption of a more facilitative style of leadership, focused on trust and teambuilding, as an answer to many of the needs for leading a school that embraces educating a wide range of learners (Ainscow, 2001; Bryk et al., 2010; Edmunds & Macmillan, 2010; Elmore, 2000; Leithwood, Lewis, Anderson, & Wahlstrom, 2004). Administrators need to generate faculty and staff empowerment for professional development—giving educators the freedom to develop and use skills that will facilitate educational practice that reaches more students. In particular, Harpell and Andrews (2010) view administrators who successfully cultivate inclusionary practices as those who empower and guide teachers to choose and participate in their own professional development. Ainscow (2001) characterizes this as a need for "educative leaders" (p. 4). John Ross and Marie-Josée Berger (2009) tie these skills to a principal's ability to create equitable schools (p. 463). Leo and Barton (2006) identify effective school leaders of inclusion as having the ability to transform structures and resources to move beyond the status quo. The real questions fall in the area of how to assess, develop and support a leadership disposition that can perform these tasks well.

Related and Extended Research and Terms

Current identified leadership practice for many aspects of the principal's job facilitate the support and development of inclusionary practice: being visible, acting as a sounding board,

seeking resources, facilitating sharing of success, and setting the educational compass are just a few. Additionally, the principal's ongoing support of staff and scheduling so teachers are able to work as a team can also be helpful (Young, 2010). Both studies of, and strategies for, developing the dispositions that are required to make these skills useful for creating and sustaining inclusive environments are just emerging. Some of the emerging research is connected to the related terminology which could be considered a part of a given disposition such as ethics, morals, and values. Leo and Barton (2006) offer the perspective that senior leaders are connecting their "moral values and commitment to inclusion and diversity" to make headway with the issues of disadvantage and underachievement.

Jing-Ping Sun (2011) has discussed an approach to ethical decision-making and ethical responding that follows a framework to assist administrators when decisions require values, rationality and reasoning to result in an ethical response. Rationality, in this sense, refers to the intertwined relationship between values and reasoning. Even this proposed model, however, is couched in conditions and acknowledges that it is only a framework that will need to stretch and grow as school culture becomes wider. Additionally, it does not measure or develop dispositions: instead it suggests a decision-making pathway for an ethical purpose.

Claiming the success of teacher induction programs as potential models (National Commission on Teaching and America's Future, 2003,) Harpell and Andrews (2010) note there is some merit in using this model with practicing educators required to adopt new knowledge and skills (p 24). Ongoing and purposeful reflection on experience shows promising changes (Helsing, Howell, Kegan and Lahey, 2008; Theoharis & Causton-Theoharis, 2008). Northern Kentucky University has supported the National Network for the Study of Educator Dispositions since 2002, holding an annual conference and presenting research advancing and refining the

study of dispositions across education. The development of this national network underscores the study of disposition as particularly important related to the principalship, school leadership and future research. The emergence of an increased interest in leadership dispositions therefore raises questions related to who will be setting the directions and priorities for dispositions of leadership development.

Those who have historically held the position of principal may not possess the experience and dispositions to guide the future. Drawing from the fields of research related to marginalized learners and subgroups and defining the commonality of language and learning goals between these groups may clarify and expedite the development of models, skills and training for the successful leaders of our increasingly complex learning communities. Research may benefit from taking a step back to look at the field of education from a wider worldview.

Is a Common View for Change Possible?

Dominant culture and belief systems of a society or a community will continue to have an impact on the perception and expectations of an educational leader. Because of these current and future changes to our school communities, it is necessary for principal development and support programs to explore and understand these factors related to diverse communities (Lumby & Morrison, 2010; Shah, 2010). The current view, or dominant paradigm, of looking at diversity in our schools is primarily through a deficit-focused lens. Furthermore, diverse school culture is often looked at by those not a part of the diverse culture, but of the dominant culture with a particular lens of experience and expectation. The movement to legally include learners of exceptionality has brought forth unintended exclusivity consequences. As David Hansen, Stephanie Burdick-Shepherd, Cristina Cammarano, and Gonzalo Obelleiro (2009) point out, “every act of resistance to change creates change” (p. 592). Throughout the developed world,

progress in providing special education has been based on a majority or dominant culture assumption of what is normal. The word inclusion implies we are bringing in something to a majority or center (Ruairc, 2011). Ruairc (2011) would argue that the idea of *inclusion* (for any group) is a utopian ideal, fully burdened with all the baggage of imposing a utopian ideal in a real life context (p. 26). Even *inclusion* and *diversity*, benign words at the start of their use in education, have come to invoke a deficit-based meaning on the educational concern they are associated with (Leo & Barton, 2006). As we ask leaders to consider and develop favorable dispositions to create communities that include all learners, they must also become critical evaluators of what they are asking all students to be included in. Theoharis (2007) notes that many will claim that a socially just leader possesses the qualities of "just good leadership." He disagrees with this characterization, maintaining that a socially just leader goes beyond the assumptions of good leadership and that good leadership needs to be redefined as leadership for social justice (Theoharis, 2007, p. 251). In this way, social justice leadership meets the needed criteria for current and future school leadership (Zembylas, 2010).

Globalization puts a new and evolving set of demands on the educational leaders of the present and future (Litz, 2011). Predictions are that the *instructional* leader will be surpassed for the need of the *transformational* leader, keeping in line with recent comprehensive leadership research (Bryk et al., 2010; Glanz, 2010; Leithwood et al., 2004; Louis et al., 2010; Melton, Mallory, Tysinger, & Green, 2011). *Relational* leadership, described as the ability to read the context and adopt different leadership components, may also be a leadership style that supports the reflective and collaborative learning environment of the 21st century (Coleman, 2011; Richardson, Imig, & Ndoye, 2013). The effects of globalization are often framed in positive terms, but there are as many potential negative outcomes related to economic and cultural

intrusions, which must be considered as the research on leadership dispositions evolve (Litz, 2011). Hallinger and Leithwood (1998) point out that developing a cross-cultural lens on educational thinking will benefit both theory and practice. Overarching much of the research on leadership is the current complacency to confront status-quo leadership endorsement (Eacott, 2011b; Rapp, 2002; Shah, 2010). There are concerns relating to the support of leadership development programs that "endorse logics, curriculums, and agendas of "success" that privilege the histories, language and dispositions of white, middle class, male success" (Rapp, 2002). There may be a set of conditions we must clarify as we look at the research on leadership dispositions related to what might be missing from the leadership discourse as a whole. Is studying the dispositions of current principals going to set us on the correct path for developing dispositions for the future?

Concerns for future educational leadership disposition are not exclusive to the United States. The needs for a school leader who possesses the skills to create learning opportunities that thoughtfully include aspects of special education, differentiation, race, poverty, diversity and global perspectives are concerns throughout the western world (Brundrett & de Cuevas, 2008; Hallinger & Leithwood, 1998). Nor is dispositional change exclusive to the world of education. Business schools, as well, are looking to develop leaders who are pursuing socially just and economically sustainable principles (Greenberg, McKone-Sweet, & Wilson, November 1, 2011). They discuss worldview leaders as having a "cognitive ambidexterity" or ability to name both predictive and creative approaches to leadership decision and action (Greenberg et al., November 1, 2011). Hallinger and Leithwood (1998) point out that Western cultural dominance and assumptions override the ability to assess the value of other cultural beliefs and practices in education (p. 133). (Helsing et al., 2008) suggest that educational leaders may come to these

dispositions to lead multi-diverse schools through an adaptive process that promotes professional transformation. This process includes challenging others to question values, beliefs and habits through the use of an "immunities to change framework," developed as a part of understanding, developing and changing dispositions (Helsing et al., 2008). These intentions and directions imply there may be troubling waters ahead for developing the next generation of leaders. First, there is little research on how to identify this next generation of school leaders (Brundrett & de Cuevas, 2008, p. 256). Additionally, as confronting the norms generally held by the school community becomes necessary, this will likely provoke the level of community anxiety with a further set of consequences and implications for principals (Lumby & Morrison, 2010). This also sets 21st century leadership and dispositional development in an emotional management context.

Jill Blackmore (2010) explores the challenges to understanding the notion of social justice as leadership. She characterizes this type of educational leadership as an "emotional labour." She argues that "one cannot disaggregate from the relational, emotional, and identity work of leadership how we think of, and position, ourselves as racialised and gendered beings, products of particular cultural histories and personal biographies" (Blackmore, 2010, p. 643). Blackmore takes issue with the literature and training for school leaders as it has treated emotional literacy as a skill rather than understanding of self-identity within a construct of diversity. Blackmore quotes Boler and Zembylas regarding the need to push people outside their comfort zone in order to understand, and then change, their actions. They refer to this as a "pedagogy of discomfort" where "one begins to identify unconscious privileges as well as invisible ways in which one complies with dominant ideology" (Boler & Zembylas, 2003, p. 111, as cited in Blackmore, 2010). Larson (2008) describes modeling "courageous conversations" that uncover and bring to the forefront the power plays of racism and classism (p. 169). While

Blackmore underscores the importance of this aspect of leadership development as it influences disposition, this also highlights a complicated and somewhat controversial angle. Who will determine and quantify the "correct" ethics and morals? Are these culturally transferable in a multicultural environment?

There are proponents and critics of developing educator dispositions. Some strides have been made towards the development of disposition surveys and indexes for administrative leadership (Melton et al., 2011; L.E. Schulte et al., 2004; Laura E. Schulte & Kowal, 2005). Discussion related to what a disposition is and what type of disposition should be encouraged or developed opens the floor to debate from every corner. Critics of the study and promotion of disposition type in teacher qualifications see such efforts as an unjustified intrusion into personal freedom (Splitter, 2010). In addition, there continue to be differences regarding understandings of what the terms *inclusion, multiculturalism, diversity, race* and *poverty* mean in our schools. Many past efforts to lead our schools towards meeting the needs of all learners who come through the doors have resulted in the development of parallel education systems that are not equitable (Artiles, Harris-Murri, & Rostenberg, 2006; Ruairc, 2011).

Perception is the reality. In this sense, the issue central to diversity is not the type or kind of differences which make one diverse, but how dominant groups endow the diversity with privileges or lack of privileges. Schools that are working towards meeting the needs of all learners need to be led by leaders who are solidly grounded in who they are in the world and open to guiding, supporting and confronting a community to understand themselves and others so that no one group is denied or has enhanced opportunities to learn based on their subgroup identification. Theoharis (2007) notes that principals need to be able to "enact resistance," which includes knowing the self (p. 250). As Jack Lumby and Marianne Coleman point out in their

opening editorial of the issue of *School Leadership and Management Journal* devoted to leadership and diversity, just defining diversity on paper is an act of power by nature of the characteristics considered in the diversity discussion (Lumby & Coleman, 2010). Even a discourse based on social justice relies on the individual view of what social justice is. Some suggest that social justice theory in public education is a natural transformation of the moral accountability in the roots of the American education system (Firestone & Shipps, 2005). Artiles et al., (2006) would promote the idea of more transformative social justice models that avoid homogenization of all groups or singling out the special status of individual groups as a way to provide the needed resources. Exceptionalism, a form of defining a subgroup, can create a condition of "othering" which results in reduced educational access and experience (Schoorman & Bogotch, 2010). There is little argument that, although social justice in education may have wide meanings, the core issue is about access and availability of resources and opportunities – including the expectation that a leader will support a community of learning for all (Furman & Shields, 2005).

Bourdieu's Theory of Habitus and Field Applied to the Study of Principal Leadership

Pierre Bourdieu's theory of fields' disposition provides a jumping-off point to understand both the objectivity and subjectivity which dispositions bring to bear on decision-making (Bourdieu, 1977). A sociologist with strong roots in cultural anthropology, Bourdieu saw dispositions as the middle ground where social laws and individual mindsets meet. Bourdieu (1977) uses the word habitus to describe a stance that an individual takes—and that stance is informed by dispositions. Bourdieu states that the interrelationship of dispositions creates a special metaphor for society which he calls a "social field." He also suggests that there is a two

way relationship between the social fields and the habitus (Bourdieu, 1977). Understanding Bourdieu's theory of field's disposition and the role of habitus in relation to fields is a critical framework to understand the role of disposition in the work of a principal to create a learning environment accessible to all.

Schmidt and Venet (2012), in looking at the subjective view a principal may have, use Shapiro's definition of attitude: "the tendency for an individual to act or react positively or negatively to his or her world based on values, beliefs, and paradigms rooted in his or her social experience." (Shapiro, 1999, p. 8-9, as cited in Schmidt & Venet, 2012). Not only does this definition align with the description of disposition, it opens the pathway to thinking about disposition in relation to Pierre Bourdieu's theory of social fields and positioning oneself on the field of play as a principal. Schmidt and Venet (2012), in their conclusion, stress that research needs to examine the context a principal operates in as well as where the principal may situate him or herself within the context.

In a special issue of *The British Journal of Sociology in Education*, Reay, Arnot, David, Evans, and James (2004) illuminate the appropriateness of connection to Pierre Bourdieu's particular "synthesis of philosophy, social anthropology and sociology underpinned by a passionate commitment to social justice" (p. 411). There are several others who have drawn on the theoretical work of Bourdieu to refine and set a future course for understanding educational leadership (Crossley, 2002; Eacott; 2011a, 2011b; Gunter, 2004; Lingard & Christy, 2003). What could be more closely aligned with trying to understand dispositions of principals than looking at work which seeks to unveil the invisible and subtle forces that hold modern societies together? (Crossley, 2002, p. 187). Crossley proposes that by raising awareness of the hidden forces, the door is open to improvement (Crossley, 2002, p. 188). Given the different logistics of practice in

the social field that a principal walks and works in (think urban versus suburban) it would be difficult to examine the work a of a principal without understanding the exchange between the individual (principal) and the field (students, teachers, staff, parents, central office, community, etc.) (Lingard & Christie, 2003). In particular, Bourdieu's theories provide a way to look at the leadership discussion that moves away from the trait-based idea of a principal as hero and move towards the idea of a principal's use of a collection of dispositions which come forward and pull back depending on the social field (Lingard and Christy, 2003). Bourdieu's theory of fields—its structure, gaps, distances, asymmetries and forces (its "capital")—provide a compelling framework to study education and specifically, the work of the principal (Bourdieu & Wacquant, 1992, p. 101).

Understanding disposition to create and support a community of learning for all is the rising edge of the next wave of educational leadership research. Both the definition of disposition and the ways to assess disposition vary greatly depending on the context of the definition and the context of the measurement (Thompson, 2009). More needs to be uncovered about how effective school leaders know and think about the wide range of learners in their schools and the results of the actions they take to increase access to learning for all (Furman & Shields, 2005; Smylie, Bennett, Konkol, & Fendt, 2005). Once this is understood, developing principal dispositions to lead diverse learning environments will require changes to the understanding of accepted norms and exceptions of school communities. As Blackmore extends Trifonas's thought, "this means developing an 'ethical consciousness' about difference that leads to its inclusive articulation through the cultural practices of schooling" (Trifonas, 2003, as cited in Blackmore, 2011). Michèle Schmidt (2010) calls for principal preparation programs that provide emotional exploration, which current organized professional development programs and university based

programs do not provide. Emotions generally inform dispositions and so this would seem to be a critical connection to dispositional development. Although potentially wide in scope and incalculable in a standardized way, these aspirations are not reasons to dismiss disposition study as an important area of principal research. Hansen et al.'s (2009) exploration of cosmopolitanism as an active and reflective way to respond, rather than react, to outside influences, holds promise. Unquestionably, both current and future school leaders will need specific dispositions to understand, support, encourage—and at times, confront—community growth to meet the needs of all learners.

The specific fields that seek to illuminate leadership which supports the education of all subgroups sometimes complicate the connections for common understandings. Special education, multicultural, cross and inter-cultural education, and social justice education each bring common elements to the discussion of equitable education for all. Dispositional research may be best served by looking at the research related to school leadership and diverse learners that emanate from specific fields, but the work ahead is to bring the findings of these research areas under a common umbrella. In this way, each interest may inform the others and we can collectively move forward to understand and support leadership for a diverse learning community.

The following chapter includes an explanation of the research methods, a rationale for selection of subjects and a description of the setting of the study. This chapter provides a detailed description of the demographic questions and open-ended questions used to collect these data. In particular, the interview questions asked and their relevance to the overarching research questions are discussed. The research methods and decisions to employ these methods in this qualitative, interpretive inquiry were established in relation to relevant literature surrounding

qualitative research methods. Specifically the aspects of narrative study used for understanding are explored. A discussion of the rationale for themes that emerge from the analysis of the interviews is included. The interview transcriptions were reviewed for emerging themes and compared to researcher notes taken by hand during the interview. Thematic patterns noted in individual interviews were cross-compared with other interviews for relevancy. This chapter also clarifies the limitations and delimitations of the study as well as related explicit subjectivity attached to the area of study.

CHAPTER THREE: DESIGN OF STUDY

Chapter Three includes a review of the purpose of the study, the research questions, and an explanation of the research methods. Additionally, this chapter presents a rationale for selection of participants and a description of the setting of the study. This chapter also provides a detailed description of the data collection process, including a discussion of the open-ended questions used to collect these data and their relevance to the overarching research. The data analysis steps, including both data management and content analysis, are reviewed. Validity, as it relates specifically to this research, is also presented.

General Purpose of the Study

The purpose of this study is to understand both the emergence of principal disposition and the role principal disposition plays in creating and sustaining school communities that meet the needs of a wide range of learners. This study of principal disposition is based on a set of in-depth interviews with individuals who are currently elementary principals. In order to begin to outline what informs a principal's actions, this study sought to understand a principal's self-reported dispositional beliefs regarding diverse characteristics of students and families and their access to learning. Those dispositions that could be connected to a principal's motivation to create conditions that provide access to learning for a diverse school-community membership were noted. Additionally, an attempt was made to explain the ways principal dispositional beliefs may, or may not, inform their decision-making regarding the diverse learning needs of students and families, as well as the support and barriers they may encounter.

Research Questions

Included in this inquiry are the following broad-based guiding questions:

- What do principals report are the background experiences informing their dispositions to create educational access for a diverse school community?
- What do principals self-identify as the conditions they have created that provide learning access for a diverse school community as a result of their disposition?
- What do principals report are the factors that support or challenge their decision-making regarding students and families with diverse characteristics?

Methodology

The research methods and decisions to employ these methods in this qualitative, interpretive inquiry are established in relation to relevant literature surrounding qualitative research methods. Specifically, the aspects of narrative study used for understanding experiences are explored. Also included is a discussion of the rationale for themes that emerge from the analysis of the interviews. These interview transcriptions are reviewed for emerging themes and compared to any notes made during the interview. Thematic patterns noted in an individual interview are cross-compared with other interviews for relevancy. This chapter also clarifies the limitations and delimitations of the study as well as related explicit subjectivity attached to the area of study.

Narrative Research

Much of this study was informed by the tenets of a qualitative, narrative study. Stories provide a unique platform for collecting data regarding the work of principals. Narrative inquiry allows the researcher to examine the experience of a story told as the object of study (Atkinson, 1998; Chase, 2005; Clandinin & Connelly, 2000; Riessman, 1993). Terry Quon, Allan Walker

and Peter Bodycott (1999), defend story-telling as a means of understanding leadership and how it provides an opportunity to explore, in depth, how leaders work. In interviews conducted for this research principals tell stories in response to questions regarding school leadership self-perceptions and motivations. This study does not seek to measure disposition but to describe what individuals relate as the connection between his or her own beliefs, experiences, and actions as a principal regarding creating an educational environment that is accessible to a wide range of learners.

Initially, research intentions sought to find specific transformative phenomena connected to the work (and disposition) of principals to create an environment accessible to a wide range of learners. What was uncovered included some common and surprising information about the understandings and difficulties principals may have with consistently and persistently thinking about and working to create an environment accessible to a wide range of learners. This led the researcher to explore the strengths and weaknesses of the narrative approach in order to more fully convey the data collected. Thematic analysis has presented similar challenges to other researchers (Bishop, 2012). Clandinin and Connelly (2000) succinctly capture this study's trajectory towards this research methodology: "In most instances, research purposes that were clear prior to entering the field have shifted and changed, leading the writer to feelings of doubt about the purposes of the research text" (p. 138). The data collected is understood to be rich information regarding what consumes the thought, time, and work for this selection of elementary principals. Their stories reveal insights into the factors at play as they make daily decisions about learning and access in their schools. These same factors, however, may also play a role in inhibiting principals from developing and expressing a deeper and more comprehensive level of self-reflection which connects to a more philosophically based expression of why and

how they do the work they do. Faced with the challenge regarding how best to report rich and meaningful information which fundamentally did not answer the original research questions, a narrative methodology was the best match.

Riessman (1993) describes a narrative methodology that both expands and narrows the text depending on the who, what, when, and where involved in five steps of representation: attending to the experience, the telling of it, the transcribing of the experience, the analyzing of it, and the reading of the analysis of the experience (Riessman, 1993, p. 9-13). To accept narrative inquiry in research one must accept that the narratives themselves are interpretive of an experience and then must be interpreted themselves. The narrative approach, rather than providing sub-categories and definitive answers to a research question as a quantitative approach might, provides strong footholds for the temporal reality of how a person understands her or his place, actions and being in a given context.

This study is a narrative analysis based on the recorded spoken word interviews. These interviews are analyzed for the stories the interviewees tell regarding their work to create a learning environment accessible to a wide range of learners. This is not representative of case study methodology for the following reasons. This is not the study of an event, a program, or activity and it does not use multiple sources of information from the interviewees (Creswell, 2007, p. 78-79). The analysis for this research is in identifying the stories.

There are no hard and fast rules for the application of the narrative methodology. To overly defend a qualitative approach to analysis can inadvertently elevate the quantitative methods use in social science, thus diminishing the knowledge we gain from a qualitative study. Riessman includes a quote from Kenneth J. Gergen that reminds us of the often-found inconsistencies and revamping of quantitative science.

> The sciences have been enchanted by the myth that the assiduous application of rigorous method will yield sound fact—as if an empirical methodology were some form of meat grinder from which truth could be turned out like so many sausages. (Gergen, 1985, p. 273)

Narrative analysis is an important structure of study and understanding for educational leadership. Narrative stories contain knowledge that is specific to contexts. The application of narrative analysis facilitated a conceptual shift in understanding how principals make meaning out of their work in their common contexts. The stories principals tell are important, and equally important is the structure they impose on their stories as they tell them. The common structural ways the principals responded to the questions and the common ways they framed their stories became the focus of this research. The narratives revealed the meaning behind the described actions the principals took to create access to learning for a diverse school community (Chase, 2005; Ospina & Dodge, 2005; Pepper and Wildy, 2009).

A narrative analysis allowed for a view of how the participants interpreted and conveyed what they did (Ospina & Dodge, 2005). However, narrative analysis is also a negotiated and active social discourse, an on-going reconstruction and influence between the researcher and the research (Chase, 2005; Striano, 2012). Additionally, this analysis resulted in a theoretical understanding of the function of the narratives told as well as an interpretation of the data (Maxwell, 1992).

The narrative methodology was a suitable fit to illuminate what stories surround principals that allow them to feel a connection to their deeper selves and at the same time carry out the technical and managerial demands of the principalship. Therefore, this view of study is

theoretically connected to Bourdieu's sociological theory of habitus and social field (Bourdieu, 1977). Bourdieu provides a way to view leadership in the social field in which it occurs (Grenfell & James, 1998; Eacott, 2010). This qualitative study is an interpretive inquiry due to the need to understand a complex issue.

Selection of Participants

Subjects for this study of elementary principals were selected based on a willingness to work with the researcher. The participants of this study were selected to understand the self-reported specific intentions of a small group of principals working in the same district regarding student and school community access to learning and how their experience and field of work influence these self-intentions. The interest of this study was to collect data regarding leadership dispositional character of a specific school district and commonalities of the dispositions expressed, not the specific achievements of individual principals. Five potential subjects were contacted initially by phone or in person. Based on response to a follow up email, (see Appendix A) subjects were provided with additional information regarding the design and purpose of the study, as well as an outline of their commitment and anonymity of participation in the study. Focusing this research on a group of principals in the same district in order to understand the collected dispositional character of these principals is purposeful. This approach made it possible to look beyond the individual qualities and traits as a heroic individual.

Subjects for the study were confirmed and a follow-up discussion with the researcher regarding further details regarding the intentions and scope of the study occurred. Time commitment, use, and security of information, as well as potential benefits to the participant in terms of information gained that may inform individual practice, were discussed and clarified.

Participants were informed that they may withdraw from the study at any point. All participants were asked to sign an agreement for participation in the study (Appendix B).

The researcher explained procedures for anonymity through the use of pseudonyms for participants, their schools, and the district. Additionally, the researcher reviewed terms of ownership for the data and the security and use of the participants' information gained in the study for current and future use. Participants had access to the transcription of their individual interviews. Participants were informed that all data gained from research would be in the sole possession of the researcher, stored on a secure drive that is password protected. They were also informed that data would be used only for the purposes of this study and that should the data become relevant to future studies, participants would be asked to re-consent for the use of the data in any project other than the originally proposed research. Table 3.1 is included to demonstrate similarities and differences in principal profiles.

Table 3.1

Principal Profiles

Name	Age	Years in education	Years as a principal	Years in current position
Nancy	54	25+	24	5
Mary	45	24	12	4
Betty	50	25	5 P/13 AP	5
Fran	53	25+	19	6
Anne	63	25+	18	11

Research Setting

Pine Valley is a suburban community with a population of 34,000 about twenty miles outside of a major northeast city. The median house price is over $500,000 dollars and the median income is just over $70,000 dollars (U.S. Census Bureau, 2013). In this community there are over 6000 public school students in six elementary schools, three middle schools, and one high school. Five of the six elementary schools are kindergarten to fifth grade, one is preschool through second grade. The student population in the elementary schools ranges between 275 to 680 students. The student body is predominantly white at 77.6 percent with Asian students the second highest race/ethnicity identity at 13.2 percent. Hispanic enrollment is at 4.6 percent, multi-race, non-Hispanic enrollment is 2.4 percent, and African American enrollment at 1.8 percent. The percent of district students who are identified as eligible for special education is 16.5 percent and 9.4 percent of students report a home language other than English. The percent of students accessing free or reduced lunch is 9.4 percent (Massachusetts Department of Elementary and Secondary Education [ESE] (2012).

Data Collection

The data collected and the instruments used to collect these data are in line with narrative research. The collected data included a demographic questionnaire and, primarily, open-ended interviews.

Instrumentation

The researcher took written notes as well as digitally recorded the interviews. The instruments for collecting data included a brief demographic questionnaire administered by the interviewer at the outset of an interview (Appendix C). The intention of this questionnaire was to gain information related to the individual's number of years both teaching and as an

administrator, degrees earned, participation in mentor or other professional development programs, as well as self-reported characteristics of communities previously worked and lived in. These demographic questions assisted in establishing rapport and were followed by a set of open-ended questions related to providing information to answer the core research questions of the study. Additionally, the researcher determined to allow the interviewee to consider the questions at the time of the interview (rather than beforehand,) in keeping with the semi-structured interview format. The interviews were scheduled over a two week period and took place at the interviewee worksite, generally lasting between one to one and one half hours. The researcher, upon review of the data, scheduled a follow-up interview with each subject to clarify statements made by individuals and to probe more directly statements and comments which were considered relevant to emerging themes. These interviews occurred approximately three months after the initial interviews and lasted approximately one half to one hour. These interviews were also digitally recorded.

Interview questions. The intent of the interview questions was to look at connections that exist between factors that may inform a disposition to lead a learning environment accessible to a wide range of learners, not to prove or disprove a specific disposition (Appendix D).

The researcher piloted these questions with four principals who were not participating in the study to ensure the intent of the questions was met. Based on the pilot experience, the researcher determined that the research would benefit from a re-ordering of the questions.

The interview questions were designed to generate information to inform multiple research questions. Interview questions that focused on background experiences asked an individual to explore significant life events that he or she connected to both education and the principalship. Additionally, questions related to an individual's personal and professional world view and any

significant connections between formative experiences and these views were explored. To gain information related to a principal's disposition for creating conditions that provide learning access to a diverse school community, questions regarding priorities and the interviewees self-perceived professional impact of his or her world view were explored. Additionally, interview questions explored what principals report are the factors that support or challenge their decision-making regarding students and families with diverse characteristics. A principal's views related to the impact of standardization and data-driven instruction on creating a learning environment for a diverse community were also probed. Questions related to professional vision, supervisory challenges and risk-taking formed the basis of information in this area of the research.

Management of Data Analysis

The analysis of the data includes both the methods employed for the management of the data as well as those used for the analysis of the content of the data. The responses to these questions were digitally recorded and the researcher took notes during the interviews. Upon transcription, the entire content of each interview was entered into qualitative analysis software (QDA Miner Lite) and Microsoft Excel where it was coded for categories and themes noted by the researcher in the interview process. Follow-up questions were individualized based on the initial individual interviews and responses, as well as research memos. The additional data was also entered into the previously prepared analysis structures and coded for any new categories and themes, as well as those previously developed.

The analysis of the data was a continuous spiraling inward and outward process. The data resulting from the first interviews were sorted for numerous categories related to the research questions. These categories were then combined into broader categories common to all interviews. These broader themes were then cross-referenced for commonalities. Researcher

memos were reviewed alongside the data to assist in locating the possible deficits in the data related to the original research questions. This also allowed the researcher to identify areas of clarification and elaboration in further data collection that could provide possible connections between personal and/or professional experiences and motivation to provide educational access to a wide range of learners.

Additional interview data was collected and added to the existing broad themes that were developed. The entire data set was reviewed by the researcher to identify the thematic stories principals were telling about their work to create access to learning for a diverse school community. These stories were then re-categorized in relation to the initially identified categories that reflected *time, compliance and management.* Further analysis of the narratives using the lens of Bourdieu's theory of habitus and field resulted in specific themes regarding the work of these principals to provide equity.

Content Analysis

Initial steps of analysis included immersion in the text of the research using a prepared qualitative analysis program. An additional analysis structure was created when the categorical sorting began to hinder the understanding of the data and the stories the research was revealing. Clustering of codes revealed relationships that did not directly (or indirectly) answer the research questions. At this point the analysis backed away from the categorized sort of the data and began to identify what stories were being told in the data. Themes began to emerge from this process and narratives were identified. Stories were re-categorized for content in the three broad categories of time, compliance and management. Similar stories told as a direct result of a question were also noted to identify any common themes and categories were refined. Figure 3.1 describes the steps in the analysis process.

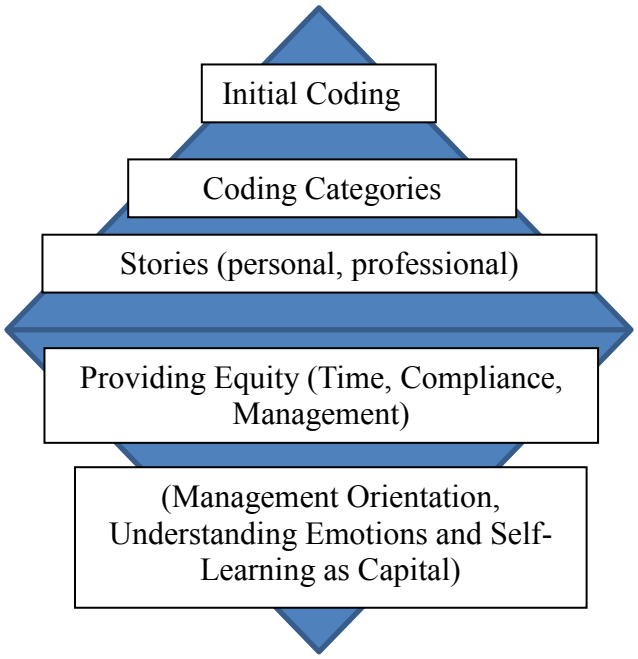

Figure 3.1 Content analysis process overlay

Validity

A number of steps were taken in order to reduce the threats to validity. A rationale for development and selection of questions is reviewed. Additionally, the role of the researcher is reviewed for limitations and biases.

Joseph Maxwell (1992) discusses categories of validity in qualitative narrative research which include, foremost, descriptive validity – making sure there is descriptive accuracy regarding the data. Maxwell describes this as the primary validity category on which his four other categories of validity are positioned (p. 286). The four sub categories that follow include interpretive validity, theoretical validity, generalizable validity and evaluative validity. Interpretive validity is concerned with what the participant perspective is (because the research is seeking to understand from the perspective in the situation studied.) This validity also includes

using the language and description of those studied to ensure accuracy of the perspective of the individual as the use of verbatim reduces threat. Theoretical validity refers to the validity of the proposed relationships among the concepts. Generalizable validity is the extent that the account can be applied to other situations and people. Maxwell describes evaluative validity as dependent on the evaluative framework applied to the other types of validity. Maxwell also notes that elimination of prior threats to validity is difficult due to the inductive and understanding-focus of the research (p. 295-296). This qualitative research study seeks to both understand and apply Maxwell's interpretation of validity.

Development of Questions

The research questions and interview questions were developed from a direct review the current literature related to educational leadership for subgroups and disposition in principal work. Table 3.2 denotes the claims in the literature and specific relationships to research questions.

Table 3.2

Statements in current literature that informed research questions.

Literature	Research Question
The task of creating and supporting an inclusive environment for students who are a part of a minority falls directly into the hands of the principal (Young, 2010). We need to understand the principalship from the point of view of ethical practice and sociocultural influences (Davis, Darling-Hammond, La Point & Myerson, 2005). There is an imperative for more research on how to develop and support culturally competent leaders (Hansvadha-Slater, 2012). Support of change is driven by principal values and beliefs (Praisner, 2003).	What do principals report are the background experiences informing their dispositions to create educational access for a diverse school community?
Principals are an integrated force in reducing barriers (Reyes & Wagstaff, 2005, Ainscow, 2001, Harpwell & Andrews, 2010). The study of effective leadership should include outcomes that are relative across included cultures (Hallinger & Leithwood, 1998). Leaders need dispositions as change agents (Richards, 2011, Fraser & Shields, 2010).	What do principals self-identify as the conditions they have created that provide learning access for a diverse school community as a result of their disposition?
A principal with a disposition to lead the learning for all includes the following characteristics: a global view of understanding education for all, a bold, imaginative vision, and the power to make changes (Theoharis, Causton-Theoharis, 2008).	What do principals report are the factors that support or challenge their decision making regarding students and families with diverse characteristics?

Role of the Researcher

The researcher designed the interview protocols for this study. These protocols were based on literature in the field of educational leadership for communities of diverse learners. The researcher contacted interviewees and conducted all initial and follow-up interviews.

Accordingly, the researcher determined to focus the research methodology in a way that would best illustrate the information gained from the collected data.

This researcher has worked with a number of principals and has recognized the significant impact a principal can have in creating a positive and accessible learning environment for a diverse learning community. At the time of the data collection the researcher did not work directly with any of the principals who participated in this study, but the researcher did hold an administrative position in the same district as the interviewees.

Additionally, recent self-exploration of the development of this researcher's socio-cultural perspective has significantly framed the perspective of both the inquiry and interpretation of this study. This perspective has been influenced by the belief that school leaders must support ongoing and purposeful opportunities for adults to encounter and process their own assumptions and presumptions regarding race, gender, ethnicity, and ability.

Pierre Bourdieu's participation in the narrative text *An Investigation to Reflexive Sociology* (Bourdieu & Wacquant, 1992) reveals a culmination of his distinct opinions regarding research methodology and its place in sociology. He believed that the methodology and researcher are always intertwined, and he purposefully involved himself in collection of data from the field rather than assigning this task solely to graduate students (p. 28). Loïc Wacquant (Bourdieu & Wacquant, 1992) elaborates on Bourdieu's more complex notion of reflexivity, that views the researcher as a cultural producer and, therefore, this should lead the researcher to reflexivity as a requirement of sociological work (p. 38). Waquant outlines the three types of biases which Bourdieu believes impact sociological research. The first is her or his own position in the academic field of power. The second bias Bourdieu raises is the collapsing of practical logic into the theoretical bias. In this sense Bourdieu asks the researcher to not just look at

oneself in relation the subject of research but to try and examine what categories have yet been thought of which may delimit and predetermine thought (p. 39). This was important guidance to this researcher and caution to look beyond what might be found and to focus on what the researcher might be influenced *not to pay attention to*. Bourdieu's ideas related to reflexivity pushes the researcher to question what influences her or him, what is she or he influences, as well as what to attend to, collect, categorize, and attach meaning to (p. 39). This particular idea of reflexivity guided this researcher's shift in methodology. The position the researcher held during the year of planning and carrying out this research bridged both that of middle school assistant principal and special education administrator.

Delimitations

This study was delimited by several factors. This study was a small-scale study of a single, suburban district identified as high performing by statewide criteria. The information gained from this study largely consists of narrative, self-reported data from a limited number of individual experiences. This study includes only elementary leaders currently working in the principal position. Additionally, this study includes only white, female principals.

Summary

This qualitative study uses a narrative approach to illuminate the stories principals tell about their own efforts to create access to learning for a diverse school community. Choices and considerations for applied methodology are discussed, including the rationale to shift methodology for content analysis. Concerns with validity are addressed. The research questions and description of related interview questions are outlined. The role of the researcher and the connections to the reflexive methodology theories of Pierre Bourdieu that involve the researcher as part of the research production are discussed. The selection of the participants as well as the

procedures and tools for collection are discussed in relation to the intents of the research. Data and content analysis are explained to support the shift in methodological approach. A description of the setting is included. Finally, delimitations are discussed.

Chapter Four presents the analysis of the data. This analysis includes a description of what is happening in terms of what is unsaid as well as what is said and any relationships between the data. Additionally, the assumptions of the researcher and the subjects are reflexively explored. This analysis also presents an opportunity to question why some knowledge is dominant and why some knowledge is muted. Connections to Bourdieu's theory of habitus and social field theory and how they relate to the information gained from this research will is explored (Bourdieu, 1977). Results of this analysis provided information to create a conceptual diagram related to principal disposition. Further connections between results and the literature are made. Any questions or clarifications which require a follow-up interview and further analysis are discussed.

CHAPTER FOUR: FINDINGS AND ANALYSIS OF THE DATA

This chapter presents the results of the analysis of the data according to the methodology discussed in Chapter 3. Relevant details of the site and participants are outlined. The framework of the data analysis is reviewed. The central focus of this chapter is the analysis of the narratives of the elementary principals. The analysis focuses on the dispositional aspects this group of principals self-report in response to questions that probe their intentions and actions regarding meeting the needs of the diverse characteristics of students and families and their access to learning. The findings are presented according to the themes that were developed during the analysis process. The themes emerged from the participant answers to questions asked during the interviews. This chapter concludes with a summary of the study's major findings.

Description of Site and Participants

The elementary school principals interviewed for this study work in a single school district in a suburban community with a population of 34,000. This community is located outside of a major northeastern city. The five participants of this study each have been involved in public education for a minimum of 25 years. These individuals were selected to understand the self-reported specific intentions of a small group of principals working in the same district. The focus of this study was to illuminate how principals are influenced by their experience and context to create and support equitable access. The interest of this study was to collect data regarding leadership dispositional character of a specific school district and commonalities of the dispositions expressed, not the specific competence of individual principals.

Overview of Analysis

The recorded interviews and transcriptions of the interviews were analyzed using qualitative analysis software to examine data in its rawest form. A narrative analysis structure was employed to identify and interpret the stories that appeared prominent in the data. The initial interviews with each of the five participants lasted approximately 1½ to 2 hours. Each participant completed a follow-up interview of approximately one hour. The three central research questions that drove this study were: What do principals report are the background experiences informing their dispositions to create educational access for a diverse school community? What do principals self-identify as the conditions they have created that provide learning access for a diverse school community as a result of their disposition? How do principals convey and connect their experiences as a principal to the work that they do to create and support an equitable environment? Once the data was reviewed and the majority of responses were determined to be in story form, a narrative analysis was applied to the data.

Narrative Analysis

The nature of narrative analysis is that there will be evolving thematic discovery. In the early stages of the analysis there was considerable difficulty working with the data to isolate specific traits indicative of how a principal's disposition creates access to learning for a diverse school community. The data reveal that when principals talk about supporting access and equity in the school environment they don't account for their efforts by identifying a specific skill or behavioral strategy. The first and second research questions presume that principals have specific, discrete abilities and that there are conditions they deliberately intend to create. Although there was absence of data to directly answer the first two research questions, these dispositional traits are woven into, and implied by, the stories of a principal's work. The

information is present in the data but it can only be understood in the larger context of the principal narratives. The analysis uncovered common themes and stories regarding what consume the thought, time, and energy of these five principals as they work to create a school environment that meets the needs of a wide range of learners. For this reason the analysis will focus on findings related to the third research question. In keeping with the principles of narrative analysis, the intended expressions and implications of the participant stories were preserved as the significant focus.

The software analysis of the data, followed by the narrative analysis, revealed that these principals draw from a reservoir of experience to provide access and equity that fit into two broad thematic categories. Because there was an abundance of data related to the third research question, the focus of the analysis is concentrated on how principal stories were emblematic in conveying and connecting their experiences as a principal to the work they do to create and support an equitable environment. The analysis revealed that within these stories the exercise of management and the accumulation and expenditure of capital are overwhelmingly a part of how these principals relate their experience to ensure and provide access. In subsequent uses these themes will be referred to as capital and management. Both themes, however, represent a far more complex set of circumstances and categories that both diverge and overlap. Due to the complexity of the data, it made sense to adopt a unifying theory that could fully represent the similarities and differences of themes. Bourdieu's habitus and social field theory is employed as a lens to assist the analysis and understanding of the themes of management and capital.

Bourdieu's Habitus and Social Field Theory

It was necessary to analyze the data with a unifying theory to understand how principals operate in their multifaceted and dynamic work. Understanding the use of Bourdieu's theory in the analysis process gives insight into the evolving connection of themes. Given these intricacies, Bourdieu's theory of habitus and social field was employed as an interpretive device to explain these complex interactions. Bourdieu's work represents a purposeful combination of sociology, philosophy and social anthropology. Application of Bourdieu's social field theory and his related concepts allows for insights into the participants' description of their actions and interactions to support equity in schools. What follows are the key elements of Bourdieu's theory (see Figure 4.1) applied to the narratives which account for the experiences reported.

The *habitus*, in Bourdieu's theory of habitus and field, is the disposition to act in a certain way. It is a social action that has a time and a place influenced by past experiences and current conditions. In this sense it is both conscious and unconscious. The *field* is a structured system of social relations at a micro and macro level. The field structures the habitus—and the habitus has a role in building or defining the field. Fields may overlap. *Structure*, according to the theory, incorporates the symbolic and/or societal systems that have a value based on how it enhances or limits participation in the acquisition of capital on any given field. *Capital* can be economic, social or cultural, but most importantly, it drives the power of the field and it's functioning. For the purposes of this study, capital is "the sum of the resources, actual or virtual, that accrue to an individual or a group by possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition." (Bourdieu and Wacquant, 1992, p. 119). *Strategy* is the commonsense and accepted practices and actions that are implicit and somewhat automatic to a habitus on the field. Bourdieu understands the word strategy to mean "a feel for

the game" rather than the more typical use to imply a set of maneuvers to get to a specific goal (Grenfell & James, 1998, p. 19).

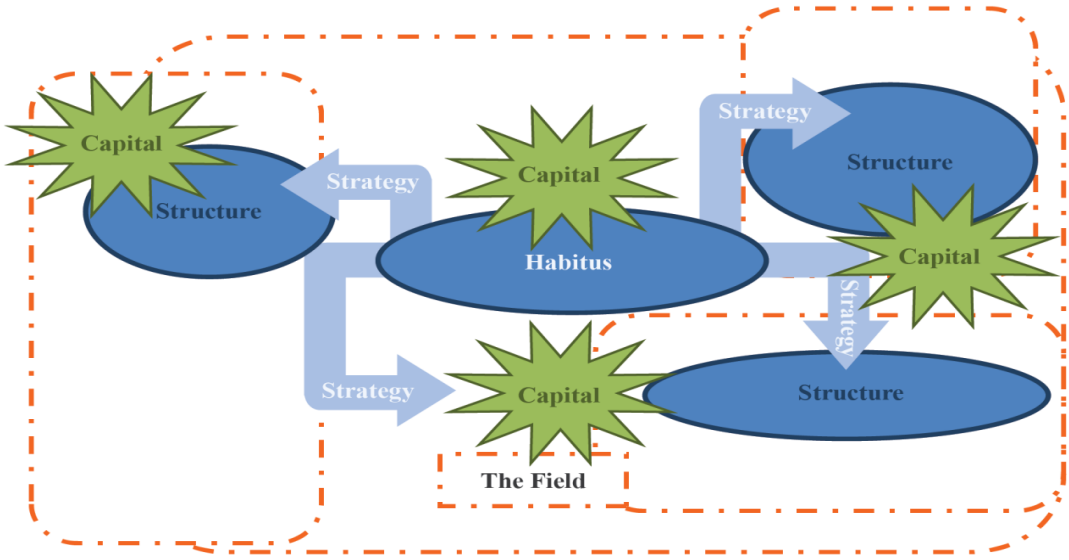

Figure 4.1. Bourdieu's theory of habitus and field.

Derek Robbins, in *Bourdieu and Education: Acts of Practical Theory* (Grenfell & James, 1998) captures the essential and appropriate use of Bourdieu's theory for this particular type of study. He encourages sticking close to the spirit of Bourdieu's work rather than to the letter of his strategic concepts (p. 51). Ultimately, this study recognizes that the use of Bourdieu's theory is a powerful heuristic device for analyzing and understanding the data from this study.

Using Bourdieu's habitus and social field theory to understand themes. The themes of capital and management emerged from the participant narratives in response to questions about how principals support equity. The emergence of these themes provides a unique opportunity to connect principal leadership for equity to Bourdieu's sociological theory related to habitus and field. Bourdieu's theory provides both a lens and a framework for understanding the complex narratives that emerged in this study. The stories principals told about working to create

access to learning for diverse school communities are illuminated by Bourdieu's theory because this theory provides a device for an understanding of leadership in the context which it occurs (see Figure 4.2). This study uses Bourdieu's constructs to learn about the principal experience.

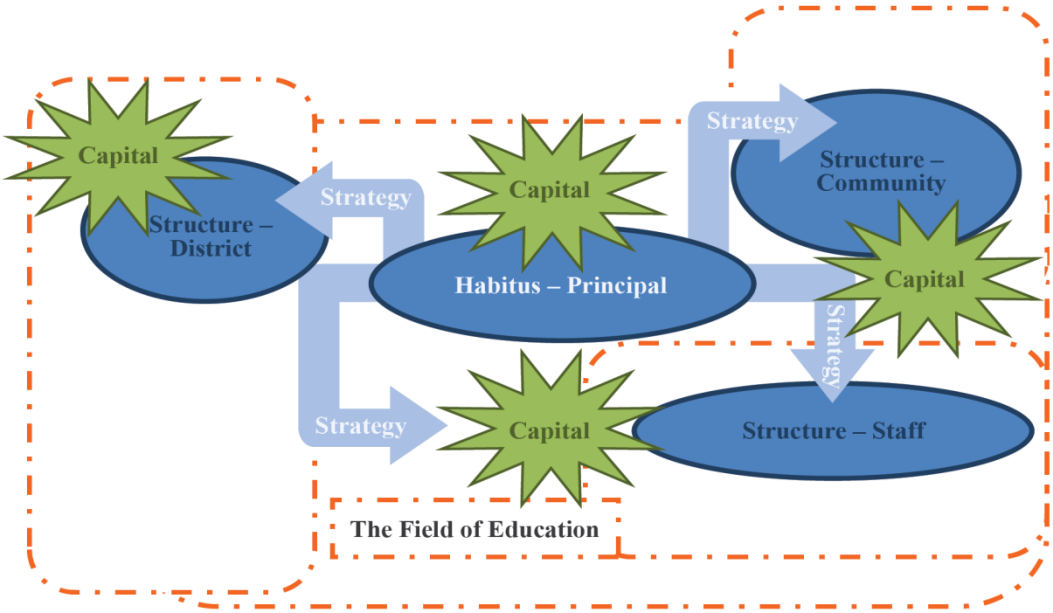

Figure 4.2. Bourdieu's theory applied to the principal. Within this application of Bourdieu's framework, the principal represents the habitus – the socially constituted dispositions forming the foundation from which a principal will act. Education is the primary field in which the habitus (principal) exists, although this field may overlap with other fields such as the community, the district, the state or federal government. Structure is the concept of school – and institution with generally agreed-upon value in the field. The routine expectations of the principal to keep the school running and moving forward on a daily basis align with Bourdieu's representation of strategy. Strategy, in Bourdieu's framework, defines the implicit and almost unconscious actions that habitus takes to ensure the continuous operation of the school. Capital, under Bourdieu's framework, is the perceived strength or knowledge a principal operates from and can sometimes be identified as a collection of experiences from which the principal has learned various skills and awareness which, in turn, translates into a valued currency in their position or field.

More recent literature in the field of educational leadership endorses the application of Bourdieu's theory for a more complete understanding of this area of education research. Although Helen Gunter (2006) refers mainly to educational leadership in the context of higher

education, her harnessing of Bourdieu's ideas and theory of habitus and field as "thinking tools" (p. 34) to provide a mechanism for understanding "power structures underpinning knowledge production" (p. 21) in educational leadership is consistent with the application intended in this study. In addition, Bourdieu's habitus and field theory is also as a way to examine educational leadership because of the theory's relationship to social structure (Lingard & Christie, 2003; Reay, Arnot, David, Evans & James, 2004). Bourdieu's theory has provided helpful insights into the world of leadership in higher education and will, in the instance of this analysis, aid in the understanding of the work of these five principals to create access to learning for a diverse school community.

Analysis: Introduction to Two Main Themes

In response to questions about background and professional experiences that inform the work principals do to support access for a diverse school community the participants told stories that presented two dominant themes. The first dominant theme to emerge from the principal narratives to provide equity was revealed in stories of capital they had acquired as principals. The initial software analysis of the data strongly indicated a pattern of responses to questions related to actions taken and advice to a new principal that were coded at the outset as *reflective* and as *acquired knowledge*. These codes indicated that participants reported a shift in their thinking. The principal stories of capital were grouped into one category of the value gained through self-learning and a second category of skillfulness of emotional understanding. The narratives depicting self-learning were presented as stories of growth through experience as a principal. The narratives depicting emotional understanding described a well-developed sense of the power and role of emotions in principal work. Both of these categories of narratives are presented by participants as proficiencies which the principals gain and use to create and support

equity. Represented with Bourdieu's theory, these experiences become a form of capital, or assets, that the principals can expend among the structures, strategy and other habitus on the field as they work to support equity.

The second dominant theme is the managerial orientation to provide equity. The software analysis of the data unmistakably indicated a managerial orientation within the principal stories. All participants responded to each interview question with story segments that were coded as *managing people*, *programs*, or *professional development*. Management orientation stories that emerged from the narratives fell into two categories. The first category included management that generates from within the principals. The second category included management decisions and actions that were set in motion, whole or in part, by external forces. Management, as referred to in this study, encompasses the expectation that the principal will affect the oversight of both the concrete and non-concrete aspects of the school. On one hand, it is the principal's job to make sure there are enough material resources for the school to function. On the other hand, she must also safeguard the rights of groups and individuals, acting, simultaneously, as an awareness builder and a rights-defender. This wide span of management responsibility is evident in the principal narratives as they relate stories to create an equitable environment.

The data regarding these aspects of management orientation were understood as part of the habitus (beliefs) of the principal and strategy (semi-automatic actions) in interplay with the structure and capital on the overlapping fields of their work.

Acquired Self-Learning and Emotional Understanding as Capital

Bourdieu's field theory includes the concept of capital—which can be of economic, social, or cultural value depending on and between the relational fields (Bourdieu, 1977; Lingard

& Christie, 2003). By using Bourdieu's theory we can understand the themes and categories of self-learning and understanding emotions as a formation of capital. For the principals in this study, social capital was the primary currency—or the skills, knowledge and power—they acquired, accounted for, and used to carry out their day-to-day work. The analysis of principal responses to interview questions indicated two well-defined categories of capital regarding the stories of working for equity they chose to tell. The first of the major categories which emerged in these stories included the acquired self-learning from the challenges, assumptions, and skills imbedded in the transition to the principalship or in the transition to the principalship in a new district. The second major category included accounts of how adept principals are at recognizing emotions. All of the principal stories included the high value they place on recognizing the emotions of others as a part of a problem-solving process. All stories reflected a sense of accomplishment or achievement on the part of the principals, often through a trying ordeal or experience. These stories were thematically common to the participants and were volunteered in response to interview questions inviting discussion of challenging situations and advice they felt would be important to share with a new principal. Through Bourdieu we can see that they acquire these experiences as a form of capital. Self-learning and emotional understanding are translated by the principals into assets then used to create and support movement towards an environment more skilled at working with a wide range of learners.

Self-learning as capital. The first category of capital in the principal narratives of self-learning included either stories of moving into the principal position for the first time or transitioning from one district or position to another. These stories concentrated on difficulties with translating a developed and valued aptitude from one setting or another. Principals

described these situations but also reflected on the challenges they had to establish themselves on a new "field of play" despite previous successes.

Betty acknowledged that there were both pluses and minuses to moving into the assistant principal position in the building where she had been teaching. Like most of the other principals, her perception was that much of her credibility with her staff came from her experience as a teacher.

> I never wanted this job. I never aspired to be a principal and I never wanted to do it. I loved teaching. I was a teacher in a classroom …the teachers created things and because I was in their shoes, they did everything. I sort of still had my teacher hat on and they would do anything and would be excited about it. "Holy shit, I could never do that [now]!" I just took risks every day…But people did it because I just had been there a week before as a teacher. But again, I had walked in their shoes. That's why sometimes I have trouble, and I like our superintendents, but neither one of them had been in a role where they really know. I think sometimes it's very true. If you haven't been a teacher, how do you teach teachers? I think you really need to kind of walk in all the shoes. I think I had great credibility that first year. (Betty, personal communication, January 25, 2013)

Four of the participants in this study described transitions to the principalship or to other buildings or districts and having the challenge of translating their core beliefs about equity to a new community. Anne describes the difficulties of moving into the principalship in a school culture where there were strong beliefs among that staff regarding what type of students the

school would work with. This conflicted significantly with her beliefs about teaching all students:

> I had a very locked staff when I moved in because this had not been a school that accepted special ed students, not even speech. And [the previous principal], she would send them off to ELL. And so it was tough, for the first three years I was here, it was "historically, historically, historically. Historically, we don't have these children. We don't do that." And finally, after the third year, I said, "Don't let me hear the word *historically*, please." I said, "I don't bore you with my past. I could, I have really great stories about my past districts but I don't come in and say, this is how we did it somewhere else, because that is really not a good thing to do as an administrator or as a teacher." (Anne, personal communication, January 24, 2013)

A number of the principals reflected on positive and negative supervisory experiences as teachers that pushed them towards the principalship and working to support and develop a skilled teaching staff that could meet the needs of a wide range of learners. Mary notes that her perception of the lack of support from a principal towards new teachers moved her towards seeking out the principalship, largely because she had previously benefited from a positive principal mentor:

> I've had other principals as a teacher, and one never helped me be better at what I did. And I always felt like it was kind of what pushed me to be a principal, because I thought it's not fair... It's not fair to new teachers coming into the profession to not have a person that will help them be better at what they're doing. Because there's no way that any one of us can be great when we first get here. Which, I really didn't plan on being a

> principal, but I think I had been teaching then for about ten years and I kind of got that feeling. And I watched new people come in.
>
> The other thing was, as a young teacher, I had great mentors. I had great teachers that worked with me, who made it their business to swoop in, check on me, make sure that I did a good job. If I fell flat on my face, laugh at me, and then help me get back up on my feet. No, when I had Modge-Podge and glue, and kids crying, and kids stuck to each other, they thought it was hysterical and then they helped me. And I saw that decline. And I thought it had some correlation to the principal in the building not encouraging that to happen. That's what pushed me to being a principal. (Mary, personal communication, January 24, 2013)

All of the participants told stories about their initial experiences of being a principal or transitioning to the principalship in a new district or building in response to interview questions related to formative experiences that influenced them and what has contributed to their vision of what a school can be. For these principals, the collective experience of being a principal appears to provide both a level of confidence and security in carrying out their work to support an equitable environment. Mary relates a self-assessment of how she behaved when she first became a principal as well as when she transitioned from one district to another. This type of reflection was a thread in all participant stories:

> I think when I [first] became a principal I wanted to fix everybody's problems. And I wanted everything to be perfect right away. And that was great, because I was helping people, but I wasn't helping them to be who they needed to be. You know, changing jobs was hard. I worked in the [previous] system for 19 years. Coming here, I thought I knew

> what I was doing. And then I quickly realized I had no clue. That whole starting over is hard. And I made some of the mistakes I thought I would never make. (Mary, personal communication, January 25, 2013)

Mary describes a specific situation where she found herself backed into a professional (and personal) corner, wondering how someone with her experience had arrived there. Despite significant previous experience as a principal, Mary, in her story, indicates how accrued capital gained from experience becomes vulnerable once the principal transitions to a new field of play. She also outlines the path she took to move away from this vulnerability and back to being able to feel effective in her job:

> I allowed the intimidation to let every ounce of knowledge I have go out the window. And I didn't do due diligence. I didn't fact-find; I didn't connect. I retreated. I forgot every ounce of good teaching, good personal skills, good leadership skills that I have because this person intimidates me. Because this person was telling me this was a problem, I was afraid to reach out to figure out if it really was—because I wasn't really connected here yet. And I hid from the problem. And it got worse and worse and worse and worse. And I knew it. It's like, you know when you're watching a situation and you know the snowball is going over the cliff, or you know something horrific is going to happen, but you don’t know how to stop it. It's like the train is just going off the tracks, and you have no idea how to get it on. And I knew it. I could see it happening. How it got to that point, how it got so far away from me, where I couldn't use any of my skills to manage it. Or, I had become so defeated that I didn't know how to exercise using my skills. It was awful. And, I felt no good. I felt like I was no good to the school. And that the school deserves something better than me, because I wasn't the one that could do it for them.

> Where in my old job, if somebody said, “Did you know…?”, I would've said to the staff, hey, I understand that we're all having a problem with this, let's discuss it. I never did that. And so when I finally brought it to the staff, people were shocked. My staff didn't know what was happening. And I wasn't honest, which is what I've always prided myself on—being honest and saying, “We have a problem. Here's the problem. How do we deal with it?” I put all my cards on the table and it was just eye-opening. So I said at a staff meeting, “I understand that you all feel threatened by me.” And a couple people laughed and said, “Are you kidding me? We've never felt more comfortable with a person!” (Mary, personal communication, January 24, 2013)

Anne recounted beginning her most recent position and the level of support and guidance she experienced with the other principals in the district. She noted that many of these principals have since retired and that she notices their absence. The change in principals in the district has changed her social and cultural capital on her particular field. She is currently the administrator with the most experience in the district but is nostalgic regarding the experience and support she felt when she came to the district. Although she did not specifically relate this to challenges to providing and supporting an equitable learning environment, her story was in response to questions related to challenges she has to providing equity:

> I feel very lucky that when I came here, I went into a very well established team of elementary principals. They had been here—a lot of them retired—so they had been here for many, many years. And what became of that is we did meet like every other week and everybody had a role… We were talking about cutting costs because that’s when we went through the first three rounds of cuts. And it was so devastating but he [one principal] could fill that in so that was his role and [another principal] was the one who presented it

> because she had the ears uptown. So if [she] said it, it was okay. And so that was very, very healthy for me… (Anne, personal communication, January 24, 2013)

The participants in this study related facing challenges during a transition to the principalship from the position of teacher as well as challenges transitioning their proficiencies to a new district. Most evident was the value the participants gave to the experiences of working through (and sometimes just surviving) these transitions. Often these experiences were reflected on as lessons learned; but sometimes, as in the case of Mary, they were lessons learned twice-over. Interestingly, none of the participants in this study noted the same type of peer support Anne had experienced starting in the district. In all cases, these stories represented some level of difficulty with translating a developed and valued know-how from one setting or another. Although they presented somewhat forced opportunities for the principals to reflect on their practice, they all indicated a sense of accomplishment and strength in moving beyond the challenges. In this sense their collected knowledge and experience becomes a form of capital on the field, capital that they use to move their staff and school towards being a more equitable environment.

Emotional capital. The Principal narratives about understanding the emotions of others and of themselves indicated a second category of capital and were articulated again and again in relation to many aspects of their work to create an environment accessible to a wide range of learners. Principal stories accentuated the need to have over-arching emotional support in place for all students but also keenly aware of the importance in recognizing and acknowledging the emotions of staff and parents when dealing with challenging situations. Many of these situations center on issues of supporting an equitable environment. All principals told stories of building trust and understanding, noting this keeps everyone connected and forms bonds that establish a

mental interdependence in difficult times. Although human emotions were a factor in the stories of self-learning, understanding emotions emerged as its own category. The ability to apply and use emotional understanding, like principal self-learning experiences, becomes a form of capital on the field of principal work. Several participants noted that understanding emotions and a sense of empathy can often generate from an individual's own experience as a parent…

> I have some [children] I have to take out of cars in the morning. You can totally empathize and you know by being a parent… I think once you have a kid [with anxiety]…[My previous principal] used to say all reasoning goes out the window because they're blinded by their emotion. So you just have to let them scream it all out and say, 'Wow, you are really… and I can see it's all about your kid." So you find that kind of common ground. I've grown up a lot in that respect. (Betty, personal communication, January 25, 2013)

> Even when a parent is being absolutely lunatic and over the edge, for the most part, I try to say to myself, "But, they love their child." They are this emotional because something has happened that has made their child either sad or hurt or something like that and they have a perspective and if you can acknowledge it or something, you can then sometimes move past it. You can't be a person that needs to be right all the time. (Mary, personal communication, January 24, 2013)

Sometimes the emotional toll is related to the staff working with complicated families and requires additional awareness on the part of the principal to support the teachers and help frame a level of compassion towards the students and families in an effort to provide equity:

> We have a kid… you know, one mother—three fathers. The saddest one, we were at a meeting yesterday and the teacher actually got up and cried. She left the room. [The mother had been describing a situation where] they got to the airport—he's six—and she gave him a heart and three Hispanic men got off [the plane] and she goes, 'Give this to which one you think is your father.' Okay, is this like the dating game? So, I'm like okay, well let's talk about that because we filed and everything, but the teacher had just lost it at that point. (Betty, personal communication, January 25, 2013)

All participants in this study related stories of difficult family situations that impacted a child's access to equitable learning in school. Most of the principals were compelled to support staff and families so that children could continue to attend and benefit from what school had to offer. Betty shared her own particular view:

> I think every single kid wants to learn and if there are behaviors, why are there behaviors? It's not… there's always a reason behind that and once you can break that down… I tell teachers you can sit here and… this is their [the students'] heaven, they have structure for six and a half hours with you. This is so safe and so good. Forget the homework, teach what you have here and where can you bring them from point A to point B. (Betty, personal communication, January 25, 2013)

Anne also recounted the stress and emotions around supporting children in difficult family situations:

> You know, I've got a three year old that's being—I lied, he turned four, he's four. He's one of the IEPs in the preschool and he's being dropped off by somebody [who is not a family member.] We called DCF yesterday because his mother abandoned him. Well

she's all of 12, I swear. And she went to [a nearby city] and they know who she is but they're not going to get her and she's not coming to get this little boy. So I've got the girlfriend of the uncle trying to pick up this little boy and I have to say, I need some legal work. I know you're a good person and I know that you care for the boy but I need legal work. So they got the pretend grandfather to write a note saying they were going to go to court or something because he's not the real grandfather. (Anne, personal communication, January 24, 2013)

Anne describes the investment in these emotional situations can also be long-term:

> [This one student] came and—first day, takes off his clothes and he stands on this big table. He's like, five, [screaming] "Who, who, who let the dogs out?" He was wild. I spent like, three years with [this boy], literally spent three years with [him]. I would sit with him and hold him, restrain him. He had a one-on-one assistant only to keep him there and… he had trouble learning also. But he was a tough guy and his mother didn't like to come to school, she hated school…the teacher's assistant said something to him he didn't like and he goes, "Fire him! Fire him!"
>
> He was so endearing and I loved him and he knew it. And at the end, I could say "[student name], come with me. Come with dignity or I'm going to have to carry you." And I keep saying, "Hey, one of these days, one of these little kids is gonna say, What the hell is dignity?" But he always came with dignity even though I don't think he knew [what it was] so we had a really good relationship when he left and I still ask about him. I still ask about him because that's how much I love him. (Anne, personal communication, January 24, 2013)

The participant stories of working with students and families with complex or multiple needs, as well as working with the staff to support these complex needs, were perhaps the most poignant narratives. Participants related these stories in response to ways they had worked to make their schools accessible to a wide range of learners. In particular, stories about making a place for behaviorally challenged students were prevalent.

Several principals discussed what they have learned regarding the importance of recognizing and acknowledging the emotions of the adults they worked with as a part of the ongoing process of being a principal. Having the ability to manage emotions appears to be a way for the principals to keep in tune with the community and help them remain focused on fairness and understanding as a platform for equity. Mary notes that listening plays an important role in this process:

> I've learned to listen. And it's mostly because when people have been angry or upset with me, when the situation didn't work necessarily the right way. I've also learned that there are two sides to every story. But regardless of what the side is, I have learned that emotions are real emotions. And so when a parent comes into my office now upset, even if they don't have the facts straight and they are distraught, I would say probably in the beginning of my principal career I didn't know to recognize their distraught feelings. I wanted to tell them why they were wrong. It didn't [work]. So I've learned to say, you know, you're really upset, I can see here. So let's figure out what's going on with that situation. (Mary, personal communication, January 25, 2013)

Mary also reflected that, beyond dealing with the range of emotions that can occur in a community of adults, she also finds she has to stretch her own perceived care-giving strengths as an investment in her adult community:

> I really realize that I'm not a touchy-feely person by nature. I don't think I need a lot of people to tell me all the time if I'm doing a good job. But I realize a lot of people do need that. And they need a little connection, and I have to practice being connected to people. And I am always amazed at how far it goes when I do it. Even something as simple as parent-teacher conference day, at the end of the day sending an email saying, I hope everybody's day went really well, if there are any conflicts let me know, I'm sure it's been a long day, you're probably tired. I would never expect anybody to say that to me, so I don't really say it to others, but teachers need that. They need to know you care about them. And I do genuinely care about them. It's not that it's fake, it's just that it's not 100% my style. And I'm the same way in my personal life. (Mary, personal communication, January 25, 2013)

Nancy has a pragmatic and explicit approach to working with adult emotions in her building and, like Mary, her proficiency has grown with her experience:

> I think interpersonal skills are a huge part of being a good administrator from my perspective. I think you have to be able to get along with lots of different people of various backgrounds and personalities and cultures… And look at the common factor—and that is that everybody has feelings. I think I am always preaching, assume positive intent so that you are not jumping to conclusions—and realize that people are usually coming off an emotional perspective. And that we don’t know everything about what that particular individual is going through. So if we can model being thoughtful and calm, we

> can probably get that back in most cases. And just model that kind of problem solving thinking. (Nancy, personal communication, January 24, 2013)

Additionally, Nancy, Mary, and Fran recognize that the involvement of their own emotions needs to be managed for the greater good:

> So I guess trying to give that due process and the times when I've made errors and I haven't, I've regretted it. So I've learned from maybe getting too emotional about it or trying to take care of it right away because it's somebody else's pressing issue at the time. But I think due process is really critical all the time because it doesn't hurt to verify unless something is an emergency and can't wait and you have to make a decision right away. It's probably better to take a step back and be thoughtful than regret a reaction, be reactionary. I don't like when I've been reactionary, and I have. (Nancy, personal communication, January 24, 2013)

> I think you have to be a person that can accept hardship sometimes or a person that can compartmentalize in some respects because while you can be deeply emotional, people are also expecting you to be very solid on lots of ways. It's okay to be emotional, but they also need you to be supportive. (Mary, personal communication, January 25, 2013)

> I think so much of this job is the relational piece and if you don't have relationships with staff, with parents, with kids, you can have the best ideas in the world and you're not going to be able to make any changes unless people trust you and know that you're going to value their opinions and value where they're coming from. You might not always agree with them but you're at least going to listen to what they have to say. (Fran, personal communication, January 28, 2013)

In the stories of emotional understanding the principals described a developed ability to model a sense of calm, rational understanding. The stories revealed they all valued a non-reactionary approach that allowed them to recognize emotions, but also manage these emotions so that the principals could focus on the problem, setting aside their own reaction to engage in problem solving. In nearly every story, the principal was working to give voice—and a sense of equity—to the underlying emotions of a parent, a teacher or a student. The principals' stories and reflections related to understanding emotions generated from several of the interview questions and did not arise from responses to a single interview question. These responses suggest that the principals' ability to understand and manage emotions on the field is generalized throughout their work and, as in the category of self-learning, this ability is important capital for the principals to use in creating and supporting access to an environment for a wide range of learners.

The theme of capital and the principal stories that generated this theme followed a common path of development and provided insight into the analysis of how principals create and support a diverse learning community. The story arc of self-learning and understanding emotions represents the meta-story of the thematic narrative of how principals acquire capital in their work to provide equity. According to the story arc, (see figure 4.3) principals have a general sense of what they are supposed to carry out as a principal but often cannot anticipate what specific situations they will encounter. The narratives demonstrate that the experience and the recurring and repeated retelling and reflection on the experience become capital for them in the form of "a story of something they know." The principal stories, as well as the use and acceptance of their stories, reinforces their capital and is carried forward to spend on creating access for a diverse school community.

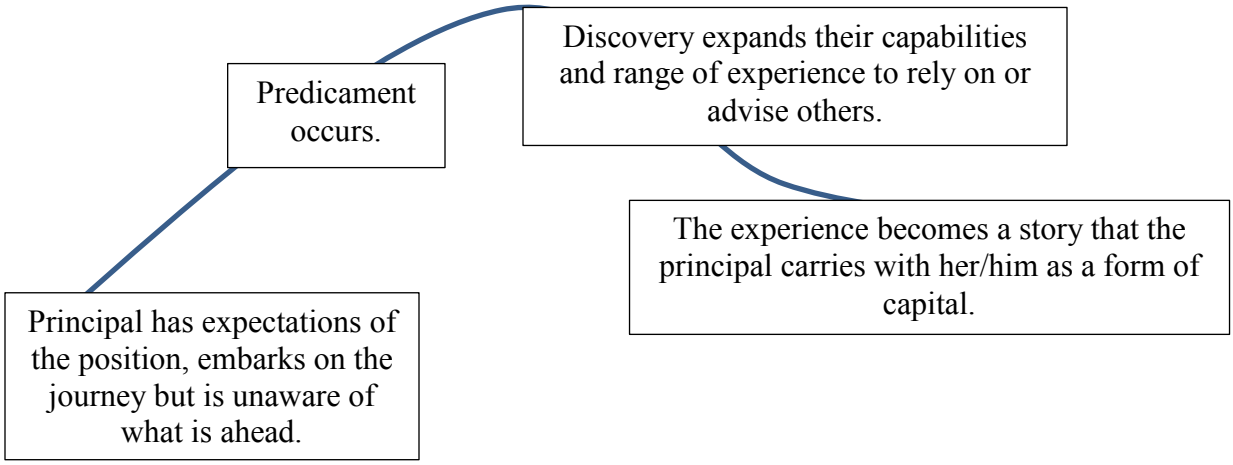

Figure 4.3. The story arc of self-learning and understanding emotions as capital.

A Management Orientation

Managing the day-to-day concerns alongside keeping an eye on long-term goals means that a principal is in the business of directing and motivating people to carry out a multitude of tasks. As noted in chapter two, the historical role of the principal has its roots firmly in the ground of school management needs (Kafka, 2009; Rousmaniere, 2007). Dan Lortie (2009) and Larry Cuban (1988) identify the sociological terrain of the principalship and the forces that pull principals towards a management orientation. Participant stories of managing to provide for equity emerged as an over-arching theme. The principals in this study —faced with how to position themselves to get things done—primarily deferred to a managerial orientation. Their stories of management also share two related categories, which included managing from an intrinsic position and managing with, or because of, external pressures. Both categories of management involve stories of individuals who are not acting equitably, managing culture

shifting and "shoring-up" to improve equity, and complying with mandates to provide equity. Cuban (1988) suggests that the role of management dominates the work of school leaders. Not only does he identify principal management as the primary force that keeps the school going, he notes that many corresponding lists describing the work of the principals include tasks related to maintaining organizational management (p. 64). Cuban separates management from leadership, outlining that, for principals, a management orientation can be preferable to a leadership orientation. He notes there is a relatively common understanding of what a good manager does whereas there can be conflicting views judging what a good leader does (p. xx).

The following sections describe two story categories of management when principals perceived challenges to equity. The first section includes participant stories related to managing from an intrinsic motivation and taking action to increase individual, group, or cultural capacity to support a more equitable environment. The second section describes participant stories to manage for a more equitable environment alongside or because of external pressure.

Managing intrinsically. The principal narratives of a managing orientation that are intrinsically motivated are a significant theme in their work towards providing equity in the school community. Each participant described management actions or decisions that emanated from within and indicated an internal system of beliefs and expectations. These stories revealed how the principal habitus functioned on the overlapping fields and among the differing structures. Often the principals would position themselves on the field in such a way as to support and sustain intrinsic management goals in line with their habitus.

Managing individuals. The following stories reflect situations that are addressed by the principal through an intrinsic motivation because an individual has crossed a line and says or

does something regarded by the principal as unfair or inequitable towards a student or group of students. Mary describes a situation where she felt that a teacher with a previous track record of professional challenges prompted a dramatic reaction:

> I had a time when I had a teacher who would call kids out a lot, like in public settings; the hallway when the line was going somewhere, like a school assembly, for some reason would single in on one kid and call them out in front of a lot of people and/or if there was a situation would say things like, "I'm all done! I've had it!" I remember snapping one day and just saying, "Leave a teaching assistant in charge and come to my office right now!" (Mary, personal communication, January 24, 2013)

The interaction Mary outlines indicates her management of an individual when she felt specific children were at risk. She describes this response as more reactive rather than planned response to the issue:

> I said, "I cannot support you if you continue. That's humiliating! You would not want to be humiliated like that, to call a child out in such a way and saying, I'm done with you!" I think when I heard her say, "I'm done with you!" it just sent me over the edge. (Mary, personal communication, January 24, 2013)

A situation concerning the disrespectful singling out of a child prompts a dramatic reaction from the principal and suggests the principal is compelled to respond in some proportion to the perceived offense. Although not all participants described a response as dramatic as Mary's, stories of managing situations where individual teachers demonstrated a lack of equity towards students was common to all participants.

Fran reflected concerns related to a specific teacher based on student and other staff reports. In this situation she had not witnessed the teacher publicly mocking a student with a disability but is able to validate that it happened and react to it:

> I'll never forget a little METCO[1] boy who had a speech impediment. He [the art teacher] imitated him stuttering–in front of the class. The boy reported it to his classroom teacher who came to me. And it was interesting because the classroom teacher was probably the person in the building with whom the art teacher was the closest. I called him on it and he admitted he did it. He was written up for that. I think those are the harder ones for me when they don't treat children the way they should. And kids don't like coming to school or going to their class. Or don't trust…what's going to happen when they go there. (Fran, personal communication, January 25, 2013)

Similar to Mary's reaction, Fran notes an injustice towards a student and reacts to the situation. At the same time she generalizes that this experience could negatively impact any student's sense of safety and well-being in the school when there is the possibility of being treated with disrespect or unfairness. The following story from Anne describes her difficulty in addressing concerns with an experienced teacher who, according to Anne, felt her seniority entitled her to teach a somewhat narrow range of students. Anne understands this teacher's views and projected attitude to be troublesome for providing equity, and after avoiding the issue for a few years, it came to a point that not addressing the teacher's behavior was incongruent with the expectations she had for all teachers in her school:

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[1] METCO stands for The Metropolitan Council of Educational Opportunity, Inc. and was established to provide the opportunity for children from racially-imbalanced schools in Boston and children from isolated suburban schools to learn together in an integrated public school setting.

> I've got one that actually is probably at 80% [at retirement level], she's only taught in Pine Valley and she is a princess and she doesn't understand that she can't say, "I don't want that job. I don't take those children." And so the first couple of years I danced around her and [finally] I said, that's not fair, everybody gets them. Everybody gets [those students] and I'm not even talking SPED. I was talking about the little and baby problems. Guess what, you're going to start getting all these kids. (Anne, personal communication, January 24, 2013)

Common to all these stories of responding to individual inequitable behavior is the participant sense or understanding of an invisible line separating just and unjust behavior that is crossed and that they must react to. Some of the reactions are more dramatic than others, but in response to the question to describe a time when they had to motivate an individual to change her or his behavior for professional growth, all of the principals describe intrinsically motivated management steps they took to protect an equitable learning environment for students by responding to staff behavior.

Adopting mandates for intrinsic management. Principals shared several stories about complying with district or state mandates and using the mandate to assist them in meeting some of their management concerns in their schools. Mandates could work as a management leverage strategy for individuals or groups. This makes sense when looking at complying with mandates as an act of management (or keeping the building running). Principals related stories of using the teacher evaluation system to create professional opportunities to increase teacher knowledge and skills about how to differentiate, how to collect and use data, and how to use technology to support equitable access. Several of the participants outlined past successful grassroots initiatives

to following a district or state-mandated initiative to support a diverse learning community. In these situations the intentions of the mandates aligned with the principal habitus.

Nancy outlines her efforts to create a bottom-up approach to improving a particular program for students in her building:

> I think grass-root efforts do seem to be more sustainable than trying to convince everyone at once that this is the way we should go because they're all in a different place. It seems to sustain itself a lot better than trying to force pieces on people. (Nancy, personal communication, January 24, 2013)

Other principals noted their direct involvement in the response to intervention teams and finding opportunities for staff to share instructional competencies that helped them to reach a wider range of learners. Principals also described using curriculum compliance as a way to have teachers observe and ask questions of each other:

> I probably have done 40 observations of peer to peer this year. I have role models at every grade level that are go-to people. So, I actually took my whole first grade team down to kindergarten to see what that looked like. They went as a team and the most valuable part is the follow-up after. So I'll ask them, "What is it that you saw?" (Betty, personal communication, January 25, 2013)

Mary elaborated on how complying with district formative assessment requirements can move teachers away from following a textbook directed at state testing and become more reflective about assessment in general:

> I think not relying on one assessment is really critical; not putting all our eggs in the MCAS basket as an example. Even though I have to admit there's a lot of pressure because that's how we're measured publicly and that's difficult… I think we have a ways to go with this. I think creating curriculum assessments that have some variability to them and allowing teachers—making sure teachers understand that instruction should be driven by the results, not by their text book. (Mary, personal communication, January 24, 2013)

Most principals shared an experience where assessment of student performance on a particular aspect of mandated tests led to some required professional development. They all noted that the value in using the results of the assessment to move towards a desired change—but the training and support for the teachers, like the students, should also be individualized:

> …if you want some change then you better align some training to that change; but again it doesn't necessarily have to be a mass training. You want to try to do some of those common pieces with everybody but then you need to individualize because people are at different places or have different needs based on the populations that they have in front of them. (Nancy, personal communication, January 24, 2013)

Participants in this study told commonly themed stories of a willing compliance of district, state and federal initiates and regulations as they explained their efforts and actions to manage a learning environment that is accessible to a wide range of learners. Often they would align this compliance with intrinsic beliefs to assist them in ensuring equity with personal oversight and professional development. In this way the principal habitus could reinforce the intentions of managing for equity and in return the habitus was also reinforced.

External pressure to manage for equity. Principal stories of a management orientation fell into a category that indicated that many decisions and actions of management are brought to the forefront through external pressures. Within this narrative category, parent and community concerns, concerns of the school culture, as well as concerns driven by mandated compliance were a part of each principal's narrative to manage for equity. Unlike intrinsically motivated management, the principals were motivated to take action because of an external pressure.

Parent and community influences on management. Several of the principals related stories of management that were brought to their attention due to direct parent feedback. In these instances, more often than not, principals were somewhat mindful of a teacher not meeting the expectations of providing equity in the community. They describe an awareness of the problem and a tendency to wait for the right moment to address the concern but with parent information they are prompted to act. These stories were predominant to all participant stories of individual management and indicated that the principal habitus could by influenced by structures on the field—in this case, the parent community structure.

Fran related the story of working with a second grade teacher who had good intentions but failed to provide consistent structure and organization to her classroom teaching. Fran noted her own efforts to provide an exceptional para-professional to possibly mitigate the organizational shortcomings of the teacher and how this did not work:

> I had a second grade teacher who I think was a very bright woman but was so disorganized that she couldn't get out of her own way. It really, really impacted her teaching. She was just very off on tangents all day long. She had a little boy in her class one year who had pretty significant special needs. I think he was on the spectrum but

> there was also a mental health piece to him as well. I had a fabulous assistant for him. I thought with this wonderful assistant might help bring some structure. The assistant tried. It was too much to put on the assistant. (Fran, personal communication, January 28, 2013)

Fran's story shows how parental input can influence actions she takes regarding an equity issue. In this case one classroom is not providing the same opportunities as another due to organization needs of the teacher. Parental influence appears to be an impetus for a principal to proceed more quickly to a direct response to a situation of classroom equity:

> It kind of came to a head because all of a sudden she started getting a lot of parent complaints. Something happened and we had a meeting with the parents and I was there with her and supported her but I think it was kind of the wake-up call for her. (Fran, personal communication, January 28, 2013)

Parent complaints can also be a way to leverage additional resources and support for a teacher. Mary relayed a story of a teacher who, because of parental complaints, was led into a peer support system to provide models of communication.

> It was K [kindergarten], so it was parents, sort of her reputation, of I don't want you-know-who. "You're going to ruin my child for life if this is how they start their schooling in this classroom!" And I would say things to her like, "Don't send your newsletter home until I see it, so that we can help you." And I would rewrite it with her. And then I'd say to her team, "When you meet on your team meeting, everybody bring your newsletter to share." Those kinds of things. (Mary, personal communication, January 24, 2013)

Each principal noted that they would sometimes align parent concerns with their intentions to create some change. Nancy described this as useful for moving teachers together toward common understanding, knowledge, and instruction across grade levels. Unlike narratives of intrinsically motivated efforts, these stories were reflective of the principals' more planned reactions to improve equity. When a principal's attention to inequity involved a parent concern rather than directly observing inequitable behavior, the principal stories indicated a less dramatic and more deliberate response:

> And I have to admit that I do use the pressure…or the power of our parents; because ultimately they're going to come knocking and asking as they become more educated. And they [parents] make comparisons, a lot at the elementary level in particular. (Nancy, personal communication, January 24, 2013)

Nancy, like the other principals, outlines her process for working with teachers and bringing her concerns forward in a respectful, productive, and honest way. Unlike the sometimes reactive response when a principal directly observes a teacher behaving inequitably, most of the principals adopted a more process-oriented approach when parents were involved in the equation:

> … I feel it's important that you have to have evidence. You can't just base it on what you think or what other people are telling you; so after having comments and seeing a pattern and then casually observing, it came to a point where I need to be honest with this person. I felt I owed it to them [the teacher] as well as students to say, you know, this has come up a few times with parents. (Nancy, personal communication, January 24, 2013)

Betty also described a similar individual management situation that involved changing teacher practice with a positive outcome. She notes that a critical factor to this type of management is involving herself in the process with the teachers: participating with them in direct reflecting, mentoring and discussion. She also stresses the value of positive parent feedback and her narrative indicated a linking with the external pressure for a positive outcome of increased equity:

> You have to put yourself in the mix if you're gonna make it happen. I started off by having [this] teacher reflect about what's really great about her practice, where she wanted to go and improve. I had her open up to where she wanted to grow. She could do more reader's theater, she could get the kids more engaged—they were falling asleep doing it, stations were worksheets, there was no exploration, there was no fun. Even the guided reading groups, the way they were being done. I said, "Let's go on the road together. Let's look at the grade behind you, pick any one you want to see, and the grade above you and we'll just talk about it." We went and observed a first grade teacher and then at the end I had an assistant cover so the first grade teacher could come out and I asked the teacher that needed help, I said, "Ask any questions you want." They engaged in a conversation and the teacher took notes. Then we went to look at third grade and it was more to see where the kids would be and then I said, "Is there any colleague you wanted to see?" She picked the least threatening of the people that were on grade level and then had that conversation. Then, consequently, just before Christmas she got an email from a parent saying her child was excited about the work and was getting her brothers and sisters involved in it. She said to me, 'I got a positive email from a parent!'

> and I said, "Isn't that great, forward it to me!" (Betty, personal communication, January 25, 2013)

These narratives of the principals addressing parent concerns illustrate the influence parent pressure may have on a principal's actions to support equity. The principal habitus is influenced by the other structures on the field, in this case, the parent community. Two of the principals told specific stories regarding how they reinforced positive parent feedback to the teachers and how they openly embraced this as a measure of success for teacher changes. Additionally, when principals in this study talked about their reactions and actions as a result of parent complaint regarding equity, their responses were less reactionary and more in the line of providing professional support for improvement.

***School cultural influences on management for equity*.** Principal efforts to manage equity included a number of narratives where they were managing whole-school situations to build a positive and equitable learning culture. All principals described situations of long-term personnel issues that were inherited and they were compelled to intervene because of the impact on the entire staff. Several of the principals shared stories of the need to manage a staff member as a critical part of maintaining and improving the equitable culture of the learning in the school. In her story, Mary notes the difficulty of the situation where a teacher is understood by her peers as culturally "poisonous" and who she recognizes as a person whose abilities and interests may work against creating an environment or school culture that is receptive to a diverse learning community:

> … There was a teacher who had been there for years and no one wanted her to go to their school. …She was fighting tooth and nail to close down the place. She got assigned to the building where I worked. And the staff was beside themselves. "She's cancer, she's

> poison, she's going to bring us down. She's all about the rules and about the union and that's not who we are." And the kindergartens—all my other teachers—were all upset. (Mary, personal communication, January 24, 2013)

At this point Mary recognizes the tension among her own staff in reaction to the re-assignment. Mary explains the dissatisfaction they felt towards the reassignment. She outlines a predicament where she could not manage the situation the way her staff wanted her to —to make the teacher disappear from the school. This becomes both an issue of individual management and management for the good of the culture of the school. The principal habitus is conflicted and principal's capital is at risk. As in the narratives of all participants, Mary recognizes that trying to manage the situation was challenging enough to sometimes want to ignore it. Ultimately, Mary deals with the person's weaknesses because of the impact on students and staff:

> It was a challenge because a part of me wanted to look a blind eye, sometimes, because it was easier. But then I knew I wasn't doing her any favors because the kids in her class were miserable. Her colleagues were miserable. And she was miserable. (Mary, personal communication, January 24, 2013)

In this story, beyond dealing with the person's behavior, Mary is also managing the staff to support a culture of learning and improvement. In one sense, managing staff issues like this becomes a two-pronged focus of both the staff's managerial expectations of the principal, as well as the principal's ability to positively support intervention and work with a staff member in need so the situation does not negatively impact the desired learning culture of the building. Like the parent influences on principals making decisions to respond to situations of inequity, the collected response of a staff towards a person perceived to threaten the equity of the culture or

representation of the school can also push a principal across an invisible line to react to and manage an improvement. The principal habitus is aligning both her ability to maintain her capital on the field and her position on the field related to the other structures—school, parents, district, state and federal structures.

External mandates to provide equity. Principals also related stories of managing compliance with mandates—sometimes with reservations—to ensure meeting externally driven outcomes. Principals recounted compliance requirements that brought new and additional challenges to their learning environments. Although the requirements may have been brought about by outside efforts with intentions to provide equity, these efforts sometimes jeopardized equity. They relayed both their awareness and concerns regarding teacher and student encounters with mandates, and what prompted them to continue to try to comply despite what they may have considered poor or sub-standard results. Nowhere is this more evident in the principal narratives than when they are relating stories of working to include learners with significant disabilities. All participants shared the recognition that their instincts regarding complying with some of these mandates would be in direct conflict with what they understood and believed were the intentions of the mandates. The principal narratives indicated tension with their habitus regarding the structures of the overlapping fields. Mary shares a story about a special education inclusion situation where she understands the circumstances are not meeting the needs of the students or the goals of the involved adults. Additionally she noted the situation may have created a false sense of accomplishment for some members of the parent community:

> [What] we're wrestling with right now is our [cognitively impaired] kids. Our upper grade, 3, 4, and 5 kids, who are in a substantially separate program for most of the day, and where their integration piece fits into the building. Traditionally, kids integrate

for science and social studies and perhaps that worked in K and 1 and 2, where it was maybe a little bit more hands on. It is bombing terribly in 3, 4, and 5 and I feel as though we are wasting these children's… we are wasting their time.

They are sitting in a classroom for 45 minutes, compliant. They don't have a clue as to what's going on. And I'm not sure that they need to know what they're learning because it's not really going to help them in any way, shape, or form in the rest of their life. I mean, I've got a kid that's sitting upstairs that's cutting and pasting vocabulary words for rock formation. And I'm paying an aide to be next to him so he doesn't…whatever. All he's learning is the cutting and gluing, and it's not socialization. He's not with his peers. So I feel like we, the challenging part is that we have these programs and that the program in itself is very good but we're not making the connection to their typical peers. And, the kids are deteriorating. …Most of them are compliant, but a couple of them are being naughty. They're being naughty because they don't know what it is. And so then they act goofy, which then makes kids laugh, so at least they get that sort of rise out of it.

I was sitting with one group and one little boy. He's a lovely little boy, so he didn't do anything bad during the lesson; he sat there. Then they broke into groups and he was assigned to a group with kids who would support him. And so they were supposed to sequence some events they had just learned about. And so they said to him, well, what do you think, X? And he says, "Oh, just put it wherever you want. I don't know what any of this means."

And I think we're giving parents false hopes. Because we're saying that they're in the classroom for science and social studies, and they are not in the classroom for science

> and social studies. I mean, they're sitting there. But, if a kid can't read, he can't read in social studies either. (Mary, personal communication, January 24, 2013)

All participants told similar stories regarding an individual student or program with needs that exceeded the capability of the classroom or school. In particular, participants related stories of reluctant compliance when they were put in a position of managing people and the environment to follow a mandate of equity yet they perceive the results are not equitable. All principals shared stories of meeting mandates of inclusion that also demonstrated the school's inability to meet the mandate of differentiation. These narratives clearly indicated a conflict of the principal habitus with some of the structures from the overlapping fields.

Additionally, the issue of managing conflicting mandates becomes even more problematic when academic data becomes that measuring stick of success for a school or a teacher. This was most evident in narratives about the benefits and downfalls of data use by teachers to guide progress. The required use of data is embedded in current instructional and evaluative mandates for both students and educators. Data is used with instructional decisions, but principals also referred to mismatches between the kind of data teachers were asked to collect and the kind of information teachers really were looking for. In these situations the competing mandates diminish the value of the intentions. Mary elaborates on the positives and pitfalls of different use of data:

> The data is good because it helps inform our instruction. And it helps us to know if a kid is making benchmarks or maybe what we need to do with them. What I think has happened is somehow it has switched to this; it's evaluative towards what the teacher may be doing to the kids, or it's to look at what the kid can't do right. And we need to dispel

> that a little bit and we need to think really hard about the data that we're keeping. (Mary, personal communication, January 24, 2013)

This contradiction between the type and use of data sometimes created wary mandate compliance, where principals worked to support outside and upper level requests for data reporting while at the same time involving themselves with the in-school use of the data. In a sense, the principal habitus moves between structures on a field, positioning herself to accomplish a task that may not align directly with her habitus, but with changing the proximity to structures, allows her to manage for equity without losing the value of her capital. This poses a delicate movement for the principal—she must comply with mandates from overlapping fields of influence, accomplishing tasks while managing her capital among the structures on the field.

The theme of a management orientation to provide equity emerged from the principal narratives with both intrinsic and extrinsic motivation. The story arc of management orientation displays the common elements of principal narrative representation regarding management for equity (see figure 4.4). Principals in this study articulated a general understanding of responsibility for all learners in their care. Narratives of the management orientation describe situations where principals have to act or react to challenges that do not support their positions. The actions the principals take in response to these challenges cause adjustment on the field. This action would reposition the principal, (as well as others,) in relation to the structures on the field and often with an increase in principal capital to continue to support an environment that is accessible to a diverse learning community.

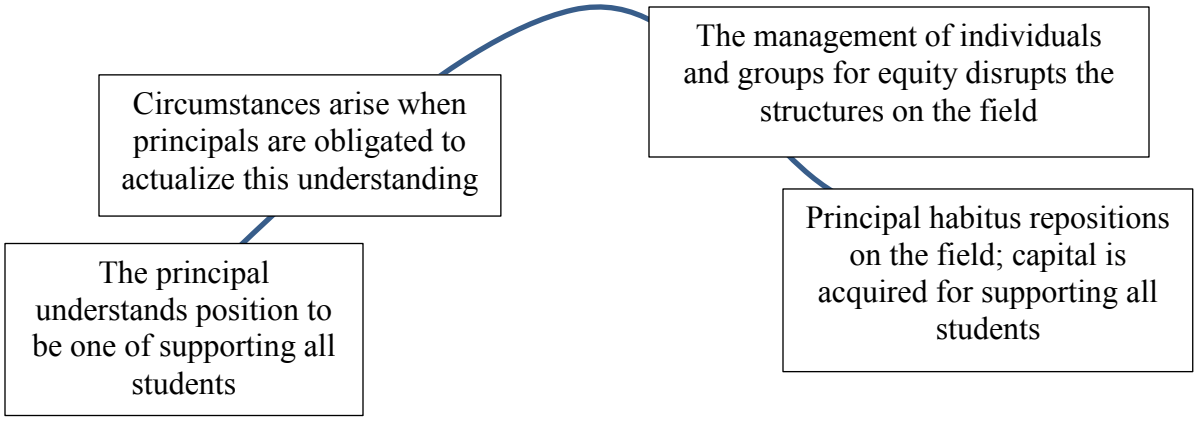

Figure 4.4. The story arc of management orientation.

Management Orientation Influences Habitus, Structure and Capital

The management orientation referred to in this study includes a significant spectrum of management expectations for a principal to create and support an environment accessible to a wide range of learners. Many of the actions principals take from the management orientation are strategy—semi-automatic—and a part of an inherent and expected process of the principalship. When these processes encompass intersections regarding: what is expected (strategy); beliefs (habitus); and external pressures from district, community, or governing initiatives (structure); the managerial story arc for what occurs on the principal's field (see figure 4.3) merges into the capital story arc (see figure 4.4). In their narrative reports principals often portrayed themselves as acquiring capital through self-learning and an opportunity to create some type of access to learning for a diverse school community.

The story arc for self–learning and emotional understanding is connected with the story arc of the management orientation (see figure 4.5). Although the narratives represented different thematic content, both story arcs resulted in a building of capital on the field. Once acquired, this

capital can be used or reinvested by the principal to create and support an equitable learning environment.

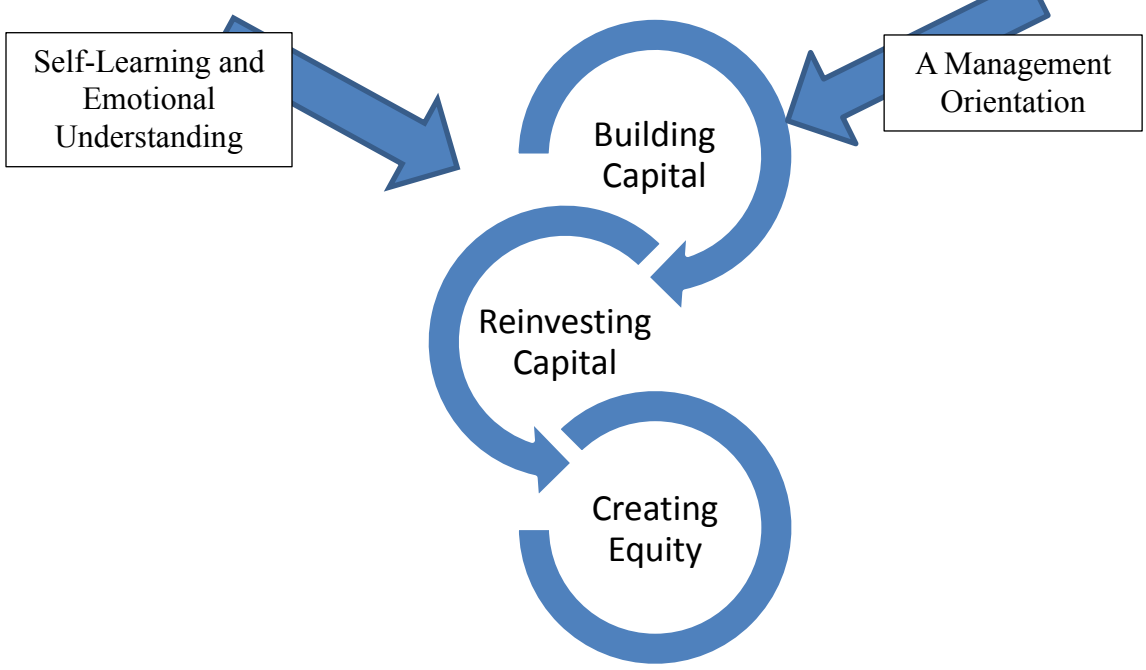

Figure 4.5. Merging of the two thematic story arcs.

Dan Lortie (2009) in *School Principal: Managing in Public* notes that one of the ways in which principals derive satisfaction from their work is through making the schools run "smoothly" (p. 97-98). However, he also notes that the "smoothly" presumes that problems and/or conflict must be solved or resolved in order to get to "smooth" (p. 103). Although management can provide a sense of predictability to the work of the principals to keep the schools operating in expected ways, narratives from this study indicated that the management orientation may also lead to situations of currency-exchange while managing. Through the lens of Bourdieu these actions can be thought of as influenced by the habitus, strategy and structure

of the field: accruing, investing and spending capital. Although principals are often engaged in activities of management to provide a sense of predictability to their work and the work of those around them, they also take actions through a management orientation to safeguard access and equity and these actions are influenced by both what they believe and by external forces. These actions result in experience that can change the principal's capital on the field.

Conclusion

Principals in this study presented their efforts of the ways they attempt to create and support an environment that is accessible to a wide range of learners in the form of stories. Although the initial intent of the research was to identify specific phenomenological events or processes that influenced a principal's thoughts and actions, this was not what emerged from the data. Principals described their thoughts and actions through specific events related to their experience of being a principal. The narratives show that principals elaborated reflectively on the capital of acquired experience that comes with being a principal (see table 4.1). This self-learning from transition and understanding emotions came from stories of self-reflection and highlighted what they had learned from their past work and how they applied this knowledge to ensure an equitable learning environment in their current position. Additionally, the managerial nature of the principal work strongly affects how they communicate their efforts to create equity. Conditions of management emanating from both within and from external mandates dominate the work of these principals and are often translated into a reflective or self-learning experience, increasing principal capital on the field.

Table 4.1

Key message points of analysis

Theme	Category	Key Points	Result
Capital	Self-learning	Shift in thinking	Proficiencies used to create and support equity
	Emotional Understanding	Skillful at navigating emotions	
Management	Intrinsically Motivated	Self-perceived challenges to equity	Repositioning on the field, credibility/capital increased to support equity
	External Pressure	Prompted by parent, community, or compliance	

The lens of Pierre Bourdieu's theory of habitus, field, strategy, structure, and capital serves as a tool or instrument for organizing the patterns of action and thought that this particular group of principals described in their narratives. Bourdieu's theory helps to move the understanding of the principal's work to create an environment accessible to a diverse learning community away from a list of traits and towards a more contextualized realm of forces and motion. The stories these principals tell in response to questions regarding their efforts to create an environment to support a wide range of learners reflect the day-to-day claims on principal's thoughts and actions as they comply with mandates and manage the individuals and groups in their schools and work towards greater equity for learning.

Bourdieu's theory also allows for an explanation of the research in the finding of no explicit phenomenon of principal disposition to create and support an environment accessible to diverse community needs. His social field theory helps to elaborate on principal disposition as part of the habitus of the principal and as such, subject to constant social forces and power on the

over-lapping fields of play. The principals' work to provide equity is both informed by and limited by the field on which they operate and overlap with.

The following chapter discusses the findings of this study and considers conclusions and implications. The researcher outlines the study's limitations and offers recommendations for future studies.

CHAPTER FIVE: DISCUSSION AND CONCLUSIONS

Context of the Study

Resolving the social and educational injustices of society has increasingly become the responsibility of the school and, therefore, the principal. The task of setting the tone of a school and recognizing the conditions of support people need to provide an equitable learning environment falls to the principal. The research related to effective principals is often presented as a study of what an identified successful principal does rather than how that successful principal developed (Eacott, 2011). Disposition, or behaviors and actions which are a result of beliefs, is an under-researched area in principal leadership. Disposition impacts a principal's ability to create a learning environment to support a wide range of learners.

The literature reviewed for this study included the philosophical importance and definitions of disposition specifically related to education research, and more particularly, educational leadership research. Research also included current studies of school leadership for inclusion of diverse communities from both inside and outside of the United States. Leadership for multi- and cross-cultural education was explored as a related area of research. Leadership for social justice, including ethics, beliefs and emotions, as they related to leadership for social justice was considered. Additionally, the literature relating Pierre Bourdieu's habitus and social field theory, as associated with education and educational leadership, was explored as a philosophical underpinning for looking at the relevance of principal dispositions to the field of educational leadership.

This chapter will summarize the context and design of this study as well as the study's use of narrative analysis and will also explain the link between the results of the study and the research questions. The major themes of the findings—acquisition of capital through self-

learning and emotional understanding and management—will be discussed. The illumination of these themes by Bourdieu's field theory will be explored to assist in situating this study within the larger picture of principal leadership research. Possible applications of the information gained from this study will be examined. Limitations regarding this particular study will be reviewed. Finally, future directions for this area of research and the researcher's reflections on this area of research will be considered.

Design of the Study

This inquiry and analysis resulted from in-depth interviews with five female elementary principals from the same suburban school district. Each participant shared stories in response to open-ended questions intended to help participants identify influences for their decision-making regarding creating and supporting educational access for a diverse school community.

This study sought to understand a principal's self-reported dispositional beliefs regarding diverse characteristics of students and families and their access to learning. The following questions led the inquiry of this study: What do principals report are the background experiences informing their dispositions to create educational access for a diverse school community? What do principals self-identify as the conditions they have created that provide learning access for a diverse school community as a result of their disposition? How do principals relate and connect their experiences as a principal to the work that they do to create and support an equitable environment?

The QDA software used to study the language principals used did not indicate patterns identifiable as dispositions for equity. Analysis of responses related to questions regarding worldview did not elicit information regarding principal disposition to lead for equity. Analysis of the data for comparative narratives, however, resulted in emerging themes. These themes were

then put in context using the tenets of Bourdieu's habitus and social field theory, which allowed for a lens to be applied to understanding the evolving and complex themes. Bourdieu's concepts of habitus, structure, strategy, and capital became part of an analytical device to make sense of the narratives within the context of the study.

Discussion of Findings

In Search of Disposition

For the purposes of this study, disposition was defined as "values, commitments, and professional ethics that influence behavior." (National Council for the Accreditation of Teacher Educators [NCATE], 2006, p. 53). Several researchers have addressed the concern that teaching or encouraging certain dispositions is at the risk of straying into moral indoctrination (Burant, Chubbuck & Whipp, 2007; Sockett, 2009). In their comprehensive literature review of leadership disposition and measurement, Jennie Welch and Leslie Hazle Bussey (2014), confirm that the scholarly and professional conversation to consider leadership disposition in research and practice is impacted by both the definition of the word as well as uncertainty about how to measure disposition. Despite these challenges, the work to prepare school leaders to both explore and develop disposition to lead the learning for all continues (Hafner, 2005; Notar, Riley, Taylor, Thornburg & Cargill, 2009). There is elusiveness to disposition. It can be defined but this research sought to understand where it might reside in a school leader's repertoire.

Speaking the language of equity. Principal responses to direct questions regarding how to support diverse learning communities were laden with the terms, phrases, or references to specific mandates and strategies strongly associated with achieving equitable educational experiences. This language of equity, in keeping with qualitative analysis, was tracked (see table 5.1). Understandably, there was evidence of the principals' use of equity-infused language

reflecting their experience with on-going district, state, and federal mandates. Terms such as *tracking or making progress* and *moving on their own continuum, from the baseline* as well as *data meetings* indicate the principals' understanding of their role in the current national school climate of success measured by student achievement. Phrases like *response to intervention, emotional safety, instructional support, meeting the needs of all learners* and *differentiate* suggest the principals also recognize that they are obligated in both the language and the spirit of No Child Left Behind to close achievement gaps. The table shows, however, that one can't just look for certain statements or assertions that an individual makes as a way to determine their disposition. This study intended to understand how disposition to create and support conditions that provide access for a diverse learning community manifested itself, particularly in what the principals self-reported. Their statements in the table illustrate an awareness of accountability to equity in their language and the use of terminology. Initially, close attention was paid to this language because the participants associated these terms and phrases with interview prompts regarding equity. This table is presented as both an understanding of what the researcher focused on and then moved on from.

Table 5.1

Principal use of the language of equity

Participant	Example
Nancy	It means that attention is paid to tracking progress on an individual basis, by design; systematically.
Nancy	And when that's the case I feel like it's an equitable process. It's not the squeaky wheel got the oil.
Nancy	Here's what we do for all of our students to make sure they're all moving on their own continuum.
Nancy	They're all making progress from the baseline; from where they started.

Nancy	I think my biggest priority is probably to be as faithful as possible to a response to instruction or a response to an intervention model where students are getting the attention that they need up front instructionally.
Nancy	My responsibility—instructionally—is to make sure that they're getting that small group, or in some cases one-to-one instruction, based on how they respond to the curriculum programs.
Nancy	… I think emotional safety. We think of all the bullying complaints and I think bullying is way overused.
Betty	We do have an instructional support team.
Betty	We do have data meetings.
Fran	You do have to be able to track progress and demonstrate progress.
Fran	I think teachers need to differentiate.
Fran	But I think making sure that we're helping every child reach his potential…
Fran	The other piece I feel like I need more of is just a greater understanding and more resources around the multicultural.
Anne	That we're meeting the needs of all learners.
Anne	…You can call it RTI (Response to Intervention), you can call it differentiate but what you do, you have to teach that child for his learning style.
Anne	I think every kid can learn, but as I said, the first thing is they need to feel like they matter.
Mary	I do data teams with my grade level team and I do think it's important to have data conversations…

Note. Personal communication

The use of these terms and language as principals made statements about their work suggest efforts to understand and comply with initiatives. Most of the language relates to providing an equitable learning environment and also reflects linking with the larger design and purposes of education. These statements signify an awareness of accountability but these statements reveal an incomplete picture. By using the language they show they are aligning themselves with the policy but this language does not reveal their disposition. The language

demonstrates the notion of equitable practice but it did not provide insight into how principals work through rationales to provide equity. Additionally, this language was strongly represented in initial responses to interview questions about what a diverse learning community means to the participant. Thorough analysis of these terms, however, did not lead to an emerging phenomenology of how a principal may develop a disposition. This table is illustrative of the difficulties there are in the capturing and explanation of dispositions. Additionally, this table is a part of the researcher's story in justifying the subsequent work to look at participant stories as a way to understand how principals articulate their efforts to create and support equity.

Exploring worldview. A second attempt to understand disposition was made through the line of interview questioning related to worldview. Worldview entered into this research as a way to understand where principals may center themselves to carry out the work they do. The intention was to gain information related to a principal's broader considerations regarding the world and this would provide insight into the ways a principal sets priorities, makes decisions, and takes actions that impact a school's ability to provide access to a diverse learning community. The following open-ended questions regarding worldview were asked of the participants:

- What has contributed to your worldview—not just as a principal, but also your role as a family member and community member?
- How do you think your worldview impacts or influences your role as a leader?

Additionally, these questions were asked as clarification of, or extension of, the original questions in order to solicit more information:

- How do you think you got to your view of students, how they should be treated, and how families are treated as they come into the school?

- Can you translate this in terms of how you are a leader in the school? How do you model that? How do you reinforce that?
- Let's talk about how the world works a little bit and how you view the world. In the school, you're talking about creating a safe environment where everybody has connection, but what about when you think about how the world works and where your place is in the world?

The responses to these questions, in the case of all participants, resulted in one or two sentence answers and, from three of the five participants, included a general statement about making the world a safe place. This line of open-ended questioning failed to elicit the anticipated responses representing an individual worldview.

The researcher was in search of dispositional understanding, and operating under several assumptions that the disposition to lead for equity would manifest itself in the self-reported responses of the participants. One implicit assumption was that every interviewee would have a worldview. A second assumption was that an articulated worldview was necessary to inform a disposition. Clement Vidal (2011) essentially validates the first assumption and refutes the second assumption. Vidal explains that everyone has a worldview, which they acquire just by being, with an implicit and intuitive sense of what is right and wrong based on experience in the world (Vidal, 2011, p. 312-313). Applied to the line of questioning in this study, the implicitness of the participants' worldview may have been a barrier to their articulation of the concept as questioned or applied in a wider or more thoughtful sense. The absence of a well-articulated and thought-out worldview does not imply that the principals who were interviewed lack a worldview. The analyses of the narratives reveal that principals have an internal sense of justice that is embedded in all their interactions. There is a strong connection between Vidal's work

regarding worldview and Bourdieu's habitus and social field theory. According to Bourdieu the habitus is formed from the lived experiences of the individual and informs decisions and actions. This aligns with Vidal's claim that the worldview is developed over time and is, according to Vidal, innate. The absence of a detailed response to interview questions regarding worldview led this researcher to consider ways that would allow for understanding the data regarding what the principals chose to talk about in response to open-ended questions.

Narrative stories. Given that analysis of the language of equity as well as the absence of an articulated worldview were not paths of inquiry for understanding principal disposition, the researcher was prompted to turn in the direction of the narratives and recollections as a potentially stronger data set. Questions that began with a prompt such as "Tell me about a time…" resulted in narratives that were examples of how principals work to create and support an environment accessible to a wide range of learners and were informed by their core beliefs. Narrative analysis methodology was employed to uncover the common thematic content of the stories that principals told in response to the interview questions. The stories principals told regarding the actions they take to provide equity reveal both an underlying sense of how they believe the world—or their field of work—should be and how they work towards this as principals. The research showed that principals don't identify specific skills or behaviors that they employ to provide equity, rather, they tell stories to convey what they know how to do. Understanding how the principals work to provide equity was not evident in a comprehensive list of skills and behaviors. When the participants were prompted to recall stories regarding their work towards equity, the thematic narratives of capital and management illuminated the topic of disposition.

Themes

Capital. The first dominant theme to emerge from the principal narratives to provide equity was capital: the idea that principals built a type of social capital, which was then used as a currency to create and support equity with the other habitus and structures on the field. The principal stories of capital were grouped into the category of the value gained through self-learning and the category of skill in emotional understanding. Both the narratives of self-learning and the narratives of emotional understanding are presented as expertise which the principals gain and use to create and support equity. Represented with Bourdieu's theory, these experiences can be understood as a form of capital, or assets, that the principal can employ among the structures, strategy and other habitus as they work to support equity.

Self-learning. The representative stories in the categories of self-learning included stories of the acquired self-learning from the challenges, assumptions, and skills imbedded in the transition to the principalship or to a new district as the principal. All of the principal narratives of self-learning included either stories of moving into the principal position for the first time or transitioning from one district or position to another. These stories underlined examples of difficulties with translating a developed and valued skillset from one setting to another. Principals described these situations but also reflected on the challenges they had to establish themselves on a new "field of play" despite previous successes. For these principals, the cumulative experience of being a principal appears to provide both a point of confidence and security in carrying out their work to support an equitable environment.

Emotional capital. The second category of capital that emerged from the narratives was represented by principal stories of emotional understanding. The role of acknowledging emotions of the self and others was also a significant category in all of the principal stories. This category

included stories through which they conveyed the high value they place on recognizing the emotions of others as a part of a problem-solving process. A principal's ability to identify and work within an emotionally charged environment is critical (Leithwood & Beatty, 2009; Moore, 2009). Many of these stories of emotional situations focused on issues of supporting an equitable environment. The experience of working through highly emotional experiences with others on the field was portrayed in principal narratives as a skill that helped them acquire social capital. Once they gained this capital they could use it to work towards supporting equity.

The narratives of capital, which included the stories of self-learning and understanding emotions, indicated the principals used the formation, telling, and retelling of these stories as a form of reflection. Chris Argyris and Donald Schön (1974) in *Theory in Practice: Increasing Professional Effectiveness,* make a point that relates to the reflective aspects in this study. They note that all humans must integrate action and thought—that once a human takes action, the individual needs to reflect on it and learn about one's own behavior to change it. Although this study did not look at principals' behavioral reflections regarding change, the stories the participants of this study presented were examples of capital-accruing experiences they had reflected upon and held onto. The value of the principal's ability to understand the emotions of oneself and others is examined extensively in recent principal research (Leithwood & Beatty, 2001; Moore, 2009; Zorn & Boler, 2007; Schmidt, 2010).

A management orientation. The second dominant theme to emerge from the narratives was the tendency of the principals to move towards a managerial orientation to provide equity. Stories with the management orientation from the narratives fell into two categories. The first category included the management orientation that prompts a principal to act or react to a situation based on her own internal goals and objectives. The second category of management

contained decisions and actions that were influenced, whole or in part, by external forces. Intrinsic and externally motivated management stories reveal the complex nature of the management orientation of a principal, both in terms of what they are managing and the motivational forces that prompt them to take deliberate actions. These stories of management, however, were also communicated as valuable experiences that the principals told as a way to convey their abilities.

The expectation that a principal will provide stability through management is a part of a greater human need. Donald Schön (1971) notes that belief in the stable state is an illusion of protection from change (p. 11). More importantly, Schön maintains that the loss of the stable state is continuous and we must adapt with "learning systems" in order to facilitate the continuous transformation needed to make productive sense of life (p. 15-28). The principals' stories of working from a management orientation described situations where they had to destabilize the situation in order to ensure equity, or work to repair and move forward from a disruption to the community.

Larry Cuban (1988) and Keith Grint (2010) define the differences between management and leadership in a similar way. Cuban asserts that expectations for principals press them to default to concerns of management instead of leadership. Grint claims that a manager is consumed with "standard operating procedure" and a leader is more engaged in innovative problem solving (p. 15). Grint reinforces the idea that management is an expectation of leadership, but leadership beyond management is something unknown as it moves towards becoming a change agent (Grint, 2010). Rather than choosing or defaulting to a management orientation, the principal narratives in this study indicated that there are occupational demands that may cause a principal to yield to this orientation. These narratives also reveal how the

principals may acquire capital from this orientation, subsequently using the capital to reinforce and support equity.

From the Perspective of Bourdieu's Theory

The results of this study are further illuminated by Bourdieu's (1977) sociological theory of habitus and social field. Bourdieu provides a way to view leadership in the social field in which it occurs (Grenfell & James, 1998; Eacott, 2010). There is evidence that a principal's stance (habitus) is influenced by a shared environment, including the values of the district as well as national circumstances. This aspect of Bourdieu's theory is evident in this study. There are surprisingly common factors and depth to what consumes the thoughts and actions of the principals as they work to provide equity. Most importantly, the context of their functioning is shaped by—and shapes—how they manage and rationalize creating and supporting equity in an educational environment. The principals have to build, save, and spend capital in order to both manage and lead a school filled with other habitus and structures valued on their particular fields, as well as habitus and structures on the over-lapping fields they must navigate. The use of Bourdieu's habitus and field theory is a critical contextual lens to apply to research that seeks to understand the multiple influences on individuals functioning interdependently within an environment of other individuals and groups.

Applications

The principals in this study embedded creating and supporting equity throughout their work to manage all aspects of the school. The disposition to lead a learning environment that is accessible to a wide range of learners is evident in the stories the principals tell. This disposition is part of a school leader's repertoire, but for the participants of this study it is not part of their personal inventories of their individually acquired discrete skills.

Principals have these stories, but it is likely that current conditions do not help them learn from the stories or from each other. This is a missed opportunity. These stories show the potential power of stories as a resource not fully recognized. Opportunities and environments need to be supported where principals can look at their stories in ways that allow they to fully explore the meanings and nuances in forums that both endorse and challenge the content and decisions. This type of professional development would be influential in a continuing education context. The purpose of this of work would be to reinforce the concepts of the stories, but more importantly, to stretch principals, especially regarding the disposition to lead a wide range of learners.

Ongoing professional development for principals that support opportunities to tell their stories and reflect on their experience with others working both inside and outside of education could strengthen a principal's ability to both understand and articulate a concrete set of self-expectations for equity. This, in turn, may influence the type of professional development opportunities the principal supports and which school structures a principal endorses in order to ensure equitable learning access for a diverse school community.

Limitations

This study is delimited by several factors. It is a small-scale study of a single, suburban, high-performing (according to state-wide assessments) district. This study also includes only white, female, elementary school leaders currently working in the principal position. A different cohort of participants from an urban or rural setting would likely have generated a different set of narratives. Subjects who were predominantly male, who represented more diverse backgrounds, or who were from a greater age range could have produced different information. Additionally, a larger set of participants may well impact the number and strength of the themes that emerged in the analysis. It should also be noted that information gained from this study consists of narrative,

self-reported data from five individual experiences. These narratives were influenced by decisions of the researcher, ranging from the selection of questions to the aspects of the stories that were attended to throughout the analysis. Given how the data for this study was gained through the self-reported information of the individuals, this research was unable to consider the way the stories were socially constructed or how the stories might change based on audience response.

Future Research Directions

This research has produced information both in terms of content about disposition and about methods needed to study or inquire about disposition. Specifically, other researchers in the field of principal leadership need to embrace the reality regarding the contextual influences of information gained in principal research (Hallinger, 2010, p. 129). In particular, the results of this study confirm that, in order to best understand a principal's actions and decisions, they must be studied among the context and influence of the principal's field of work. As the interviewees' comments demonstrated, there were no formulas for supporting equity, just access to stories they put forward as the experience of how they do their work.

Decisions will continue to be made (and will continue to shift) regarding what we want our schools to be and what impact we want leadership to have. We need to recognize that this may not require the same type of school leader or leadership across all contexts. What does seem evident is that we are not going to find a great sense of direction for the future of school leadership by looking at what we presumed worked in the past. A trait-based list of what an effective school leader should be and should do likely guarantees us a replication of the current system. We know our schools are becoming more diverse in all aspects. For years, great schools and their leaders have been studied with the expectations that, through following the traits and

actions on a list, we would be able to close the achievement gap. Maxine Greene (1998) in *The Dialectic of Freedom*, brings forward the dilemma of public education and our ability to remake its intentions and possibilities. Principals have a deep knowledge regarding how schools work and don't work. What principals lack is the freedom and space "to surpass the given and look at things as if they could be otherwise" (p. 3). Greene's case for education to become more open to possibilities and encompass more of the lived world also supports increased study of the principalship in context.

The development of a culturally competent principal is necessary and the ties to aspects of social justice leadership are natural (Hansuvadha & Slater, 2012). Although the research into this aspect of leadership has been sublimated in favor of a focus on principal leadership connections to student achievement, some progress has been made to develop and validate indices to measure leadership disposition that can create learning access for a diverse community. As both Sockett (2009) and Burant, Chubbuck & Whipp (2007) outline, disposition is not a personality trait and runs close to morality—but unlike morality, the word *disposition* has an ambiguity that can promote discussion.

Research connecting the identification of dispositions with how to develop and cultivate them, is an under-represented area in the literature. There is, however, evidence of persistent efforts to understand disposition and how it may add value to educational leadership training programs (Hafner, 2005; Notar et al., 2009; Welch & Bussey, 2014). In addition, among educational leadership research, there is little exploration on how to identify the next generation of school leaders. In fact, the way we study principals, and the expectations we have of the position of principal itself, should come under question. Bourdieu's theory of habitus and field presents a way to understand the actions and intentions of principals on the field in which they

work and this type of understanding should be prioritized. Furthermore, as we ask leaders to consider and develop favorable dispositions to create communities that provide access for a wide range of learners, these leaders must also become critical evaluators of what they are asking all students to be included in. There is a significant need for reflective opportunities for the principals of the future.

Researcher's Reflections

Generalizing the results of this research is not an intention of this study. The questions to consider about creating and supporting access to a diverse learning community are important to ask across contexts, types of schools, districts, states, and countries in order to begin to understand how to facilitate and support these dispositions for school leadership that are context-specific. According to Michelle Schmidt (2010) the greater question directs attention to who is being studied: by looking at current principals and their informing experiences are we getting the information we need for the education of future principals? Courtney Cazden (2012), in her use of Nancy Fraser's three dimensions theory of social justice to analyze four Australian schools, would call this a need for "recognitive dispositions" (p. 187)—to recalibrate disposition and make central certain elements of social justice in the work of the principal. In the age of mandated testing and data-driven instruction, prioritizing a social justice perspective for principal training and support will require a significant amount of focus for districts, preparation programs, and the national agenda.

A recent issue of *Yes* magazine was devoted to "story power" and how stories are one of the ways we experience our culture, even in the digital age. In particular, Adrienne Maree Brown (2014), an activist and facilitator for social justice, writes about the influence the story-telling of Octavia Butler has had on her work in getting groups to move forward in the essay, "The Fiction

that Opened My World." She outlines the important theme of "emergent strategy" that evolves through Butler's fiction as "one that rejects linear victory-oriented planning and embraces adaptive, interdependent, intentional leadership that creates possibility and is stronger for being decentralized" (p. 36). This is clearly a context-dependent strategy that also connects to the representation of Bourdieu's habitus and social field theory.

The research for this study has pushed this researcher to delve deeply into the realities and possibilities of school leadership as well as the way school leadership is studied. The sincere representations of the principals and how they view themselves in their work through their narratives were striking. Their stories of ways to create access for a diverse school community were imbedded with their understanding and shaping of the realities and their hopes and demonstrated a profound "feel for the game." Maxine Greene (1988) refers to this as "a consciousness of the normative as well as the possible: of what ought (it) to be, from a moral and ethical point of view, and what is in the making, what might (it) be in an always open world" (p. xi). The principal narratives in this study represented how they use their experiences to construct a knowledge base to underlay their efforts to provide and support equity in their schools. These narratives reveal a struggle about professional identity, the knowledge principals have, and how it was constructed. Most importantly the experience of being a principal, coupled with reflection, matters. Principals in this study used the formation and telling of their stories as a way to reflect on their work. The stories the principals chose to tell are socially constructed and revised. They are stories the principals learn from, and at the same time, they are stories that serve as a form of self-validation for their decisions and actions.

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Appendix A

Email of Introduction

Dear _____:

As you may or may not know, I am engaging in the final phase of my educational leadership Ph.D. program. Currently, as a part of my doctoral degree, I am conducting research to determine factors and experiences that inform principal dispositions to create learning environments for diverse communities of learners. There is limited research on how a principal develops the disposition to carry out this work.

I am asking you to be involved as an experienced principal in a school that serves an increasing diverse educational community. Your participation will include an interview of approximately one hour. I will be asking a series of open-ended questions regarding your educational background, experiences and influences related to your current motivation as principal. The interview will be recorded. My ultimate interest is in building a picture of principal disposition for educating a community of diverse learners in one district, not the specific achievements of individual principals.

There are no tangible benefits from participating in this study other than helping to forward further understandings of what may inform the disposition of principals who work to provide educational access to a diverse learners and communities.

I would be most grateful if you would consider participating in this study. The interview will take approximately one hour to complete. Your confidentiality will be protected as the interview data is completely anonymous. I will be following up this email with a phone call to discuss you possible participation and any further questions you may have.

I thank you for your time and hope you will consider participating as your input will be valuable in this research study.

Sincerely,

Linda Croteau

Appendix B

Informed Consent

RESEARCH SUBJECT INFORMED CONSENT FORM

Prospective Research Subject: Read this consent form carefully and ask as many questions as you like before you decide whether you want to participate in this research study. You are free to ask questions at any time before, during, or after your participation in this research.

Project Title: *The Effect of Principal Dispositions on Access to Education for Diverse School Communities*
Principal Investigator: Linda Croteau :Ph.D. Candidate, Graduate School of Education, Education Leadership Cohort 2010, Lesley University
Location: Lesley University
Phone: (978) 623-8925

1. ***PURPOSE OF THIS RESEARCH STUDY***
   - You are being asked to participate in a research study designed to look at what informs a principal to create a learning environment that meets the needs of a student and community diversity. This study hopes to begin to understand what factors may influence a principal to create this type of environment and what challenges occur.
2. ***PROCEDURES***
   - You will be asked to complete a general survey regarding you background and participate in an interview with the principal researcher.

- The one to one interview regarding background and experiences will constitute the majority of your participation.
- The interview will last approximately one hour.
- You will have an opportunity to review a transcript of your interview for accuracy.

3. POSSIBLE RISKS OR DISCOMFORT

- There are no known risks for participating in this study.

4. OWNERSHIP AND DOCUMENTATION OF I NTERVIEWS

- *The information gained from interviews will be stored on a secure data storage device. (This includes digitized interviews and transcribed text.)*

5. POSSIBLE BENEFITS

- Although this research is not of direct benefit to you, it may be beneficial in the professional development and training of future school leaders.

6. FINANCIAL CONSIDERATIONS

- There is no financial compensation for your participation in this research.

7. CONFIDENTIALITY

- *Your identity in this study will be treated as confidential. The results of the study, including data, may be published for scientific purposes but will not give your name or include any identifiable references to you.*

  However, any records or data obtained as a result of your participation in this study may be inspected by the Lesley University Institutional Review Board, or by the persons conducting this study, (provided that such inspectors are legally obligated to protect any identifiable information from public disclosure, except where disclosure is otherwise required by law or a court of competent jurisdiction.) These records will be kept private in so far as permitted by law.

8. TERMINATION OF RESEARCH STUDY

You are free to choose whether or not to participate in this study. There will be no penalty or loss of benefits to which you are otherwise entitled if you choose not to participate. You will be provided with any significant new findings developed during the course of this study that may relate to or influence your willingness to continue participation. In the event you decide to discontinue your participation in the study:

1. Please notify Linda Croteau, (978) 623-8925 of your decision.

9. AVAILABLE SOURCES OF INFORMATION

- Any further questions you have about this study will be answered by the Principal Investigator:

  Name: Linda Croteau (lcroteau@lesley.edu)

  Phone Number: (978) 623-8925

  Name: Paul Naso - Faculty Supervisor
  Lesley University
  Office # 2-044

University Hall
(Office) 617-349-8284
pnaso@lesley.edu

- Any questions you may have about your rights as a research subject will be answered by:

  Name Robyn Cruz (rcruz@lesley.edu)

10. AUTHORIZATION

I have read and understand this consent form, and I volunteer to participate in this research study. I understand that I will receive a copy of this form. I voluntarily choose to participate, but I understand that my consent does not take away any legal rights in the case of negligence or other legal fault of anyone who is involved in this study. I further understand that nothing in this consent form is intended to replace any applicable Federal, state, or local laws.

Participant Name (Printed or Typed):

Date:

Participant Signature:
Date:

Principal Investigator Signature:
Date:

Appendix C

Demographic Questions

1) What is your age?
2) How would you describe your ethnic background?
3) Other language fluency?
4) What is your highest degree?
    a. Other Degrees completed?
5) What is the most recent professional development you have participated in?
6) What is the number of students in your school?
    a. Teachers?
    b. Assistants?
7) How many years have you been a principal?
    a. At this school?
    b. In a previous position?
8) Have you held other positions in education?
    a. If so, what were they and for how long?
9) What is your work experience (if any) outside of education?
10) Are you a native of your school district?
    a. If not, describe the community you were raised in (urban, suburban, rural)

Appendix D

Open-Ended Interview Questions

- What are your priorities as a principal?
- What does the phrase "meeting the needs of all learners" mean to you?
- What has contributed to your worldview– not just as a principal, but also your roles as a family member and community member?
- How do you think your worldview impacts or influence your role as a leader?
- What life events contributed to the development of your key principal dispositions? For example, this could be a person who influenced you, or an event you experienced that had a big impact on your development. (Not just as a principal but at any point in your life)
- Which of these formative experiences have had the greatest impact on you? How do you see these as connecting to your work?
- In an ideal world, what would you need (resources, training, etc.) in order to carry out your vision for what a school could be for a community of diverse learners?
- What has contributed to your vision of what a school can be (not necessarily your school) and how has this manifested in your actions?
- How do you see the focus on data-driven instruction as fitting in with your belief system about meeting the needs for all learners?
- Can you describe a time when, as a principal, you had to motivate someone to change his or her behavior for his or her professional growth (and your organizational growth?)
- Can you describe a time when you took a risk with the motivation of making the school safer, more efficient or effect?

Appendix E

Email Request for Follow-up Interview

Dear_____:

Thank you for finding the time to participate in my research study. As I begin to work with the data you provided, I have some additional questions and clarifications. I am hoping that I can schedule a follow-up interview with you in the next week.

I have the following days and times available,( ) but can be flexible regarding your needs. I anticipate that this interview will take no more than thirty minutes. Once we have confirmed a time, I can provide you with specific information regarding points of clarification.

I so appreciate your participation in this study and I look forward to meeting with you soon.

Sincerely,

Linda