CAREER PATHS OF LATINA HIGH SCHOOL ASSISTANT PRINCIPALS:

PERCEIVED BARRIERS AND SUPPORT SYSTEMS

APPROVED BY SUPERVISING COMMITTEE:

_____
Mariela Rodriguez, Ph.D., Chair

_____
Bruce Barnett, Ph.D.

_____
Juan Manuel Niño, Ph.D.

_____
Elizabeth Murakami, Ph.D.

Accepted: _____
Dean, Graduate School

DEDICATION

This work is dedicated to God, my family, the assistant principals who participated in this study, educators and those who gave me a second chance.

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by

MARCO ALFONSO REYES, M.A.

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Marco Alfonso Reyes, Ed.D.
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Supervising Professor: Mariela Rodriguez, Ph.D.

Abstract

Latina principals and assistant principals at the high school level have been overlooked in academic research. A review of literature is explored indicating how Latina, public high school assistant principals and principals are disproportionately underrepresented and face the double challenge of being a gender and an ethnic minority in the field of educational leadership. A qualitative study was conducted that begins with a statement of the problem, review of literature, and continues with a description of the research design, data collection, analysis of the data, discussion of findings, and concludes with the researcher's challenges. Phenomenology was the research methodology used to study four Latina assistant principals' experiences and perceptions of barriers and support systems in relation to their career journey. Role congruity theory was used as a theoretical lens to explore the prejudices, discrimination, and career path barriers that female leaders encounter. Findings revealed that the four participants interviewed had similar experiences and perceptions concerning four main themes of motivation, challenges, support systems, and cultural identification; subthemes were also explored. Discussed is a new conceptual model which outlines the career stages of the participants.

Overall, the narrative data from the participants, the coded themes and subthemes, and the new conceptual model highlight that there are various barriers and support systems that impact Latina high school assistant principals' career path experiences. Specifically, the

challenges identified are institutional challenges in the form of poor educational leadership, prejudicial hiring practices, and internal challenges in the form of conflicts about family verses job obligations.

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CHAPTER I: INTRODUCTION

According to the United States Census Bureau (2011), the Hispanic or Latino population has grown nationally from approximately 35 million in 2000 to 51 million by 2010, accounting for 16 percent of the total populace. However, there is still a disproportionately small number of Hispanic educators in public schools across the country. As Figure 1 indicates, in 2012, for example, the percentage of Hispanic teachers in all public schools within the United States was about 8 percent, when compared to the other racial categorized teachers in all public schools composed of 82 percent Whites, 7 percent Blacks, 2 percent Asian, and 1 percent all other races (Goldring, Gray, & Bitterman, 2013).

Introduction

Hispanics and other minorities are underrepresented in public school administration within the United States, including Hispanic females or Latinas. In 2012, Hispanics represented nearly 7 percent of all public school principals in the United States, Blacks accounted for 10 percent of principals, 3 percent were all other races, and 80 percent of principals were White (Bitterman, Goldring, & Gray, 2013). Unfortunately, this data is not aggregated by gender and race, so it is impossible to exactly know the precise number of Hispanic females who are principals in public schools nationally. National data sets rarely describe the number of Hispanic female principals or teachers; the only information available is either race or gender.

The significance of this racial and ethnic disparity between educational leaders centers on a concern for equity and diverse representation among educational leaders, as the student population also diversifies steadily over time. For instance, minority students' enrollment in all public schools rose in 1993 to 2003 from approximately 34 percent to 41 percent, respectively (KewalRamani, Gilbertson, Fox, & Provasnik, 2007). By the end of the 2006-2007 school year,

approximately 44 percent of minority students were enrolled in all public schools in the United States, with almost half of that percentage growth, 21 percent, represented by Hispanic students (Sable, Noel, Hoffman, 2008). Indeed, one of the fastest growing minority populations are Hispanics (Humes, Jones, & Ramirez, 2011).

Furthermore, researchers Williams and Loeb (2012) observe that the number of Hispanic students and other minority students are steadily increasing in enrollment, but the number of diverse teachers and principals is not increasing fast enough to match the influx of Hispanic students and other minority group students, so that the teacher and principal racial makeup is not often equal to student populations. Other researchers have also stated similar findings (Arounsack, 2014; Gates, Ringel, Santibañez, Ross, & Chung, 2003).

Certainly, the research shows that effective principals can impact teacher retention and student achievement, regardless of the gender, race, or ethnicity of the principal (Béteille, Kalogrides & Loeb, 2012; Coelli & Green, 2012; Gristina, 2014; Leithwood, Patten, & Jantzi, 2010; Maciel, 2005; Nettles & Herrington, 2007; White & Bowers, 2011). Racially and ethnically diverse women principals bring multicultural diversity to school leadership environments through personal experiences and by overcoming struggles specific to their gender and ethnic histories (Haar & Robicheau, 2009). Having an ethnically or racially diverse principal is helpful and encouraging for a growing minority student population in public schools across the United States (Magdaleno, 2006).

Overview of the Problem

Latina assistant principals and principals are disproportionally underrepresented at the public high school level within the United States (Palacio, 2013). Altogether, there are very few female assistant principals or principals at the public high school level in comparison to the

aggregate of assistant principals or principals at all public school levels. For instance, in all public high schools in United States, approximately 70 percent of school administrators were males and 30 percent were female administrators in 2012. In contrast, the data set that examines the combination of all public school administrators at every grade level from primary to secondary reveals that in 2012 approximately 48 percent of administrators were male while their female counterparts consisted of 52 percent female administrators (Bitterman, Goldring, & Gray, 2013).

In light of the fact that a large majority of high school administrators were once teachers, leadership advancement from teacher to administrator is often referred to in the research as the educational pipeline (Farley-Ripple, Raffel, & Welch, 2012). The career advancement or pipeline of teachers from classroom educator to principal would suggest that since females account for nearly 76 percent of all public school teachers in 2012 (Goldring, Gray, & Bitterman, 2013), there should be more female administrators than males in the public school system nationally. Unfortunately, a deficit in the number of female high school assistant principals and principals makes them a minority in the educational system at the secondary level.

More important, national data from the 2012 Schools and Staffing Survey (SASS) report on public school principals in in the United States makes it difficult to establish the exact percentage or number of Latina assistant principals or principals at the high school level or any level. The survey system is not designed to have a category consisting of Hispanic males and Hispanic females or even assistant principals; instead, the data collection procedures reports only male or female while not considering race or ethnicity in the grouping process of principalship as analyzed by Bitterman, Goldring, and Gray (2013). These researchers also do not make the distinction between assistant principal or vice principal and principal. In fact, while conducting

her research regarding employment barriers and supporters for women seeking to become high school principals, Schnabel Kattula (2012) comments on the limitations within particular data sets from the SASS by stating that the SASS did not have data on "disaggregated principal gender, in order to acquire elementary or secondary principals' gender distribution . . . ." (p. 3).

Although the categorical information specifying the exact number of Latinas employed as public high school assistant principals or principals is not available, an interpretation can be drawn from the data evaluated by these researchers indicating that there are low percentages of public high school assistant principals and principals among both female and Hispanic administrators in 2012. The possible cause or causes for the underrepresentation of Latina administrators at the secondary level is the central purpose of this particular research study that was conducted. By exploring various aspects of this phenomena, it is hoped that insight and understanding will come to light. Exploring the purpose of this study, statement of the problem, research questions, and the significance of the study will further guide this study. The particular difficulties that arise with the underrepresentation of Latina assistant principals at public schools is that the administration will not reflect the growing minority population of students who benefit from the diversity that Latina assistant principals bring to schools, rather than public schools consisting of homogenized assistant principal populations (Arounsack, 2014). Finally, Latina administrators bring cultural knowledge or cultural capital (Bourdieu, 1977) and experiences of being a minority that are useful in an ever-growing minority population which includes Hispanics (Hernandez, 2004).

To this point, this chapter introduces the need to study Latina high school assistant principals by first giving an overview of the problem. Second, the purpose of the study is provided. Third, a statement of the problem is discussed. Fourth, the overarching research

inquiry and subsequently four specific research questions are presented. Fifth, the significance of the study is outlined. Sixth, to contextualize this study a theoretical framework is explored. The chapter concludes with the limitations of the study, definition of terms, and a brief summary of the chapter.

Purpose of the Study

The purpose of this research is to investigate the perceived barriers and support systems of four Latinas as experienced along their career journey in becoming an assistant principal at the public high school level. Inquiry focuses on family-work barriers, the administrative, the educational, and support systems that both hinder and advance Latinas into the principalship (Carrillo, 2008; Chávez, 2012). Using a phenomenological methodology, further discussed in Chapter III, the previous experiences and perceptions of four assistant principals are explored using in-depth interviews, analysis procedures, observations, and documentation of the assistant principals' lived experiences in becoming an assistant principal in a public high school.

In addition, by probing the self-described experiences of Latina assistant principals as they encounter family, career, and personal challenges and encouragements perceived along their career journey in school administration, this detailed information will add to the scant research literature that exists regarding Latina school administrators (Wrushen & Sherman, 2008) through the use of rich and extensive descriptions of the experiences that four Latinas underwent in advancing into a high school administrative positions. As Wrushen and Sherman write, "few studies exist on minority women leaders' lived experiences…." (p. 459).

The purpose of this study is also to adhere to established qualitative research methods to ensure that the integrity of all the data gathered may provide insightful information about the perceived barriers and support systems encountered by Latinas' journey into the assistant

principalship. This study presents researchers with information to replicate or conduct similar studies, and this research provides principalship certification programs with information from the in-depth interview data and analysis collected from this study.

Next, the research process is explained further through the statement of the problem, significance of the study, and explored through a theoretically framework lens to better investigate the underrepresentation of Latinas in high school administration. Also, Chapter I presents the theoretical lens that informs the research being studied. After Chapter I, Chapter II begins by outlining a review of literature pertaining to the various aspects of school administration, including a historical perspective.

Statement of the Problem

In the public school sector, there exists a gender and ethnicity disparity among school administrators at the secondary level. A disproportionately small number of Latinas hold positions as high school principals and assistant principals in the United States (Santiago, 2009). The problem is compounded by the fact that few studies examine the career barriers, mentorship benefits, networking practices, or support systems that Latinas encounter in obtaining a place as principal or an assistant principal at a public high school. The paucity of research into why there are so few Latina high school campus-level administrators contributes to a cycle of unawareness about this occurrence (Ramsey, 2013).

Several authors present the voices of minority women negotiating gender role prejudices in the male-dominated vocation of high school principal and assistant principalship (Ramsey, 2013; Santiago, 2009). Enriquez-Damian (2009) delves deep into the many institutional and cultural barriers Latinas must overcome in becoming school administrators and advocates the need for proactive support systems essential for Latinas to break through these challenges

particular for Latinas seeking to become a school principal or assistant principal. Parental and spousal support helped the five administrators interviewed in this study overcome the countless obstacles they encountered from initially starting off as child immigrants to the United States to becoming school administrators (Enriquez-Damian, 2009).

Limited Research

A gap exists in the research that neglects to confront what key factors influence the career path of Latina high school assistant principals and investigates possible barriers involved in entering the assistant principalship for Latinas. This study will explore how Latina assistant principals navigate through high school level administration, along with the personal journey that began from early childhood through to college and finally attaining employment as a campus-level administrator. Little research concentrates exclusively on Latinas' barriers to achieving the assistant principal position, the impact of mentoring for succeeding in the school administrative profession, and the motivation behind pursing and maintaining a career as an educational leader (Bonilla-Rodriguez, 2011).

The experiences of resiliency, determination, self-efficacy, cultural identity, and character are all areas Latina women in educational leadership positions found with support from their family and friends but it has gone unnoticed and unheard in much of the research. The fact that many of these women encountered sexism and racial discrimination from those who rejected the notion of a woman educational leader still remains ignored for many Latinas (Ramsey, 2013). This investigation into this topic will contribute valuable research information regarding Latina high school assistant principals that is absent from the literature. By analyzing this scarcely studied area, insight and knowledge can emerge from the participants about the perceived barriers and determination experienced by Latina high school assistant principals.

Because the national data pertaining to female high school principals and assistant principals does not distinguish between ethnically diverse women or women of color and women in general, most of the research conducted in this area reflects dissertation case studies (Santiago, 2009). This study provides an in-depth qualitative exploration of the various barriers and encouragements women of color experience along their career journey toward the principalship and assistant principal positions. Further, Wrushen and Sherman (2008) comment on the scarcity of research literature that discusses minority women who are high school administrators. As these authors suggest, there is even less research that addresses the underrepresentation of Latinas at the high school level.

Complicating the task of exploring the disparities that emerge for Latinas in high school administration sheds light on the fact that data from the early 1990's and onwards is limited to general categories like gender, race, and ethnicity. National data from the U.S. Department of Education does not create subcategories within race or ethnicity broken down into gender to explore, for example, how many female principals or even assistant principals are Hispanic in 2007 (Planty et al., 2007). Making it difficult to examine the hierarchy of the school administration, these researchers also group assistant principals, vice principals, and principals into one category called principals. These earlier methods of presenting the data shows how the research limited representation of minority women, in particular Latinas, throughout the years of educational scholarships.

Several decades of statistical data from watershed researchers provides clearer evidence that minority women were markedly underrepresented in the principalship and assistant principalship. For instance, Blount's initial 1998 work explores the principalship and the superintendency from its earliest inceptions from the 1880's to the 1980's. Shakeshaft's seminal

work (1989) also utilizes similar but limited categorical data, as does Blount expanding up until the 1980's. With this data, both authors reveal the small rise in female educational leaders followed by the quick underrepresentation of women principals and superintendents, in addition to minority women, throughout the United States' educational history.

With data from the 1970's, the work of Jones and Montenegro (1982a, 1982b) further indicate that only 0.6 percent of Latinas were principals. Unfortunately, much of the literature and statistics on women and minority women principals is not contemporary, with little research addressing the exact number of Latina principals, or assistant principals for that matter, in the new millennium of 2000 and onwards (Marshall & Hooley, 2006).

In addition, it is important to understand the inherent differences among administrative functions and responsibilities. A clear distinction must be made between the assistant principal, the vice principal, and the principal in interpreting national data about the principalship. Ultimately, however, 2007 data from the U.S. Department of Education does not distinguish between the three administrative positions consistently on a national level (Planty et al., 2007). Even by 2013, national statistical information from 2012, presented by Bitterman, Goldring, and Gray, from the U.S. Department of Education, also groups assistant principal, vice principal, and principal titles under one category. Data on minority women—like Latinas—is therefore difficult to nearly impossible to accurately interpret.

In investigating the assistant principalship position, Marshall and Hooley, in 2006, write the following: "Remarkably, no one knows how many assistant principals in the U.S. are women or minorities. Therefore, this section must refer to data from the 1970's….since recent and reliable statistics on assistant principals are unavailable" (p. 96). This gap in the data hinders inquiry into why Latinas and other ethnic women of color are not represented equitably in the

school administration. A more diverse representation of educational leaders in schools will fill the disparity that exists in schools, specifically as the student population also becomes diverse (Sanchez, Thornton, & Usinger, 2008).

However, it is necessary to examine the limited quantitative data trends from past eras from 1800 to the 1980's and the limited current information, in addition to study more closely the qualitative data in analyzing the various barriers and career gateways for Latinas seeking the assistant principalship, vice principalship, or principalship. For instance, Marshall and Hooley (2006) comment on the perceived internal and external career path barriers women experience and the necessity for more query into this area:

> Many women who aspire to administrative careers are convinced that stereotypical thinking about women's roles and about the traits required to perform on the job is the major barrier for them. [However,] male minorities are able to attain the assistant principal position. [Conversely,] [w]omen and minorities have difficulty finding sponsors because so many potential sponsors are white males who are more likely to identify with people like themselves. Has this changed? Why are data to answer this question not available? (p. 97)

Limited Demographic Categories

For this reason, data from 1994 and onwards is deficient on identifying the number of Latina high school principals employed in public schools, because national data on principals is arranged by gender or by race alone—not by gender and race together—so statistics on Hispanic women (Latina) principals is misleading. Nevertheless, Montenegro (1993) has conducted extensive research that aggregates gender and race for Latina principals and assistant principals.

Data from 1993 indicates that Latinas accounted for approximately 4.9 percent of all public school principals nationwide, and 6.2 percent of assistant principals were Latina.

Even though Montenegro's data analysis originates from the nationally-recognized American Association of School Administrators, the research data neglects to differentiate between high school and elementary school principal statistics for Latinas. Although not specific about racial minority status, Montenegro (1993) does state that "[a]mong elementary school assistant principals, 56.5 percent are women and 25.9 percent belong to a racial minority group. Among secondary school assistant principals, 30.1 percent are women and 22.1 percent are racial minorities" (p. 15). In all the research data contained in this study, it has been problematical to specify the exact percent of Latinas represented in the high school principal and assistant principal posts. It appears that specific research data on Latina high school administrators has been marginalized by the educational community, or data collection is limited to specific categories of inquiry which exclude or make it difficult to explore Latina high school assistant principals, vice principals, and principal in public schools. This is true even as recently as 2012 with SASS data regarding public school principals in the United States (Bitterman, Goldring, & Gray, 2013).

Although few research studies have examined women administrators, still fewer studies exist that specifically have been conducted to qualitatively investigate the various barriers, support systems, networking practices, and mentorship experiences particular to Latina high school principals and assistant principals (Melendez, 2008; Wrushen & Sherman, 2008). Consequently, as these authors suggests, researchers cluster Latina administrators with minorities overall, avoiding the complex dynamics that Latinas encounter as educational leaders. This gap in the research literature further informs the direction and necessity to investigate the life and

career journey of Latina high school assistant principals, vice principals, and principals in the public school arena.

To compound the sparsity of research, data collection from national educational statistics researchers will either combine the categories of assistant principal, vice principal and principal under one umbrella term—principal—or some researchers will only use data pertaining to the principal, excluding the assistant principal and vice principal positions. The job duties and responsibilities of school administrator are distinct and hierarchical, with the principal as primary campus-level leader, vice principal under the direction of the principal, and the assistant principal the lowest ranking in the principalship in charge of discipline and curriculum-based matters (Ubben, Hughes, & Norris, 2011). Yet, the research of Snyder, Dillow, and Hoffman (2009) published by the U.S. Department of Education combines data for public school principals and assistant principals into one category called the principalship. These researchers do, however, distinguish the total number of elementary and secondary principals and assistant principals when presenting data for private schools in the United States.

On the other hand, Battle and Gruber (2009), also submitting data gathered from numerous U.S. government agencies, only examine principals and not assistant principals or vice principals. This can be problematic in determining statistical information about Latina assistant principals and vice principals, since no differentiated data exists to discern the number, ethnicity, or gender of assistant principals or vice principals, even by 2012 (Bitterman, Goldring, & Gray, 2013).

Roles of Campus-Level Administrator

In fact, there are several leadership and executive distinctions between the various administrative offices of principal and assistant principal at the elementary schools in comparison to middle, or sometimes called junior high school, and high schools in the form of different job duties and obligations. At the elementary level, for instance, the principal and vice principal are closer connected to the discipline of students, oversee curriculum and instruction compliance, instructional leadership and supervision, staff development, operation and maintenance of the school, hiring of new teachers, and communicating closely with the central office personnel and the various superintendent positions. This closeness to students and staff is primarily due to the smaller staff and student enrollment sizes found at elementary campuses. Also, there are usually fewer assistant principals at the elementary level than at the secondary level (Ubben, Hughes, & Norris, 2011). However, this is changing since student enrollment at the elementary level is increasing nationally—accounting for close to 48 percent of total enrollment of all students from pre-kindergarten to fifth grade and 52 percent of sixth to twelfth graders in the United States in 2011 (Keaton, 2012).

At the middle school and high school level, the role of disciplinarian falls almost exclusively to several assistant principals. In addition, the assistant principal's job duties may include the following: operating as an instructional leader, staff development coordinator, testing and teacher master schedule planner, ensuring the safety of students and staff, aligning state-mandated tests with curriculum and instruction, hiring and monitoring teachers' instructional skills, and managing all instructional equipment, like textbooks, computers, and other supplies (Matthews & Crow, 2003; Oleszewski, Shoho, & Barnett, 2012). At middle schools, student population sizes and building capacity tend to be smaller than high schools. Because student

enrollment at a high school can easily reach over several thousand students in large cities, these job obligations are shared among a larger group of assistant principals at the high school level, often employing five or six assistant principals (Ubben, Hughes, & Norris, 2011).

Conversely, as these authors suggest, the high school principal's job becomes more supervisory in regards to operation of the school as a whole, as he or she has a larger staff to manage, and the principal doesn't deal directly with as many disciplinary problems as the elementary or middle schools principal encounters, or the assistant principals experience, on a daily basis.

The vice principal, depending on the leadership relationship with the principal, often shares the responsibility equal to the principal's, in lieu of the principal's absence, but the vice principal can take on many of the assistant principal's duties as well—especially in smaller high schools. Ultimately, however, the vice principal is under the direction of the principal (Chute, 2009). Furthermore, asserts Chute, upward job mobility is sometimes a desired progression from the assistant principal to the vice principal post, and from the vice principal rank to become the principal. The vice principal's job provides similar professional leadership practice of responsibility that the principal would typically handle. Though, not all vice principals aspire to become principals.

Aspiring for Principal Position

In their study, Walker and Kwan (2009) found that when vice principals had good working relationships with their principal and assistant principals and they had meaningful job satisfaction in their current position, there was little desire to advance to the higher principal job. Alternatively, vice principals with a strong need to expand their professional development skills and increase their leadership and career experience had a high desire and were more likely to

become principals. Nevertheless, these authors also consider that gender and ethnicity are factors that can hinder women of color from cultivating beneficial growth toward becoming a principal.

As Farley-Ripple, Raffel, and Welch (2012) suggest, the principalship can be both difficult and rewarding. In most cases, the high school principal has many job responsibilities, like the following: working closely with the community and businesses, overseeing budgetary spending, reporting information to and receiving mandates from the superintendent's office, and the managing staff in creating a climate of cohesive productivity to meet state and federal mandated standards (Farley-Ripple, et al., 2012).

Therefore, the job of assistant principal and vice principal often serves as a precursor for men and women to advance to a higher administrative position. Furthermore, since there are many more assistant principals, the reality is that many of the assistant principal's responsibilities and knowledge of the internal workings of a school provide him or her with various leadership opportunities similar to that of the principal's administrative duties (Myung, Loeb, & Horng, 2011). According to Myung et al. (2011), especially for assistant principals, administrative support and professional networking are key elements for the advancement of those assistant principals aspiring to become a principal.

Marshall and Hooley (2006) write that a "majority of assistant principals expect to move upward in administration. For this reason, the assistant principalship often provide opportunities for observing and interacting with supervisors and learning the behaviors necessary for professional advancement" (p. 2). However, for many men and women, the choice to advance up the administrative ladder from assistant principal to principal varies. It is not always a gender or ethnic barrier. These authors point out that women of color—Latinas, African American women, and other ethnic minority women—do encounter more difficulties in advancing to the principal

post, and even in becoming an assistant principal, than White women or ethnic minority men, like Hispanic men and African American men face. The authors indicate that institutional and cultural discrimination occurs because gender role expectations persist about the role of female and minority women in administrative positions.

Based on their research, Marshall and Hooley (2006) identify several categories of career mobility among assistant principals. The first type happens when an assistant principal has knowledge of the professional networking systems, job socialization process, and has career advancement backing from a senior administrator. This person is likely to advance to become a principal. Conversely, the second type of decision making arises when the assistant principal is comfortable with his or her job duties and chooses to stay in the same administrative position. The third class of phenomenon occurs when the assistant principal desires to advance but cannot because he or she has not learned the job socialization processes, has not build professionally working relationship sufficiently enough, or does not have support from an administrative sponsor in authority to help progress this assistant principal further up the administrative ranks. In all these cases, both men and women have encountered barriers to the principalship or have made conscious choices not to advance into a higher administrative position. Indeed, campus-level administration is a difficult job that not many educators aspire to become (DeAngelis & O'Connor, 2012).

Nonetheless, the research is consistent about women of all different ethnicities and ages that have encountered barriers to the principalship based on gender and ethnicity (Bonilla-Rodriguez, 2011; Enriquez-Damian, 2009; Loder, 2005; Schnabel Kattula, 2011). Melendez (2008), for instance, asserts that access for women into educational leadership positions are hindered by overt and covert means. As this author suggests, covert obstacles arise from a lack of

mentors, few women in higher education bringing awareness to institutional inequality, and internal conflict between social expectations of motherhood and a professional career. The overt barriers manifest in outright gender prejudices and racial discriminatory hiring practices emanating from an occupation controlled historically and predominately by White men.

Several authors have commented on the demands, numerous responsibilities, and adversities inherent in the job of a school principal regardless of gender, ethnicity, or age (Reames, Kochan, & Linxiang, 2014). However, there is a compounding effect for gender and ethnically diverse women not normally found in the research on principals. Two researchers caution others to consider the broader contextual aspects that all women tackle in specific and unique leadership situations:

> The extension of the research on women principals has not been without criticism. It has been criticized for assuming that 'women' comprise a unified category and for paying insufficient attention to the importance of race, ethnicity, and contextual determinants in women's lives and careers. Women, it is argued by critics of this research, are not likely to hold identical ways of thinking, shared aspirations or interests, nor a universal 'woman's way of leading.' (Oplatka & Hertz-Lazarowitz, 2006, p.28)

In brief, the areas of concern in this section discusses limitations in the approaches to the research involving Latina principals' and assistant principals' underrepresentation, the restrictions in demographic categories exploring female minorities, the challenging roles of the principalship and assistant principalship, and the struggles faced by assistant principals considering the principal position especially at the high school level. In the next section, research questions were formed and derived from the statement of the problem, they were also based on

the purpose of the study, and the research questions were grounded in the review of literature found in Chapter II.

Research Questions

As the statement of the problem section suggests, major themes in the research literature emerge. This collective focus repeatedly uncovers prominent qualitative themes like underrepresentation of Latina and women assistant principals and principals in public high schools, lack of mentorship, minimal support from others, and barriers women of color encounter along their career pathway to the assistant principalship, vice-principalship, and principalship. Limited but revealing quantitative data and rich qualitative data from these studies both informs and guides further inquiry into this matter. For this reason a qualitative inquiry position is employed in this research study.

Specific themes surface from various studies examined in the literature. First, the research demonstrates that women encounter internal and external career path barriers in attaining an assistant principal, vice principal, and principal job at the high school level (Bonilla-Rodriguez, 2011; Melendez, 2008; Pirouznia, 2009; Ramsey, 2013). Second, studies consistently mention how support systems like spousal and family support and mentoring assist women and women of color in attaining campus-level administrative professions (Carrillo, 2008; Neibauer, 2006). Third, the data reveals that Latinas are vastly underrepresented in the assistant principalship and principalship at public high schools in the United States (Bitterman, Goldring, & Gray, 2013; Gregg, 2007).

The overarching research question examined what were the career path perceptions and experiences of current Latina high school assistant principals. More specifically, this study

examined the following research questions derived from an extensive exploration of studies regarding the career path perceptions of women and Latina high school assistant principals:

1. What were the career paths of Latina, public high school assistant principal?
2. What barriers impacted the Latina, public high assistant principals' career path experiences?
3. What role did mentorship or other support systems, like sponsorship or family and friends' support, have in the Latina, public high assistant principals' career path experiences?
4. What role did networking have in the Latina, public high school assistant principals' career path experiences?

As these questions suggest, a retrospective framing is needed to uncover Latina campus-level administrators' understanding of their own experiences. For this purpose, a phenomenological methodology will be used. A discussion about this method will be presented in Chapter III of this study.

Significance of the Study

Changes in educational policy, student demographics, and a greater demand for skilled school administrators have warranted improved principal preparation programs at the university level (Cibulka, 2009). As several authors have suggested, this includes providing adequate research-based information to those educators aspiring to become assistant principals, vice principals or principals in regards to the importance of support systems, mentoring, and informing them of the possible difficulties that new campus-level administrators might encounter along their professional journey (Jones, Ovando, & High, 2009; Petzko, 2008; Preis, Grogan, Sherman, & Beaty, 2007).

By contributing further to the body of leadership research, it is anticipated that this research study will provide valuable qualitative information about the lived experiences of Latinas' career-path barriers and support systems as Latinas recall their journey in becoming high school administrators. It will serve many purposes. This data will perform the following tasks: (1) add to the sparse research literature pertaining to Latina high school administrators; (2) it will be accessible to professors and students of educational leadership programs; and (3) it will be useful to future researchers inquiring to understand the plight Latina assistant principals, vice principals, and principals endure to be successful campus-based administrators. It is also hoped that this study will provide inspiration and insight for Latinas, other ethnic or gender minorities, and anyone seeking to obtain an educational administration position.

Changes in the Principalship

Because the post of assistant principal is often the first administrative position obtained before advancing to become a principal of a school, it is critical to initially examine the role changes in the principalship that have occurred within the past three decades to better understand the objective of the assistant principal. Another important aspect of the function of the principal is how directly the assistant principal works in organization with the principal given the many new challenges that both principals and assistant principals face (Baier, 2013). Also, the role of the assistant principal is closely defined by the duties and mandates of the principal. Nevertheless, the role of the assistant principal is often confusing. For instance, Weller & Weller (2002) state this insightful remark:

The role of the assistant principal is one of the *least researched* and *least discussed* topics in professional journals and books focusing on educational leadership. No universal definition of the role or clearly defined job description of the position of the assistant principal exists. The role

thus is open to interpretation by principals and central office personnel alike…. [emphasis in the original] (p. xiii).

Hence, the demands of the campus leader to put increasing responsibilities on the assistant principal(s) becomes increasingly numerous and evident.

In an era when accountability mandates like No Child Left Behind (2002) require all students throughout the campus to achieve higher academic standards each year, the principal's job is more critical than ever. Having an ethnically diverse school administration helps provide cultural diversity and encouragement to a growing minority student population in the public school system (Sanchez, Thornton, & Usinger, 2008). Numerous studies show that school administrators can increase student achievement scores if administrators provide the school with an array of positive opportunities: effective instructional leadership, appropriate professional development, cultural diversity programs, and support and safety to teachers and students through various initiatives and practices (Gentilucci, & Muto, 2007; Grissom, Kalogrides, & Loeb, 2014; Knoeppel & Rinehart, 2008).

Yet, from a historical perspective, the principalship has dramatically changed within the turn of the twenty-first century. In the 1950's and 1960's, for example approximately 96 percent of principals were White males, according to Blackman and Fenwick (2000). The principalship, recount these authors, has undergone dramatic shifts recently with increased numbers of women principals—from around 20 percent in the early 1980's to around 35 percent in 2000. However, the story is different for minority administrators. In 2000, minorities only represented around 13 percent of public school principals nationwide, with Hispanics as one of the most marginalized population at 4 percent, according to these researchers. Employing national data from 2012,

Bitterman, Goldring, and Gray state that the "percentage of public school principals who were female was 52 percent overall" (2013, p. 3).

Nevertheless, the literature continues to highlight the inequity of women administrators compared to men administrators as a growing concern. This is in the shadow of an ostensible nationwide principal shortage (Myung, et al., 2011; Reames, et al., 2014). Research indicates that the problem may not be so much a shortage but an issue of accessibility (DeAngelis & O'Connor, 2012). For instance, many districts are ineffectively training aspiring educators to become principals or assistant principals, and districts are inadequately recruiting outside organizational bounds. This could be reversed if districts addressed issues like (1) building coalitions between university certification programs and the district, (2) educating staff about encouraging both men and women to get into the principalship, and (3) concentrating on why minorities are not equally represented in administrative positions (Chapman, 2005; Darling-Hammond, Meyerson, LaPointe, & Orr, 2009).

Role of the Assistant Principal

The assistant principal and the principalship are two closely connected fields. To separate these jobs would require an explanation of the distinctly different yet similar careers. This section will examine how the principalship in general is divided into unique requirements among campus-level administrators. Although the literature generalizes oftentimes the category of the assistant principal and principal into the label of simply principal (Bitterman, Goldring, & Gray, 2013), a further examination into the typology of each position reveals very particular job duties, requirements, and experiences that need to be explained specifically. In fact, the principalship can distinctly be broken down into individual parts that are both problematic as well as rewarding.

The office of principal will first be examined to better understand the complexity of the principalship, which includes the assistant principalship and vice principalship. The principalship in general regardless of assistant principalship rank, vice principalship, or principalship requires a mid-management degree in the state of Texas, entails obtaining a master's degree in educational leadership, involves three to five years experiences as a teacher, and necessitates the applicant to pass a principal certification test after completing the master's degree program (Texas Administrative Code, 2009). Once a person meets all these requirements and becomes a certified principal in the state of Texas, this person is eligible to enter, upon a job offer by a school district, the office of principalship. This can include entering either directly into the principal position, vice principal rank, or the assistant principal occupation. In most cases, the entry job into the principalship is usually the assistant principal placement (Gregg, 2007; Marshall & Hooley, 2006). In small school districts or in rare occasions, a person will enter directly into the position of principal (Baier, 2013).

As mentioned before, the principalship consists of a hierarchical job position of the assistant principal at the lowest tier, the vice principal one stage higher, and the office of principal at the top of the principalship typology. Typology denotes the classification of a particular job duty or social structure as outlined by this research. Soho and Barnett (2010) describe the unique typology of principals as encompassing many stressful job duties similar to the assistant principal position. In a study of 62 principals, these researchers found that these administrators faced many challenges including "managing the school budget, dealing with personnel issues, and striking a balance in their workload" (p. 575). In fact much of the typology of a principal's job duties require more demands than in previous years. These included managing the mandates of upper management, dealing with family issues, contending with long

work hours, and a multitude of factors pertaining to the academic, safekeeping, and budgetary organization of a school (Soho & Barnett, 2010).

Although the particular typology of job duties of the assistant principal is someone distinct from the office of principal, the function of the assistant principal consists of similar stressors and comparable job obligations. In the past as in recent times, the position of the assistant principal was one of many, nondescript duties (Béteille, Kalogrides, & Loeb, 2012). Therefore, the role of assistant principal is difficult to describe. However, the common tasks of the assistant principal often traditionally include discipline of students, curriculum management, testing supervision, professional development of teachers' pedagogical proficiencies, and overall school safety (Marshall & Hooley, 2006; Matthews & Crow, 2003; Weller & Weller, 2002).

As the demand for more assistant principals has increased in the past fifteen years so too have the job responsibilities of the position multiplied. The growth of minority student populations in public schools, rising standards for state-mandated testing scores, and heightened school violence translate into longer hours, more stress, and greater job demands for assistant principal (Gregg, 2007; Oleszewski, Shoho, & Barnett, 2012). As these authors contest, the office of assistant principal is one that lacks sufficient research into the job duties, number of minority assistant principals, and the absence of a clear distinction in the research between the assistant principal and the principal classifications in the national investigation of campus-level administrators. A smaller and specific view of the number of assistant principals at the public high school level can shed understanding into the problem of low numbers of Latina high school principals.

South and Central Texas Assistant Principalship

Nationwide data about public school administrators can be both revealing and limiting in the broad scope of examining and distinguishing between the office of the assistant principal and the principal at the high school level for Latinas (Santiago, 2009). Therefore, a regional look at the assistant principal becomes necessary, since in proceeding chapters this is the area that will be examined in a study. The area of focus in this study will be encompassing South and Central Texas. According to the United States Census Bureau (2011), data indicates that Texas has one of the highest Hispanic populations in the United States, this includes a large student population too. Approximately 38 percent of the population in Texas was of Hispanic origin in the 2010 census collection, about 9.5 million Hispanics out of the total Texas population of 25 million (2011). This high Hispanic population means there are large numbers of Hispanic school administrators in Texas in comparison to other states (Fuller & Young, 2009; Fuller, Young, & Orr, 2007)

In fact, the South and Central Texas area is designated as a particular educational service region according to counties with several independent school districts within those counties. These educational service regions are supported by the state of Texas, and data is kept through Texas Education Agency regarding demographic information of among region, school district, and school relating to race and sex (see Appendix E for demographic information data set) (Texas Education Agency, n.d.-a). Within the South and Central Texas counties, information was gleaned through the Texas Education Agency for 2014-2015 school year regarding sex and race or ethnicity of assistant principals in this area. Of the 275 assistant principals in the South and Central Texas region, there are 150 male assistant principals and 125 female assistant principals at the high school level. Therefore, approximately 55 percent of assistant principals in this Southern and Central Texas are male while 45 percent are female (see Appendix E). This

territorial region covers 17 districts and 51 school districts with numerous high schools within those districts (Texas Education Agency, n.d.-a). The high school data also reveals that among the racial and ethnic distributions of assistant principals at the public high school level within this region the females accounted for 20.7 percent Hispanics, 4.7 percent African Americans, 19.2 percent Whites, and .7 percent two or more races. This information reveals that perhaps among the female demographics of assistant principals, Whites and Hispanics or Latinas the equitable disparity is not very distant.

However, when comparing the number of female Hispanics (Latinas) to male Hispanics (Latinos) at the high school level within this region, there is a difference among the number of male Hispanic assistant principals in comparison to the number of female Hispanic assistant principals. The data indicates that 26.5 percent of assistant principals were Latinos in contrast to 20.7 percent of Latinas (see Appendix E). Although this data is not a drastic contrast, there exists a remarkable difference when evaluating totality of male, public high school assistant principals to the percentage of Latina assistant principals. There are 54.5 percent of all races and ethnicities of male assistant principals at public high schools in this large South and Central Texas area compared to 20.7 percent of all Latinas. This means that Latinas even in a heavily populated Hispanic populated state, and especially in southern region close to Mexico with high Hispanic immigrants, there still exists an underrepresentation of Latina assistant principals at the high school level (see Appendix E).

Selective Research

Notwithstanding, a large majority of research on women administrators focuses primarily on White women and therefore neglects ethnic minority women, like Latinas, African American women, Asian American women, and Native American women (Williams & Loeb, 2012). This

may not be wholly the choice of researchers, since there are so few Latinas that hold campus-level administrative positions to do research on them (Baier, 2013). The watershed work of McIntosh (1988) on White privilege connects to the practice of selective research parameters even among women researchers. Not addressing racial and ethnic differences in studies simply perpetuates a further social and academic division between diverse minorities and Whites (Tatum, 2007). This disparity in the research can hinder our understanding of why so few minority women like Latinas are underrepresented in school administration at the high school level. Smulyan (2000) points out the pivotal weight of racially specific research in this paragraph:

> Race is never mentioned in the general studies of education administration as a factor which might interact with other issues in determining how a principal carriers out her tasks, develops skills, or takes on certain roles. The limited existing literature on minorities in administration…suggests that race does indeed influence career path, approaches to management, and the experiences of the principalship. (p. 36)

Smulyan (2000) continues by suggesting that because female principals on average have taught longer before entering the principalship than their male counterparts, women principals are more apt at instructional leadership than male principals. Again, while this observation of the research is enlightening, Smulyan is negligent in grouping women indiscriminately as a composite of both elementary and secondary leaders. Therefore, it is likely that since more women than men administrators are located at elementary schools (Bitterman, Goldring, & Gray, 2013), the elementary principal overall may have more instructional time than a high school principal.

Also to be considered is the fact that although more male principals are employed as high school principals than female principals (Bitterman, Goldring, & Gray, 2013), the teacher gender

composition at public high schools is more balanced with 42 percent males and 58 percent females; whereas, the gender differences of elementary teachers change vastly with 11 percent males and 89 percent females in 2012 (Goldring, Gray, and Bitterman, 2013).

Women of Color

Although researchers systematically collect, analyze, and present data, there is criticism that much of the school administrative studies categorize minorities together with little consideration for their unique diversity. As Oplatka and Hertz-Lazarowitz (2006) suggest, "empirical evidence indicate[s] that the combined and interactive effects of race, ethnicity, class, and gender have a pervasive impact on women principals [and] non-white women principals have been marginalized in the research" (p. 28). The authors continue by stating this observation: "Thus, little is known about the career experiences of Afro-American, Asian American, Hispanic American, or Native American women…." (p. 28).

The metaphoric term women of color is used throughout the literature to describe a rich mixture of traditionally marginalized women, like Blacks, Hispanics, Asians, Native Americans, and lesbians (Haar & Robicheau, 2009; Stover, 2002). While authors continue to homogenize these minority women into one entity because women of color share many similar tribulations of discrimination and underrepresentation as educational leaders, as Lewis, Gutierrez, and Sakamoto (2001) comment, "[t]hese perspectives also have overlooked the strengths and resources developed by women of color" (p. 821). They go on to write that they "do not intend to mask or deny the rich sources of diversity within and between each group that the term represents" (p. 821). In fact, in explaining this phrase further, Lewis, et al. (2001) continue with the following:

> …we chose to use the term 'women of color' to refer to African American, Asian American, Latina, and Native American women because research and practice suggest that women who are members of these groups are likely to share experiences related to identity, culture, and inequality. (p. 821)

This vocabulary was originally intended to empower and distinguish diverse women by bringing attention to this often overlooked but very important population of women (Stover, 2002).

Latinas Underrepresented in School Administration

A historical examination reveals that the disproportionately small number of Latina high school assistant principals begins throughout, what the literature calls, the educational pipeline with low secondary, post-secondary, and educational job rates among Hispanics and Hispanic females or Latinas (Yosso, 2006). For example, when comparing high school completion rates by race from 1980 to 2012 among Whites, Blacks, and Hispanics, with incomplete data for Asians, Hispanics had the lowest average percentage rate of about 52 percent, Blacks at 74 percent, and Whites at 83 percent (Snyder, & Dillow, 2013, p. 27).

Likewise, in regards to earning a bachelor's degree, Hispanics on average had the lowest rates among Whites, Blacks, and Hispanics, from 1980 to 2012 (Synder & Dillow, 2013). This same data also indicates that although in 2011 the second most prevalent bachelor's degree earned was in education, with business management being the first, Hispanics earned the least bachelor's degree in education among Whites, Blacks, and Hispanics.

For several decades, Hispanic women or Latinas have been underrepresented in the public high school assistant principalship and principalship within the United States. As mentioned before, Jones and Montenegro (1982a, 1982b), using statistics from the 1970s, show how roughly less than one percent of "school administrators" (1982a, p. 12) were Latinas. By the

early 1990's, Montenegro (1993), looking again at national data, disaggregates gender and race to show that almost 5 percent of all public school principals were Hispanic and approximately 6 percent where assistant principals; however, this data neglects to separate the percentage of Hispanic high school principals or Hispanic high school assistant principals.

In 2000, Hispanics or Latinas and Latinos represented 11 percent of all public school principals; whereas, Whites accounted for 82 percent of all public school principals (Snyder, Tan, & Hoffman, 2006). Although 2010 information from the U.S. Census Bureau states that Latinas/os are the largest growing minority population in the United States at over 50 million (Humes, Jones, & Ramirez, 2011), only a sparse number of Latinas/os enter the teaching profession, as the 2012 data indicates (Goldring, Gray, & Bitterman, 2013). Therefore, few Latinas/os advance in their career path to become assistant principals or principals; the educational pipeline, from grade school to college to educational leader, too often for Latinas, becomes a journey down a metaphorical funnel, ever getting smaller in numbers, narrower, and more difficult to complete (Yosso, 2006).

Those few Latinas that do become educational leaders often times benefit greatly from a mentor or sponsorship. Beginning teachers or administrators need guidance with procedures, decision making, and encouragement found in the form of a mentor (Melendez, 2008). Unfortunately, Latina campus-level administrators frequently feel isolated because there are few female colleagues or Latinas, especially at the high school level, to serve as a mentor (Bonilla-Rodriguez, 2011).

Mentoring

Baier (2013) defines a mentor as "[a]n experienced leader who provides guidance and support toward the professional development and career of an assistant principal either formally

or informally" (p. 18). As this author further explains in her study, a mentor is a veteran administrator who personally or professionally provides insider knowledge and cultivates the abilities of an aspiring administrator regarding the roles, job socialization processes, and responsibilities required to be an effective educational leader. However, as this researcher highlights, school leadership positions are mainly occupied by White males—who historically have neglected to sponsor or mentor women and ethnic minorities.

The importance of mentorship in providing professional growth to women and men seeking to advance in campus-level administration is well documented (Peters, 2010; Smith, 2007; Young, Sheets, & Knight, 2005). However, women of color often encounter gender barriers, interpersonal hurdles and institutional obstacles when mentorship is needed for women of color to progress into a school administrative position (Haar & Robicheau, 2009). Because there are so few women of color in leadership positions, aspiring administrators often do not receive support or feel comfortable seeking support from a supervisor or higher up administrator in regards to mentorship.

Thus, women of color feel isolated and cannot access administrative positions via mentorship, networking, or administrative encouragement to enter the assistant principal field or principalship (Magdaleno, 2004). Further inquiry needs to be conducted to establish to what extent women of color can maneuver up the leadership workforce without or with limited mentorship, sponsorship, or networking support.

Before becoming an assistant principal or principal, there is a traditional expression termed sponsorship. This happens at the initial stages of deciding to become a campus-level administrator. Similar to mentoring, sponsorship is an older term defined by several authors as an experienced school administrator encouraging, supporting, or guiding a teacher with leadership

potential to seek a career as an assistant principal, vice principal, or principal or to experience more leadership opportunities (Crow & Matthews, 1998; Malone, 2001; Matthews & Crow, 2003). Furthermore, Myung, Loeb, and Horng (2011) cite the older phrase "sponsored mobility" (p. 698) to mean for example when "a teacher may be encouraged by his of [sic] her principal to pursue school administration more than once or be encouraged by multiple individuals—including principal, assistant principals, and district office staff—concurrently or consecutively" (p. 698). Regrettably, Myung, et al. (2011) write that sponsored mobility has its downsides: "Stereotypically, these 'sponsors' are White and male, leaving non-Whites and women with the challenge of developing network ties across ethnic and gender lines" (p. 698).

The contemporized version of sponsorship is described as being tapped or encouraged and backed by an advocate into becoming a school administrator. Farley-Ripple, Raffel, and Welch (2012) write that tapping or "[r]ecruitment was typically a recommendation by someone, usually a superior, to consider a specific position" (p. 796). This is not always the case for minorities—like women of color (Myung, et al., 2011).

Double Minority

For Latinas and other women of color, the two concepts of ethnicity and gender relating to social prejudices cannot be disentangled but instead are interwoven in a dynamic web. Several authors have commented on the effects of gender and ethnicity in educational leadership. Ethnic minority women confront a double minority status. Here both gender and race or ethnicity are counted as a negative—making it twice as hard for women of color to access either the assistant principal or principal position.

Wrushen, and Sherman (2008) use the term "double marginalization" (p. 458) to describe the lack of studies on minority women like Blacks, Hispanics, Asians, Native Americans and others:

> While few studies exist on minority women leaders' lived experiences, a limited number of studies have emerged that focus on African-American women leaders. Fewer exist outside of dissertation studies and self-reports on Hispanic women and data on Asian American, Native American, and other categories of women are virtually non-existent. (p. 459)

The concept of being perceived as a double minority or marginalization has not gone unnoticed with Latinas. Arredondo and Castellanos (2003) declare that "Latina women experience the double minority status" (p.222). Likewise, Canul (2003) talks revealingly about cultural scripts and stereotypes Latinas meet when trying to be leaders:

> Latina women have been closely associated with passivity and superlative femininity (*marianismo*)…. As a result of gender and ethnicity (the double minority effect), Latinas may experience depreciation in the work environment and can find themselves fighting gender stereotypes, sexism, and discrimination…. I find myself in conversations with people who label me as 'quite assertive for being Latina'…. (p. 172)

Gonzales, Blanton, and Williams (2002) define "[t]he term *double-minority*…when two devalued identities interact to influence the individual in a way that is greater than the sum of the independent effects of those identities" (p. 659). In their study on the influence a double-minority status had on Latinas, the study found that ethnic identity is closely linked with a negative stereotypical gender identity for Latinas.

Finally, research by Ramsey (2013) illustrates that, for Latinas, gender and ethnicity identities are closely bound together in influencing Latinas' career choices. Latina self-identity is reinforced by gender and ethnic role beliefs linked to cultural characteristics of sociocultural perceptions. To more clearly comprehend the social perceptions and role expectations of Latinas, a theoretical frame will be used in this study.

Theoretical Framework

Role Congruity Theory

To better study and apprehend the multifaceted variables surrounding Latina educational leaders, the concepts in this study are grounded in a theoretical framework (Corbin & Strauss, 2008) which emerged from the early work of Eagly, Karau, and Makhijani (1995) called role congruity theory. Through this contextualized paradigm, an investigation can begin into how gender and ethnicity form inequitable career barriers for Latina high school administrators. Role congruity theory describes the socially constructed roles evaluated against female leaders by others (Eagly & Karau, 2002; Hoyt & Burnette, 2013). Derived from sociology, the general concept of role theory posits that cultures create role norms based on class, race, ethnicity, and gender. Any deviation from the role norms accounts for prejudice, discrimination, and disapproval from society aimed at the perceived deviant behavior. The model of role congruity theory developed from early studies based on social role theory—or the notion that based on certain criteria each person has a social script or role that must be followed. Furthermore, role congruity theory also has shown that groups and individuals create stereotypes of various classes of people, ethnicities, races, and genders (Eagly & Wood, 2012; Koenig & Eagly, 2014).

Eagly and others (1995) were one of the first to pioneer the use of social role theory to examine gender expectations of effective leaders and the "barriers that women face in achieving leadership roles" (p. 127). Thus, social role theory evolved into "gender-role congruency" theory, also called role congruity theory (RCT), which is "defined as the extent to which leaders behave in a manner that is congruent with gender-role expectations" (Eagly & Makhijani, 1992, p. 5). These early theorists considered Bakan's 1966 research that suggests certain gender role norms anticipate that women leaders are relationship-focused and passive and that male leaders are assertive, bossy, and independent.

Application of Role Theory

In fact, Heilman and Okimoto (2007) notes that Eagly's studies reveal that women leaders, who occupy a job that employs mainly males, are perceived less favorably and as hyper-masculine. The social beliefs of women as passive and nurturing mothers are incongruous or incompatible with the socially constructed and anticipated role of an authoritarian leader who is masculine and aggressive. In another study, assertive women managers in a male-oriented job were able to gain acceptance from subordinates only after the women showed characteristically feminine attributes—like caring for an infant at home.

To contextualize these ideas, briefly consider the following hypothetical proposition as a case for role perceptions in education: when you think of an elementary teacher, what gender do you more likely think first? If you picked a female, this reflects reality. In 2012, only 11 percent of elementary teachers were male in all public schools in the United States (Goldring, Gray, & Bitterman, 2013).

Though role congruity theory is primarily related to the gender role prejudices that women leaders experience, role congruity theory in the broader sense can be applicable to ethnic

role expectations imposed on Latinas and Latina leaders. For example, in a study by Chávez (2012) on prominent barriers for Latina principals trying to balance work and family, there were two cultural scripts expected of Latinas brought up in a traditional Hispanic family labeled, in Spanish, as *familismo* and *marianismo*. *Familismo* is described as having prioritized the importance of immediate and extended family members as a cohesive group. The Latina administrators struggled with conflicting internal and external guilt from family members and themselves in attempting to fulfill a professional career as campus-level administrator while still maintaining a productive family life with their children and spouse.

In describing *marianismo,* Chávez states "Latinas are also expected to be self-sacrificing, submissive, nurturing and pious because of *marianismo,* the representation of the Virgin Mary-based 'good woman'" (p. 28). In a similar study, Ramsey (2013) studied the lived experiences of 10 Latina high school administrators and discovered that balancing family and the duties of campus-level administration was challenging in the face of both traditional Hispanic cultural role expectations of *familismo* and *marianismo*.

Concept of Gender

Early work by Enomoto (2000) asserts that gender scripts or gender roles are socially constructed organisms that have caused gender disparity in educational leadership. In most cultures, gender is distinguished as a differentiation between the sexes—male and female. These are cultural expectations that socialize all individuals into two distinct categories. Gender is a socially constructed perception of a person which can be separate from or identical to one's biological sex (Colman, 2009). For example, a female could exhibit what would be considered male gender attributes and a male might behave in a typical feminine gender mode. However, males are normally associated with a gender type that is aggressive and exhibits physical

prowess; meanwhile, a female gender is correlated with descriptions of caring and relationship-oriented tendencies. Within certain social constructs, males have dominant power over the females (Enomoto, 2000).

This paradigm is thus perpetuated in all aspects of personal and career leadership positions. The lens becomes a perception through which the world symbolically sees all females as submissive or motherly, and sees males as dominant and fatherly. However, Enomoto (2000) uses the genderless metaphor of visionary leader to illustrate how leaders can be male or female. Specifically, she mentions Joan of Ark, Martin Luther King Jr., and Mother Teresa. By deconstructing gender, the author strips away the societal prejudices we normally embrace to reveal that we can cease analyzing leadership from a masculine or feminine lens.

Similarly, Hall (2002) mentions the existence of "gender myopia" (p. 17) causing researchers to focus on gender differences instead of adopting a new lens to understand current issues of inequity. The author advices researchers not to spotlight masculine or feminine attributes and differences but to consider effective, ethical, and sustainable leadership skills among men and women. Indeed, research by Young (2004) on leadership styles between male or female principals and educational leaders has indicated mixed findings; that is, being male or female doesn't affect leadership style, but the leadership style and the gender of the leader does effect the perceptions subordinates have about the gender role expectations of that leader.

Limitations of the Study

This study has four self-identified, Latina participants who took part in three separate interview sessions (see Appendix C). The scope of this study exclusively explored four Latina public high school assistant principals' experiences and perceptions of barriers, support systems, mentorship, and networking encountered while describing their career path that ultimately

manifested in obtaining the position of a public high school assistant principal. The data in this study did not examine any information regarding private schools. All four participants worked for the same independent school district located in a Central Texas city. Additionally, as Creswell (2012) posits, reluctance from participants in this study may have existed and hindered full participation in disclosing personal perceptions of people, places, and events in the administrators' life and career journey experiences.

Definitions of Terms

The following terms are defined to provide a clear understanding of recurring vocabulary usages discussed throughout this paper. Terms without citations were devised by the researcher for the purpose of this study:

Assistant Principal: Assistant principals manage administrative duties, discipline, policy enforcement, academic curriculum management, various logistics, and any other diverse duties the principal or vice principal delegate (Baier, 2013). As Baier notes, however, the "daily duties of the assistant principal can be ever changing" (p.25).

Barriers or Obstacles: Barriers or obstacles are hidden or open challenges that prevent or slow down the career advancement of an educator from achieving his or her vocational or personal goals (Ramsey, 2013). As Ramsey writes, they can be "internal and external perceived barriers and obstacles" (p.69).

Black or African American: The word Black is used interchangeable with African American to describe persons born in the United States with African ancestry (Humes, Jones, & Ramirez, 2011).

Campus-Level or Campus-Based Administrator: A campus-level administrator is a public school assistant principal, vice principal, or a principal who manages and leads a school from

grades preschool to high school. They conduct administrative duties including budgeting finances, oversee organizational agendas, supervise personnel through various management duties, enforce organizational policies at the local and district level, and train others. An elementary, middle, and secondary school principal, vice principal, or assistant principal are considered educational administrators as well (Bureau of Labor Statistics, 2014).

Career Path or Career Journey: A career path or journey is the collective endeavors resulting in the vocational and educational history a person has undertaken to pursue the advancement or development of his or her profession or professions (Gaskins, 2005).

Elementary School Principal: This person is the campus head of an elementary school including kindergarten to fifth grade who is responsible for appraising, leading, and managing teachers, and staff, enforcing policies, school finances, and a safe school environment (O'Rourke, Provenzano, Bellamy, & Ballek, 2007).

Ethnicity: "Shared historical, linguistic, religious, and cultural identity of social community…."—as distinguished from race (Colman, 2006, p. 260). However, for this study, race and ethnicity are used interchangeably at times.

Gender: Gender connotes social and cultural notions of masculine and feminine on a continuum of behaviors and beliefs about the biological concept of the different sexes. For the purposes of this study, the idea of masculine and feminine are used throughout to denote gender (Colman, 2006).

High School Principal: This person is the primary head administrator at a school from grades 9 to 12 (secondary school) who is accountable for evaluating, leading, and managing teachers,

other administrators and staff, enforcing policies, budgeting finances, and ensuring the safety of the school's occupants (Richen, 2007).

Hispanic: The term Hispanic denotes a person of Spanish speaking origin and is primarily used by governmental agencies in describing racial or ethnic data (Humes, Jones, & Ramirez, 2011), and it can refer to a Latino or Latina.

Latina(s): Latina(s) encompass women of Hispanic, Spanish, or Mexican decent (Ennis, Ríos-Vargas, & Albert, 2011).

Latino(s): Latino(s) include men of Hispanic, Spanish, or Mexican decent (Humes, Jones, & Ramirez, 2011).

Mentoring: Mentoring is the formal and informal process by which a veteran professional, who is knowledgeable about a particular area, helps inform and guide a person unfamiliar with that profession (Young, Sheets, & Knight, 2005)

Networking: Networking consists of making social and professional connections with persons in the same or similar work as yours to achieve closeness and familiarity with people, policies, and processes of that field (Raskin, Haar, & Robicheau, 2010).

Perceptions: Perceptions are the subjective account, memory, and viewpoint of a person's lived experiences used in phenomenological research gathering and analysis (Moran, 2000).

Phenomenology: Phenomenology is a qualitative, theoretical framework which explores the lived experiences of individuals through gathered interview data regarding a person's perceptions of phenomena (Van der Mescht, 2004).

Principalship: Principalship primarily refers to the position of principal at a public school; however, it can also apply to the vice principal and assistant principal titles (Gregg, 2007).

Role congruity theory: Also called gender-role congruency, role congruity theory (RCT) states that society constructs role expectations for leaders based on gender (Hoyt & Burnette, 2013).

Socialization process: In school administration, the socialization process is the ability of a newcomer or an initiate to gain insider knowledge through experience and interaction with skilled professionals in school administration, so as to help the novice navigate the professional and social norms in the school administration (Browne-Ferrigno, 2003).

Sponsorship: Sponsorship occurs when an educator seeks support or is recommended by a veteran or influential administrator to advance the novice's professional career or development (Malone, 2001).

Support Systems: Support systems are any person, group, or organization, like a spouse, family, friends, mentor, network associate, association—that offers emotional, professional, or motivational encouragement, support, or guidance (Blocker, 2005).

Vice Principal: The vice principal shares many of the duties and responsibilities of the principal, but he or she is second in command from the principal and receives directives from the principal. He or she also oversees assistant principals (Johnson, 2004).

White: White refers to a racial and ethnic term connoting a person born in the United States with European origins; also classified as Anglo Saxon or Caucasian (Song, 2003).

Women of color: Women of color represents ethnically diverse women, like African American, Asian American, Hispanic (Latina), Native American, Middle Eastern, Indian, or other ethnic or racial minority other than White (Haar & Robicheau, 2009).

Summary

There is negligible research that confronts the underrepresentation of Latinas in the high school assistant principal and principal profession. According to the research, few Latinas are entering education and pursuing careers as high school campus-level administrators (Ballestero & Wright, 2008). Furthermore, little is known about the barriers, support systems, influence of mentoring and sponsorship that Latina assistant principals, vice principals, and principals face as educational leaders. Although mentoring is a key component to successful leadership in the principalship, little research exists exploring the effect mentoring has on Latina high school administrators (Melendez, 2008; Santiago, 2008).

Next, the purpose of this study was discussed in the introduction section of this chapter. Also reviewed was the problems with nationally researched demographic data in determining the number of Latina high school campus administrators. In the statement of the problem section, a brief description of the assistant principalship, vice principal office, and principal duties and responsibilities was provided to show that each position is distinct, even though national data often omits or groups these three administrative jobs as one.

In closing, the theoretical framework of role congruity theory was examined dealing with the socially constructed perceptions of educational leader's gender role expectations. Next, limitations of the study were provided. Last, a list of common terms and a summary of the chapter was provided.

CHAPTER II: REVIEW OF LITERATURE

Introduction

Chapter II will review the literature relating to school administration and the assistant principalship starting with a historical perspective, early social expectations, and the evolving role of women in educational leadership. Further consideration is given to the development of school administration from a predominately female profession in early American history to become a male dominated field by the mid to late twentieth century. The underrepresentation of minority assistant principals and principals is also mentioned. Next, the divergent career paths that women and men take in pursuing the school administration are discussed.

Related to career paths are the inclusion of gender and ethnic barriers experienced by women and women of color. The job desirability of the assistant principalship is additionally considered as a barrier or hindrance for persons seeking this position or that of principal. Contrasted against the barriers are the support systems for women and Latinas in particular. These include networking and mentoring or lack of mentoring. Finally, the leadership styles of women and Latina assistant principals are explored in relationship to the benefits they bring to the profession.

Historical Perspective

Early Social Expectations

A historical exploration into the cultural and social context surrounding the foundation of early school administration will foreground current implications for the assistant principalship. Before the 1930's, societal traditions had established gender-specific roles that became deeply embedded in American culture. The best means to explain this process is to employ a biological and cultural position. For instance, because women bore children and required physical care

during childbirth, the early 1800s' social expectation evolved to accept a woman's responsibility as consisting of homemaker tasks like raising children and staying at home (Hesse-Biber & Carter, 2005). A man's duties thus became breadwinner. Though not exclusively the norm, point out these authors, these social ways of thinking and perceiving the world mostly form a hierarchy with women as less likely to occupy jobs men predominately held in higher paying, prestigious occupations.

The advent of the industrial revolution in the 18th and 19th century required men to travel away from the home and necessitated more women to become stay-at-home mothers. Also, businesses, employed mostly by men, created hierarchical management systems based on male leadership. The American cultural viewpoint for leaders and leadership in organizations soon assumed a patriarchal structure that was embraced by businesses and society more readily. This meant managerial and other administrative jobs were almost exclusively dominated by men and thus a male leadership model was primarily espoused (Collins, 2004).

Organizational leadership became synonymous with masculine attributes or what Bakan's 1966 seminal work would deem agentic or authoritarian and aggressive traits. The early work by Burns (1979) identify this trait as a transactional managerial approach aimed at exact domineering tactics. Ridgeway (2001) suggests that leadership status has expanded to connote a deeply entrenched institutionalized and cultural expectation of aggressive male management because men have historically dominated administrative positions.

Particular management approaches therefore are associated with organizational administration. Aggressive and authoritarian management styles are closely linked to male leadership (McGee-Banks, 2007), until the 1980's when this typically transactional practice shifted in favor of a more dynamic transformational approach to meet more inclusive business

demands (Leithwood, 2007). In fact, research indicates that male leaders are still presumed to exhibit forceful transactional management behaviors, so long as transformational practices are an additive to a male leader's repertoire; conversely, women cannot be disavowed from anticipated transformational administrative capacities (Lott, 2007).

School Administration History

A look at the early American educational system reveals the ideological and cultural influence that a predominance of male leaders in organizations at the time had on administrators in education. From 1700-1800, males were primarily persons of education. Thus, the only academic learning accessible to young girls growing up was a form of rudimentary homeschooling from a father (Collins, 2004). This author indicates that men were then considered the most likely to be teachers as more local schools were built and schooling became mandatory in numerous states.

However, between 1800 and 1900, the demand for more teachers increased while feeble salaries discouraged men from seeking teaching positions. During this time, more women were becoming educated and entered into the teaching profession, to fulfill the mounting need for local teachers. From 1900 onward, as over 70 percent of females steadily filled the teaching ranks, the profession became, what some authors have called, "feminized" (Brunner & Grogan, 2007, p. 9). As cities grew from 1900-1930's, school sizes and student enrollments also increased. There was a greater demand for supervisorial and financial responsibility at the school districts level (Collins, 2004).

Male principals and superintendents were the most likely candidate for this position since male leadership in the business world had operated so effectively. Educational administration quickly adopted the hierarchical business model of management to run the increasingly complex

system of students, personnel, building maintenance and operation, and finance that education demanded as school structures progressively expanded (Pulliam & Van Patten, 2012). These higher managerial positions, which garnered better salaries than teachers, were reserved for the authority of White men. In addition, over 90 percent of the women teachers were White women in 1900. During this time period, there are few records that exist which surveyed female minority teachers, also referred to as women of color. Estimates place African Americans, Asians Americans, American Indians, and Hispanic women teachers at lower than .1 percent in the United States in 1900 (Brunner & Grogan, 2007). Still, others, like Gibson and Jung (2005), advise that the White population was the majority and therefore constituted the largest demographic populace throughout early American history. Also, these authors declare that the U.S. race and ethnic census categories consistently presented broad generalizations about Whites and ethnic minorities making them somewhat historically ambiguous (Gibson & Jung, 2005).

Nonetheless it was not until the early 1940's that African American teachers and principals grew in number—due in large part to all-Black and all-White segregated schools. After the *Brown v. Board of Education of Topeka* ruling in 1954, the level of African American principals dramatically declined. Once desegregation was enforced, predominately White schools avoided hiring African American principals or teachers (Rousmaniere, 2007). Although many African American students have been desegregated from the 1960's through the 1990's and into the new millennium, African American principals tend to be hired in predominately African American or minority schools in inner-city districts (McCray, Wright, & Beachum, 2007). Besides racial discrimination, sexism has also dominated the early history of educational administration.

For more than two hundred years, White male administrators have subjugated women educators out of leadership positions, as early work of Blount indicates (1998). Despite the fact that women teachers have traditionally inundated the education field, White men have traditionally dominated administrative school posts. Blount states that in "1920 the overall percentage of women educators peaked at 86 percent" (p.36), yet by the 1960's women accounted for only 22 percent of all elementary school principals—a position commonly held by women in the 1920's at 55 percent, according to Blount (p. 174).

As Brunner and Grogan (2007) indicate, the meek number of administrative posts held by women resulted from years of struggle that began with the influential women's suffrage movement in the 1800's until its apex in the 1930's. The principalship saw few women leaders because the role required additional education and credentialing to obtain the job. This occurred in the wake of the end of World War II, when society prioritized jobs and admission to higher education for returning solders while simultaneously pushing out the marginal administrative positions that women had diligently fought for up until the end of the 1930's (Rousmaniere, 2007).

Fortunately, the civil rights and the feminist movement of the 1960's effected legislative changes which helped women in administrative leadership roles by legally dismantling the overt discrimination common in hiring practices aimed against employing women in leadership positions. The most notable were the following: the Equal Pay Act of 1963, the Equal Employment Opportunities Act of 1972, Title IX of the Education Amendment of 1972, and Title VII of the Civil Rights Act of 1964 which prohibits employer discrimination based on race or sex. Deliberate sex discrimination has been officially outlawed by the 1980's, but as Eagly and Carli (2007) and others (Hesse-Biber & Carter, 2005) have pointed out, sex and gender

inequities have been unofficially subverted by concealed means. Even in a time of political correctness, some research continues to show that there exist deep-seated, unconscious prejudices against employing women and ethnic minorities in leadership positions (Dovidio, 2001; Heilman & Okimoto, 2007). Thus covert hiring practices that specifically discriminate against women and ethnic minorities form the underpinning for one of many roadblocks impeding access to administrative positions for women and ethnic minorities.

Theoretical Perspectives

Women and Men in School Administration

Rousmaniere (2013) differentiates school administrative positions into hierarchical categories. Most education organizations espouse a business mode of a line-and-staff ranking as Rousmaniere demonstrates. According to her work, the various superintendent positions are the highest ranked administrators, secondary school principals are next, and elementary school principals are last in principalship status. Assistant principals are below principals, and department specialists or curriculum coordinators or academic deans are slightly above teachers in class rank.

As within most hierarchical structures, like public schools, a formal and informal political culture exists (Bolman & Deal, 2008). To advance departmentally within school administrative positions, an educator must negotiate the political culture and structures. Several authors characterize the career path process as consisting of obtaining relevant education, professional experience, and job promotion to attain status in ones' career accomplishments by maneuvering and negotiating through the school systems' political and cultural framework (Fuller, Young, & Orr, 2007; Grogan & Shakeshaft, 2011; Rousmaniere, 2013; Wrushen & Sherman, 2008). These authors indicate that in school administration the political and cultural world favors career

mobility for men while presenting additional hurdles for women to advance in their aspiring career path. In the attempt to succeed in a competitive male-dominated field, many women have made professional life accommodations.

School administrative career pathways are fraught with politics, socialization processes, and assorted barriers. Studies indicate that female assistant principals typically follow a different career avenue than male assistant principals to arrive at the principalship. According to McGee-Banks (2007), Smulyan (2000), when compared to men (1) women teach for longer years, about 10-15 years and are therefore older, 40-50 years old, before becoming an administrator; (2) there are more female elementary administrators than male elementary administrators; and (3) women gain experience first as curriculum specialists or department chairs/heads before becoming an assistant principal and then principal. Conversely, maintain these authors, male teachers aspiring to become a campus-level administrator typically become assistant principals within 5-10 years directly after entering the teaching profession. Males are younger when they become administrators, around 30 to 40 years old. Also, males take positions more often at the secondary level—middle and high school—than women.

Considering all the motivators involved, the one constant impetus among women leaders is the drive to positively affect others and their own life (Johnson, 2003). Johnson's 2003 study did conclude that "financial independence, . . . pride factors, and [the] desire to make a change in the organization" (Johnson, 2003, p.88) were areas that educational school leaders voiced as reasons for motivation for ultimately advancing to a higher management position.

In addition, some women in the assistant principalship have made major lifestyle changes. Data describing characteristics of public high school assistant principals reveals that women assistant principals tend to be single, have no children or have older offspring, and enter

administration at an older age than men, although this is not exclusively the case. Men, on the other hand, not having to make lifestyle changes, enter the assistant principalship younger, are married, and have children, in comparison to their female counterparts (Palacio, 2013).

These divergent career paths that exist between women and men indicate that either gender differences exist between women and men educators or that the process of selecting, socializing, and training prospective administrators favors men and discourage women candidates (Fuller, Young, & Orr, 2007). For many women, especially ethnic minority women, according to Eagly and Carli (2007), a brick wall still exists in stopping women from advancing their careers to higher administrative levels. These authors show how the glass ceiling metaphor, introduced in 1985 into the leadership lexicon, is deceptively oversimplified and inaccurate.

In fact, Eagly and Carli (2007) point out that there is not one single insurmountable blockade as the glass barrier imagery suggests. Instead women, and men for that matter, encounter diverse and countless barriers along their career route with many opportunities to take different avenues, employ various problem solving strategies, and overcome seemingly impossible difficulties along the way. Consequently, these authors do not deny more challenges exist for women, but in attempting to empower women, the authors provide the metaphor of a labyrinth—keeping with the career path theme—that consists of divergent paths, challenges, and opportunities. No longer are women's leadership goals stymied by a transparent ceiling that allows women to see top-level management but never reach it. Now women navigate through the complex maze of career path adversities that leads to better and more effective leadership for all genders.

Gender Barriers

Although women compose a vast majority of the teacher population in all U.S. public schools by 2012 at 76 percent, compared to 24 percent of male teachers (Goldring, Gray, & Bitterman, 2013), females administrators continue to be overrepresented in elementary public schools at 64 percent in comparison to their male counterparts at 36 percent in 2012 (Bitterman, Goldring, & Gray, 2013). The percentages, as these authors show, are nearly inverted at the high school level with males representing 70 percent of administrators and females encompassing 30 percent of administrators in 2012.

When compared to women, White men have not traditionally encountered gender or ethnic prejudices or barriers in ascending to the assistant principal or principal ranks because men have longstanding connections as the majority in educational leadership positions. One author describes a longitudinal study comparing men and women educational leadership career histories as revealing this insight: "Each of the men studied…admitted that he experienced privileges within the school system simply because he was a man" (Reynolds, 2002, p. 34).

These biased privileges extend to research inclinations in specific areas of study. Jean-Marie and Martinez (2007), Johnson (2003), and Lott (2007) have commented on the prevailing legacy of researchers in the field of educational leadership to consistently focus on the White male perceptive while ignoring concerns faced by women and ethnic minorities in educational administration. The historical scarcity of women and ethnic minority leadership studies perpetuates a myopic inquiry in academia and presents to those attaining principal certification with a singularly White, male leadership viewpoint (Grogan & Shakeshaft, 2011; Rousmaniere, 2013).

Blackmore (2002) uncovers the societal perception and employment reality of educational administrators that has enabled the principalship to stay controlled by more men than women. The gender expectations of male leaders posits that men are logical and assertive leaders; whereas, women are emotional and relationship-focused leaders. These gender stereotypes and prejudices becomes self-fulfilling prophesies and manifest in "gender scripts of leadership" (Blackmore, 2002, p. 56). In particular Steele's groundbreaking 1997 research into "stereotype treat" (p.613) shows the negative effects of self-perceived stereotypes on the professional performance of women and ethnic minorities. Similarly, Duehr's and Bono's (2006) study reveals that even after 30 years of gender equity from the civil rights movement of the 1960's and progress made among women leaders in the workforce in the 1980's, men and women continue to hold gender specific stereotypes about women and men leaders.

Ethnic Barriers in Education

When considering ethnicity, Hispanic or Latina/o elementary school principals in public education represented only 5 percent of the United States' principals in 2000. In contrast, Whites accounted for 81 percent of all principals in public elementary schools. Similarly, 4 percent of all secondary public school principals in the United States were Hispanic; whereas, 86 percent of principals were White (Wirt et al., 2004). Regrettably, even by 2008 the number of Hispanic elementary school principals at public schools were 7.6 percent, 79.5 percent were White, and 10.9 percent were Black. At the public school secondary level, the data has not changed significantly either, with 4.5 percent Hispanic principals, 84 percent White, and 9.8 percent Black in 2008 (Battle, 2009). Both researchers do not distinguishing between school principal and assistant principal or vice principal. It is therefore impossible to separate out the exact number and ethnicity or race of assistant principals in the United State in public schools. Also,

this data does not consider female Hispanics or Latinas alone but groups male and female Hispanics together as well as other ethnicities and races. The actual number of female Hispanics may be lower. This low number may be explained by the number of Latina/o teachers in the field.

Data from 2011-2012 public high schools across the nation indicates that there were approximately 7 percent Latina/o teachers, 84 percent male and female White teachers, 6 percent male and female Black teachers, and 3 percent male and female others races. This same data indicates that at elementary public schools Latinas/os were represented slightly higher than at the high school level with approximately 9 percent Latinas/os, male and female Whites were at 81 percent, male and female Blacks were at 7 percent, and male and female other races were at 3 percent. Since approximately "99 percent of public school principals…have some teaching experience" (Gates, Ringel, Santibañez, Ross, and Chung, 2003, p. 24), the most prevalent career stepping stone is from teacher to assistant principal and finally to principal, as these authors indicate.

However, for most women and ethnic minorities, the transition is not direct. Instead, women often first become academic deans, administrative directors or assistant principals, and finally secure a principal job, but women principals are paid less than male principals as a whole even among the assistant principalship ranks (McGee-Banks, 2007). This factor becomes more apparent when research shows that there are more women than male principals at the elementary level, and elementary administrators are paid several thousand dollars less, on average, than secondary level principals (Gates, Ringel, Santibañez, Ross, and Chung, 2003).

From early on, Latinas/os have several secondary and post-secondary educational factors impeding their ascension to the ranks of high school assistant principal, vice principal, or

principal. Yet, many also develop resiliency against these obstacles. As in the case of Carrillo's 2008 study, many Latinas, even after overcoming several obstacles to become an assistant principal, often stay in the position of assistant principalship though they aspired to become principal. Despite further difficulties, these Latina assistant principals did become principals eventually. For example, out of 22 principals interviewed, 10 Latinos and 12 Latinas, Carrillo (2008) writes the following:

> Latina principals stated they expected some gender discrimination and therefore did not let it affect them; however….[s]ome Latina principals recalled incidences of gender discrimination from grade school through college from teachers and administrators who generally had low expectations of their advancement into higher education. All the Latina principals felt they had to work harder to prove themselves competent to dispel any unfair low expectations of their ability. (p.183)

The reality is, however, that Hispanic students have the highest high school dropout rates of all the ethnicities and races nationwide. Longitudinally, from 1980 to 2007 the high school dropout rate for Hispanic students, male and female, fluctuated from 30 to 20 percent nationally, White students remained low at about 10 percent, and the dropout rate of Black students ranged between 20 to 10 percent (National Center for Educational Statistics, 2008a). Even though Latinos have a higher high school dropout rate at nearly 20 percent than Latinas with approximately 17 percent, Latinas/os overall have one of the highest high school dropout rates for the past several decades, in comparison to male and female Whites and Blacks. Although high school dropout rates have declined significantly since 2000, racial gaps still exist predominately between Whites and Hispanics even in 2008 (Aud, Fox, & KewalRamani, 2010; Chapman, Laird, & KewalRamani, 2010) and into 2012 (Snyder & Dillow, 2013).

In addition, those Latinas/os that graduate high school and consequently earn a bachelor's degree or higher in 2012 was only 15 percent compared to male and female Blacks at 23 percent, male and female Whites at 40 percent, and male and female Asian/Pacific Islanders at 60 percent. Indeed, according to Snyder and Dillow (2013) the gap in degree attainment substantially broadened in 2012 between Whites and Hispanics. Thus, Latinos and Latinas have to contend with educational attainment barriers.

Fortunately, those undergraduate Latinas who had the most resiliency to these educational attainment barriers and who stayed in school were those who took "planned action [and] were also more likely to talk with others about their problem, seek professional advice, draw on past experiences, and seek help from members of their cultural group" (Gloria, Castellanos, & Orozco, 2005, p. 173). Furthermore, as Aud, Fox, and KewalRamani point out, in 2008 when compared to other ethnicities and races overall, Hispanics have the lowest enrollment and completion rate at 4-year universities. The only good news is that those Hispanics that did earn a master's or doctorate degree in 2008 favored pursuing a degree in education at 28 and 37 percent, respectively. However, bachelor's degrees in education ranked the seventh most common out of ten categories earned by Hispanics at about 5 percent (Aud, et al., 2010).

The small numbers of Latina/o high school and university graduates means less Latinas/os progressing along the education pipeline to professional positions like teacher, assistant principal, or principal (Yosso, 2006). Unfortunately, the result is that Latina/o teachers are severely underrepresented in schools (Goldring, Gray, & Bitterman, 2013). With fewer Latinas/os in the teaching profession, there are consequently fewer Latinas/os who go on to become administrators. According national data of public schools from Goldring, Gray, and Bitterman, nearly 82 percent of public school teachers male and female were White, 8 percent of

males and females teachers were Hispanic, and 7 percent of males and females teachers were Black.

Other researchers, again using national data of public schools, indicate that in 2000 and 2004, 75 percent of teachers were female and of those about 83 percent of teachers were White (Snyder, Dillow, & Hoffman, 2008, p.96), supporting the claim that White women make up the majority of teachers and consequently become school administrators, like assistant principals or principals, in larger numbers than minority women (Grogan & Shakeshaft, 2011). Latinas and African American women entering the school administration encounter twice the difficulties as those faced by their White counterparts when entering the workforce because women of color must contend with the discrimination of race and gender when aspiring to become an educational leader (Blumrosen & Blumrosen, 2002).

To the contrary, several studies have shown a gradual increase in the number of Latino/a assistant principals and principals. Data from New Jersey spanning from 1996 to 2011 shows an increase in the overall Hispanic assistant principal and principals jobs over time, especially Hispanic males, even though Hispanics had the lowest assistant principal population compared to Blacks and Whites respectively (Gristina, 2014). Likewise, in a study from Texas with over two-hundred thousand teachers, Fuller, Young, and Orr (2007) reveal that Hispanics at 8 percent and African Americans at 10 percent were obtaining principal certifications at a rate greater than Whites who were at 6 percent. These researchers suggest that since Texas' Hispanic and minority population has increased so too is the teacher and school administrative certification rate among Hispanics. However, gender and ethnic prejudices do not wholly account for the barriers that Latinas confront.

Job Desirability in the Principalship

In exploring the high school assistant principalship and ambition to advance to become a high school principal, job desirability is an important factor in attracting and retaining effective school administrators. Close to two hundred assistant principals were surveyed in a study by Pounder and Merrill (2001) regarding the aspiration to advance from assistant principal to enter a principal assignment. Increased stress from job demands, better salary, and having a larger impact on the school community were all critical factors effecting job desirability to enter the principalship at the high school level. Job desirability is defined by Pounder and Merrill (2001) as the composite weighing of subjective and objective characteristics in regards to job satisfaction, personal and professional goals, and organizational fit. Thus, the subjective aspects include the aspiration to effect better school-wide achievements via the principalship and the confidence in fulfilling leadership requirements at the high school level. These are contrasted against objective factors like salary, number of hours, school size, and job duties. Interestingly, another study by Myung, Loeb, and Horng (2011) found that out of over 8,000 teachers surveyed, "the most appealing aspects of the principalship [was] the ability to influence school change, the salary, and tasks related to building relationships with staff and students…." (p. 704).

Since the majority of persons entering the principalship initially become assistant principals the larger the school population, for example in a high school, the assistant principals service as a training ground for the eventual offer or post of a school principal. However, not all assistant principal aspire to become a principal of a high school because the job duties and responsibilities are greater than those of an assistant principal's obligations. It becomes imperative to understand the dynamic between the assistant principal job interest and that of the principal, in order to address the growing fear of a principal shortage in the United States (Gates,

Ringel, Santibañez, Ross, & Chung, 2003; Reames, Kochan, & Linxiang, 2014). Reames et al. suggest the following measure to address the need for more assistant principals and principal in the state of Alabama:

> Since most of the principals come from the ranks of the assistant principalship, the state may wish to address policy changes that permit additional funding for schools to hire more assistant principals during the next five years to assure a more well-trained principal pool. (p. 54)

Fuller, Young, and Orr (2007) and Gates, et al. (2003) demonstrate that the shortage of high school principals may emanate from a combination of several factors: many retiring principals, the increasing job demands of the position, growing accountability demands, high minority student populations, low-performing schools, extended work hours, poor recruitment strategies, and myriad responsibilities inherent in the work duties.

Interestingly, although the literature frequently emphasizes a principal shortage in the United States and abroad (Lovely, 2004; Myung, Loeb, & Horng, 2011; Reames, Kochan, & Linxiang, 2014), debate exists regarding the exact delineation of this scarcity of principals and assistant principals (Papa & Baxter, 2005; Roza, 2003). In fact, these same authors present findings that include a multitude of factors effecting the aspirations to the principalship, retainment, retirement, those who move within the educational profession to similar or higher ranks, and those leaving the profession before retirement. The clearest way to describe the varied career paths of assistant principals and principals is to use the metaphor of a principal pipeline. Used by various authors and researchers (Fuller et al., 2007, Gates et al., 2003, Myung, et al., 2011), the comparison to a pipeline simply outlines what Chapman (2005) succinctly explains in the research as the stages of "recruitment, retention, and development of principals" (p. 2).

Recruitment into the principalship usually entails being encouraged by anyone from a superintendent, principal, assistant principal, instructional leader, administrator of a degree program, teacher, colleague, parent, or spouse to obtain a school administrative certification. This often informal process is called being "tapped" (Farley-Ripple, Raffel, & Welch, 2012, p. 798). Since the majority of school administrators were once teachers, as these researchers suggest, the recruitment is a critical phase that determines if the aspirant educator will indeed progress further up the principalship channel to the next level of retention as a school administrator.

According to one study, what motivates a teacher, or someone from the private sector, to become and stay employed as an assistant principal, a vice principal, or a principal, depends on several "pull forces associated with self-initiated career transitions as well as the equilibrium forces" (Farley-Ripple, et al., 2012, p. 805). As these researchers posit, pull factors include salary, better job opportunities, and having more impact on the school as a whole. On the other hand, an equalizing force like raising children, the challenges of being a school administrator, and job satisfaction as a teacher may cause someone to remain in the teaching profession, instead of advancing to become either an assistant principal, a vice principal, or a principal.

Adams and Hambright (2004) surveyed women teachers who considered their current job satisfaction as teachers against the excessive pressures of the assistant principalship and principalship, and it was determined that the administrative workload would be too stressful to undertake as a career option. Conversely, the motivating factors to pursue a campus-level administrative job were increase in pay and having a boarder impact for students and the school. Also discussed in the study was the fact that in comparison to males, women were more sensitive to the needs of students, parents, and staff.

In addition, specific drawbacks to a school administrative job consisted of losing touch with the students, longer work hours, dealing with disgruntled parents, disruptive students, and noncompliant teachers. Interestingly, this survey found stereotypical answers about female assistant principals: they are more "supportive, approachable, sensitive, understanding, nurturing, organized, creative, and receptive than their male counterparts" (p. 210). On the opposite side, participants stated that women principals were "too emotional, unpredictable, and moody" (Adams & Hambright, 2004, p. 210).

Data from the Schools and Staffing Survey (SASS) for 2008 indicates that on average elementary and secondary public school teachers of both sexes had 12 years of experience teaching before becoming an assistant principal or principals—with males having 11 years of experience and females having 14 years of experience before becoming an administrator (National Center for Educational Statistics, 2008b). Although other studies show that not all persons who obtain school administrative certifications apply or are hired as assistant principal or principals. For instance, one study that surveyed persons who obtained an administrative certification in education in Illinois found that out of 300 participants about 70 percent of those who earned administrative certification applied for a job in two years (DeAngelis & O'Connor, 2012). However, approximately only 36 percent actually transitioned or received employment as a school administrator, and after six years from obtaining administrative certification about 51 percent were active campus-level administrators.

In a Texas study conducted by Fuller et al. (2007) that examined over a decade's worth of data found that more males obtained principal certification than females and also that more males were employed as principals than females. Interestingly, too, was the fact that individuals who scored high on the administrative certification test were more likely to be employed as assistant

principals or principals that those persons who failed the test initially only to retake the test again.

Irby and Brown (2004) state that although more women are attending graduate schools in educational leadership, few women are applying for administrative employment. These researchers surveyed 127 women with principal credentials that had not applied for an assistant principal or principal post because they considered the job too stressful. Secondary factors included no local job vacancies and relocating mobility issues related to family obligations. A third variable was family obligations. The fourth deterrent was no job vacancies for the position. Several of the top reasons deal generally with mobility and accessibility—as in the inability to move and few job availability for the post.

Irby and Brown suggest further research needs to be conducted to assess why women continue to be underrepresented in school administration. Several models have been posited by the authors to explain how cultural, institutional, and social inculcation of women's inferiority and learned helplessness are reducing the number of campus-level administrative job applicants among women. Largely, however, these studies show that job desirability is a key component in deciding to become an assistant principal, vice-principal, or principal.

Of the several approaches used to hire a school administrator, like better principal preparation programs, is the concept of growing your own administrative team within the organization or school district (Baier, 2013). For example, one study that examined rural Midwestern towns, one of the hardest areas to find school administrators, stated the following:

> Overall, the highest rated strategies identified were *grow-your-own* (e.g., helping teachers earn administrative certification) …, including building-level staff in recruitment and

> hiring processes …, offering competitive salaries …, and promoting the advantages of administration and living in the area …, respectively. (Wood, p. 7)

After the recruitment process, often called tapping, and hiring takes place, the next stage according to Chapman (2005) is retention which also depends on job satisfaction and job desirability. Thus, with around 70 percent of public school administrators at all levels likely to retire in ten years (Fink & Brayman, 2004), the existing assistant principal and principal shortage extends beyond an increase in administrative retirees and will continue to worsen unless school districts address innovative approaches to recruit and retain assistant principals and principals (Myung, Loeb, & Horng, 2011; Norton, 2003).

There are several characteristics involved in the retention of assistant principals and principals which includes those who transfer from one school to another, those who move up the administrative hierarchy, those who retire, and those who leave the education field altogether without retiring. First, school administrators who relocate to another school, often in the literature called "movers" (Battle, 2010, p.3), do so for several reasons: to leave a low-performing school for a higher-performing school where fewer minorities reside (Baker, Punswick, & Belt, 2010; Béteille, Kalogrides, & Loeb, 2012; Fuller &Young, 2009), or the administrator is transferred to another school location by the superintendent (Farley-Ripple et al., 2012). According to national data from Battle (2010) in 2009 approximately 7 percent of all 86,000 public school administrators moved to another school, with 53 percent of those being within-district shifts.

The second type of movement is a lateral move from either assistant principal to principal (Gregg, 2007) or from principal to some form of superintendent position (Fuller et al., 2007). Third, campus-level administrators who retire do so for several reasons: increased state and

federal mandates, for age-appropriate retirement benefits, and to pursue other options (Farley-Ripple et al., 2012; Reames, Kochan, & Linxiang, 2014). Adding to the shortage of possible administrators is the fact that many experienced teachers, who are often capable administrative candidates, are leaving the teaching profession due to retirement. In 2009, forty-five percent of public school teachers retired (Battle, 2010). Furthermore, this same national research indicates that of those that left the principalship all together from public schools was 18 percent who had 10 years or more experience as an administrator. Interestingly, at the national level, more female school administrators, 81 percent, stayed at the same school compared to their male counterparts at 78 percent.

Finally, critics have commented on the disparaging notion in education that female teachers lack the ambition or aspiration as readily as males to pursue an assistant principal position (Coffey & Delamont, 2000). In addition, these authors suggest that it is an oversight to consider one factor as the possible cause prompting the underrepresentation of women and ethnic minority women in the principalship. Coffey and Delamont advocate instead that promotion of females is hindered by a combination of factors: (1) few women administrators who are networking or mentoring which facilitates sponsored promotion and (2) the perceived difficulties, gender prejudices, and gender stereotyping facing the pursuit and the role of assistant principals, so women are discouraged from seeking the job especially at the high school level.

In contrast, a 2005 published study by Whitaker and Vogel found large numbers of certified women actively obtaining school administrative jobs. The study indicates that close district and university collaboration with the administrative certification program serves as an effective support mechanism and accounts for the high success rate of campus-level administrators gaining appointments after certification is reached. Although the number of White

women assistant principals has increased since the 1980's, the study also confirms national statistics indicating low women minority enrollment in administrative certification programs.

Nevertheless, the perception persists that those women assistant principals with children and minority women assistant principals particularly, more so than men assistant principals, will encounter stressors with work-family conflict and prejudices from coworkers and the community respectively than males with children seeking the same job (Brock & Grady, 2003).

Support Systems

On the other hand, Chávez (2012) and Santiago (2009) reveal that spousal support is extremely significant for Latina women in the school administrative hierarchy. For some, balancing motherhood and long work hours as an assistant principal or principal requires a strong backing from a spouse who often takes on the responsibilities of caregiver at the home while the Latina assistant principal is at work (Chávez, 2012; Santiago, 2009). Those without this support take much of the weight of wife, caregiver, and professional administrator on themselves.

Indeed, a double standard exists for women. Cultural expectations dictate that women are considered a mother first and a professional career woman second (Eagly & Carli, 2007; Loder, 2005). When considering the career path of women principals, vice principals, or assistant principals, women often contend with family-work conflict issues. The gender expectation for men as the primary breadwinner in a household dictates that it is acceptable for men to move to a new location to seek job opportunities if needed—but there is also the belief that rejects that women seeking a leadership job should not force their spouses to move to obtain a better job (Koneck, 2006). The burden falls on the complying wife in most cases.

Canada (2007) recommends that formal and informal support mechanisms, also called support systems, aid minority assistant principals in overcoming many of the challenges they

confronted when entering the assistant principalship. The formal components include education, professional training, and a close university certification program for school administrators and district partnership, which aids in developing confidence and competence in the socialization process for aspirant administrators. Informal systems are defined by Canada as interpersonal support from a spouse, family, or other personal individuals.

Blocker (2005) outlines a need for more assistant principals, educational leaders, and minority leaders, especially Latinas to have support mechanisms in pursing educational leadership jobs. The researcher constructed survey questions on a Likert scale to asses 267 women educational leaders from San Diego county school district, in California, to test its reliability and validity to measure support mechanisms. Significant intrinsic mechanisms consisted of agency or the "desire to effect change…innate leadership orientation…and a successful leadership experience" (p.213), and extrinsic mechanisms consisted of the fact that "one's leadership recognized mentors, …direct invitation to enter leadership, role models, and networks/networking"(p.213). For Latina women "a direct invitation to enter administration [and]…. familial expectation to be a leader…." (p.214) were significant as a support mechanism and motivators. For those under 35 years old and lower than middle management, "networks/networking" (p.214) were a key component for support systems into educational leadership positions and experiences.

Support Mechanisms

History of Networking for Women

Men have historically been the gatekeepers in propagating the sponsoring, mentoring, and hiring of men into public school, administrative appointments to a far greater extent than women. This notion of a select gatekeeper contributes to the institutionalized sexism and male-

centered socialization of the principalship vocation throughout time (Grogan & Shakeshaft, 2011).

Although the feminist and civil rights movements of the 1960's is credited with providing many ethnically and racially diverse women leaders in education and elsewhere with more influence (Chin, 2001; Loder, 2005), since the early turn of the 20th century, women have banded together and formed networks that greatly strengthen the ingress of more female school administrators in the early 1900s. In an era when women did not even have the right to vote, women networks acted as change agents in shaping awareness and changing the inflexible political and sociological systems of educational administration (Grogan & Shakeshaft, 2011). The results were remarkable.

Mentoring and networking remains the main foundation for women's progression as leaders, managers, and school administrators (Mendez-Morse, 2004). To succeed as a valuable leader in any organization regardless of sex, networking and mentoring are critical components. Mentoring involves introducing the mentee (also called protégé) to the political pragmatism and inevitability of networking. According to Witmer (2006) networking facilitates communications between departments in an organization in the acquisition for scare recourses, and it builds relationship webs to aid in efficient productivity for all stakeholders.

Witmer continues by pointing out that professional organizations are excellent opportunities to build rapport, learn management skills, and establish professional networks with colleagues. Nonetheless, she emphasizes that there are gender and ethnic biases, political maneuvering, and discrimination in educational administration, but a successful career path in the principalship requires the development of skills in networking.

Mentoring

Likewise, Young, Sheets, and Knight (2005) stress the importance of networking as an interpersonal proficiency that all school administrators need to continually foster. Isolation, the authors contend, is a campus-level administrator's worst enemy. Mentoring improves the school leadership as much as it brings insight to the aspiring mentee administrator. The authors outline "four phases of [administrative] mentoring" (p. 8). These include finding the right mentor and fit, building open communication, learning skills independently and with your mentor, and finally establishing closure to the experience.

However, a double standard arises in mentoring for men versus women. Men have a history of reaching out to other men in finding a successor to take the thrown of leadership. Yet for women, who are already marginalized in educational leadership, there is a reluctance to seek mentors for fear of appearing weak, sending out the wrong signals of romantic attraction if the mentor is male, and she may be reluctant because the time commitment involved in interacting with a mentor. There can be gender and ethnic prejudices that may hamper women from actively seeking out constituencies outside one's comfort zone for this reason. Thus, the benefits of a mentor are measured against the risks (Searby & Tipses, 2006).

At the high school administrative level, women mentors and women networks are scarce. Politics, difficult job requirements, and conflict occur more intensely at the secondary school position (Neibauer, 2006). Therefore, having the right mentor and network partnership are indispensable. In addition, the two most prominent ways to become a high school administrator are to do the following: (1) actively pursue campus-level administrative certification or (2) seek out a mentor or be sponsored by an administrator who detects administrative leadership potential

in a teacher's ability. Without this sponsorship or mentor or network support, few teachers continue their endeavor for principal certification and internship training (Neibauer, 2006).

Professional development skills and competencies are learned through the socialization and mentorship process. This mentoring can be informal or formal. Mentoring fosters risk-taking, learning, and provides the novice or aspiring assistant principal with wise experiential and practical knowledge from the veteran mentor principal or assistant principal. Having a practiced administrator as a mentor is essential in cultivating an effective and sustainable leadership style for the mentee. Without this supportive nurturing, the professional growth of the mentee is hampered. Also, the wrong collaboration with a biased or unwilling mentor only results in unproductive learning and skill development (Bonilla-Rodriguez, 2011).

When there are already limited numbers of Latinos/as in the principalship, it becomes even more difficult for Latinas, a double minority both ethnically and gender wise, to find a mentor who shares common cultural and experiential backgrounds as the mentee. Ethnic minority women are so few in number at the high school administrative level that finding a helpful and compatible mentor and role model is difficult for aspiring high school Latina assistant principals, vice principals, or principals. This is especially problematic since Hernandez's (2004, 2005) and Maciel's (2005) research suggests that communities occupied by ethnic minority student populations, like Hispanics and Blacks, may actually benefit from having a knowledgeable Latina/o campus-level administrator. In Maciel's 2005 study, Latina, campus-level administrators were able to recognize the Hispanic concept of being tardy, while still addressing the problem in a culturally competent manner. The Latina administrators also served as role models for future Latinos/as students—showing them that it was possible to become someone of importance through hard work and education.

Likewise, because most Latina/o principals are employed in urban districts with sizeable minority populations, Hernandez (2004) states that Latina/o assistant principals and principals utilize cultural knowledge or cultural capital (Bourdieu, 1977) to enhance communication with Latinas/os and other minority parents, students, and teachers in a manner that is culturally competent. Unfortunately, Hernandez states, there are few Latina/o educational role models to inspire future Latina/o to pursue the principalship. However, Maciel (2005) shows how simply being a Latina administrators in a predominately Hispanic school serves the purpose of active role model simply by being visible and participating in culturally competent activities which address the cultural needs specific to Hispanics and poverty stricken African American students in inner city schools.

Lack of Latina/o Mentors and Role Models

Lawson (2006) defines role model as someone who can "speak to you as an individual and give you an insight into yourself, your values, and your motivators" (p. 224). As distinguished from mentor, a role model uplifts by practicing the leadership role ideally. Therefore, as Lawson suggests, a mentor can be a role model through the actions of leading morally, virtuously, and genuinely. Unfortunately, there are few Latina/o leaders in education to gain inspiration, motivation, or leadership guidance. Older White men outnumber women and ethnic minorities in secondary and postsecondary educational leadership, as the following researcher proposes. Bonilla-Rodriguez (2011) underscore the lack of women mentors or leadership role models in education willing to serve as mentors for other hopeful leaders.

Because there are few Latina/o leaders in education, the gender and ethnic stereotypes remain unexamined by young aspiring leaders. Cultural stereotypes often relegate Latinas as a passive housewife and mother with little education or ambitions. However, as Méndez-Morse,

(2000/2004) confirms in several research studies that Latinas receive familial encouragement to excel in academics and to aspire to be strong leaders. Advocacy originates from both parents—often from parents who lack a high school diploma and are migrant workers or laborers. Not surprising since in Latin American cultures, family relationships are especially close (Méndez-Morse, 2000/2004).

These studies by Méndez-Morse reveal an interesting phenomenon that Latina educational leaders develop in becoming leaders. In the absence of traditional and occupational role models, Latinas have conceptually gleaned fragments of leadership attributes from public and private acquaintances and family members. The most influential role models for Latina leaders, however, has been their parents or other family members. Parents form a close composite of a role model and a mentor. Latinas find emotional, psychological, and personal comfort in talking to their parent or parents about life experiences. Thus, Latinas create inspiration, insight, and practical communication skills in conferring with a familial support system. This phenomenon is important in illustrating the necessity for a mentor or role model and the inventive resiliency efforts of Latinas in finding support systems when few professional ones exist.

Leadership Styles

There are several classifications of leadership styles. The seminal work of Lewin, Lippitt, and White in 1939, which researched the aggressive behaviors of a group of 11 year old boys in various leadership situations, laid the groundwork for the theory of traits and leadership styles. Here these researchers established three sets or traits of leaders: the authoritarian—consisting of a manager who leads from afar; the democratic style—where the leader delegates responsibility to others to complete the task; and the laissez-faire—including a relaxed leadership model. These

forms would later be expanded upon in 1966 by Bakan with the terms agentic or task oriented and communal, also known as relationship leadership. The concept of leadership styles would even further be expounded upon by the work of Burns in 1978 with the theory of transactional leadership and added to by the watershed accomplishment of Bass in 1985 with the concept of transformational and transactional leadership. A transactional leader uses negotiation strategies to get his or her works to complete a task; whereas, a transformational leadership modality seeks to build a working relationship with subordinates and superiors to complete job duties (Bass, 1985).

Leadership Style of Women

As the watershed work of Shakeshaft (1987) posits, administrative research theories explore and perpetuate androcentric, or male centered, management and behavioral perspectives, neglecting the female lens in administrative leadership. Research suggests that differences in leadership and management styles exist between women and men. While male administrators are direct and objective oriented, women approach leadership from a supportive and participatory inclination.

Likewise, Curry (2000) advices that leadership roles traditionally manifested from an organization's need for goal-oriented structure and guidance. Early models of leadership literature and theory exclusively focused on men in an androcentric bias that clearly neglected all aspects of women's leadership. More recently in the 1980's, as more women entered upper-management positions, researchers and theorists have questioned the differences between men's and women's leadership styles, characteristics, and proclivities.

Curry stresses the importance of exploring the personal development of women leaders in understanding the phenomena of maturing into a leader. Leadership is an ongoing fluid process

of self-discovery, insights, and developmental experiences. An authentic woman leader closely examines her character in the context of leader, person, and woman. Curry thoroughly interviewed and studied 8 executive-level educational women leaders over a three year period. From narrative accounts, Curry shows how personal struggles and early experiences shape and continue to form women leaders' personal philosophy, professionalism, and leadership abilities. Curry concludes that women lead by vision, participatory, autocratic, and shared leadership with the organization and people in mind, not from a hierarchical power mentality that focuses solely on the self. Instead, authentic women lead with a strong self-identity focused on the organizational good through communication, participatory leadership, and integrity, according to Curry (2000).

Notwithstanding, the research suggests that regardless of gender, the leadership style of the assistant principal or principal will greatly impact a school's academic success (Gentilucci & Muto, 2007). Although there is extensive research indicating that effective campus-level administrators can improve student achievement and school climate, the research must consider the exact definition of effective leadership and what factors promote high standardized scores (Knoeppel & Rinehart, 2008). Knoeppel and Rinehart examined both male and female campus-level administrators in 349 schools over a three year period to determine if certain administrative traits significantly influenced student achievement scores. School administrators with extensive training and knowledge about policy practices, instructional leadership, and professional development, according to these authors, did influence student achievement outcomes.

However, studies done by Gentilucci and Muto (2007) and Williams, Persaud, and Turner (2008) suggest that either male or female school administrators with a strong instructional leadership focus, approachability, open communication, awareness of the needs of the staff and

students, and ties to the community create a climate intent on academic success. The school administrators' behaviors generate a synergistic effective culminating in a positive reform movement and climate change aimed at student achievement. In contrast, Nettles and Herrington (2007) argue that these effects are correlational in nature and that direct influence of leadership behaviors or styles cannot be linked to causal effects on student outcomes. In another study by Newton, Giesen, Freeman, Bishop, and Zeitoun (2003), data analysis reveals that women prefer instructional leadership time more than men—supporting anecdotal evidence that men rather manage and women favor teaching. However, among women in upper management and middle management, Koneck (2006) shows that there was no difference in leadership styles regarding transformational or transactional modes of leadership.

The role of Latina campus-level administrators cannot be explored without first discussing leadership style perceptions of women administrators. The job duties of assistant principals, vice principals, and principals has already been outlined in Chapter 1. The research by Eagly, Johannesen-Schmidt, & Van Engen (2003) suggests that females have a different leadership style than men. It is proposed that perhaps gender role expectations may influence women's decision to likely adopt a transformative slant of leadership style—which tends to be more communal or collective in nature, since transactional leadership sometimes relates to masculine and task-oriented management. Using data from 45 studies to construct a meta-analysis, an Eagly, Johannesen-Schmidt, and Van Engen, (2003) study indicate a marginal gender difference in leadership styles. Women's leadership style was, in fact, more transactional than men's leadership style. Men tended to use both transactional and laissez-faire type leadership more than women.

Further, Sherman (2000) interviewed 21 women school administrators in rural North America. Sherman found distinct female leadership styles among the women school administrators. Prominent with the women school administrators was the qualities that centered on building cooperative leadership, open communication with students, parents, and staff, and the ability to clearly articulate the vision throughout the school and community. Instructional leadership was also a priority for women school administrators. These women school administrators took extra time to be visible in visiting classrooms regularly and nurturing novice teachers. The school administrators were older in age, and they had either not married or deferred their principalship certification until their children had grown.

However, some authors have questions whether differences in leadership style does indeed affect leadership outcomes. Ames' and Flynn's 2007 investigation into the relationship between assertive leadership and perceived weaknesses in leadership revealed that "overassertiveness" (p.312) attributes were negatively associated with weak leadership, and too little assertiveness was also linked to perceptions of a weak leader—regardless of gender. Further analysis revealed that an overassertive leader may gain task-oriented buy-in, but he or she loses in the social connectivity with staff members. Conversely, an under-assertive leader loses in task-oriented buy-in but perceptions are that he or she is more social with staff. In both cases, the perception is of a weak leader. While data indicates that a moderately assertive leader has neither negative nor positive ratings from subordinates.

Finally, in three studies administered by Heilman and Okimoto (2007), investigating successful women who were perceived negatively by subordinates, 219 male and female participants were given a scenario and asked to rate possible male or female bosses in jobs where men were predominately managers. The studies indicated the following: "Female managers who

[were] successful in male gender-typed jobs [were] disliked, elicit[ed] more negative interpersonal characterizations, and [were] less preferred as bosses than similarly successful male managers unless information about [women's] communality [was] provided" (p.82). Communality was associated with caring, supporting, and building relationship; whereas, agentic attributes were linked with masculine traits like autonomy, assertiveness, and task-oriented leadership. While successful women in male-dominated management jobs were allied with agentic traits by both male and female students, the study found women could counter these perceptions by clearly articulating, or by behaviors such as through motherhood, authentic communality. In other words, communality could not be vaguely or secondarily associated with job duties, policies, or organizational efforts; it had to be genuinely expressed and clearly articulated or understood by subordinates for it to mitigate the negativity associated with successful women and the agentic perception connected to successful women in a male-dominated management position.

Latina Leadership Style

As the previous section on women's leadership styles shows, there are no fixed constants; the research is unclear, except about the social role expectations that are perceived or become self-fulfilling realities. Gallegos (2006) interviewed eleven Latina leaders with the purpose of describing factors essential for the Latinas' success as leaders. Although the Latinas encounter financial, gender, ethnic, family/work conflicts, and career attainment barriers, the Latina leaders relied heavily on support mechanism to build up resiliency again these barriers to emerge triumphant despite a multitude of challenges. Specific leadership styles that helped support and honor the Hispanic cultural tradition of family and community were the common leadership practice of "participative…inclusion" (p. 206) which entailed involving teachers, students, and

staff in the decision making and implementation process. Gallegos indicates that leaders that embraced their cultural and ethnic heritage felt like authentic leaders.

Maciel (2005) uncovered similar data about Latina leadership styles when she studied campus-level administrators who worked in schools with a high Hispanic student population. Hispanic administrators were able to showcase their cultural competency and knowledge about the Hispanic culture, serving as a role model, culturally savvy problem solver, and they were able to speak Spanish when needed to Spanish-speaking parents.

Latina administrators are not exclusive to one culture; in fact, the nature of inclusion means including all students. Loebe (2004) who examined six Latina, campus-level administrators indicates that the six Latinas that she interviewed advocated for all students' success and shared openness among staff members, not just the Hispanic students or teachers.

Conversely, when Remondini (2001) studied 10 White female administrators and 7 Latina administrators for the purpose of determining if Latinas tended to adopt a more relationship style leadership model, Remondini's study showed that there was no significant difference in leadership preferences among the races or ethnicities, after surveying the administrators and teachers of 18 schools. There were Latinas that did use supportive, relationship oriented management styles, and these inclinations did impact the school climate and in turn influenced student achievement scores, however.

Although Carrillo (2008) suggests that Latinas and Latinos had to at times put aside their cultural preferences to adopt a more White style of leadership, and although they regretted this paradigm shift, this change also made them more flexible as leaders. Perhaps relationship based leadership is a result of gender socialization expectations of female leaders fulfilling that anticipation. For instance, Jones, Ovando, and High (2009) suggest that female principals tend to

incorporate “collaborative [and] nurturing…” (p. 67), “servant leadership [and] instructional leadership” (p. 69) styles.

Summary

Beginning with an introduction, the review of literature in Chapter II recounts the development of education in the United States from its earliest inception, chronicling the creation of early social expectations for men and women educators. This historical perspective continued by outlining the rudimentary necessity and growth of school administrators, beginning with the plight of women to maneuver into administrative posts in the 1900s until males started to dominate the field after World War II expanding to the modern day era. After this brief history of school administration, the different career paths that women and men take in obtaining administrative positions in public institutions are discussed. The next sections presents theoretical perspectives that highlights the barriers that the literature repeatedly mentions. These include gender barriers, prejudices, and stereotyping which occur from socialization and role expectations. Ethnic and race barriers are also mentioned.

Other factors considered in this part are job desirability established by a profession that is highly stressful, contains numerous job responsibilities, and includes time consuming duties inherent in the principalship. Finally, support mechanisms or systems are outlined. These consist of networking, mentoring, and family support. The lack of mentors and role models for women and more specifically Latinas is likewise deliberated in detail. Also stated is the fact that despite various challenges successful Latina educational leaders develop resiliency and overcome these barriers. Leadership styles of women and Latinas is explored as a case of interest. A summary is presented in closing this Chapter II.

CHAPTER III: METHODOLOGY

Introduction

The purpose of this qualitative study is to investigate the phenomena of the career journey experienced and perceived by Latina high school assistant principals. The overarching research question in this study is: What are the career path perceptions and experiences of current Latina high school assistant principals?

This descriptive research study employed strict methodological procedures that are outlined in this section. This chapter explains the research methodology by discussing the following elements: (a) research design, (b) research questions, (c) participants, (d) data collection, (e) data analysis, (f) ethical considerations, (g) trustworthiness, and (h) limitations of the study. Finally, the chapter closes with a short summary.

Research Design

Since this study employs a qualitative research methodology, an in-depth descriptive investigation was conducted into the lived experiences of Latinas along their vocational path to the assistant principalship at the high school level. Phenomenological research methodology was used in this study. A brief history, characteristics, relevant studies, and rationale for usage of this research design will be presented in this section.

History

The theoretical groundwork of phenomenology emerged from the early philosophical and social science works of German philosophers Franz Brentano and his pupil Edmond Hursserl in the latter part of the ninetieth century (Moran, 2000). The primary spearhead of this philosophical movement, Hursserl first devised a phenomenological method for thoroughly investigating the complex dynamics we all experience as personal and shared perceptions and

thoughts, combined with the interaction between the self and the world (Sokolowski, 2000). As Sokolwski clarifies, phenomenology is understood by researchers as "the study of human experience and of the ways things present themselves to us in and through such experience" (p. 2). Indeed, Hursserl called the lived experiences we all encounter throughout our lifetime in our minds and by our actions as the "lifeworld" (Gallagher, 2012, p. 159) that is filled with countless perceptions and experiences, some unappreciated until they are later reexamined from memory.

The researcher Wertz (2005) catalogs the long history and usage of phenomenological research methods in the area of psychology and mental health. He explains the main tenets of what has now become a prominent methodological approach. According to this author, the researcher must first become aware of preconceived notions that may emerge when studying the experiences of participants. Wertz notes that acknowledging research biases is what Hursserl called "bracketing" or also labeled "epoche´" (p. 175) in phenomenology parlance.

Another terminology from Hursserl is "eidetic reduction" (p. 168) which serves as a procedure for identifying the essence of a phenomenon and experiences a person perceives. In describing eidetic reduction, Wertz writes "Husserl established [this] … scientific procedure, one that is fundamental to qualitative research because it enables the researcher to grasp 'what' something is" (p. 168). He goes on to indicate that "it descriptively delineates the invariant characteristic(s) and clarifies the meaning and structure/organization of a subject matter" (p. 168).

Characteristics

Through careful, in-depth interviews of participants and data analysis, phenomenological research can explore, describe, and interpret the lived experiences or the sum of a persons' mental, emotional, and perceived interpretation of life, events, meaning, and interactions with

others. More specifically, a phenomenological research method can: (1) examine a particular group of individuals or an individual's lived experience of various phenomena; (2) allow for the formulation of questions to document the experiences of several persons; (3) permit the researcher to address his or her personal experiential biases that may impede the study's rigor; (4) ensure that data is gathered through several in-depth interviews and observations; (5) confirm that the data is carefully categorized or coded into individual experiences and classified into dynamic contextual interplays with others; and (6) allow for the essence of the experience to be expressed through exemplary narratives in the findings (Creswell, 2007; Moustakas, 1994).

Studies

The qualitative, descriptive, and structured nature of phenomenology makes it an ideal methodology to investigate a person's individual and socially-lived experiences. It has been successfully employed as a research tool in exploring specific phenomenon in the health science fields, social sciences of psychology, sociology, and anthropology, as well as the interdisciplinary area of education (Byrne, 2001).

Byrne (2001) explains how researchers in the nursing profession utilized the qualitative methodology of phenomenology, for example, in studying the lived experiences of women who have undergone breast surgery. First, the researcher selected a group of candidates who have encountered a particular phenomenon, breast surgery, for instance. Second, in-depth, taped interviews were conducted which explore a person's perceived experiences of a particular phenomenon or phenomena as it becomes apparent. Last, the data was transcribed and analyzed for prominent themes (Byrne, 2001).

In the case of school administrators, phenomenological methodology can examine individuals and their perceptions of the social, psychological, cultural, and organizational

influences people experience as school leaders (Chute, 2009). In fact, using a phenomenological methodology, Chute interviewed eight vice principals to describe their role as principal. The study found that vice principals repeatedly mentioned the essence of servant leadership as critically effective management. More specifically, there are other several studies that probe into the area of female school administrators. Phenomenology is a useful approach for this endeavor because its extensive application to investigate the career path experiences of administrators, using retrospective type interview processes, systematic data collection, and analysis (Brooks-Golden, 2006; DeChiara, 2007). Brooks-Golden's 2006 study employed a phenomenological approach, in-depth interviews, and focused on descriptive inquiry into the perceived experiences of 10 female principals' career path into school administration. Prominent themes were uncovered concerning principals wanting to become administrators to help make a difference in the education of students. Phenomenology provides a rigorous research design, since phenomenology utilizes specific design methods and protocols that try to reduce biases (Hammond, Howarth, & Keat, 1994).

For example, in a study by DeChiara (2007), ten elementary school principals were audio taped using an interview protocol and the principals were asked to recall an incident when they had to make a difficult ethical decision, how they thought through that dilemma, how they arrived at a conclusion, and what they thought about implementing that resolution. In this way, DeChiara covers the full spectrum of experiences dealing with a particular phenomenon, that is, ethical decision making from an elementary principal's perspective. DeChiara writes the following: "I structured the study around the framework of phenomenological inquiry because I was interested in learning about the lived experiences of the selected participants as they were engaged in a single phenomenon—decision-making" (p.80). The study combines narratives of

each principal's experiences to highlight major themes and concretes on concepts—or exemplars—that emerged throughout the interviews. Adhering to phenomenological methodology, DeChiara employed Husserl's practice of "bracketing" (p. 91).

Rationale

For instance, in a phenomenological study by Turner (2005), that examined high school administrators' perspectives about providing effective technology throughout the campus are documented through several interviews and observations, coded into prominent themes, and finally into exemplars. Phenomenological research practices align seamlessly with the overall qualitative research methods that include the following (Creswell 2007; Lewis, 2003, Richards & Morse, 2007):

1. Analyzing of a specific phenomenon
2. Formulating research questions that align with the topic phenomenon
3. Adopting an applicable methodology
4. Documenting participants' outlook through in-depth interviews
5. Coding essential concepts and grouping emergent themes
6. Concluding with the presentation of relevant structures found in the research

Moustakas' (1994) delineation of this method represents it as a trustworthy and effective research tool, if qualitative research guidelines are followed closely—like ethics, design, and objectivity. The primary unit of measure in phenomenological processes are the participant's perceived experiences collected through in-depth interviews with structured or semi-structured interview protocol questions that delve into the phenomenon or phenomena as described by the participant. Plainly, interviewing inherently seeks to document experiential viewpoints of the

interviewee (Marshall & Rossman, 1999). These authors further comment on the specifics of phenomenological interviewing procedures:

> Phenomenological interviewing is a specific type of in-depth interviewing….[that] rests on the assumption that there is a structure and essence to shared experiences that can be narrated. The purpose of this type of interviewing is to describe the meaning of a concept or phenomenon that several individuals share. (p. 148)

Research Questions

To frame how the research questions were formulated, an examination is required regarding how the main research question was constructed. Tracy (2013) suggests that the research question is central to the inquiry and analysis as it guides and focuses of the research and invokes additional specific research questions. The overarching research question in this study is to investigate what are the career path perceptions and experiences of current Latina high school assistant principals.

This focused, yet broad, research question is encompassed in four explicit research questions that emerged after a thorough examination of the research literature, as outlined in Chapter II. Specific research questions were then developed based on prominent, reoccurring themes that emerged from the review of literature. Likewise, several interview protocol questions were extrapolated to align with the four main research questions and overarching study question as Bloomberg and Volpe (2012) suggests. The following are the four research questions addressed:

1. What were the career paths of Latina, public high school assistant principals?
2. What barriers impacted the Latina, public high school assistant principals' career path experiences?

3. What role did mentorship or other support systems have in the Latina, public high school assistant principals' career path experiences?

4. What role did networking have in the Latina, public high school assistant principals' career path experiences?

Aligned Research Questions

A matrix table was created to demonstrate the alignment of the four research questions with the interview protocol questions; in addition, so the researcher could ensure the purpose of the study was addressed, the overarching research question was fully examined (Henning, Stone, & Kelly, 2008; Maxwell, 2012). The matrix found below in Table 1, Table 2, and Table 3 assisted the researcher in verifying that the interview protocol questions accurately assessed the research questions several times. In addressing the same questions in a slightly different way, the research concept explored and the data gained for that investigation was expansive (Bloomberg & Volpe, 2012).

The matrix tables labeled Alignment of Research Questions to Interview Questions Initial Interview, Alignment of Research Questions to Interview Questions Second Interview, and Alignment of Research Questions to Interview Questions Third Interview show that the participants were interviewed overtime on three separate meetings spanning two weeks apart on average throughout the school year for various assistant principals which will be covered in more detail in the section entitled Data Collection later in this methodology portion of the research discussion.

As indicated in the matrix Table 1, Table 2, and Table 3, the overarching research question is always addressed with every semi-structured interview protocol question, while sub-research questions delve deeper into specific areas. In later coding processes, the matrix provided

an easier understanding of each concept explored when the data was entered into qualitative, computer data analysis software, as discussed further in the Data Analysis segment heading.

Table 1. Matrix Showing Alignment of Research Questions to Interview Questions Initial Interview.

Semi-Structured Interview Protocol for First Interview	**Overarching Research Question:** What are the career path perceptions and experiences of current Latina, public high school assistant principals?	**Sub-Research Question 1:** 1. What were the career paths of Latina, public high school assistant principals?	**Sub-Research Question 2:** 2. What barriers impacted the Latina, public high school assistant principals' career path experiences?	**Sub-Research Question 3:** 3. What role did mentorship or other support systems, like sponsorship or family and friends' support, have in the Latina, public high school assistant principals' career path experiences?	**Sub-Research Question 4:** 4. What role did networking have in the Latina, public high school assistant principals' career path experiences?
1. Please tell me as much biographical information about yourself as you can.	X	X			
2. Please describe your earliest experiences and perceptions from the past up until now about what lead you to get into education.	X	X			
3. Tell me about your experiences that lead you to become a high school assistant principal.	X				
4. From your perspective and experiences, describe your ethnicity or race and what that means to you.	X				
5. Recalling your own experiences please describe any barriers or challenges (internal and external) you experienced in your career journey in becoming an assistant principal.	X		X		
6. Please describe how these barriers, obstacles, or challenges impacted your career path or journey to becoming an assistant principal?	X		X		
7. Of all the areas we covered, is there any topic or area that you feel we have not covered and you would like to discuss or talk about?					
8. Other questions that arose during the interview process.					

Table 2. Matrix Showing Alignment of Research Questions to Interview Questions Second Interview.

Interview Protocol for Second Interview	**Overarching Research Question:** What are the career path perceptions and experiences of current Latina, public high school assistant principals?	**Sub-Research Question 1:** 1. What were the career paths of Latina, public high school campus-level administrators?	**Sub-Research Question 2:** 2. What barriers impacted the Latina, public high school assistant principals' career path experiences?	**Sub-Research Question 3:** 3. What role did mentorship or other support systems, like sponsorship or family and friends' support, have in the Latina, public high school assistant principals' career path experiences?	**Sub-Research Question 4:** 4. What role did networking have in the Latina, public high school assistant principals' career path experiences?
1. Please describe your experience(s) with a mentor(s) or being a mentor.	X	X		X	
2. Describe in detail how mentoring or being mentored impacted your professional career journey in becoming a high school assistant principal?	X	X		X	
3. Describe your experiences with networking.	X				X
4. From your perspective, describe how networking impacted your career path in becoming an assistant principal?	X				X
5. Recalling all your experiences, please describe your support systems.	X			X	
6. Explain how these support systems helped or hindered you along your career journey in becoming a high school assistant principal.	X		X	X	
7. Of all the areas we covered, is there any topic or area that you feel we have not covered and you would like to discuss or talk about?					
8. Other questions that arose during the interview process.					

Table 3. Matrix Showing Alignment of Research Questions to Interview Questions Third Interview.

Interview Protocol for Third Interview	**Overarching Research Question:** What are the career path perceptions and experiences of current Latina, public high school assistant principals?	**Sub-Research Question 1:** 1. What were the career paths of Latina, public high school campus-level administrators?	**Sub-Research Question 2:** 2. What barriers impacted the Latina, public high school assistant principals' career path experiences?	**Sub-Research Question 3:** 3. What role did mentorship or other support systems, like sponsorship or family and friends' support, have in the Latina, public high school assistant principals' career path experiences?	**Sub-Research Question 4:** 4. What role did networking have in the Latina, public high school assistant principals' career path experiences?
1. Of all the areas we covered in past interviews, is there any topic or area that you feel we have not covered and you would like to discuss or talk about today?	X	X			
2. Recalling all your experiences, can you give as much detail about the career path you took in becoming a high school assistant principal?	X	X			
3. Explain how your current or past career path ambitions and goals might be supported by or hindered by something.	X		X	X	
4. Please describe as much as you can about what you thought about and think today about in becoming an assistant principal.	X	X			
5. Given your experiences and perceptions of the principalship, explain how mentorship effected your career journey or path in become and continuing to be a high school assistant principal.	X	X		X	
6. Thinking back about your experiences, describe how support systems helped you in your career path?	X	X		X	
7. Given your experiences, describe what aspect of networking you find the most challenging and the most rewarding in your career journey of becoming and being an assistant principal?	X	X			X
8. Other questions that arose during the interview process.					

Participants

Because this is a qualitative research study, a purposive sampling of Latina high school assistant principals was employed. Purposeful sampling is a sample method "chosen because [participants] have particular features or characteristics which will enable detailed exploration and understating of the central themes and puzzles which the research wishes to study" (Ritchie, Lewis, & Elam, 2003, p. 78). In addition, the small number of Latina high school principals nationwide and those found in the research area makes "convenience sampling" (Ritchie et al., 2003, p. 81) a necessity. As these authors state, convenience sampling is required when the sample size being considered is too small to be selected randomly and therefore the researcher must employ selective sampling according to specific traits.

Holloway (2005) states that purposive sampling is a "sample of participants selected on the basis of certain criteria relevant to the research" (p. 295). Since the research questions intended to examine the perception of barriers and support systems experienced by Latina, high school assistant principals as they journeyed into the assistant principalship, the unit of analysis logically consisted of four self-identified Hispanic or Latina, high school assistant principals who incidentally all worked for the same independent school district (ISD).

Although four participants may seem a small sample size, the small number of Latina high school assistant principals nationwide, the scarcity found in Texas and those few found in the research area made convenience sampling a necessity. As Ritchie, Lewis, and Elam (2003) affirm, convenience sampling is required when the sample size being considered is too small to be selected randomly and therefore the research must employ selective sampling according to specific characters.

Furthermore, Smith, Flowers, and Larkin (2009) state that phenomenological "studies usually have a small number of participants and the aim is to reveal something of the experience of each of those individuals" (p. 3). Smith et al. (2009) suggest that "numbers of interviews (rather than participants) of between four and ten are adopted…. Note we have said number of interviews rather than participants…as a study with four participant's interviewed twice" (p. 52). As these authors describe and others (Groenewald, 2004; Lester, 1999), a small sample size of research participants is achieved because phenomenological approaches: (1) adopt structured, in-depth interview protocol questions (2) delve specifically into exploring phenomena experienced by select participants.

Finally, a profile of the participants will provide an easily accessible framework to introduce the diversity and similarity of all the participants' background. Below is a matrix labeled Table 4 Participant's Background and Work History Profile that briefly outlines the participants' names (changed into aliases), the order they were interviewed by the primary investigator, the years the participants taught as a teacher, a concise background information, the years they served as an assistant principal, and the number of years employed by a district. All identifying names are pseudonyms.

Table 4. Matrix Showing Participants' Background and Work History Profile

Order interviewed and pseudonym of assistant principals	Years as a teacher; subject taught; and background	Years as an assistant principal and background	District employment
1st interviewed: Mrs. Mission Delgado	Taught 5 years cheerleading coach and reading; is in a doctorate of educational leadership program; bilingual Spanish; Married with older children	4 years assistant principal at time of the interview; since then has become a vice principal of same high school served for four years	Only Borea Independent School District (ISD) all 9 years
2nd interviewed: Ms. Diana Gutierrez	Taught Spanish 9 years at an affluent high school; in a Ph.D. program; bilingual Spanish; not married; and no children	1 year as assistant principal	Borea ISD 10 years, but student taught in Auster ISD
3rd interviewed: Ms. Linda Cruz	Taught English 6 years: 5 at Rustic ISD and 1 year at Borea ISD; Not married; no children; did not mention if bilingual in Spanish	3 years as academic dean at Ortus ISD, and 2 years as an assistant principal at Borea ISD	3 districts: Rustic ISD, Ortus ISD, and Borea ISD
4th interviewed: Mrs. Concepcion Morales	Taught 16 years: Spanish and dance; from a South Texas border town; bilingual in Spanish; married with older children	4 years as assistant principal when interviewed but became a vice principals of same high school during the study	4 districts: Rustic ISD, Auster ISD, Ortus ISD, and finally Borea ISD

Data Collection

Data collection began after I, the principal investigator (PI), received approval from the Institutional Review Board (IRB). Using several school districts' high school web pages that listed administrators' surnames, the PI was able to identify three independent school districts (ISDs) with the highest number of Latina high school principals with Hispanic surnames. The school districts are located in a large metropolitan city in Southwest Texas.

After telephone and electronic email communications were established with the ISDs' central office personnel in charge of approving research at their district, authorization to conduct research from three independent school districts was acquired from Borea ISD, Eurus ISD, and Auster ISD, with a letter of invitation describing the study (see Appendix A). Borea ISD and Eurus ISD are considered a largely populated, "Major Urban" school district as classified by Texas Education Agency (2013).

As the sole PI of the research study, I earnestly waited as a month passed without any willing participants responding back to the research invitation (see Appendix B). Although I work for one of the approved district research sites (Eurus ISD), I did not have any "insider assistance" (King & Horrocks, 2010, p. 31) in enlisting participants, since my accesses to campus-level administrators was limited exclusively to the research invitation letter (see Appendix B) sent by mail to all the participants, after the districts approved the research. I did not deviate from using any other resource except exclusively the invitation letter sent to administrators (see Appendix B) as the sole means of recruiting select participants. Ultimately, there were four assistant principals who were willing to participate in this study; all four were employed by the same district at Borea ISD.

Interview Protocol Process

Participants were provided with a copy of the consent form (see Appendix D). Also, the principal researcher informed the participants of their rights to withdraw from the study at any time, and information about who to contact concerning the principal researchers' university supervisor and who to contact at the Institutional Review Board was provided to the participant as well. Further, the participants were notified of the purpose of the study, that the researcher will abide by strict ethical standards of confidentiality, and that I would securely lockup taped recordings while transcribing was underway, and that all identifying information would be coded using pseudonyms during the writing of the study (Creswell, 2012).

Next, a semi-structured interview protocol (see Appendix C) that was aligned with the research questions (Bloomberg & Volpe, 2012; Henning, Stone, & Kelly, 2008; Maxwell, 2012) was used with probing questions that yielded frank responses from all the participants. In fact, each participant showed genuine willingness to openly give their valuable time and voices to the three separate interview sessions that each participant underwent, each conference lasting approximately forty-five minutes long, with some sessions approaching an hour in length.

Further, I worked full time as a teacher during this study, so the participants, all very busy assistant principals, agreed to conduct the interview sessions on Saturdays, or after school. Each participants' interview meetings were conducted approximately two weeks or more apart from each other, so that it might take a month or longer to complete all three interview sessions. This method follows phenomenological interviewing recommended research procedures that posits interviewing participants two or more times. This permits the following to occur: (1) it allows rapport to develop so that candid responses are elicited from the participants; and (2) it

permits participants time to reflect on the phenomenon or phenomena that was experienced in a "retrospective approach" (Kahn, 2000, p.62).

In fact, Legard, Keegan, and Ward (2003) offer that a minimum of two face-to-face interviews is conducive to ensure successful in-depth interviewing. Moreover, these authors suggest an additional third shorter interview brings closure to the interview process and helps debrief the interviewee, and it can clarify unanswered questions that may arise. Three separately spaced out interviews allows participants to contemplate the interview questions in more depth upon further interviews on similar topics (Legard et al., 2003). As a result, all assistant principal interviews were conducted ranging from the Spring of 2010 to the Spring of 2011.

Transcribing

A small, hand-held tape recorder was employed in recording all interview sessions. In accordance with Creswell (2012), after each interview, as the principal investigator, I took notes in his journal and made memos after listening to the recordings before transcribing interview data into a password-protected laptop loaded with Microsoft's word processing program Word 2010.

Data Analysis

Since a phenomenological methodology was incorporated in this research, a personal journal was updated with my reflective thoughts from before the participants' interviews were conducted continuing into the coding and into the documenting of the complete course of ideas and perceptions generated. Creswell (2012) calls this "researcher reflection or journaling (memoing)…." (p. 162). The journal was filled with logs of events, dates, and conceptual ideas. As an essential analytical tool, short reflective memos from the journal were ultimately entered into the computer-based qualitative data analysis software NVivo 9 (Maxwell, 2012; Polit &

Beck, 2013). Miles, Huberman, and Saldaña (2013) stress that memos and specifically "analytical memos" which are "more conceptual in intent" (p.96) are crucial in advancing the research process from data collection through data analysis and finally in piecing together narratives.

Coding Stages

Saldaña (2009) describes coding for various types of data analysis as involving three primary cycles. Other writers commonly call these similar stages open coding, axial coding, and selective coding (Boeije, 2010; Grbich, 2007; Marshall & Rossman, 2011; Punch, 2009), respectively. Saldaña agrees that these descriptors, along with many others, are interchangeable or fit in each of the three cycles of coding, and he states that open coding is "an initiating procedural step in harmony with First Cycle Coding procedures" (2009, p. 81). All three stages of coding were incorporated in examining transcribed interview data.

First Cycle of Coding

After all the interview responses were transcribed, along with journal notes, into Microsoft Word 2010, the first cycle of coding, or of data analysis, began by primarily highlighting texts and using descriptive annotations featured in Word 2010 (King & Horrocks, 2010). Textual data was reviewed repeatedly and coding categories refined before inputting all the transcripts into the computer-based qualitative data analysis software NVivo 9. This was equivalent to open coding (Marshall & Rossman, 2011).

Second Cycle of Coding

At this second stage of coding, the complete data, already entered into NVivo 9, was positioned into nodes or thematic categories within the software based on their "conceptual similarities" (Saldaña, 2009, p. 151). Themes and sub-themes that featured prominent, recurring,

and interconnected concepts began to emerge from the text after several continual reexaminations of coded data and adjustments were made in a recursive cycle (Boeije, 2010). The second cycle is analogous to axial coding. Corbin and Strauss (2008) suggest that axial coding—"the act of relating concepts/categories to each other" (p. 198) is next in the process of comparing all the interview data between participants. Thus, all the administrators were examined for related data themes or categories. As Corbin and Strauss recommend, this includes labeling and interpreting each "chunk" (p. 197) of data for meaning.

Third Cycle of Coding

Ultimately, in the final analytical coding cycle or sometimes called selective coding (Boeije, 2010), the main themes and sub-themes are placed into headings that can be illustrated through narrative examples given by each participant. Many of the main themes have sub-themes that are themselves repeated in the category of main themes. This is not unusual since the research questions and interview questions were aligned with each other and both were integrated with a phenomenological approach of inquiry.

A phenomenological approach to data analysis, as Grbich (2007) advocates, includes scanning the data repeatedly for significance, "journaling," (p.88) and "identifying the major themes from the narratives/texts using processes of preliminary data analysis and/or thematic analysis" (p. 88). Indeed, this follows according to phenomenological methodology as outlined by Holroyd (2001): all data becomes objective data and is securitized systematically and coded into categories. These "exemplars (essences)" (p. 4) are formulated into "Central Themes" (p. 4) or into a "Thematic Index" (p. 4) and assessed into "sub-themes" (p. 5) corresponding to the participant's words and perceived experiences (Holroyd, 2001).

Likewise, though the course of coding all the data that was gathered, five main themes surfaced as exemplifying the research questions and telling of the experiences and perceptions of the Latina high school assistant principals interviewed. The following is a list of the five themes: Motivation, Challenges, Support Systems, and Cultural Identification. Subsequent subthemes corresponding to each main theme were also coded. Understandably, the main themes and attached subthemes will be discussed later in more detail in Chapter IV.

Ethical Considerations

Throughout the entire study, from IRB approval to the discussion section of this dissertation, ethical considerations were carefully upheld (see Appendix D). Ethical matters in qualitative, human subject research comprise a multitude of standards established by Institutional Review Boards (IRB). To ensure that, as the sole principal investigator, I prioritized and implemented ethical principles in this study, I began first by identifying all situations, from the study's inception until its publication, when ethical safeguards were applicable. Although not an exhaustive catalog, Creswell (2007/2012) outlines several ethical issues to consider that are summarized here:

- Adhering to IRB ethical standards
- Disclosing participants' rights
- Following consent form protocols
- Relating the purpose of the study and risks or benefits of participation
- Avoiding all conflicts of interest and power differentials
- Ensuring anonymity, confidentiality, and security of all identifying data
- Gathering data innocuously
- Reporting finding equitably and considering its impact

- Providing copies of the findings to participants

In examining the perceived experiences of four Latina high school assistant principals as they described lived experiences regarding barriers and support systems, I was mindful of adhering to all IRB ethical protocols (see Appendix D). As the principal investigator and a teacher, I was not employed by the same school district as all the participants. Therefore, there was no conflict of interest. In fact, my positionality in this research was carefully deliberated. I was keenly aware that I was a Hispanic male researcher examining four Hispanic female assistant principals and that there may be biases on the part of both the researcher and the four participants. Sultana (2007) refers to the researcher's positionality as consisting of several factors: the researcher's stance, motive for conducting the research, the researcher's cultural and racial perception of the participants, interpreting the data collected, how to present any possible outcomes or findings, and how the researcher thinks the participants might react to being researched based on the researcher's approach in conducting the study.

Furthermore, this author writes about the importance of "attention to positionality, [and]…the production of knowledge and the power relations that are inherent in research processes in order to undertake ethical research …. (Sultana, 2007, p. 382). As the principal investigator, I was aware that I could not fully comprehend the experiences or perceptions of any one person, nor group, and especial someone of a different gender, educational experience, and age. Aware of the possible interview barriers that exists between those of dissimilar gender and job occupation (Seidman, 2006), I nevertheless endeavored to follow closely the tenets in qualitative research requiring close exploration of self-biases. Indeed, Milner (2007) suggest three ways to address the issue of positionality, which is inevitable in qualitative research, and that is to following these guidelines: (1) as a researcher examine your own bias about race and

culture closely, (2) the "researchers [should] reflect on themselves in relation to others…involved in their research" (p. 395), and (3) it is important that "researchers and participants engage in reflection together to think through what is happening…with race and culture placed at the core" (p. 396). If these conditions are met, positionality is addressed and precludes any preconceptions. Indeed, Marshall and Rossman (2011) write that "the researcher's *positionality*—will not preordain the findings or bias the study. Sensitivity to the methodology literature on the self and on one's social identities in conducting inquiry, interpreting data, and constructing the final narrative helps accomplish this [emphasis in original]" (p. 63).

As a male and in the vocation of teacher, I was attentive of gender differences. For this reason, I maintained professionalism as the principal investigator. Glesne (1999) and Seidman (2006) point to a potential problem with status differences among interviewer and interviewee. Gender, ethnic, and hierarchical career status differences may interfere with successful data collection. These authors suggest following interview protocol guidelines throughout all stages of the study and to be cognizant of the interviewer's actions. Finally, they advices interviewers to clearly articulate the purpose of the data collection, observe interactive listening skills in offering open-ended probing questions, and show gratitude for the opportunity of an interview. These suggestions were followed throughout this study.

In fact, all interviews were conducted where and when the participants wanted to have the interview meeting. At the beginning of each interview, I explained the purpose of the study, the risks and benefits of participation, and informed each participate of their rights to ceases the study at any time they chose. This information also included keeping all identifying information anonymous and confidential. All taped recordings were kept in a locked safe and all journaling

was done on a password protected computer with no identifying data. As the sole investigator, I was the only person with access to this information.

Trustworthiness

To ensure that all aspects of data collection and analysis correspond to accurate and established qualitative research procedures, trustworthiness was achieved in this study. The groundbreaking work of Lincoln and Guba in 1985 formulized the concept of trustworthiness in qualitative research as a means to verify the creditability and authenticity of the research conducted. Achieving validity in qualitative research, according to Lincon and Guba, is established by meeting the criteria of credibility, transferability, dependability, and confirmability in the research process.

Credibility

Credibility, according to Lincon and Guba (1985) and others (Flick, 2009; Kennedy-Clark, 2013; Shenton, 2004), is explained by the extent of accuracy the participants' experiences were representative of reality in the data collection and analysis. As Bloomberg and Volpe (2012) write, "credibility (or validity) suggest whether the findings are accurate and credible from the standpoint of the researcher, the participant, and the reader" (p. 125). As Lincon and Guba initially established in naturalistic inquiry, the essential components to attaining credibility are "triangulation" (p.306), "prolonged engagement" (p. 301), and "peer debriefing" (p. 308).

These authors define triangulation as the method of gathering various forms of data by multiple means—observations, personal journals, memos, interview data, member checking—and checking each bit of information against the other data gathered to confirm its credibility. This verifies that the data obtained is not invalid or doubtful. Subsequently, prolonged engagement means the researcher is able to have extended contact with the participants in

gathering data, gaining rapport, and verifying emergent themes with the participants' feedback (Kennedy-Clark, 2013). Lastly, peer debriefing entails open discussion with other researchers about the investigation conducted. By meeting periodically with my supervising professor to discuss theoretical frameworks, data collection, and analysis, peer debriefing was successfully utilized.

Triangulation was achieved by means of a journaling, memo taking, and clarifying information though three different interview sessions with each participant. Because the principal investigator interviewed each participant three times over a period of several months, prolonged engagement aided in creating rapport, facilitated more responses from participants, and substantial journaling notes were obtained as a result.

Finally, another aspect of strengthening creditability is a term called member checking. As Harper and Cole (2012) write, member checking can occur during the interview process when "the researcher will restate or summarize information and then question the participant to determine accuracy" (p. 511). On the other hand, member checking can be employed toward the end of the research processes, as Bloomberg and Volpe (2013) observe, by sending the participant a copy of the transcription or evolving themes, concepts, or conclusions. Still further, Harper and Cole (2012) suggest member checking can happen at either time during the research investigation, when they write that "the member checking occurs simultaneously during the interview or near the end of the project…." (p. 511). In my study, however, I met with the participants for three interview sessions, and during each interview meeting we reviewed, clarified, and summarized the previous meeting's concepts and thoughts. In this way, member checking was established before, during, and after the interview protocol was implemented.

Transferability

In qualitative research, transferability refers to "the ways in which the reader determines whether and to what extent this particular phenomenon in this particular context can transfer to another particular context" (Bloomberg & Volpe, 2012, p. 125). As Lincoln and Guba (1985) advise, the qualitative study therefore does not make "generalizability" (p.112) claims that are made in quantitative studies; instead, a rich, thick description can "specify everything that a reader may need to know in order to understand the findings…" (p.125). For this reason, Chapter IV of this study contains thick, rich descriptions of interview data from four Latina high school principals, in their own words, in order to "convey the actual situations that have been investigated and, to an extent, the contexts that surround them" (Shenton, 2004, p. 69).

Dependability

Similar to transferability, dependability differs in that it applies to how methodically the research was formulated, so future researchers can closely replicate its blueprint. Dependability demands detailed documentation of the statement of the research problem, purpose of the study, the research questions, theoretical framework, methodology with research design, collection, interview protocols, and finally findings and discussion for future investigative considerations and possible duplication of this study (Kennedy-Clark, 2013). Undeniably, this research study has met all these criteria, as is evident, in Chapters I, II, III, IV, V, and VI.

Confirmability

An imperative concern in qualitative research, confirmability pertains to the degree of objectivity and the avoidance of research biases (Marshall & Rossman, 2011). To address confirmability, a reflective journal was kept, memos of the progression of coding were examined by the principal investigator. Ultimately, this process culminated in triangulation of interview

data, participants' verifying feedback, and personal journal notes. In addition, a phenomenological technique was used called bracketing to increase confirmability. "Bracketing of the researcher's personal experiences—recognizing where the personal insight is separated from the researcher's collection of data—is important because it allows the research to perceive the phenomenon…." (Marshall & Rossman, 2011, p. 97). Bracketing is a phenomenological term that translates into the researcher continuously journaling about his or her biases and ideas concerning the research. As mentioned before, journaling was an ongoing process throughout the entirety of this research.

Limitations of the Study

Three specific limitations were encountered in conducting this study that will be discussed further. First, only assistant principals were interviewed as the primary unit of analysis. Interviewing a principal and a vice principal in addition to an assistant principal was the initial goal of this study with the purpose of providing a broad spectrum of data regarding the career journeys of Latina high school administrators. Unfortunately, out of the three approved research sites only four respondents were willing or able to participant in this study. Indeed, research shows few women principals and vice principals nationally (Pirouznia, 2009).

Second, only four assistant principals were available for interviews. However, Seidman (2006) asserts that in phenomenological interviewing that uses purposeful sampling, three interviews per participant with few participants is sufficient for gathering in-depth and rich data of the phenomena being examined. Seidman states that "phenomenological interviewing applied to a sample of participants who all experience similar structural and social conditions give enormous power to the stories of a relatively few participants" (p.55).

Another limitation is that all four assistant principals worked for the same district. However, if you consider Seidman's (2006) affirmation that phenomenological interviewing seeks to explore participants who live through similar phenomenon, clearly four Latina assistant principals working for the same district and at the high school level epitomizes parallel experiences, therefore adding to the rigor of this study.

The last limitation regarding this study concerns generalizability. Since this study used a small number of participants, four to be precise, explored a large subject area employing a qualitative approach, like the perceived career path barriers and support systems, and no qualitative data was gathered in large numbers, this study does not fit the criteria of generalizability (Creswell, 2007/2012; Lincoln & Guba, 1985). The consequence of these limitations translates into the inability to explore the rich data that other school districts and administrative positions like vice principals and principals may offered this study. Therefore, there is a limited scope of examination of the broader understanding involved in the hierarchal interactions of the assistant principal, vice principal, and principal in this study. This may limit perspectives and experiences gathered. Nevertheless, a concentrated view, strictly focused on Latina assistant principalship at the high school level, offers a deeper perspective into the career lives of one aspect of the principalship, instead of widening the area of study (Baier, 2013).

Summary

This chapter explains the research methodology by starting off with revisiting the research questions, and with a set of tables aligned with the research questions which in turn was linked with the interview protocol questions. In order to outline the research design, a brief history, outline of characteristics, relevant studies, and rationale for usage of the research model of phenomenology was explained. Next, a description of the participants was provided.

Procedures for data collection were then delineated. Subsequently, data analysis and corresponding coding were also outlined. Following that, important ethical considerations were explained. Also, the various criteria and components of trustworthiness were explored. Several limitations of this study were discussed. This chapter concludes with a summary.

CHAPTER IV: REPORT OF DATA

Introduction

The purpose of this qualitative research study is to explore the perceived barriers and support systems of Latina high school assistant principals as they recall the career path taken in becoming an assistant principal. Phenomenological methodology was used in interviewing and analyzing the lived experiences of the four assistant principals. This chapter first discusses the order and process of the interviews conducted by providing each assistant principal with a pseudonym to identify each participant's unique voice. Next, an overview of the themes and subthemes introduces the section, delving into the participants' descriptive narrative pertaining to each theme that emerged.

The main themes are as follows and discussed in this sequence: Motivation, Challenges, Support Systems, and Cultural Identification. The subthemes for Motivation are Overcoming Challenges, Leadership Developed with Mentors, Helping Students, and Values. Subsequently, the subthemes for Challenges are Institutional Challenges and Internal Challenges. The subthemes for Support Systems are Family Support Systems, Institutional Support Systems, and Professional Relationship Building. The last subthemes fall under Cultural Identification and they are Hispanic or Latina Identity, Recognition of Hispanic Cultural Values, and Acknowledgement of Minority Status

Finally, a summary of the report of data concludes the chapter. Also, in this section and for the purpose of this study the terms participants and assistant principals will be used interchangeably. The use of Ms. and Mrs. followed by a surname will be employed throughout this study since in educational settings this is a formal practice of respect; I have a great deal of respect for all the assistant principals involved in this study.

Interview Background

The four assistant principals who participated in this study were interviewed three times each, with each interview lasting, on average, from forty-five minutes to an hour. Three separate interview protocols with semi-structured questions and scripted prompts were employed in this study (see Appendix C). All interviews were conducted sequentially over a one year time frame from one springtime to another, with no participant interviews overlapping each other.

Interview locations and times were chosen by the participants to ensure their comfort, discretion in the interview process, and ethical considerations of privacy. All but one interview meeting was conducted on Saturday, since all the assistant principals mentioned they were extremely busy during the week with administrative duties. In addition, as the sole, principal investigator, I was employed as a full time special education teacher throughout the data collection undertaking. These two factors made Saturday's ideal for interviewing participants.

Adhering to the phenomenology methodology, I took notes before, during, and after each audio-recorded interview with all four of the participants. Furthermore, to add more insight into understanding the complete narratives of each of the four participants, my perspective of each encounter with the assistant principals and the dynamics of the interview process are succinctly explored below. All the details below are taken from the journal notes I kept to document my thoughts, impressions, conceptual ideas of the phenomenon experienced by the assistant principals, and development of the voices each participant expressed. Each assistant principal was given a pseudonym:

Mrs. Delgado: Mrs. Mission Delgado was the first to respond via email and later by phone to my invitations for an interview. She was very willing to participate, energetic, positive, and open about her thoughts. Under her suggestion, we conducted all three interviews in and

outside a public university on Saturday mornings separated by about a two week period for each interview session. My journal notes indicate that she enjoyed her job and those she worked with, she talked much about her mentors being very influential, she was proud to be a Latina, and she valued doing what was best for students. Also noteworthy are facts revealed in her initial biographical question in the interview. She indicated that she was unsure about becoming an administrator but was motivated by helping students in a more impactful way. With the support of her husband, she was encouraged to and helped with continuing her education by receiving a bachelor's and master's degree, and she was urge to pursue her doctorate in educational leadership. She also had children who were older, since she got married very young.

Ms. Gutierrez: After receiving my invitation, Ms. Diana Gutierrez was the second participant to contact me via email, later on the phone, and through texts. Her schedule was always packed with school and professional development events. With her suggestion, we met outside a coffee shop on Saturday mornings. Her demeanor was always positive, energetic, and incredibly frank. She talked often regarding her Hispanic heritage, early educational struggles, working at a school with state-wide accountability challenges, and she steadfastly advocated for students. During her biographical interview questioning, she discussed how initially she did not want to be a teacher, but eventually she earned a master's degree in education and she was currently working on her doctorate in philosophy specializing in school improvement. She was not married and did not have children. She lived all her life in the research site city in the Central Texas region. She was raised by a single mother and Ms. Gutierrez had a brother.

Ms. Cruz: My third participant, Ms. Linda Cruz, contacted me through email, texts, and telephone. Under her recommendation, all three interviews were conducted in a small corner table early on Saturday mornings at the same noisy coffee shop which made transcribing difficult

but not impossible. Her straightforward, lively, positive, and cheerful attitude always enlivened the interviews. She frequently described placing students first, building professional relationship to help grow as a leader, and she contemplated having a family as an assistant principal versus working long, stressful hours as a vice principal or principal. Her biographical interview question revealed that she was from the Central Texas area, she had worked in the research site city at a low-income school with a high Hispanic student rate, in addition to a high school with a high African American minority population. Initially, she did not want to be either a teacher or an administrator, but once she entered education she enjoyed helping students immensely. Personally, she was not married and she did not have children at the time. Also, her father was a pastor of a local church.

Mrs. Morales: A very business-like but accommodating person, Mrs. Concepcion Morales was the fourth interview participant in the study. Before receiving contract from Mrs. Morales, I was beginning to worry that there were not enough participants in this study and that I would never recruit another participant. In this case, I did have "insider assistance with recruitment" (King & Horrocks, 2010, p. 31), since my doctoral supervisor knew someone that might be a good candid for the study and recommended her to me. I enthusiastically received an email containing a phone number from Mrs. Morales. In between hosting a school event, Mrs. Morales met with me for the first time on a Saturday morning in her office. The next interview was after school in her office, and the last interview was on a cold Saturday morning in her office. Conducive to privacy and therefore candid responses, her office location as an interview site was suggested by Mrs. Morales. The main highlights of her interviews were her drive to overcome financial and cultural challenges, and supporting student success wholeheartedly. Her biographical information showed that she was married to a supportive husband and she had older

kids. She always wanted to be an instructor since she was a child. Her ambitions motivated her to earn a master's degree after over a decade of teaching, and she explained how she was interested in the vice-principalship at her high school. She did not discount wanting to purse a doctorate in the near future. She also talked about her family and the challenges she encountered. Her father initially did not want her to go to college because she was not married and it was improper for an unmarried women to attend college alone, but after seeing her determination her father supported her. She explains how her Hispanic father held strong cultural beliefs about the role of women played in Hispanic culture. She initially was from a small border town near the Mexican borderline.

Finally, all four participants provided a wealth of detailed narratives about their career journey as Latinas who later became assistant principals at the high school level. Even though a semi-structured interview protocol was used to question the assistant principals, many descriptive stories emerged in the interview process. As I took further notes in my journal with each new interview encounter, it became apparent that the assistant principals shared common experiences and perceptions highlighted in the rich narratives they openly provided. Despite coming from varied backgrounds, each participant describe similar accounts of shared phenomenon that later was categorized into themes and subthemes.

Themes and Subthemes

Research questions were initially developed from extensive review of the literature. Next, the main research question was centered at ascertaining the phenomena surrounding the career path of a Latina becoming an assistant principal at the high school level. Further inquiry focused specifically on if Latina high school assistant principals experienced and perceived barriers or support systems from others in becoming an administrator. The final investigation attempted to

identify the effects mentoring or networking had on the career journey of assistant principals. This was accomplished by aligning the overarching research question and four detailed research questions into three interview protocols resulting in a total of twenty-four, semi-structured, and open-ended interview questions that were used to interview four assistant principals (see Appendix C).

After transcription of all memo notes, key concepts from my reflective journal entries, and abundant interview data was gathered, all information was entered into the Computer Assisted Qualitative Data Analysis Software (CAQDAS) NVivo 9. Three cycles or steps of coding the body of all data collected yielded four exemplar themes: Motivation, Challenges, Support Systems, and Cultural Identification. Besides identifying themes, coding also uncovered subthemes that emerged from within the main themes. Clearly, in surveying themes and subthemes gleaned from the analysis, the experiences and perceptions existing in the data clarify a part of the phenomena occurring within the career paths of Latina high school assistant principals, as the narratives indicate.

Motivation

The theme that had prominence throughout the interviews with all four Latina participants, when discussing their career journey into administration at the high school level, was the concept of motivation. The assistant principals were persistently driven for several reasons to improve themselves and others. Simply describing motivation in general, as a theme, would be too vague. Therefore, to more clearly explain how the participants were motivated requires four subthemes or components of motivation to explain this main theme.

Interestingly, the subthemes are also repeated in the main themes. For example, the first subtheme in Motivation is entitled Overcoming Challenges. The model or theme of Challenges is

also categorized as a main theme. The first subtheme is entitled Overcoming Challenges. The reason the idea of overcoming challenges was not categorized in the Challenges main theme division was because this subtheme involves specific details of how motivation propelled the participants to overcome challenges through resiliency. The second subtheme is called Leadership Developed with Mentors that involves motivation through a mentor advocating and developing the participant as she progressed as an educational leader for job advancement and leadership improvements.

Under the category of Motivation, the third subtheme is labeled Helping Students. Frequent phrases among participants regarding this subtheme of helping students emphasizes doing what is best for students and reaching additional students in a more impactful way by becoming an administrator. The last subtheme centered on being motivated by values. This theme is modestly titled Values. The participant is motivated by values that come from family, personal experiences, or values of improving leadership.

Although the idea may seem amorphous, Motivation as a main theme among the four Latina assistant principals can best be explained by a driving desire to do more with the career path the four participants experienced. So when asked a range of interview questions and further probed with more particulars, the resounding voices among them all was that the idea of advancing their career in educational leadership ignited by an inner strength to improve and progress up the career ladder to break out of their current situation.

For example, when further surveyed with the question if she had aspirations of being a principal or vice principal, Mrs. Morales responded with this comment:

> I made it very clear to everybody that if there's a vice principal opening that I am going to apply. So for me moving up, that is absolutely something that I want to do.

> Principalship is a lot of work. But I have nine more years and I can retire, so right now my next step is vice principal.

Similarly, Mrs. Delgado, when asked about her educational or future plans, had parallel leadership goals when she mentions:

> As far as career goals, currently I'm an assistant principal at a high school. I truly do not see myself in a principal position…. I have an opportunity to really learn what the principal does and what their role is and it's not for me; very political. I can see myself in the vice principal position.

Not surprisingly, shortly after all the data was collected from the participants, Mrs. Morales advanced to become a vice principal at the school she once was an assistant principal. True to her educational leadership desire, Mrs. Delgado likewise became a vice principal at the same high school she once worked as an assistant principal too.

When asked related prompts about career advancements, all four assistant principals responded that they had weighted both the rewards and hardships of becoming a principal or vice principal. The increased stress, job obligations, and time away from family were recurrent narratives among all the participants. Interesting, both Mrs. Delgado and Mrs. Morales have older children. Conversely, Ms. Cruz and Ms. Gutierrez do not have kids, are not married, but have contemplated the serious consequences of becoming a vice principal or principal and how that might impact having a family. This conflict will be discussed in more detail in the subtheme Internal Challenges section under the main theme of Challenges.

Overcoming Challenges

When asked a broad range of questions from the interview protocol, the participants repeatedly explained that instead of challenges being an obstacle, difficulties in their educational

and career path serviced as inspiration to overcome that challenges. Therefore, this concept is exemplified in the subtheme of Overcoming Challenges. A powerful passage from Mrs. Morales describing going to an understaffed, South Texas borderland school, with "parent volunteers that come in and teach the class," emphasizes the action of resiliency she often recounted about furthering her education despite hindrances:

> I took it more of as a challenge to rise to the occasion, versus crawl under a rock and not letting anyone see what I was capable of doing.

Likewise Ms. Gutierrez overcame educational barriers. She talked about going to an inner-city school, never being told about college while in high school, and ultimately dropping out of high school. She said, "For me, high school was a waste of time, but because I knew I wasn't learning in school." However, after earning her high school equivalency degree and attaining a bachelor's degree in Spanish, one of her academic advisors suggested she become a certified teacher. Ms. Gutierrez states:

> I didn't want to be a teacher because I had such a bad experience in high school. [My advisor] finally convinced me. When I did student teaching, I fell in love with teaching. I had such a great experience.

In both cases these early negative experiences in education, instead of hindering motivation, served to drive these educational leaders to advocate for students. Ms. Gutierrez finished discussing her educational hurdle with the following:

> My experiences in high school have led me to where I'm at today, because I'm very passionate about helping students who have been traditionally marginalized; that's just because I was one of those students.

Noteworthy, is the fact that at the time of these interviews, Ms. Gutierrez was a doctoral student in school improvement, and Mrs. Morales mentioned the possibility of obtaining a doctorate in the near future. Overall, the participants clearly conveyed that they possessed resiliency against adversity by surmounting hurdles in their career path. These ordeals took the form of educational challenges.

Leadership Developed with Mentors

Drawing from a composite definition expressed by the assistant principals, mentors were leaders in education who set an example of leadership that impacted the participants throughout their career advancement. This paradigm is expressed in the subtheme entitled Leadership Developed with Mentors. The concept of Leadership Developed with Mentors arouse after the assistant principals spoke of being motivated through a mentor or mentors advocating and developing the participants as they progressed as an educational leader for job advancement and leadership improvements.

Ms. Gutierrez illustrates the motivational push and cultivation of leadership by her mentor when she describes her principal at the time by stating, “I had a phenomenal principal. That’s sort of how I came to be. I owe it a lot to where I first started.” As a Spanish teacher involved in school improvement projects, Ms. Gutierrez mentions the following about her mentor principal:

> When I would go to him with a problem, he challenged me. He didn’t give me the answers. So I learned at a very early stage of my career with him to problem solve. So when I went to him with a problem, I already had the solutions or we could work something out.

Ms. Gutierrez's mentor motivated her to get into administration. A counterpart to this phenomenon, Mrs. Delgado has experienced two inspirational mentors, as she expresses further:

> I've actually have been very fortunate that I have two very strong mentors in my career—one that I'm currently working with, my current principal—but the first one that really got me into administration and coached me and took me under her wings, she hired me as a teacher at the time she was an assistant principal, and along the way she worked very closely with me.

While these mentors were positive influences, there is a converse effect described by the assistant principals when we were speaking about mentors. The participants repeatedly disclosed that ineffective leaders also functioned as an example of what not to do as a leader. Ms. Cruz experienced this first hand when she relayed the story of teaching in a high school with a staff of two hundred teachers, and after working there several months, she was mistakenly identified as a visitor to the school by one of the assistant principals. When she ultimately became a first year assistant principal, she vowed never to be like that assistant principal who didn't know her name or face:

> I wanted to know my people. I wanted to know who worked for us. So it was important to *me* to make teachers feel like I knew them, like I cared for them, that I would help them, and they could come to me if they needed some help or they needed assistance [emphasis in original].

In closing she added:

> I don't want to be so far removed that I don't remember what it is to be the teacher. So that's helped shape what I do, how I do things as a principal because of those experiences.

In summary, at one time during the assistant principals' educational development in leadership, a mentor or several mentors helped shape the assistant principals' perception of what constitutes good leadership and conversely what represents poor leadership. Mentioned were mentors who pushed and encourage the participants early in their career journey to grow as educational leaders. This is seen as positive, but poor leadership also helped motivate the participants to avoid such bad leadership skills.

Helping Students

A driving force that emerged from the interviews included becoming an administrator to impact a larger number of students than a classroom teacher. This thought represents the subtheme of Helping Students. Not surprisingly, when asked to describe her experiences and perceptions that led her to become a high school assistant principal, Ms. Gutierrez and Mrs. Delgado had strikingly parallel answers. Ms. Gutierrez responded:

> I feel that I have taught high school and I love the interaction I have with my students. I enjoy working with this age group. But…I believe that becoming an assistant principal or high school leader I'd have the capacity to really touch more lives, and touch more students through my leadership role, through my interactions with other teachers.

Mrs. Delgado echoes this sentiment:

> The students that I was working with really, they prompted me to go into administration just because I felt I needed to do more. And the only way to do that and to touch a larger group would be to go into administration. I was happy with my teaching position; I was happy with what I was doing. I just felt like I could reach a larger group if I got into administration.

Ms. Cruz and Mrs. Morales had similar motivations for helping students by being administrators. Mrs. Morales talked numerous times about being a role model for Latino and Latina students:

> I thought as a teacher I did as much as I could, but as an administrator that would be even more so important. Also, I too did some studies on Latino students and there are not a lot of role models necessarily for Latinos. Then I thought, you know what, in [a large Central Texas city] this is something I would do. I just wanted to be in that leadership role and that's why I'd pursued my Master's degree in administration.

Ultimately, the narrative of the participants indicates how, in a vocation where students are center stage, reaching students becomes a primary force in helping as many students as possible. In the case of all the participants, becoming an assistant principal was incentive enough.

Values

Another subtheme that surfaced is called Values. Closely associated with several themes, Values encompassed many topics but centered primarily on personal beliefs that motivated and guided the assistant principals to stay true to their viewpoint as educational leaders. For instance, I heard many times from Ms. Gutierrez that one of the core values driving her is to always improve as an educator. She said, "Now as a school leader, …I need to stay on top of the *latest* teaching strategies or all the latest research, and what can we do to make things better in school[emphasis in original]." Ms. Gutierrez disliked the title "master teacher" because for her it destroyed the idea that a true educator is always advancing and sharpening his or her skill set. She remarked the following:

> So I was able to really master my craft as a teacher, and there was always room for improvement, always; it's like 'what can you do better?' There was this goal setting mindset that was instilled in me, so it was like 'what can you work on this year to be a better teacher?'

In the same vein as the subtheme of Helping Students, doing what is best for best for kids was an unwavering value shared by all four participants. However, Ms. Cruz clarifies it best by asserting this:

> I truly believe that to be a good administrator you have to always do what's best for the kids. It might not always be the most popular decision, and it may not be in line with what others want you to do, but when you do what's best for the kid, you can't go wrong.

Finally, in describing the career path they took, the assistant principals all expressed strong values that drove them to improve their leadership from teachers to administrators. The theme entitled Motivation can best be explained as a whole construct experienced by those interviewed through exploring each subsection or subthemes. There was no doubt that each assistant principal was highly motivated. This motivation took many forms, but interestingly all the participants expressed similar driving forces. Often times, these minor themes interconnect or parallel major themes, like the subtheme called Overcoming Challenges relates to the major theme of Challenges. To understand the whole, the components must first be explored in detail.

Challenges

A second dominant theme found in the data is titled Challenges. Although challenges are discussed in terms of motivation in the previous sections, the experiences discussed in the interview data were distinctly categorized as the type of obstacles pertaining to institutional or

internal challenges. Therefore, the two subthemes under the main theme of Challenges to be discussed are the following, respectively: Institutional Challenges and Internal Challenges.

The concept of Institutional Challenges includes negative experiences with schools or universities, poor professional development training, unstable districts where the participants worked, and biases within the districts. For the assistant principals who described their experiences, the second subtheme that emerged as a challenge is deemed Internal Challenges. Internal Challenges consisted of contemplating the time constraints and stress that the job of principal or vice principal requires versus remaining an assistant principal so as to conceivably have more options in raising a family with children.

The participants' perception was that spending time with your family or having children might be more difficult as a principal or vice principal than it would be as an assistant principal. Throughout the interview processes, internal challenges were often mentioned as ongoing, internal deliberations weighing on the minds of the assistant principals. On the other hand, the subtheme Institutional Challenges was discussed more retrospectively as negative experiences from the past that helped form a resiliency and a duty to advocate for students' schooling, so as to prevent poor leadership decisions from happening under their direction.

Institutional Challenges

Institutional challenges were described as difficulties encountered in (1) schools or universities, (2) deficient professional training, (3) unsteady districts where the participants worked at one time, and (4) biases within the districts. These often negative occurrences which were challenging for the assistant principals interviewed actually operated as reminders of what not to do as a leader in education.

To begin with, Mrs. Morales best epitomizes the concept of a negative experience within an educational institution when she commented on the following institutional challenge:

> For me, if I'm set with a challenge, a negative challenge even that, I will always rise to the occasion…. And I've had … college professors tell me, 'your education in the [South Texas border town area] does not constitute the education that we have here; you are not going to make it.' And to me that was a challenge, an obstacle. For me it was a challenge.

Second, deficient professional training was the next experience described in the subtheme of Institutional Challenges. Ms. Cruz revealed her previous district's training for new assistant principals as, "It's sort of a sink or swim system: Okay we are going to throw you out there and you're going to have to figure it out." Additionally, Ms. Cruz experienced three districts before joining Borea ISD. She describes the third area of Institutional Challenges as an unstable district in this passage:

> The district that I came from there was a lot of instability always. You never knew where you would be, even within the year…. It was stressful. And the instability does something to you as an administrator because you then make decisions based on fear. You make decisions based on 'am I going to get fired?' or 'are they going to move me or what are they going to do?'

The last component of Institutional Challenges comes from biases within the district as perceived by the assistant principals interviewed. All the participants commented about one form or another of perceived inequity. Ms. Gutierrez, for example, contented that:

> I think I have to work a little harder than a White teacher, when I was a teacher, because I had to prove myself, and I see that in Latinas. I think we have to prove ourselves or Latinos because there are all these stereotypes and biases.

At length, Ms. Cruz and Mrs. Delgado talked about the political inequity of certain hiring practices for administrators that sometimes borders on the unethical. Mrs. Delgado's observers about human resources politics are that:

> It's one of those things that isn't openly discussed but the reality is there are certain needs that the campus may have, so gender and ethnicity, they come into play. The campus is trying to keep a balance of gender and ethnicity, and so, the legality of it, you can't discriminate but the truth is, there are times that the campus may want certain assistant principals.

In conclusion, institutional challenges were expressed in-depth by all the assistant principals as educational institutions that instead of fostering growth functioned at times as barriers observed by each participant. More interestingly, each assistant principal was able to surmount these institutional obstacles by turning the negative aspect of each event into a positive stimulus. Thus, institutional challenges were often depicted as negative external factors that were met positively with resilient attitudes. On the other hand, internal challenges were frequently explained as generated from within the perception of those interviewed.

Internal Challenges

Internal challenges among the assistant principals interviewed included contrasting job advancement verses motherhood, and insecurities about language proficiency. For instance Ms. Cruz talked extensively about her internal conflict about wanting to start a family with children and the challenges that might entail if she became a vice principal or principal. Next, the extremely articulate and intelligent Ms. Gutierrez expressed her misgivings about her verbal communication skills.

When asked to describe if challenges impacted her career path in becoming a high school principal, vice principal, or assistant principal, Ms. Cruz responded with this answer:

> Well … it makes me think maybe the assistant principal is the furthest I'm going to go. I think that I want to have a family, and I think in having a family, to be a vice principal or a principal is more difficult. So that's definitely a challenge that has challenged *my path* on deciding whether I want to go further or not [emphasis in original].

She said these family values originated from "[b]eing raised in a traditional Hispanic home, you know that the mom is the caregiver….when you are not there, you don't play that role, I think that there's a type of guilt."

Ms. Gutierrez's internal challenge was mentioned as occasional inner doubt about her verbal expressions, as she points out:

> I think some of the challenges I have internally [are that] English is not my first language; English is my second language, so I think in two languages. English as a second language is kind of a barrier for me because my vocabulary is not as expansive, *as I feel it should be*. Because that was part of who I was as a child, so that kind of stays with you [emphasis in original].

To conclude, internal challenges were conveyed as ongoing thoughts the participants reflect on frequently. In contrast, institutional challenges were described as external factors that the participants faced throughout their career journey. As the narratives indicate, there was a clear distinction made between inner conflicts and external challenges exerted by outward forces. Support systems were professed as one important factor which aided the participants in overcoming these internal and external barriers.

Support Systems

The third major theme of significance for the assistant principals was that of support systems. From early schooling to functioning as an effective administrator, support systems played a critical part for the assistant principals' successful career journey. The subthemes broke down each level of support. Since family support systems included instilling values, emotional and financial encouragement, it was included as a subtheme entitled Family Support Systems.

While in the previous section institutional challenges were discussed, a second subtheme was the concept of institutional support systems. Closely tied to this example is the next subtheme called professional relationship building. Within the institution of education and even between districts, networks, mentoring, and collegial interactions were established. Mrs. Delgado best exemplifies how support systems, running the gamut from family, institutions, and professional relationships, have touched all facets of an administrator's career and personal growth with the following comment:

> Pretty much for every aspect of my life, for personal, family, career, and school, I think I've been lucky that I have a lot of people that have been very supportive. And so I have this one huge network that has different people in it, different aspects. So that's my support system. So pretty much I have every area of my life covered.

In the interview protocol, there are several questions regarding support systems. The second interview asks participants to describe their support systems (see Appendix C). The third interview asked two more questions about the impact of support systems on their career path into the assistant principalship (see Appendix C). By not defining support systems in the interview questions, each participants' own unique perceptions, experiences, and thus examples of support systems along with the dynamics of support systems was able to emerge in often extensive detail.

Family Support Systems

The encouragement of education given by a family defined the major aspect of support systems among the four participants who were surveyed questions about this topic. For instance, Ms. Cruz's parents instilled the importance of education, when she declared that her, "parents were really big on education. There wasn't any question that we weren't going to go to school, that we weren't going to go to college…."

She finished this thought with the impact her parents had on her educational aspirations by affirming the following statement: "So education in my life was always important."

Mrs. Delgado, when asked to describe any benefits or other positive factors she experienced that impacted her career path, answered with this comment:

> My parents didn't have anything beyond a high school education though they have been very supportive. I think what was difficult for them is they didn't know how to support me in continuing my education because they haven't been there. So they didn't know how to support me in that, but they've always encouraged me though to continue going to school and doing well.

Likewise, when asked to describe her support systems, Mrs. Morales said she had "three jobs" when going to college, and when she came home she would give much of that money to her parents and specifically to her father since as she said, "my family didn't make much money" but then her father had been collecting all the money he was given and eventually gave it back to her to finish her bachelor's degree. She concluded her story with this explanation:

> Neither of my parents are a high school graduate. So not having their support growing up *academically* was difficult since everything had to come from me. However, *financially* I

know that my parents did everything they could to support my college studies [emphasis in original].

Finally, Ms. Gutierrez also described how her single mom "worked two or three jobs" to support her brother and her: "My family, it's a small family, but they've always been supportive…." I call each account a story, for although only small sections are cited here, all four assistant principals recounted in long detailed moving stories about the support of husbands, family members, and other significant members. This is contrasted with institutional or organizational support systems which also emerged as a subtheme.

Institutional Support Systems

The subtheme of Institutional Support Systems stems from the assistant principals remarking repeatedly about experiencing a valuable training program for first year administrators at Borea ISD. When probed if there were any other support systems she had experienced, Ms. Cruz commented copiously about the (pseudonym) Administrative Development Management Institutional Network or ADMIN system at Borea ISD for new or aspiring administrators to Borea. Although Ms. Cruz had been an administrator in another district, she had to be inculcated in and trained in the Borea's way of administration thought the ADMIN program, as she further clarified.

Ms. Cruz explained how initial administrators to the district met with every central office department, from pupil personnel, the police department, finance department, the assistant superintendent, and superintendent on a weekly and monthly basis. She finishes with the following comment:

So I think this district really offers *a lot* of support to administrators. Again, they didn't have to offer that to me because I wasn't brand new to administration, but they wanted

me to know their way, their policies, and their procedures, and it was *extremely* helpful, extremely helpful. So they are very good at that; they offer a lot of support [emphasis in original].

Previously, Ms. Cruz commented on the organizational support at Borea that she has seen:

> The support that's offered here is *unbelievable*. I mean, you were supported as a classroom teacher through being an administrator, and the different ways that they support you are endless [emphasis in original].

Parallel to what Ms. Cruz described as excellent institutional support at Borea ISD, Mrs. Delgado pointed out the following:

> The district that I work for is just fantastic about training. They created a program called [(pseudonym) ADMIN]. And really they put us through the process that first year, once a week for one semester. And they really teach you the ins-and-outs of the district, throughout the entire district, all of the different departments which are good because you have an idea of how the district ran.

In summary, the training program contextualizes the phenomenon of Institutional Support Systems by acknowledging the assistant principals had, according to their accounts, positive experiences with Borea's organizational ADMIN program. Furthermore, according to Mrs. Delgado and Ms. Cruz, the main goal and the benefits behind this early training program are that it fosters unified operating procedures throughout the district's several schools, administrators, and central district personnel. These two also mentioned that professional relationships could be built at these meetings.

Professional Relationship Building

There were several inquiries and discussions about mentoring and networking that were part of the second and third interview protocol process (see Appendix C). However, a distinction must be established between the subthemes of Leadership Developed with Mentors, mentioned in the Motivation section, and Professional Relationship Building in this segment. The difference is that in building professional relationships, the participants explained that they took on a more proactive stance in seeking out support and receiving assistance for a specific means like a second opinion or job advancement. However, in the paradigm were leadership is developed with the help of a mentor or mentors, the participants noted that there was a sense of being pushed, motivated, or encouraged to improve their leadership skills with the help of a mentor or mentors.

For this distinctive reason, the model of Professional Relationship Building is in this subsection of Support Systems. Indeed, the emergent subtheme of building professional relationships evolved exclusively from what the participants conveyed in the interviews. Instead of talking about mentors or networks in the abstract sense, the concept of establishing professional, productive, and supportive relationships among the participants was revealed as essential for their career success in being an effective assistant principal.

As I learned from several assistant principals I interviewed, the politics of hiring an assistant principal rested heavily on an endorsement and support from an influential administrator in the district. Thus, establishing a close working relationship with an influential mentor has helped advance many of the participants into the position of assistant principal. Ms. Cruz spoke in-depth about this process; the following is the essence of those discussions:

> Honestly, a lot has to do with who you know and the kind of relationships you build. I mean, I've seen people who have tried to become administrators for years, and they haven't built the right relationships with the right people. And if you don't know the right people and don't find yourself in that type of circle, it's not as easily to get the job. I think the way you *network* and the people you know are important, not to say that's the only way you get a job because it's not [emphasis in original].

Likewise, Mrs. Delgado said she would not have gotten her current assistant principal position if not for the recommendation of an influential mentor within the district. She further observed that, "often it's who you know, your connections and your networking to get into those [assistant principal] positions."

The second part of building professional relationships is having key colleagues that you can rely on for professional advice. Again, Ms. Cruz sums up many of the same thoughts expressed by Mrs. Delgado, Mrs. Morales, and Ms. Guiterrez when she said that building trusting, working relationships with colleagues is essential as an assistant principal:

> When I seek advice or I seek mentorship or when I'm looking for clarity or looking for just help, assistance in anyway, [my colleagues the assistant principals] are the people I go to. Because I've learned when it hasn't been them, then my decisions haven't always been the best. So I've really learned that I have to surround myself with people who understand the mission of education, and it's doing what's best for the kids.

However, Ms. Cruz offers the following warning:

> So you have to be very careful as to whom you bring into that inner circle.

> In the position that we hold as administrators, we have to be careful and cautions as to who we make a part of our support system especially when there are people we work with.

Finally, as these Latinas have attested to, not merely one but many support system subthemes discussed, like Family Support, Institutional Support, and Professional Relationship Building, accounted for the success of these four assistant principals in overcoming internal and external career barriers. Perhaps one of the most evident hurdles expressed by the four participants was that of the perception of feeling like a minority within a majority culture in the educational system. This was expressed through cultural identification.

Cultural Identification

The next commonly emphasized theme was classified as Cultural Identification. The subthemes emerged from the assistant principals (1) self-identifying as either Hispanic or Latina, (2) recognizing Hispanic cultural values experienced, and (3) acknowledging their minority status as a female and Hispanic. Under the main theme of Cultural Identification are three subthemes. These three subthemes are categorized and outlined in this order: Hispanic or Latina Identity, Recognition of Hispanic Cultural Values, and Acknowledgement of Minority Status.

The first interview protocol asks participants to describe their ethnicity or race and what that means to them from their experience and perspective (see Appendix C). Various other interview questions not dealing with ethnicity, culture, or race were asked that yielded responses that dealt with cultural differences between Latinos or Latinas and other ethnicities and races. For this reason Cultural Identification became an exemplar. This category originates from the participants' active identification of their Hispanic or Latina culture within society and educational sphere.

Hispanic or Latina Identity

The only assistant principal that did not specifically identify herself as Latina but instead she preferred the term "Hispanic woman," as she said, was Ms. Cruz. As she explains there are reasons for this preference:

> I think that I definitely identify myself as a Hispanic woman…. I think that some people see it, especially an older generation, see it as a negative connotation to use the term *Latina*…. I think it's definitely a strong term that helps to identify a strong group of women and what they are doing. So I don't necessarily use the term *Latina* often, but I think that I can identify myself with that. I just generally use the term Hispanic [emphasis in original].

Mrs. Delgado on the other hand when asked about her biographical background information resolutely stated, "I am Latina. I considered myself Hispanic or Latina." She often described herself as a Latina. Mrs. Morales also used the term Latina throughout her interviews. Here she stated that she was, "…a Latina woman growing up with nothing but barrier and barrier and barrier."

Throughout the three interviews, Ms. Gutierrez was adamantly proud and aware of her Latina heritage. In this passage, she points out her "double minority" status:

> I'm a double minority because I am a female and I am a Latina. Ethnicity and race are not quite important to me because I identify myself as a Latina, but on a, on a piece of paper I have to check off that I am White, even though I don't identify myself under that race. For me, my culture is probably the most important, and culture really defined by me, by the values that were instilled by my mother. She always used to tell me *una mujer educada tiene opciones*, an educated woman has options.

In brief, the term Latina appeared to have a stronger meaning for the assistant principals interviewed, more than the label Hispanic woman. For many participants, the identifier Latina meant activism for ones' culture and gender and symbolized a powerful woman. On the other hand, the term Hispanic was often used in general to describe family and cultural values shared by this group as a whole.

Recognition of Hispanic Cultural and Values

During the course of interviewing, all the participants recognized from their perceptions and experiences that the Hispanic culture had distinct features. These attributes included social norms and values shared by Hispanics. There were generalizations made about Hispanic cultural values; conversely, there were norms that were explained as specific Hispanic family practices.

Ms. Cruz articulated her perception of traditional Hispanic expectations that conflicted with her desires to possibly advance to a vice principal or principal position, in a family versus job dilemma:

> There is even now the expectation: I need to be married; I need to have children; I need to have that family; I don't always agree with that. I think: yes at one point, when I'm ready, but just because you think that I should do it, doesn't mean that I need to do that now. So I think that being a Hispanic woman definitely comes with some preconceived expectations….

She also asserts that:

> I think that one of the reasons why a lot of, maybe, Hispanic women don't go into administration at the high school level, I think that it takes away from that part of your life….There is a sense of that I am not doing my job well [as a mother]; I'm failing my kids; and I don't know that I want that.

She closes with this assertion:

> I think that for males it's different. For Hispanic males it's different. I think Hispanic women just feel this struggle of balance to do well at work because you have to do well there….but in doing so you take away from somewhere else, inevitably.

Moreover, these stereotypical "machismo" notions, as Mrs. Delgado mentions, still lingered in her house as she points out:

> What I always find ironic was that although my dad always preached to me that as a Latina I had just as much opportunity as anyone else including men, yet in my home my father still held very strong to that traditional male Hispanic role, and my mom doing the cooking, cleaning, and what she was expected to do.

Also noteworthy was the fact that Mrs. Morales' father initially did not want his daughter to leave the small South Texas border town to attend a university in Central Texas because he still held traditional Hispanic beliefs about unmarried women. Mrs. Morales recounts what her father's motives were at the time:

> For my father, his point of view at the time was: I wasn't married, I wasn't leaving the house, how could I leave the house unmarried, and what was I going to do away from home?

In summation, many of the assistant principals interviewed experienced the perception that Hispanic women were obligated to get married, be full-time mothers at home, and any deviation from traditional Hispanic care giving was seen as reprehensible. This leads to the idea that perhaps, as Ms. Cruz suggests, there are few Hispanic women in administration at the high school level, due to the many stressors involved in high school administration. In fact, many of

the participants address this issue by acknowledging that there are many challenges emanating from the fact that Latinas in education share a minority status.

Acknowledgement of Minority Status

After reviewing the interview data, another experience consisted of the perception that as Latinas the participants had to work harder in their career path to become educational leaders than either White males or White women. Also, there was the perception that there are fewer Latina administrators and thus fewer role models in education, especially at the high school level or higher. For these reasons, the subtheme entitled Acknowledgement of Minority Status was identified.

Mrs. Morales echoes much of what Ms. Cruz, Ms. Gutierrez, and even Mrs. Delgado emphasized in our interviews about the lack of Hispanic women in school administration, particularly at the high school level. Thus, Mrs. Morales, when asked to describe her experiences with a mentor or mentors, responded very frankly:

> I did look up to Hispanic role models. And really in administration, there weren't any. You know every school that I worked at, there weren't any… , so that's when I decided to go *into* administration, so that *I* could possibly be a mentor for our kids, because there wasn't anyone for me to really to mentor me, at that point. I mean there were a lot of *mentors*, but none of which were Hispanic and I noticed that, so I went into trying to be that mentor for our kids [emphasis in original].

This fortunately was the drive to get her into education and ultimately into administration, as she continues to reveal:

> And like I said, that's really when I started realizing there was nobody in the administration area that *really* was a Hispanic *female*. I though, you know, this is my

> role. This is what I need to be doing. And that's what really pushed me to do what I'm doing now [emphasis in original].
>
> Ms. Gutierrez talks about how she felt she had to work harder than her White counterparts:
>
> I think I had to work a little harder than a White teacher when I was a teacher because I had to prove myself. And I see that in Latinas. I think we have to prove ourselves or Latinos because there are all these stereotypes and biases.

In conclusion, the contrasting of ethnic and cultural differences is made more aware in the theme of Cultural Identification. All the participants voiced their perceptions and experiences about being Latina or Hispanic and what that entailed along the career path toward the position of assistant principal. In total, according to the interviews information, identifying with the Hispanic culture, values, and norms culminated in understanding that there are few Latinas in educational leadership positions and many cultural traditions to consider as a minority in educational leadership.

In closing this chapter, a visual representation of the themes and subthemes that emerged better illustrates the various phenomenological experiences and perceptions that were coded or categorized from the notes and interview data that was gathered throughout this study. Below is a summary table that outlines the themes and subthemes discussed throughout this chapter (see Table 5):

Table 5. Description of Themes and Subthemes to Discuss Career Path Experiences.

Themes	Subtheme	Subtheme	Subtheme	Subtheme
Motivation	Overcoming Challenges	Leadership Developed with Mentors	Helping Students	Values
Challenges	Institutional Challenges	Internal Challenges		
Support Systems	Family Support Systems	Professional Relationship Building		
Cultural Identification	Hispanic or Latina Identity	Recognition of Hispanic Culture and Values	Acknowledgement of Minority Status	

Summary

This chapter presented data collected from tape recorded interview of four assistant principals. Each interview consisted of three interview sessions conducted from one spring season to another spring time amounting to one calendar year. The chapter also opened with brief introductions of the four participants taken from extensive journal notes and memos kept by the interviewer who is also the sole and primary investigator. These were first impressions and represented highlighted topics from the interviews that took place.

Each assistant principal was extremely frank and generous in providing copious narratives about their experiences and perceptions regarding the internal and external barriers and the support systems throughout their career path in becoming a Latina high school assistant principal. The narratives were then systematically categorized into themes and subthemes that emerged from the data analysis process of coding. These themes were presented in this order: Motivation, Challenges, Support Systems, and Cultural Identification. The subsequent chapter will present the discussion, conclusions, and implications for this study.

CHAPTER V: DISCUSSION, CONCLUSION, AND IMPLICATIONS

This chapter opens with a revisiting of the study's purpose and statement of the problem. Next, both the principal research inquiry and research questions are explored. This is followed by a discussion of the importance of the four main themes and subthemes as they were revealed in Chapter IV. Afterwards, a new conceptual model is systematically outlined. The study's theoretical lens and methodology are also examined in this segment. In the conclusion section, results of the findings are compared to relevant studies that explored comparable subject matter and uncovered similar and different findings. The conclusion section also includes implications for practice. Further limitations found in this study are then cited. Afterwards, suggestions for further research are raised. This chapter closes with a brief summary.

Purpose and Statement of the Problem

The purpose of this research was to explore the perceived experiences of barriers and support systems as described by Latina public high school assistant principals along their career path in becoming an assistant principal at the public high school level. This research was accomplished using a phenomenological methodology to uncover the past experiences and perceptions of assistant principals, with the help of in-depth interviews, analysis procedures, observations, and documentation of the assistant principals' lived experiences in becoming an assistant principal in a public high school.

Also, aligned with the purpose of this study was the expectation that the findings from this study will contribute to the little research literature that exists exploring Latina public high school administrators' barriers and support systems along their career path (Wrushen & Sherman, 2008). The purpose of this study was to also employ conventional qualitative research methods to safeguard the integrity of all the data gathered and analyzed (Marshall & Rossman,

2011). Other components of this research's purpose was to present data and analysis for university, school administration preparation programs to use in helping inform higher education policy, practice, as other researchers have done (Shoho & Barnett, 2010), and to focus on research regarding women minorities like Latinas who aspire to work at the public high school level. Last, the extent of this study provides detailed and sound information to serve as an outline for further researchers to utilize in conducting related studies, as this inquiry has demonstrated throughout its various chapters.

The purpose of this study was guided in part by the overall statement of the problem. Namely, Latina high school principals are disproportionately represented in the United States. National data from the 1970's (Jones and Montenegro, 1982a, 1982b) continuing to more recently in 2012 (Bitterman, Goldring, & Gray, 2013) points to the persistent underrepresentation of Latina principals at public high schools nationally. The problem is disconcerting when this gender, race, and ethnicity gap exists for Latina principals at the secondary level and there is a paucity of studies that examine the career barriers, mentorship benefits, networking practices, or support systems that Latinas encounter in obtaining a place as a principal at a public high school (Ramsey, 2013; Santiago, 2009)

Research Questions

Although the statement of the problem addresses the underrepresentation of Latinas in the public high school principalship profession, it does not look at possible causes or reasons for this disparity. Therefore, research questions were formulated to closely link with the large body of research literature indicating that minority women, including Latinas, encountered various internal and external barriers in addition to support mechanisms throughout their career path into the principalship (Bonilla-Rodriguez, 2011; Enriquez-Damian, 2009; Palacio, 2013). Likewise,

the central research question asks the following: What are the career path perceptions and experiences of current Latina high school assistant principals?

Four categorical research questions that developed from extensive review of the literature, found in Chapter II, reveal more specific areas of inquire to answer the overarching research question. These are the four specific research questions used in this study:

1. What were the career paths of Latina, public high school assistant principal?

2. What barriers impacted the Latina, public high assistant principals' career path experiences?

3. What role did mentorship or other support systems, like sponsorship or family and friends' support, have in the Latina, public high school assistant principals' career path experiences?

4. What role did networking have in the Latina, public high school assistant principals' career path experiences?

As delineated in Chapter III, a matrix table was created to show alignment of the four research questions and overarching research question with the interview protocol questions, as suggested by Henning, Stone, and Kelly (2008) and Maxwell (2012) (see Table 1, 2, and 3). In effect, the number of semi-structured interview protocol questions totaled twenty-four. After conducting all interviews, transcribing audio recordings, and the coding of all the interview data was complete, themes and subthemes emerged. These will be discussed next.

Discussion

Chapter IV presented narratives in the report of data that illustrated the key perceived experiences of four assistant high school principals throughout their educational, family, and career experiences. The methodology used to gather this information was a phenomenological

approach. Chiefly, phenomenology as a methodology seeks to uncover a phenomenon or phenomena occurring in the lived experiences of a group or individual person. This is accomplished by in-depth interviewing, thematic analyses, and it is conveyed through essential narratives of the participants interviewed (Creswell, 2007; Moustakas, 1994). Last, to insure limited biases, the researcher or researchers must journal all perceived prejudices throughout the whole research process (Marshall, & Rossman, 2011).

Therefore, the phenomenological methodology yielded an abundance of rich, descriptive narratives that were categorized into themes and subthemes (Shenton, 2004). As a whole, this approach sheds insight into the phenomena of the career pathway of the four Latina, public high school assistant principals interviewed in this study. A new conceptual model of the phenomena based on the narratives can be constructed, but first the theoretical lens which framed this investigation into the perceived roles that female, Latina, and educational leaders encounter will be discussed. A theoretical examination best explains this process.

As many historical writers on this subject have commented, the high school principalship has traditionally been male-dominated as a profession (Grogan & Shakeshaft, 2011; Rousmaniere, 2013). The theoretical lens of role congruity theory states that women aspiring for or who already are employed in a historically male-dominated profession will encounter prejudice and discrimination by both males and females (Eagly & Wood, 2012; Koenig & Eagly, 2014). Furthermore, these researchers reveal that women leaders will be seen as not filling their traditional female role of passive caregiver.

Even though role congruity theory is a valuable theoretical framework to scrutinize how female leaders encounter internal and external gender role prejudices, as Eagly and Wood (2012) propose, however, role congruity theory does not completely explore the factors of age and

number of children the female leader has when considering bias against them both internally and externally (Gelder, 2012; Schnabel Kattula, 2011). In fact, Gelder's 2012 study found that one large obstacle for Latina leaders was the number of children they had and the age of the children. Those Latinas who had fewer or older children were more likely to not feel the stresses of work and career obligations.

Similarly, Schnabel Kattula states that variables to consider in barriers involved in the public high school principal profession are "age, ethnicity, gender, leadership style, years of experience and educational attainment" (p. 47). In addition, Schnabel Kattula goes on to say that barriers that women had were the following:

> (a) demands of family and work, (b) perception that women are not as capable/competent as their male counterparts, (c) belief that women lead with too much emotion, (d) ineffective educational administrative preparation programs, (e) lack of mentor opportunities, (f) bias in the principal search process, and (g) lack of professional networks. (p.48)

Therefore, it is clear that there are other internal and external elements not fully encompassed in role congruity theory that can hinder those Latinas striving to become public high school principals and those Latinas who are already public high school principals.

Nevertheless, under role congruity theory is the concepts of social scripts or role expectations that form, for example, from being raised in a traditional Hispanic family. These cultural scripts over time become internalized within the Latina, in addition to manifesting in expectations from family members, as is the case in Chávez's 2012 study that examined traditional Hispanic women's struggle with balancing work and family life. This researcher's discoveries reveal social script or role expectations for Latina principals when Chávez writes the

following: “As Latinas, the participants were taught that it was their duty to stay home and take care of household responsibilities, including child-rearing obligations” (p. 91).

The central tenants of role congruity theory maintains that women and minority women who are professional leaders or those aspiring to be leaders will face barriers in their career journey, as Eagly and Carli (2007) mention. The four main themes and subthemes mentioned in Chapter IV correspond closely with both internal and external barriers based on perceived role expectations of Latina women leaders. These themes will be discussed next closely, in addition to a new conceptual model based on the career pathway phenomena of the four Latina, public high school principals interviewed.

Themes and Subthemes

As explained in detail in Chapter IV, the four major themes coded were Motivation, Challenges, Support Systems, and Cultural Identification. The subthemes under Motivation were Overcoming Challenges, Leadership Developed with Mentors, Helping Students, and Values. The next set of subthemes falls under the main theme of Challenges; these were Institutional Challenges and Internal Challenges. After this, the subthemes beneath the main theme of Support Systems were Family Support Systems, Institutional Support Systems, and Professional Relationship Building. Last, Cultural Identification was the main theme with the subthemes of Hispanic or Latina Identity, Recognition of Hispanic Cultural Values, and Acknowledgement of Minority Status.

These topics are linked to the theoretical lens because they deal with barriers or overcoming obstacles in some form or another. However, each of these themes as a part make up a bigger whole story that can describe the phenomena occurring among these four Latina high school assistant principals. Although in Chapter IV, I gave descriptive narratives that served as

exemplars for each theme, each theme can be woven together to form an explanatory tapestry. Much of the research describes these stories or phenomena as a career pathway, a career journey, or the principal pipeline (Baier, 2013; Béteille, Kalogrides, & Loeb, 2012; Farley-Ripple, Raffel, & Welch, 2012; Walker, 2013).

New Conceptual Model

After analyzing the described experiences of four educational Latina leaders, I define this career journey phenomena as educational leadership career path stages. I will first explain the educational career stages of the four Latina principals as supported by the enormous descriptive details gained from the interview data analysis and coding into themes. Then, drawing from the data analysis as a whole, a new conceptual model entitled Educational Leadership Career Path Stages will be presented in graphic form later in this section (see Figure 1). This description and graphic representation is generated from the combination of analyzing the interview data, coding them into themes and subthemes, and connecting the two into a conceptual career path stage outline of the various phenomena experienced by the four Latinas in this study.

The concept of career stages for principals is not a new idea, however. Early seminal work by Ortiz (1982) into the differences in career paths that women and men undertake regarding educational leadership suggests that there exists a type of hierarchy or stages of career mobility that begins from teacher to assistant principal to principal, and finally into the various types of superintendent levels. Similarly, from "perspectives of educational leadership" (p. 43) Oplatka (2004) uses the "standpoint of the career stage approach, that postulates that individuals progress through a series of stages, each of which is characterised by a relatively unique set of issues, themes, or tasks" (p. 43). In addition, Palacio's (2013) work of examining the lived experiences of eight Latina public school principals reveals five main career progression themes

that emerged to resemble stages. She concludes that among her participants there was early motivation to succeed in education and as a leader this same drive led to career mobility from teacher to administrator.

The reason this is a new conceptual model rests on the notion that this exemplar is based on unique data and therefore does not entirely match any other conceptual model; instead, this concept map is constructed from the analysis of the interview data, journal notes, and the academic literature studies on career pathways of public school administrators. The most effective means to delineate the phenomena that the data indicates is to denote this utilizing educational leadership career stages, as the researcher Oplatka (2004) suggests. Although exploring the lived experiences may appear to compartmentalize the career path journey, using phases or steps actually allows in-depth examination of significant landmark events in the lives of the participants. Indeed, the entire data, and in its individual parts, revealed that there were sequential components or steps in the evolution described by the four Latina assistant principals interviewed. The voiced experiences painted a picture of a story that progressed forwards, not backwards, that was also filled with negotiating between challenges and obtaining supportive motivation from inner strength and from others at various milestones in the educational leaders' career passage in becoming an assistant principal.

There are ten stages in the new conceptual model entitled Educational Leadership Career Path Stages (see Figure 1) that span from early childhood experiences to career mobility and lastly to advancing into a position that is higher than the assistant principalship. These stages are as followed: (1) Early Educational Experiences; (2) Post-Secondary Educational Experiences; (3) Career Choice to Teach; (4) Career in Teaching; (5) Contemplation to be an Administrator; (6) Becoming a Principal: Graduate School Experiences; (7) Job Entry and Placement of

Administrators' Experiences; (8) Career as Assistant Principal; (9) Contemplation to Advance Beyond Assistant Principal; and (10) Career Beyond Assistant Principal.

Each specific phase was labelled to represent the significant meaning that was experienced by one or more of the assistant principals interviewed throughout their educational career path. Also, every stage shows individual development as an educational leader by dealing with both positive and negative influences. Ultimately, however, the qualitative data indicates that each of the four Latinas interviewed were able to progress to the next stage by overcoming the negative barriers because they had positive experiences too that protected and at times even motivated the participants to overcome the negative factors they faced. These diametric forces exist simultaneously, both hindering and motivating them. These polarizations are described in terms of the coded themes and subthemes discussed earlier and in Chapter IV. To understand this concept map in-depth, individual stages will be examined starting from stage one and progressing chronologically thereafter until stage ten is described. After this explanation is outlined, an illustrative figure of the conceptual model will be provided (see Figure 1).

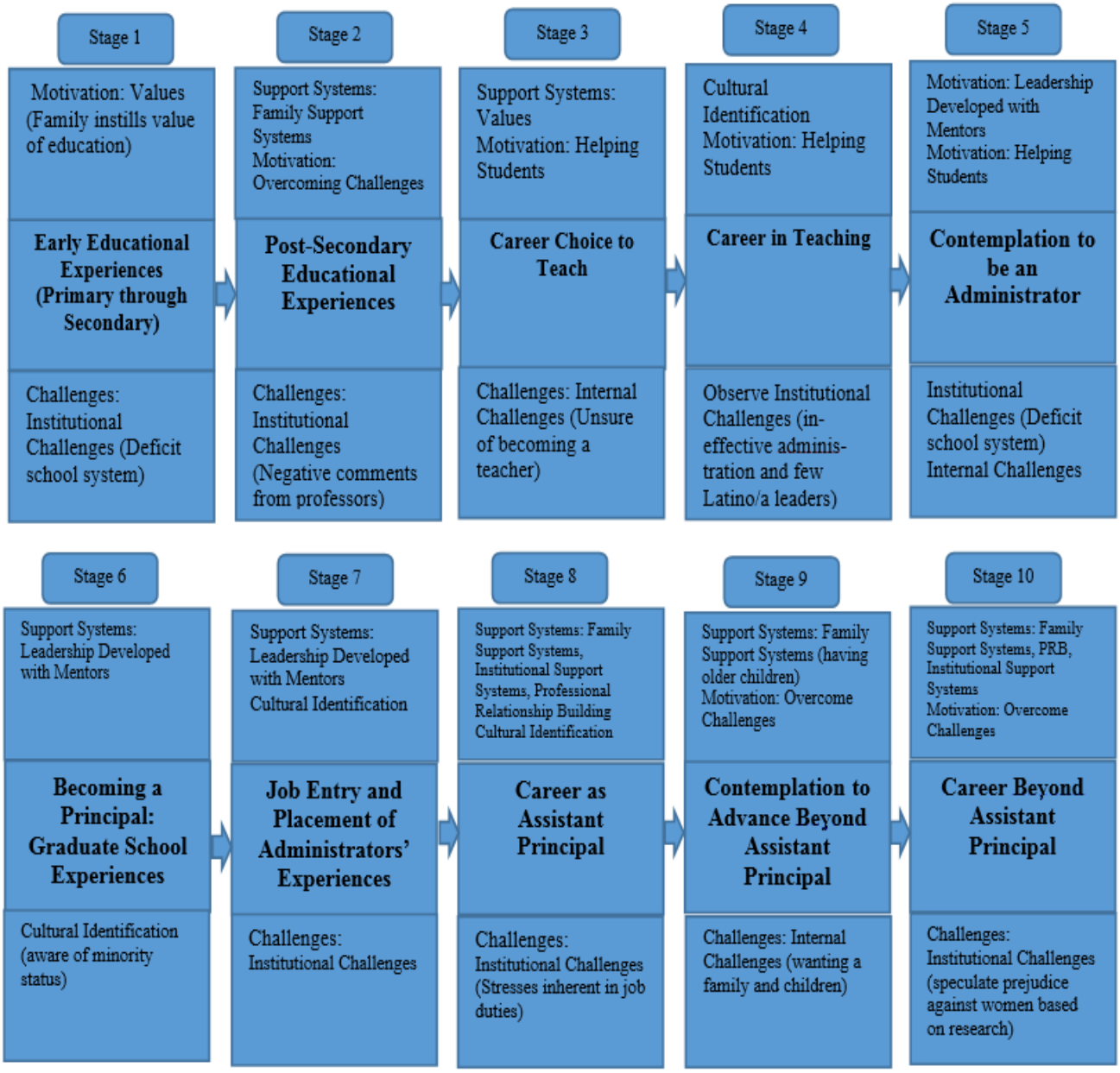

Figure 1. Concept Map Describing the Educational Leadership Career Path Stages of Four Latina Assistant Principals Interviewed.

Stage One: Early Educational Experiences

The first stage in the Educational Leadership Career Path Stages model is labelled Early Educational Experiences. When the Latina assistant principals were asked to give early biographic information and also questioned concerning the reason for entering the field of

education, many replied by providing early educational experiences at the primary, middle, and secondary levels. One of the prominent descriptions was resiliency against a deficit educational system. The theme of Challenges and subtheme of Institutional Challenges best describes these experiences. Mrs. Morales' elementary school experiences were described as a small understaffed, Texas border town, where, as she states, "parent volunteers" taught some of the classes. For Ms. Gutierrez, it was the feeling of being lost and neglected in an inner-city high school. She recounts the following: "For me, high school was a waste of time, but because I knew I wasn't learning in school."

Conversely, there were positive forces at work. When Ms. Cruz was asked about early biographic information, she replied with the following positive reinforcement:

> Well, my parents were really big on education. There wasn't any question that we weren't going to go to school, that we weren't going to go to college, or anything like that. So they definitely taught us to pursue education and that higher education was important. So, like I said: there was no question that we weren't going to go to college. It was just automatic.

This ideal concept can be described by the theme Motivation and subtheme of Values as discussed in Chapter IV. Ms. Cruz's family instilled in her the positive value of education. This therefore outweighed any negative institutional challenges she may have encountered early in her educational experiences. For example, Ms. Cruz talks about after graduating from college she realized that education meant something different for her parents than it does for her:

> [After I] graduated from college, I realized education isn't necessarily the ticket to success. I think, because it doesn't guarantee you a job. I think in [my parents']

generation it used to; it used to guarantee them a job. In our generation it doesn't. But what I appreciate about education is that it offers opportunity.

Likewise, the encouraging factor that counters the institutional barriers is that the parents of those assistant principals who were interviewed instilled in them the important value of education. Another excellent illustration of this is recounted by Ms. Gutierrez when she was asked about her identity: "And culture really [is] defined by me by the values that were instilled by my mother. She … always used to tell me *una mujer educada tiene opciones*, an educated woman has options." I responded with a succinct "Yes," and she continued with, "So I grew up with that idea." I prompted back with another "Yes," while she emphasized, "So I *knew* growing up that I was going to go to college [emphasis in original]." In this way, despite dropping out of high school after being disenchanted with the institutional challenge of an apathetic educational system she experienced in high school, Ms. Gutierrez was motivated to get her GED, attend college, graduate with a master's degree, and start her doctorate, driven by the supporting value of education instilled in her by her mother which remained with her throughout her life.

Stage Two: Post-Secondary Educational Experiences

Unfortunately, the trying experiences of institutional challenges is a prominent, reoccurring theme found in several of the educational leadership career stages. Within this conceptual model, the second stage is entitled Post-Secondary Educational Experiences that represents attending an institution of high learning at the undergraduate level. Just like the first stage described navigating between two opposing forces, one negative and the other encouraging, so too the second stage encompasses similar dynamics.

In stage two of this concept map, the key thematic motivators are Overcoming Challenges and there was a component of the exemplar Family Support Systems. Challenges,

and more specific institutional challenges, took on the reverse intended effect, so that instead of discouraging the Latinas interviewed, the negative force became a positive encouraging agent that worked to motivate the person in overcoming institutional challenges. For example, Mrs. Morales encountered several instances where she was told by educators that she would not make it at the college level. This barrier only served to motivate her in overcoming this challenge:

> I've had teachers, and this is college professors tell me, 'your education in the [South Texas border area] does not constitute the education that we have here; you are not going to make it.' And to me that was a challenge, you know, an obstacle. For me it was a challenge. I know that I could and I was going to show everybody that I could.

Fortunately, as Mrs. Morales states, "For me, if I'm set with a challenge, a negative challenge even at that, I will always rise to the occasion."

In fact, Steward (2014) interviewed six educational leaders of schools in a study that examined emotional resilience against adverse factors. She defined emotional resilience as "the ability to sustain activity . . . without being overwhelmed" (p. 65). The purpose of her study was to "…explore through interviews … the degree to which the personality, experience, behaviour and outlook of each [educational leader] have an impact on his or her resilience and how their beliefs about themselves and their world affect their ability to sustain the role" (p. 59). She found that if an educational leader is faced with negative forces there are three components that help sustain emotional resilience in a person. These are "self-awareness, self-management and self-confidence" (Steward 2014, p. 62) and these are guided by values and purpose.

The conceptual map identifies the ideas of emotional resilience that emerged despite having to confront institutional challenges. Using the value of education, self-awareness, self-management, and finally self-confidence, the four assistant principals interviewed all

demonstrated these traits (Steward, 2014). They were aware of the challenges and overcame them through using the value of education instilled in them to manage the negative barriers facing them and with purposeful determination and with self-confidence they attended college.

In addition, several of the Latina assistant principals interviewed for this study also expressed a support system at this second stage while completing undergraduate work in the form of the theme Family Support Systems. When asked to describe her support systems, Mrs. Morales, Mrs. Delgado, Ms. Cruz, and Ms. Gutierrez all recount how family members were critical support systems in obtaining an undergraduate degree despite obstacles. Although Mrs. Morales had three jobs at one point to pay for her college education, her family subsidized much of her tuition and fees in higher education. She said the following:

> My parents were my first support. Neither one of them had a college education. My mother went through 9th grade, and my father went through 7th grade. So neither one of them had a college education. But the fact that they supported me was one of the biggest parts.

Ms. Cruz had a mother who showed tough love tactics the night before her daughter graduated from the university: "I vividly remember the conversation [my mother] had with me the night before I had graduation. She said, 'I am going to support you through the summer but then you're done; I'm cutting you off in August.'"

Comparably, Mrs. Delgado and Ms. Gutierrez had support from other family members other than parents in galvanizing them obtain an undergraduate degree. Several times throughout the interview, Mrs. Delgado mentioned that her husband of many years was a critical motivator and support system for her education: "[M]y husband probably played the biggest role in supporting me to go to school. He's been that motivating factor all along even now as I continue

to go [for my doctorate].” Finally, when I asked Ms. Gutierrez to describe her support system throughout her whole life, she replied by stating, “My family, it’s a small family, but they’ve always been supportive. My brother especially, we have such a close relationship that we’ve supported each other because we are first generation Mexican Americans.”

Enriquez-Damian (2009) specifically delves deep into the many institutional and cultural barriers Latinas must overcome in becoming school administrators and advocates the need for proactive support systems essential for Latinas to break through these challenges particular to Latinas seeking to become a school principal. Parental and spousal support helped the five administrators interviewed in Enriquez-Damian’s study overcome the countless obstacles they encountered from initially starting off as child immigrants in the United States to becoming school administrators.

Stage Three: Career Choice to Teach

The next career experience in the conceptual model called Educational Leadership Career Path Stages (see Figure 1) occurs in stage three and it is labelled Career Choice to Teach. This subsequent phase is comprised of the processes of deciding to enter into education and the realization that the teaching profession would be a good fit for that person. Once again, there are two diametrically opposing forces found in this juncture. The inspiring factors consist of valuing education from a young age and beyond college graduation and also having a person in education urging them to become a teacher. This falls in the broader sense under the subtheme of Leadership Developed with Mentors that was defined by having a leader in education motivate someone to be a better educational leader. In this case, however, the educational leader advises the non-certified undergraduate to become a teacher. Once the undergraduate starts to teach, she realizes that education is her profession and she begins to be motivated by the exemplar of

Helping Students and the once somewhat latent value of education again becomes active when the beginning teacher starts to instill this value into the students she teachers. Conversely, the challenging forces arise in the form of the subtheme Internal Challenges or doubting one's own ability to become an educational leader like a teacher.

Some examples of these actions are found in the phase entitled Career Choice to Teach that can be supported by considering what Ms. Cruz experienced when she described trying to find a career niche. Even though Ms. Cruz valued education because it was instilled in her by her family values, as was discussed in stage two, after graduating from the university with a double major, Ms. Cruz still did not know what vocation to pursue as she declares the following:

> When I was in college, I didn't go through an education degree or major; actually, quite honestly, I didn't want to have anything to do with education, not because I had a bad experience with it, but that just was never my thought process to go into education or to go into teaching or anything. I graduated from [a private university in Central Texas]. I had a double major in English and theater. I didn't know what I was going to do.

In addition, she did not have a teacher certification, but a male friend of Ms. Cruz was a teacher and urged her to become a teacher and even got two interview with the same principal where he taught school. Eventually, Ms. Cruz got the teaching job and received an alternative teaching certificate. Although in her first day of teaching high school English she had, as she said, "over forty kids" in one classroom, Ms. Cruz epitomizes the notion of internal challenges that are eventually overcome with the motivating factor of helping students when she states this:

> I remember thinking: 'Is this really what I want to do; am I sure?' But I fell in love with the kids. I fell in love with what I did. I mean, I really, truly thought: 'You know. I can't see myself doing anything but being in education.' I really just fell in love with them.

> And so, I know that that's what I wanted to do. I wanted to be in education and just help them.

Mrs. Delgado also had similar sentiments about education: "I never considered teaching. I've never really, it sounds awful but I never really care much about for kids, little kids….. So I never considered teaching." However, she realizes teaching was for her after her professor advised her to try teaching: "I tried to doing some voluntary work at a high school and loved it. And so that's when I knew that that's where I wanted to go. So I completed my education and got my teaching certification."

Interestingly, Ms. Gutierrez had a similar experience despite the fact that as mentioned in stage one, she also had the value of education instilled in her by her mother. Despite this happening, Ms. Gutierrez initially did not want to be an educator until an academic advisor urged her to become a certified Spanish teacher:

> I didn't want to be a teacher because I had such a bad experience in high school. [My college advisor] finally convinced me. When I did student teaching, I fell in love with teaching. I had such a great experience.

However, these categories or stages composed of diametrically opposed forces do not always exist as neatly described by all the Latina assistant principals I interviewed for this study. For example, since her early childhood, Mrs. Morales related her desire to be a teacher. She never indicated any internal conflict regarding self-confidence in teaching; and she did not necessarily have a mentor who guided her to pursue a teaching degree. She describes the experience like this:

> I always knew I wanted to, that I liked education, that I wanted to be a teacher. Every time that I think back, every experience, even in playing, I was teaching something.

> Dance was a really big part of my life, so I started ballet. When I was very young, I was kind of put in a lead position. In our ballet class, I would teach the other kids how to do and what to do.

Stage Four: Career in Teaching

Like stages one, two, and three, stage four serves to illustrate the educational career progression of the assistant principals that were interviewed in this study. The link between stages three and four are closely connected from choosing to be a teacher to actually teaching students. All the participants in this study started off teaching at the high school level, with the exception of one, Ms. Cruz, who for a short stint was moved from a high school to a middle school, but she quickly returned to the high school arena. The next phase is stage four. Stage four is simply named Career in Teaching.

In stage four, the negative aspects appear to actually enlighten and inform the teachers of institutional challenges instead of restricting the teacher directly. The assistant principals who I interviewed recall observing three institutional challenges: (1) ineffective leadership among administrators; (2) unstable school district practices; and (3) few Latinos/as in educational leadership positions, including assistant principals and teachers to serve as role models for students. Interestingly, these institutional challenges where not necessarily barriers but instead acted as catalysts to motivate those four assistant principals in this study who were teachers at the time to take action beyond the limitations of the classroom. As teachers, they saw firsthand these institutional challenges as deficits and were inspired to contemplate how to do more for students and improve the educational leadership in public high schools. Indeed, the data indicates that these observational insights acted as one part of the impetus to become a more effective administrator than those previously encountered.

Therefore, the driving forces propelling these former teachers to improve the system of education was to seek and consider ways that were beneficial in helping students despite an ineffectual educational system as observed by the former teachers' perspective. In all cases, this clearly meant considering the assistant principal position at the high school level. The classroom teacher, although somewhat limited, still has a close view of the dynamics of the educational system found in public high schools, since teachers are exposed to aspects of deanship, countless mandates, and, to some extent, the machineries of administration by watching the performance of administrators from the standpoint of a teacher (Matthews & Crow, 2003).

An illustration of the disconnection between administration and teachers can best be described when Ms. Cruz was teaching at a public high school and was stopped by an administrator who thought she was a visitor or parent: "I remember when I was a teacher at this school where I am now [an AP], I was teaching there just feeling like this lost fish in this ocean and all these administrators didn't know me." She continues further with her encounter: "I get it; you're not going to know everyone, but that you don't even know that I work there; you become a stranger. At least know my face; know that I'm part of your faculty." In addition to this, Ms. Cruz commented that every time she emailed one of the assistant principals, she never got an email reply. Ms. Cruz told me because she experienced these instances as a teacher, she vowed to never become an administrator who did not know her staff, and as an assistant principal she continually made an effort to respond to as many emails from staff members as possible.

Ms. Cruz's experiences also epitomize how the teacher becomes aware that the school district is unstable. Ms. Cruz commented about a previous school district where she worked:

> Like the district that I came from there was a lot of instability always. You never knew where you would be, even within the year. So next semester I'm somewhere else or the last six weeks I was sent to another school. I mean that's just crazy. It was stressful.

These early encounters with unstable districts will later lead to three, Ms. Cruz, Ms. Gutierrez, and Mrs. Morales, of the four assistant principals in this study to ultimately move to a more stable district. Mrs. Delgado began her teaching career at a stable district and did not move.

The third part of stage five is related to the main theme of Cultural Identification. As a composite of interview data indicates, this model encompasses the idea that a person is continuously aware or reflecting on their cultural identity and, through the observer, how the world too perceives that person's culture as different from other cultures. In this case the culture is tied to the ethnic identity of being Hispanic or Latino/a. Instead of simply designating a theme of cultural identity that loosely only involves one aspect of self-identity, cultural identification embodies a broader sense of self-identify, the self-perception of how other perceive you, and the universal consideration of all cultures as separate and connected (Song, 2003). According to the four Latinas interviewed in this study, the emerging subthemes under Cultures Identification therefore includes what is entitled Hispanic or Latina Identity, Recognition of Hispanic Cultural Values, and Acknowledgement of Minority Status. In stage four, the former teacher considers all these subthemes together, as Ms. Gutierrez states:

> As far as when I first started teaching,…I was definitely a minority, I mean among the teachers, among the faculty and staff, and the students. I remember in the beginning, the school was not so diverse yet, and so I maybe just had a handful of Latino students. So I always believed it was my job to teach student diversity because I didn't want them to think that all Latinas worked in landscaping or in construction or cleaning houses….

Therefore, one of the major components driving teachers in stage four to advance into stages five is when the teacher observes flaws in the educational system, along with a motivation, that already exists to help students, evolves into a desire to assistant students in a more universal avenue.

Stage Five: Contemplation to be an Administrator

Stage five is bound closely to stage four since stage five occurs simultaneously while in stage four, but a clear distinction and partitioning was necessary to examine the progression of career phases in detail. In stage five, called Contemplation to be an Administrator, the teachers' impetus to consider becoming an administrator arises from attentiveness to institutional challenges like ineffective leadership among administrators, unstable school district practices, and few Latinos/as role models in educational leadership positions. However, this accounts for one motivating factor; the other more actively impelling effect is having a proactive mentor or mentors. As discussed in Chapter IV, this notion is embodied in the subtheme designated as Leadership Developed with Mentors. The concept of Leadership Developed with Mentors arouse after the assistant principals in this study spoke of being motivated through a mentor or mentors advocating and developing the participants as they developed as an educational leader from teachers on through to becoming practicing assistant principals.

This mentorship is similar too but yet goes beyond the older term of "sponsored mobility" (Myung, Loeb, & Horng, 2011, p. 698) used to describe when a principal, vice principal, assistant principal, or academic dean urges a teacher several times to become an administrator and may make professional recommendations for future job placement. Not even the modern parlance called being "tapped" (Farley-Ripple, Raffel, & Welch, 2012, p. 798), described as the recruitment into the principalship usually consisting of encouragements from a

superintendent, principal, assistant principal, or instructional leader, can full explain the concept experienced by the four assistant principals in this study. Sponsored mobility or being tapped only explains the initial stage described as nurturing the desire to become an administrator within the teacher; however, it does not fully explain the long term friendship, mentorship, and advocacy described in the motivational theme of Leadership Developed with Mentors.

An excellent example of this exemplar is Mrs. Delgado's long professional relationship with an educational leader who cultivated in her leadership skills starting from her teaching years to when she became an assistant principal. Mrs. Delgado states this in the subsequent passage:

> I've actually have been very fortunate that I have two very strong mentors in my career. One that I'm currently working with, my current principal. But the first one, the first that really got me into administration and coached me and took me under her wings, she hired me as a teacher at the time she was an assistant principal and along the way worked very closely with me, and eventually she ended up becoming a principal of that same campus. And she's the one that encouraged me to go into administration and then hired me as an assistant principal there at that campus.

Another motivating factor stimulating the teacher to become a campus administrator is trying to reach more kids. For instance, Mrs. Delgado had been teaching for several years and stared teaching a reading class filled with students the school administration strongly considered troublemakers, but as Mrs. Delgado observed this was a result of frustration on the part of the so-called behavioral-problem students who she taught. The challenged students acted out because they had difficulty reading and therefore they struggled academically. This problem inspired her to become an administrator, so she could reach more students like those she taught who had academic difficulties, as she comments about her observations:

> But the group that I worked with, the students that I was working with really, they prompted me to go into administration just because I felt I needed to do more. And the only way to do that and to touch a larger group would be to go into administration. And I was happy with my teaching position, I was happy with what I was doing. I just felt like I could reach a larger group if I go into administration.

Similarly, the inspiration to enter administration was, for Mrs. Morales, also motivated by prioritizing the essential and fundamental idea of helping students after she saw that her administration was ineffective in this task: "I was under particular leadership that wasn't doing what was best for kids in *my* opinion. And just the presentations or buy-in for the staff, there was none. The staff didn't respect leadership [emphasis in original]." Mrs. Morales finished with this affirmation: "I can do this, and I know that I can get our staff to buy-in to my ideas because I know…what's best for kids. So that's what really motivated me to go back to school at that time." Not surprisingly, one of the major motivators or "pull forces associated with self-initiated career transitions…." (p. 805), according to Farley-Ripple, et al. (2012), is the ability to have more impact on the school as a whole.

Stage Six: Becoming a Principal: Graduate School Experiences

Stage five is the natural antecedent to stage six, entitled Becoming a Principal: Graduate School Experiences, if the teacher decides to become a school administrator. For those teachers aspiring to become principals, a master's degree in educational leadership was the most common course of action. In stage six, the theme of Cultural Identification takes on the form of realizing that at the university level, as a Latina, one is a minority and that serves, unintentionally, as a motivator because it becomes a challenge to overcome for the Latinas when they attended graduate school.

The second aspect that advances the Latina teacher into administration in graduate school is the supportive theme denoted as Leadership Developed with Mentors, which simply means that an educational leader sees potential in a person and advocates for that person and urges that person to develop and evolve as a neophyte educational leader usually through supportive and occasionally through challenging lessons.

Many of Mrs. Morale's responses speak to these exemplary positions. However, in regards to cultural identification, Mrs. Morales states this reply to the interview question what lead her to go into educational leadership:

> I too did some studies on Latino students and there are not a lot of role models necessarily for Latinos. And then I thought, 'you know what, in [this largely Hispanic, Central Texas city] this is something I would do.' And, you know, I just wanted to be in that leadership role and that's why I'd pursued my master's degree in administration.

Mrs. Morales also comments how she observed that she was the only Hispanic in her master's program:

> What I was most proud of was, that in my master's degree, I was named the top student for the education, for everyone as the education graduate…. And I was the only Hispanic in the class and so for me that was you know internally that means a world of a difference for me and that a lot of people were shocked because it was me and not somebody else. But again, I think those are the hardest barriers because people don't expect someone with a background that I have to succeed.

For Mrs. Morales, too, there was a particular graduate professor who in my estimation was a person who both pushed and supported Mrs. Morales to be a better educational leader, so that is why I deem this experience as epitomized by the paradigm identified as Leadership Developed

with Mentors. Although this support could have been construed as institutional support, the instructor was under the auspices of the university. Ultimately, the professor did not necessarily have to assistance Mrs. Morales; instead, he personally made an effort to inspire her in the form of a support system and to push her to write a thesis for completing her master's degree and urging her to complete a doctorate.

For example, when asked to describe any benefits or support or other positive factors that may have impacted her career journey in becoming a principal, Mrs. Morales describes how one graduate professor really guided and propelled her in the principal preparation program:

> I think for me, in the master's program especially, I had a professor who was very supportive of me and he kept me going…. And he did this special class for me but he also made me write a thesis. And I said, 'but I'm not going to go get my Ph.D.' I said, 'You know, it's taken me sixteen years; this is all that I am doing.' And he said, 'I don't care.' He said, 'I need you to write this or you don't graduate.' So he forced me to do something that I wasn't really wanting to do but once I turned it in, he said to me, 'I will be at your Ph.D. graduation.' And so, for me it meant so much that I had his support all the way through the master's degree.

This professor and former principal also were very instrumental in assisting Mrs. Morales when she was almost turned down a principal position because she had not had her fingerprints taken by Texas Education Agency (n.d.-b), the organization in charge of educator certification and verification in the state of Texas. The professor called key persons including the Texas Education Agency to clarify that in fact Mrs. Morales had to get her fingerprints taken as part of her job requirements, as this was a new processes that was just being implemented by the district trying to hire Mrs. Morales. Fortunately, with the help of her graduate professor, Mrs. Morales

had her fingerprints taken and was promptly offered the position of assistant principal at that particular district. In fact, Mrs. Morales was hired only a few weeks after she graduated from graduate school with her master's degree in educational leadership. However, securing an assignment as an assistant principal in a high school is not always an easy task, as stage seven clearly indicates.

Stage Seven: Job Entry and Placement of Administrators' Experiences

Stage Seven is entitled Job Entry and Placement of Administrators' Experiences which describes the transition from graduating with a degree in educational leadership and passing the Texas certification for principalship (Texas Administrative Code, 2009) to more specifically the methods of being selected for an interview, the interview process, the job offer, the acceptance, and the perceived nuances of where to place the administrator within the school district system. Inside this seventh educational career period, there are forces that hinder and those elements that assist with opening the employment gate into the principalship for those seeking the occupation of administrator. Again, themes and subthemes as discussed in Chapter IV facilitate a model account of the phenomenon as articulated by the participants interviewed in this study. Hence, the experience of institutional challenges such as the perceived "good ol' boy system," as Ms. Cruz calls it, serves as a hindrance for women into the principalship position; conversely, the concept of Leadership Developed with Mentors incorporates the affirmative notion of a gatekeeper into the position of administrator. In a study by Muñoz, Pankake, Ramalho, Mills, and Simonsson (2014), women who were seeking an administrative leadership post in the school district often times "spoke of their mentors as gatekeepers to the office [of educational leader]" (p. 12). Although in this study it was the office of superintendency, the concept of a mentor as gatekeeper is still relevant in the educational leadership status.

Certainly, the natural progression after graduating with a degree in educational leadership and passing the Texas examination for principal certification, also called mid-management certification, as outlined by the Texas Administrative Code (2009), would be to seek a job as an assistant principal. Nevertheless, as DeAngelis and O'Connor (2012) found in their study that not all graduates with a principal certification secure a position as a campus-level administrator in a school right away or sometimes never. In fact, according to these authors, the number of potential administrators who obtain employment as an school administrator declines progressively along each stage from "the application, job offer, and job acceptance stages of the transition of administrative certificate holders into administrative positions" (p. 473).

When using Illinois data of approximately 300 certified principals, DeAngelis and O'Connor (2012) concluded that when examining "[f]actors associated with being selected for administrative positions" (p. 491) that "minority applicants registered significantly lower odds of receiving offers than nonminority applicants …." (p. 491). On the other hand, Fuller, Young, and Orr (2007) suggest persons in principal preparation programs that have between 60 to 80 percent, or higher than 80 percent, of female enrollment are less likely to become principals than programs with less female enrolled. Using data from numerous school districts in Texas and including over 230,000 teachers trying to become principals from 1994 to 2006, Fuller, et al. (2007) states that a "greater percentage of graduates from programs with less than 60% female graduates than graduates from other programs eventually became principals" (p. 16).

Fortunately, the four assistant principal interviewed for this current study eventually became assistant principals. This was accomplished by overcoming institutional challenge with the scaffolding and coaching of a mentor who recognized potential leadership growth in the beginner administrator. It must be noted that institutional challenges are not solely prejudicial

according to race, gender, or age as the good ol' boy system would seem to suggest; instead, as will be discussed later, the high standards required to fill the office of administrator and the sheer number of applicants into the campus-level administrator field creates a competitive applicant pool from the very start of the application process that relies chiefly on professional recommendations from high-standing educational leaders like principals, vice principals, or various positions in the superintendency.

Although this system may seem especially political in nature within the organizational framework process (Bolman & Deal, 2008), as the participants in this study verify, there is no better testimony to a person's qualities and capabilities perhaps better than that of an endorsement from an esteemed, high-ranking administrator. During a second interview, Ms. Cruz discusses, when she tried to go back to the district she works at now, how her mentor helped secure several job interviews for her:

> Then with one of the admins who is one of my mentors, the one that I mentioned about earlier who's been in education for over 20 years, she worked with the assistant superintendent for our district. So she kind of laid down a foundation for me to have a meeting with him [the superintendent].

In closing Ms. Cruz added this assuring comment:

> I actually got several interviews within my district. It is difficult to do, coming in from the outside especially and in such a large district.

Ms. Cruz also points out that after her assistant principal internship at a high school, her mentor asked her to accompany him to another district and ultimately got her hired as an assistant principal at that high school:

> My mentor who I had done my internship at [a high school] was going to become a principal at [another district and high school]. He called me and said: 'Hey, I'm going to be going to [a new district and high school]. I would like for you to come with me.' I only knew his ways; that's who I interned with; I knew exactly how he did things. So I think that's why he really wanted me go too, because he had trained me and I knew what to do.

Several of the assistant principals in this study commented that in addition to having their leadership cultivated by a superior mentor they also built professional relationships with key educational leaders often times who made positive recommendations that ensured the likelihood they would obtain an assistant principal appointment. Ms. Cruz once again states that "honestly, a lot has to do with who you know and the kind of relationships you build." Along the same lines, Mrs. Delgado states this:

> I think had I not had her as a mentor, I probably would have experienced some challenges. I think getting into just the administrative piece of it is challenging regardless of any outside factors.

She concludes with this poignant statement:

> Just getting into those positions can be difficult as opposed to the teaching position. So that can be difficult and often it's who you know, your connections and your networking to get into those positions. And in addition to being Hispanic and being female, that just makes it much more challenging.

There is debate as to the placement or assignment of administrators to specific schools with particular demographic characteristics. Early research by the National Center for Education Statistics (1996) found minority principals were more likely to be employed in large urban

districts with high minority student populations. Contemporary research by Williams and Loeb (2012) and Loeb, Kalogrides, and Horng (2010) indicate that minority principals, like Black and Hispanic administrators, are more often employed in high-poverty, low-performing, and inner-city schools with high minority student populations than non-minority principals, like Whites. In fact, when I asked Mrs. Delgado and Ms. Cruz if the hiring entities in the central office administration pick and assign principals to particular schools based on gender and ethnicity or race, they both responded with an affirmative.

As Mrs. Delgado notes, "You want to create some balance if possible … at least 2 males and 2 females. You don't want to have all male, all female." She continued with "[the school district] will also look at the demographics and the population of the campus, and you want to provide that as well." Ms. Cruz responds similarly with this statement: "This is my perception of HR: I think they really try to do that. Then you have your different representations on the campus, and I think they really try that with administration, have the different cultures represented." Finally, one of the lasting institutional challenges for women and minorities is the political practice of the good ol' boy system of hiring predominately White males from within the district and excluding gender and ethnic minorities (Searby & Tipses, 2006; Witmer, 2006).

When I asked Ms. Cruz to "think of any other obstacles or barriers that were in your career path," she responded with this account:

> It seems like there's a good ol' boy system that's in place. And it's in place with people who look different than me. I don't know; that's my perception. It may not be a reality but that's what I see; that's what I've observed.

I prompted her to tell me more about the 'good ol' boy system' then she returned with this testimonial:

> I think there is a ‘good’ in the good ol' boy system and there’s a ‘bad’ in the good ol' boy system. I think part of the bad is that if not everyone is given that opportunity to shine because you’re not part of that group. But I kind of understand that system: it’s helped, created to keep the consistency, to help keep the structure, to help keep the expectation. So I understand it. I don’t think there’s always a bad to it. I just don’t think everyone gets an opportunity in that kind of system. So I think that when they are trying to grow your own; you grow your people. But if you are not in that group, then you’re not one that’s going to get grown.

Stage Eight: Career as Assistant Principal

Like stage four, stage eight consists solely of dedication to educational leadership but conceivably with more campus-wide responsibilities than a classroom teacher. Thus, this juncture in the educational leadership career stage is aptly termed Career as Assistant Principal. In a study of over eight thousand participants by Myung, Loeb, and Horng (2011) indicate that the “assistant principal position [was] the most frequent first administrative position” (p. 701) applied for at the campus-level.

According to school-wide responsibilities in public high schools, the position of assistant principal is lower on the hierarchical scale than vice principal or principal respectively (Ubben, Hughes, Norris, 2011). However, there still are issues of job satisfaction aligned with the theme of Institutional Challenges inherent in the job duties of an assistant principal. These include increased job demands of the position, growing accountability demands, growing minority student populations who tend to score poorly on standardized tests, low-performing schools, and extended work hours (Fuller, Young, & Orr, 2007; Gates, Ringel, Santibañez, Ross, & Chung, 2003).

Conversely, on the supporting side, the working assistant principal tended to (1) be motivated to help students in a wider capacity, (2) benefit from institutional support systems within the district (Farley-Ripple, Raffel, & Welch, 2012), (3) have the understanding of a family support system, and (4) practice the ideas of Professional Relationship Building (Peters, 2010), and (5) be aware of cultural identification factors while serving as assistant principal (Marciel, 2005). These five attributes contribute to sustaining the development and motivation of the four Latina assistant principals interviewed for this study. The succeeding sections will highlight these five aspects in the order mentioned previously.

This comment by Ms. Cruz empathizes what I often heard repeated by all the participants who were interviewed in this study; that is, they use the moral compass of doing what ultimately is best for students in making campus-wide administrative decisions:

> I truly believe that to be a good administrator you have to always do what's best for the kids. It might not always be the most popular decision and it may not be in line with what others want you to do, but when you do what's best for the kid, you can't go wrong. And you can't argue anything either, because it's what's best for the kid. So, I've learned to surround myself with people who believe that, who believe in doing what's good for students.

The second significant influence for all the participants was support the school district provided for teachers and administrators at Borea ISD. At this school district, there was a program, as described to me by all four Latina participants who experienced the program, that I call ADMIN, or Administrative Development Management Institutional Network, to keep the anonymity of the school district. The program was designed for all employees in that school district who wanted to become administrators or for those hired for an administrative position in

the district. The semester-long training instructs interns and newly-hired administrators in policies, practices, and how the various central office departments work synergistically, departments like human resources, school police, pupil personnel, the assistant superintendent, and superintendent. Mrs. Delgado describes the program ADMIN:

> It's kind of a mini training for administrators. And really what it is, is an overview of the entire district. You get to meet all the individuals that ran in function with each one of those departments. So it's helpful. It gives you an idea of how the entire district functions and who you seek out when you need certain help.

As several of the participants explained, this training serves to maintain consistency among administrative practices and establishes networking. More important, as Chapman (2005) suggests when there are "optimum approaches for effective recruitment, retention, and development of principals…." (p. 1) within the school district, like the ADMIN program, there are greater opportunities for the growth in "leadership capacity" (p. 19) within the whole district and among administrators.

The next strengthening factor in the career of an assistant principal is having a supportive family. Mrs. Delgado recounts how her husband assists her with household duties since she is an assistant principal at a newly-built high school and she is busy attending doctoral classes:

> So it's the daily help around the house and I don't have to worry about coming home and having to take care of everything at home. If I'm having a late study session or I have a class. I get home and things are just done.

She finishes with a grateful remark regarding her husband: "So it's not just the encouragement, the verbal encouragement, it's all the little things that kind of play into it that made it a lot easier for me." There is corresponding evidence from other researchers investigating the support

mechanisms and barriers that female assistant principals, principals, and other educational leaders encounter. After interviewing three Latina principals for positive factors, Chávez (2012) found that "support systems included husbands, mothers and grandmothers, family members, friends, daycare centers, and influential individuals working in education" (p. 72). In a study by Bonilla-Rodriguez (2011) exploring Latina leaders, one of the six "factors listed were noted as most important positive influences for Latina leaders…. [and this was] family influence" (p. 137).

The fourth factor identified as significant in sustaining growth as an assistant principal was the practice of Professional Relationship Building. While this idea may be reworded into building professional relationships, which takes on an active verb meaning to it, professional relationship building connotes a noun phrase definition and therefore solidifies this thematic paradigm more completely as an event or practice. Professional Relationship Building, as outlined in Chapter IV, thus is defined as when a professional leader, like a teacher or any level of administrator, takes a proactive approach in seeking out support and receiving assistance for a specific means from another educational leader, like professional advice, collegial friendship, networking, professional reciprocity, or job advancement. For example, Ms. Cruz has built professional relationships with people she can trust to get a second opinion:

> Having people that I can call, having people that are around the corner, having people that I can send a quick email to or text is extremely important. You know it's really helped me in the decisions that I've made and the things I've done. Everything that I've done, it's extremely important to have. You have to have that circle of trust in people and not just one person too. You have to have different experiences. The different people

have to have different experiences but they bring different views to the table. It's important to have the different perspectives.

The fifth component found in stage eight, but certainly in all stages, yet more prominently in stages four, six, and eight, is cultural identification factors while serving as an assistant principal. This concept includes perceiving yourself as an ethnicity of Hispanic or Latina associated with cultural practices of that ethnicity and distinctly unique from the majority or other minority cultures. Therefore, Ms. Cruz comments from the perspective of outsider on returning to the school district as an administrator where she now works:

> And when I went to work at [Borea ISD], for the first time in my life I felt like a minority, and I'd never felt that way before. So I find now, especially that I've come back, that it's a very, it's a very, *White* place [emphasis in the original].

Mrs. Morales too observes her ethnic minority status when she first started working as an assistant principal:

> I do see, just in our administrative staff, I was the only Hispanic. Recently, we have another one. But I was the only Hispanic working on that staff, and the only Spanish speaker on staff as well. And that made a big difference with our kids and with our community.

Also, Ms. Gutierrez comments that "as an administrator … as far as with the staff and working, I would have to say that I am *challenged* by White female teachers more than any other group of faculty [emphasis in the original]." She finished with this point: "I think it has to do with the fact that I am Latina. I really do, because no other group of individuals have really felt or had that same sense…."

Stage Nine: Contemplation to Advance Beyond Assistant Principal

For the four Latina assistant principal in this study, stage nine overlapped from stage eight because as the administrators were working as an assistant principal, they also were considering the consequences of advancing into a vice principal or principal position. Therefore, stage nine is considered Contemplation to Advance Beyond Assistant Principal. Internal conflicts and family verses job responsibilities was deliberated closely among the participants. Two noteworthy circumstances that were not considered initially in this study is the fact that two of the four assistant principals participating in this study had older children who were pre-teenage or older. This specific question was not asked, but manifested in the responses, nevertheless. It was Mrs. Delgado and Mrs. Morales who were the two women who had older children and they were also married; they had already established a family.

In addition, Mrs. Delgado and Mrs. Morales mention that they were willing to apply for the vice principal position at the high school level, but not for head principal. Mrs. Delgado was starting a doctoral program and envisions herself becoming a professor in an educational department. Mrs. Morales also contemplated possibly earning a doctoral degree. At the end of the third interview, Mrs. Morales confidently states the following:

> In this particular district, you go from being an assistant principal to a vice principal. I made it very clear to everybody that if there's a vice principal opening that I am going to apply. So, for me yes, moving up, that is absolutely something that I want to do.

She hesitates in considering the office of principal at this juncture in her career, however: "Principalship is a lot of work, but I have 9 more years and I can retire, so right now my next step is vice principal. And again, everybody knows that if there's an opening I'll be applying for that." In a parallel career choice, Mrs. Delgado states, "I truly do not see myself in a principal

position." However, she comments that "I can see myself in the vice principal position. I'm still interacting with students." Furthermore, Mrs. Delgado has additional goals: "Really I think I'd like to pursue higher ed. and teaching teachers and…sharing my experience with them, giving them those opportunities to then go out into the field and make those changes and be a part of that."

In contrast, Ms. Cruz and Ms. Gutierrez were not married and did not have kids. Ms. Cruz more often mentions internal conflicts regarding the barriers of starting a family with her significant other if she chooses to become a vice principal or head principal at a high school:

> In making some decisions in my personal life: 'Are we going to move on to a marriage? Are we going to move on to a family?' We do have some very serious discussions about: 'Okay do you want to be a principal? And if I do want to be a principal, that may mean no children.' That may mean not having children because at a 5-A high school it is extremely difficult. And we have even had the conversation: 'Well, maybe an elementary school principal, maybe that's what I can do.'

Marital status, the age of the children, the age assistant principal, and desire to start a family coupled with career goals that aspire to ascend to the ranks of vice principal or head principal are all notable when describing stage nine.

Stage Ten: Career Beyond Assistant Principal

Stage ten is the final pinnacle phase for those assistant principals who participated in this study as they described their experiences. It is entitled Career Beyond Assistant Principal. As the study ended when the final IRB closure report on the participants was about to be completed, information surfaced that two of the four assistant principals, Mrs. Delgado and Mrs. Morales, had indeed advanced to the office of vice principal at the same high school were they served as

assistant principals previously. This gives credence to the notion that internal conflict about starting a family may hinder an assistant principal from becoming a vice principal, principal, or even one of the various levels of superintendency. I can only theorize that the process of becoming a vice principal is a route with challenges especially for female Hispanic women or Latinas. In a study exploring five administrators who at one time were assistant principals, Gregg (2007) concluded that women assistant principals could advance to become secondary school principals if they had the support and assistance of mentors, family members, experience, good training, and self-confident enough to maneuver through the good old boy's system. This would translate into the themes and subthemes of Family Support Systems and Professional Relationship Building.

In closing the stages, each section was partitioned to explore detailed phenomenon experienced by the four Latina assistant principal participants employed at the public high school level. These stages are as followed: (1) Early Educational Experiences; (2) Post-Secondary Educational Experiences; (3) Career Choice to Teach; (4) Career in Teaching; (5) Contemplation to be an Administrator; (6) Becoming a Principal: Graduate School Experiences; (7) Job Entry and Placement of Administrators' Experiences; (8) Career as Assistant Principal; (9) Contemplation to Advance Beyond Assistant Principal; and (10) Career Beyond Assistant Principal. Each phase contained barriers and support systems that at various points served as motivation, assistance, or conscious guides in traversing the educational leadership career pathway.

Conclusion

In this section, relevant studies are presented by exploring if this current study was able to discern the overarching research question and four sub-questions. The main research question is present first followed by four numbered sub-questions:

What are the career path perceptions and experiences of current Latina public high school assistant principals?

1. What were the career paths of Latina, public high school assistant principals?
2. What barriers impacted the Latina, public high school assistant principals' career path experiences?
3. What role did mentorship or other support systems, like mentors or family and friends' support, have in the Latina, public high school assistant principals' career path experiences?
4. What role did networking have in the Latina, public high school assistant principals' career path experiences?

All the information presented Chapter IV and V suggests that the overarching research question and all four of the sub-questions were answered. The new conceptual model, the narrative data from the participants, and the coded themes and subthemes altogether highlight that indeed there are various barriers that impact Latina public high school campus-level administrators' career path experiences. Specifically, the challenges identified were institutional challenges in the form of poor educational leadership, prejudicial hiring practices, and internal challenges or conflicts about family verses job obligations in career advancements.

In addition, there are motivating factors that assist these Latina administrators throughout their educational career stages to overcome the barriers mentioned which consists of having

support from a mentor or mentors, family and friends, building professional relationship networks, and motivation to overcome challenges. In a similar vein, the concept of cultural identification appears to have a motivating effect. Cultural identification is regarded as identifying with a Hispanic or Latina culture and corresponding cultural values, in addition to recognizing gender and ethnic minority status. Other researchers examining Latina assistant principals and principals have related conclusions which will be discussed.

Similar Studies and Findings

Williams and Loeb (2012) begin with the logical conclusion that since there are small numbers of minority teachers, like Hispanics, this accounts for the low percentages of minority assistant principals and principals. This was the observational consensus among all the study participants in my study. They identified themselves as a minority as a teacher and as an administrator too. Like my study, Bonilla-Rodriguez (2011) was exploring Latina leaders and concluded that there were positive mechanisms to sustain leadership and negative aspects that challenged administrative growth. She writes that "Latina leaders may be positively influenced by factors such as successful educational attainment, participating in leadership training, possessing self-confidence, having role models, as well as religious and family influences" (p. 118-119). On the polar opposite, she lists the negative challenges: "Interviewees stated three of the same obstacles highlighted by survey respondents…. Thus, a consensus list of potential obstacles includes lack of mentors, lack of opportunities, and cultural and family obligations (p. 119). These correspond to my findings regarding positive factors such as motivation to overcome challenges or self-confidence, having a mentor or role model, and support from family and friends. The impediments in my study were internal challenges in the form of debating family obligations with demanding administrative tasks and institutional challenges. These are

comparable to Bonilla-Rodriguez's study finding themes like lacking a mentor and pressed with family obligations. It must be noted that in contrast to my study of three in-depth interviews session with four study participants, Bonilla-Rodriguez examined data from over three hundred Latina educational leaders.

Also similar to these findings, Gregg (2007) when interviewing five female administrators determined that female administrators are perceived as different types of leaders from their male counterparts, but more important they required a mentor or mentors to advance from assistant principal to a hirer principal position. They were also hampered by family commitments.

With similar and dissimilar findings from about three hundred participants in this quantitative study, Schnabel Kattula (2011) describe the polarity of factors influencing women administrators along a career path as containing "Barriers and Facilitators" (p. 74). The barriers were family and work conflict regarding the time required for administrative duties after school at the high school level. Where this study differences from my findings is that mentoring and networking were not positive facilitators of career advancement; instead, demonstrating skilled leadership ability was more of a determinant to career mobility in administration than other issues.

In closing this section, the four themes discussed in Chapter III will be discussed as they relate to similar findings in the literature. These themes are titled Motivation, Challenges, Support Systems, and Cultural Identification. Although each theme is unique, thematically they inevitably overlap to represent a broad pattern of the experiences and perceptions detailed in the career journey of four Latina assistant principals at the public high school level. Each theme consisted of subthemes that also interconnected to other themes and subthemes as well.

The Motivation theme consisted of several elements including being motivated despite challenges, improving one's leadership through the help of a mentor, being inspired to help students, and having guiding values. These were all present when the assistant principals in this study described their career path in becoming an assistant principal. In a study by Santiago (2008) that examined the career path of eight Latina school administrators found that support from family and Latina mentors helped motivate these school leaders despite encountering difficulties. According to this researcher, one of the key motivational factors was the fact that the school administrators had a "strong sense of self-efficacy" (p. 157) or belief in their own ability to accomplish goals despite obstacles. This speaks to the power of motivation to help overcome educational and career challenges.

For educational leaders, like Latinas, challenges can come in various forms. For instance, the theme designated as Challenges encompasses internal and institutional challenges. A study by Chávez (2012) examining three Latina school administrators found that the assistant principalship can often be filled with institutional and internal challenges. Former assistant principals in this study recount how they faced the difficult task of rising from the ranks of teacher to assistant principal despite several instances of prejudice from within the school district and from principals. Likewise, Gregg (2007) conducted a study that explored the career journey of five secondary school principals who described their climb from teacher, to assistant principal, and finally to principal. Prominent subjects discussed were poor educational opportunities for professional development as an educational leader, few opportunities to advance into a higher administrative position, and "family obligations" (p. 67) that included internal conflict about becoming an administrator.

The next theme that was gleaned from the data pertaining to the four Latina assistant principals interviewed in this study was deemed the title of Support Systems. This included the subtheme idea of family and friends serving as reliable encouragement and the notion of building professional relationships with colleagues or leaders in education. In a study that examined 12 Latina former assistant principals, support from family members and an alliance with others in the educational field provided guidance and reassurance to continue to strive for better educational leadership as an assistant principal. Palacio (2013) also shows that for Latina assistant principals "[s]upport systems were mentors, professional membership, and family…." (p. 147).

Another prominent theme is identified in the findings of the four Latina assistant principals was called Cultural Identification. This theme includes aspects of recognizing one's Hispanic identity and acknowledging how few Hispanics are in educational leadership positions. It also means noticing how different you are from other cultures. Correspondingly, in a 2013 study by Ramsey, 10 Latinas recalled events when they were assistant principals and encountered similar experiences. One was termed "ethnic identity" (p. 104). Subthemes under ethnic identity were labeled " (a) the duality of growing up a Latina in the United States, (b) values and beliefs in cultural upbringing, and (c) an awareness of being other" (p. 104). This duality of identity meant that the Latina school leaders felt part of two cultures from early childhood to adulthood and into the principalship. These discoveries match very closely with the experiences called cultural identification, where all of the Latina assistant principals in my study felt like they had to contend with two cultures, valuing Hispanic cultural traditions from within their family upbringing, and they recognized the idea of cultural differences. In Ramey's study, she describes her participants' experiences similar to cultural identification: "they shared how

being Latina has shaped their lives, including being bilingual, their cultural and ethnic values and beliefs, and the importance of *familia*" (p. 150-151) or family closeness.

Finally, it appears that the research, including mine, suggests that major factors influencing the entry and maintenance of an campus-level administrator at the public high school level includes primarily family obligations verses long, stressful hours at work as an administrator, and having a support system (Baier 2013; Carrillo, 2008; Chávez, 2012; Loder, 2005; Palacio, 2013; Santiago, 2008).

Implications for Practice

As the number of women, minority women, and especially Hispanic women who are certified and enter school administration increases (Fuller, Young, & Orr, 2007), so does the need to address the issues of educational leadership barriers and support systems. Fortunately, growing inquiry continues to center on understanding the various challenges and motivating components involved in Latina high school administrators (Bonilla-Rodriguez, 2011; Chávez, 2012; Gregg, 2007; Palacio, 2013). Expanding the research and exploring why there is an underrepresentation of Latina public high school administrators, why there are barriers, and how the supports systems function serves many functions: (1) it will inform and enrich the delivery of information to principal preparation programs at the university level (Cibulka, 2009); (2) it will provide adequate research-based information to those educators aspiring to become assistant principals in regards to the importance of support systems, mentoring, and informing them of the possible difficulties that new campus-level administrators might encounter along their professional journey (Petzko, 2008; Jones, Ovando, & High, 2009; Preis, Grogan, Sherman, & Beaty, 2007); (3) it will serve to recommend programs like the ADMIN program mentioned earlier, so that school district can learn how to better foster and build educational leadership

capacity from within the district covering the "approaches for effective recruitment, retention, and development of principals…." (Chapman, 2005, p. 1); and (4) it will provide a framework for future researchers to expand further inquire of comparable issues.

Limitations

Since this study is a qualitative exploration of the lived experiences and perceptions of barriers and support systems as described by four Latina public high school assistant principals, generalizability cannot be formulated, as suggested by Lincoln and Guba (1985) and Creswell (2012). Second, the initial goal of this study was to explore different and similar perceptions and experiences among the various administrative stratifications of principals, vice-principal, and assistant principal. Unfortunately, only four Latina assistant principals were willing to participate in this study.

Another area of concern was what Lincoln and Guba (1985) call member checking—a part of triangulation. This was done on a limited bases and not to the full extent as these authors and others suggest. For examples, Bloomberg and Volpe (2013) write that member checking "entails sending the transcribed interviews or summaries of the researcher's conclusion to participants for review" (p.113). Instead, I met with the participants for three interview session, and each time we reviewed, clarified, and summarized the previous meeting or meetings. Thus, member checking was done informally by frequent verbal communication (Harper & Cole, 2012).

Implications for Further Research

Findings from this study reveal several implications for additional inquiry. As mentioned in the limitations section within Chapters I, III and V, only four Latina assistant principals participated in this study and they all worked for the same school district. Further researchers

may consider larger numbers of participants from varying school districts and including a hierarchy of administrators like the school principal, vice-principal, and assistant principal; although with phenomenological research methodology, according to Siedman (2006), small sample sizes are sufficient since purposeful sampling narrows down the pool of participants who may be experiencing a related phenomenon, and multiple interviews of the same participant produces rich descriptions.

In addition, future researchers may gain deeper insight by comparing and contrasting the lived experiences and perceptions of both Latino and Latina principals' career journey, as in Carrillo's (2008) research. Her study revealed that out of the 22 Latino/a school administrators interviewed in California, Latinos also experienced discrimination and where placed predominately in economically poor schools that were low-performing schools and had a high English Language Learner (ELL) population.

Finally, there were several attributes of the participants that were not examined specifically in the interview protocol that other studies did find as potentially significant factors. Although a quantitative study, according to Schnabel Kattula (2011), elements that influences barriers for females trying to attain the position of high school principal include the "current age of the principal, … number of years as a high school principal, [and the] principal leadership style" (p. 45). Further research needs to be conducted to examine how leadership styles function as a possible mechanism in either helping or hindering female administrators. Eagly and Carli (2007) suggest that men and women have different leadership styles. Several studies that looked exclusively at Latinas educators found that even Latinas have a unique leadership style different from other ethnicities (Gallegos, 2006; Loebe, 2004; Maciel, 2005).

Summary

The purpose of the research, statement of the problem, and research questions were revisited to ensure that the discussion of themes addressed these issues that guided the study. The methodology of phenomenology was once again explained as a logical approach to recognizing the lived experiences and perceptions of the four participants and to discover the shared and individual phenomena each participant faced in their career pathway to the principalship. A theoretical framework called role congruity theory was discussed as a suitable lens to view the barriers that educational women leaders often face, and the themes also corresponded closely with the barriers posited by the theoretical framework. Next, a new conceptual model is described and presented graphically. The conclusion offered similar findings from other studies, and presented implications for practice. Limitations of the study were given. Finally, implications for further research was suggested. The subsequent chapter will describe my career journey as a novice researcher in the doctoral program.

CHAPTER VI: EVOLUTION OF A RESEARCHER

As the sole principal investigator in this study, this final chapter is taken chiefly from my reflective journal that I kept throughout the research process, along with several afterthoughts from experiences and insights involving my research journey. I begin this chapter remarkably the same way the four Latina participants in this study also described early background information, talked of experiences of motivation, discussed assorted challenges, and voiced support mechanism along an educational career pathway. The first areas that I will start explaining is my background as a researcher. Then I describe my educational challenges. I close with my research challenges, lessons learned from conducting this study, and a brief summary of this chapter.

Background of Researcher

When I was conducting interviews with each of the four assistant principals (AP's), I noticed how alike their background was to mine. In the interview sessions, each AP described growing up in a Hispanic family that stressed togetherness, education, and other traditional Hispanic family values, like speaking Spanish and being proud of your ethnicity. Similarly, I grew up in a very traditional Hispanic family with a stay-at-home mother and a hard working father who worked two jobs—one on weekdays, the other on weekends. My parents and extended family consisting of my grandparents, aunts, and uncles also emphasized the importance of placing family first or *familismo*, adhering to strict gender roles, having ethnic pride, and working hard. Chávez (2012) found these traits common in traditional Hispanic families in her study. Therefore, I noted these subjective feelings in my journal and avoided any biases this may have on conducting my research.

Educational Challenges

Again, a recurrent theme among all four participants is the fact they discussed how their family stressed the value of education and working hard. Throughout my life, too, I had my parents continually mention the importance of education and fortitude. Even though I was a low performing student from elementary to high school, when I reached junior college, the cultural capital (Bourdieu, 1973) that my parents instilled in me regarding the educational values of hard work and dedication to academics motivated me to excel at college and at the university level. In addition, my parents and later my wife would continue to serve as an encouraging support system though my educational journey into the doctoral program.

Another similarity between the AP's and myself was the fact that after I graduated from college with a degree, I was unsure if I wanted or could be an effective teacher. For many years, I had many internal and external conflicts about becoming an English teacher. Internally, I felt I was not skilled enough to become an educator. Externally, I had to go back to school to take additional course work to become a teacher. When I finally did start teaching, I enjoyed it tremendously. Thus, I could understand to some extent how each AP described in the interviews how they each loved teaching once they started working in the classroom, but initially three of the AP's did not want to be a teacher.

Research Challenges

Since I was a high school teacher, I was careful to notate in my journal how I had to remain objective and not impose any of my biases about high school assistant principals into the interview process or the data analysis procedures. The semi-structured interview protocol was guided by the participants' expressed experiences, and the data analysis outcomes were based on the data gathered. During the interviewing, I refrained from deviating off topic, unless the

participants initiated matters differently. Furthermore, I was aware of how gender and hierarchical career status differences may interfere with an authentic data collection (Glesne, 1999; Seidman, 2006). Status and gender differences existed: I was a male teacher, albeit from another district than that of the participants, and the participants were four Latina assistant high school principals. Instead, I bracketed my thoughts or, as Marshall and Rossman (2011) point out, I addressed my biases with reflective journaling throughout the entire research process.

Being aware of positionality was an important aspect of this research since it dealt with gender, culture, race, and status. Using a journal to reflect on these issues aided in identifying my positionality in this study (Milner, 2007; Sultana, 2007). I was both an outsider and an insider in several ways. As a male researcher trying to understand the experiences and perceptions of four female assistant principals can be a difficult task. I was a different gender and did not have the same status or experiences as an assistant principal. Therefore, despite the fact that I had an interview protocol and strictly adhered to qualitative research methods, I was not guarantee that the data would surface. There are certain nuances that like minds establish in the interview process that makes gaining more information more likely to occur. I found this to be true when I connected with the assistant principals that I interviewed because I shared a common Hispanic background. In addition, I was also a high school teacher as too they had once been. In this way I was an insider and I could better understand the experiences and perceptions of the participants as I interviewed them, analyzed the data, and presented the data. However, as Milner (2007) and Sultana (2007) suggest that throughout the research process biases can be reduced through careful self-reflection and awareness of differences and similarities in gender, culture, race, and status.

My main concerns were that I would not gather genuine or candid narratives from the participants, since I was a male teacher at the high school level and the participants were AP's at the high school level too. This however turned out to not be the case. All four participants I interviewed were extremely open about all their experiences and views. Interestingly, with my last interviewee, Mrs. Morales, I had "insider assistance" (King & Horrocks, 2010, p. 31) in gaining access to interview her through the aid of my doctoral supervisor; otherwise, as was my greatest fear, I would only have had three participants in my study.

In addition, my research supervisor and I had agreed that five participants was the minimum number of participants for this particular study. One of the limitations, therefore, in this study was that I only gained IRB approval for three school districts. I had difficulty communicating with two other school districts that I felt had potential candidates. My initial goal was to select school districts with the highest Latina principal, vice-principal, and assistant principal population based on surnames. This type of selection was not the most accurate, since surnames do not always reflect the true ethnicity of a married women, especially if that person married a Hispanic husband and adopted his last name. To counter this possibility, I mailed several research invitation letters to principals, vice-principals, and assistant principals who did not have Hispanic surnames within the IRB approved districts. Also, because there were very few Latina, public high school principals, vice principals, and assistant principals to choose from in the research sites within a large metropolitan city, I should have tried to search for possible candidates at other large Texas cities. Ultimately, this caused me to have a narrower pool of campus-level administrators to interview. Nevertheless, during the interview process, I stayed as objective as I could, and I took the advice of several qualitative interview books; I dressed up in business attire, I was very professional, and I did not interject or try to deviate from the interview

protocol unless I was prompted by one of the participants (Creswell, 2007; Legard, Keegan, & Ward, 2003; Seidman, 2006). By presenting myself as a straightforward researcher I was able to build rapport with each successive interview session (Kennedy-Clark, 2012).

It is important also to note how I became interested in the research topic and how I refined my area of research. Early on in my doctoral course work, I was drawn toward studies about the Latino/a statistics regarding high dropout rates, low post-secondary degree attainted, few Hispanic teachers and professors. Intellectually, I knew all these were linked. At first I thought I would research both Latinos and Latina principals and assistant principals, but as I delve deeper into the literature, the gender and ethnic stratification became more apparent at the public high school sector. Early works by Ortiz (1982), Shakeshaft (1987), and Blount (1998) became nightly reading that piqued my interest to focus on this inequity in educational leadership. When I first started the doctoral program, there was little research on Latina high school principals or assistant principals, but since about 2010 the number of dissertations and peer reviewed journals has increased steadily as is apparent in Chapters I and II of this study.

The next research challenge I encountered were of a technical nature. Halfway during the transcribing of interview data, my computer hard drive completely crashed, with no way of restoring or retrieving the files. I had not backed up any of this information to a secondary source. This a setback that challenged by fortitude, as I once again started the transcription process anew. Although not so much a challenge as it was a learning curve, I had to learn the Computer Assisted Qualitative Data Analysis Software (CAQDAS) NVivo 9. I was initially trained on the CAQDAS Super HyperQual used for text coding and qualitative analysis. The process was similar with NVivo9, but took long hours of learning how to operate it. Therefore, several months were spent transcribing and later inputting pertinent data into NVivo9.

An antidotal aspect of keeping anonymity throughout the research process was the interesting but critical protocol requiring the implementation of pseudonyms. While initially this all important safeguard was necessary, there was an aspect of difficulty in separating established identities while simultaneously formulating aliases for all identifying information about the participants, including names of schools, persons, districts, and cities, in accordance with proper institutional review board ethical standards. Not until I stopped overthinking and analyzing my convoluted pseudonyms did I realize that I simply had to incorporate my intuition to monitor my participants without the use of potential identifying information. For example, I did not try to force a fictitious name on my participants; instead, I assigned meaning to each and every identifier. Thus, natural characteristics that carried meaning for me about the four participants were integrated into their pseudonyms. This was a difficult process until I stepped back and let the natural flow of categorizing people and places happed unimpeded. For instance, I thought Mrs. Delgado was slim, so I assigned the pseudonym Delgado which means slim in Spanish. Mrs. Morales seemed to me, as I noted in my journal, an especially moral person filled with integrity and straightforwardness.

Family, Work, and Research

Closely related to my research obstacles in finishing this dissertation in a timely manner is my family, work, and research conflict. I place these challenges in order of their importance. When I first started the doctoral program, I was not married and I did not have children. I worked and attended night classes with steadfast motivation, staying up many times for several days to finish a paper or project. However, when I got married and changed jobs to become a teacher, balancing marriage, career, and research obligations became somewhat more difficult. Then, my first child was born and my research slowed down to a halt. For a long time, like many

professionals, I debated if I wanted children, but something's are unavoidable. Like much of the research I was studying indicates, I debated, internally if I could balance work and family (Chávez, 2012) in addition to writing my dissertation which can be overwhelming (Bloomberg, & Volpe, 2013; Roberts, 2010).

Unlike my mother who stayed at home to raise my sister and I, my wife and I split the childrearing tasks equally. As I was taking doctoral classes, she was going to school to become a licensed vocational nurse (LVN) and later to become a registered nurse (RN), so she needed my support. When not too much later, our second child was born, so finishing my doctoral dissertation, coupled with stresses at work, slowed down my research writing tremendously.

My only real motivation came from the notion that I had to contribute to the research because the area I was studying seemed very new at the time. Since then, many more research studies on Latina high school administrators and their barriers and support systems have been conducted, but when I had first started investigating this topic many of the dissertations, government statistics, and peer-reviewed journal articles were from the 1980's, 1990's, and very few from the new millennium.

Unfortunately, when I initially started my research quest into the area of Latino and Latina educational leadership, I found either outdated or very few books on this subject matter. Therefore, one positive aspect of having worked on this topic for so long to complete my dissertation is that I have noticed the evolution of increased studies exploring my research topic regarding Latina high school principals and the struggles, support mechanisms, and the importance of cultural identity. In seeing this phenomenon occur in the research literature, excites me and motivates me to study this area of concern further, and it encourages me with hope that more research will occur in the future. More research in this area can only add to the

current body of research literature with the hopes that it will benefit principal preparation programs and those aspiring to become assistant principals or principals at the high schools.

Conceptual Model Challenge

Construction of a new conceptual model paradoxically was a long and yet short process. For several years, I had been contemplating what was the phenomena and issues that are facing Latina high school assistant principals at the public school level. This ruminating over the literature initially and later completing the interviews and reviewing my personal journal was both a subconscious and conscious effort. The harder that I tried to construct a concept map or model the more frustrated I became since it never appeared quite to reflect what the qualitative research data stated. At times, I felt like I was constructing a puzzle that might be missing pieces or that I was overanalyzing the concepts. I tried a kind of Gestalt approach to look at the bigger picture of the study and then I looked at the smaller components. I came very close when I realized that it was both the parts and the whole. At that moment the process of creating a true representation of the phenomena experienced by the four participants I interviewed progressed in a short time.

I initially, though, had difficulty in what type of graphic representation to present the concept map. I explored other dissertation graphic models and their findings. However, I knew my conceptual map had to be unique since it mirrored the research data. It might appear similar since I had read many dissertations on related topics. The most challenging aspect of presenting a visual representation of my model was the means by which to present. With little success, I tried squares, circles, rectangles, triangles, flow charts, lines, arrows, and countless combinations of all the aforementioned. Oddly, I thought of somehow making a type of visual graphic that was a pathway with milestones at key points and placing barriers or obstacles in similar areas along the

career path. This would have looked like a paved pathway or road. Then I realized this would not reflect an academic concept map but served as a pictorial you might find in a magazine to help the reader, in simplest terms, to understand a short article on some topic. All the other academic concept maps had circles in circles or concentric circles or circles with arrows or lines connecting them, or it might have rectangles, tringles, octagons, and many other combinations.

However, my epiphany in constructing the concept map occurred shortly after thinking of the career pathway as a visual representation. I took a moment to step back from the work and let it ruminate in my subconscious before I explored it another time. When I did return to the concept map, the idea was constructed in about one hour. Initially, however, the concept model was named educational career path stages and consisted of only four stages. This stayed the same for about a week, until I had a moment of quiet time. I reexamined the four stages and saw in my mind's eye that in fact there were really five stages, then again I thought and found six, then again I discovered seven, then again I uncovered eight, and then again I saw nine, and finally I realized there were actually ten conveniently numbered stages. This took only one hour to complete. I labelled each section with the main idea of the stage followed by positive aspects at the top of what was occurring at that phase and a negative barrier or challenge at the bottom of the stage.

At this point, I had to go back to the interview data that was coded and explore quotes that served as exemplars as it fit into the various career stages that I designated from the interview data. In addition, the idea of stages emerged very quickly after I revisited much of the literature on career pathway and the principal pipeline (Baier, 2013; Béteille, Kalogrides, & Loeb, 2012; Farley-Ripple, Raffel, & Welch, 2012; Walker, 2013). Many of the studies and writings seemed to appear very linear. Initially when I read these studies, I think I took it for

granted that I understood what was going on with the progression from teacher to principal. This was no new idea for me as a teacher who sees this happen where I work at the high school level.

On the other hand, when I reconsidered the larger picture of the phenomenon of career paths experienced by the assistant principals who I interviewed, coupled with the research literature on career pathways, I recognized that to truly present a concept map that represents the phenomenon described by the participants I had to use stages. Utilizing stages allows me to show each section in detail and all the dynamics occurring within that phase in the assistant principals' lives. I was weary, however, of compartmentalizing specific events and neglecting to show the whole story of the phenomenon. On the contrary, by examining each segment separately, the reader can start to comprehend by sequentially demonstrating that each fragment is actually forming a complete, life-long phenomenon composed of similar experiences and phases.

Ultimately, though, the implications from this study strongly suggest that women and especially minority women like Latinas, considering or seeking out the principalship should pursue a mentor or mentors, build professional relationships or also called networking, and have support systems in place to assist in their educational career journey to become an educational leader in public schools at the high school level.

Lessons Learned

This section will contend with my lessons learned from conducting research as a novice. This will include oversights in the research processes. I acknowledge these problems so that future researchers conducing similar studies may gain insight into the complex process of conducting research.

Leadership style was discussed in the review of literature and the research pointed to this aspect as a potential hindrance or boost for the career mobility and perception by others in the

area of high school administration (Gallegos, 2006; Loebe, 2004; Maciel, 2005). I did not pursue it further in the interview protocol or the research question simply because certain facets of the investigation were frankly overlooked due to limiting the study to particular boundaries. In other words, I could not explore every quality of the entirety concerning the research. Therefore, the leadership style of the assistant principals was not included in the interview protocol or research question. Although important, this line of questioning was too broad for this study. Creswell (2012) suggests that studies have limits on what is being explored.

Although I knew that leadership styles may contribute to how Hispanic assistant principals may be perceived and react to others, I nevertheless focused primarily on the examination of inquiry into barriers and support systems along the career path of Latina high school assistant principals. If the study was too broad in scope, the data recovered may not have been the same, but I still ponder the possibility for future studies to include the influence of leadership styles on the career path of Hispanic female educational leaders at the high school level.

Another aspect of the study that I did not employ was the use of a pilot study to examine the interview questions. One qualitative research author writes that "One important use that pilot studies have in qualitative research is to develop an understanding of the concepts and theories held by the people you are studying…." (Maxwell, 2012, p. 67). This may have refined my topic area of inquire or even reaffirmed later on the main study. However, this was not possible for two reasons. The first reasoning is the time constraints involved in completing the study within a certain timeframe. Secondly, there was a limited number of participants available to interview. Ultimately, however, it was not necessary to pilot test the interview questions, as Maxwell (2012) suggests, since the interview protocol was aligned with the research questions and the

research questions likewise were derived from the review of literature from dissertations, academic books, peer-reviewed journal articles, and governmental statistical date report.

Another area of concern that arose in my research work involved planning or the lack of organization on my part. My initial drive sprang from the desire not to earn a doctorate degree but instead to continue researching underrepresented areas in academia where there is a gap. I truly was inspired by a social justice calling to the field of research. I understood too that this was what the doctoral program encouraged and desired. When I first started the doctoral program, I was interviewed by a panel or committee of professors who undoubtedly evaluated me on my ability to compete the program in a timely manner. As a person who had completed his master's degree in counseling, I was proficient in writing papers in American Psychological Association (APA) manual style and my undergraduate work was also in psychology. Frankly, the only person on the committee that I remember was a well-known, tenured professor who in my estimation was the person responsible for recommending me to the doctoral program. I had written a particularly lengthy paper in my master's program on an important social issue dealing with impoverished youth, in addition to getting several recommendations form my undergraduate and graduate professors attesting to my ability as a researcher and writer. This added, I believe, to my admission to the educational leadership doctoral program at the University at Texas at San Antonio. Yet, there is a part of me that wonders if my Hispanic ethnicity contributed to this decision or if I was selected based on the merit of my ability as a writer. Because this curiosity naturally exists intrinsically, I constantly attempt to comprehend how educational institutions function from school districts to areas of higher education. Researching the social justice aspect of education is an area of interest for me.

Ultimately, the findings in this study have lead me to suggest that there is a need to investigate the area of principal preparation programs at the university level—specially the choice of curriculum, as some studies suggest that many graduates of these programs are poorly qualified and therefore do not stay in the profession or have high mobility rates (Fuller, Young, & Orr, 2007; Wood, 2013). In addition, the many for-profit universities and the low standards they have for selecting student candidates in their program amounts to a poorly trained and educated principals (Preis, Grogan, Sherman, & Beaty, 2007).

I have always been inherently drawn to investigate social and educational inequities without necessarily the impetus to ameliorate the wrongs of social injustice but simply to examine or bring awareness to certain ineffective practices of educational organizations. It was this innate passion that lead me to study why in fact Hispanic women were underrepresented at the public, high school administrative position. Nonetheless, when I first began my doctoral program in educational leadership, I was naïve but extremely driven. However, I was employed by the state of Texas which was an eight to five office job that did not require me to take any work home with me. I was fortunate in this respect. Several years later, though, when I became a full time teacher, I lost my momentum and dragged on for years.

Also, I saw other cohort members finishing with unyielding determination. I had even heard rumors that one of my cohort members, who was a well-to-do, high ranking administrator, got outside help in writing her dissertation. Whether this was actual true or not, really had no importance, but was disheartening as I was only just beginning my IRB process. Every day, when I thought about my dissertation, it seemed like an insurmountable task to write so much. I had to read many dissertations and journal articles to really understand how to format my writing

and even now I do not feel like I have mastered the very intricate system of academic writing. I am only thankful that I did not conduct a mixed methods or purely quantitative research project.

I saw one of my classmates from my cohorts who was a female principal get pregnant and I believe she dropped out of the program. Still, I saw another of my initial cohort members, who was the director of a medical center school and who had two toddlers at the time, finish the program in remarkable speed. I would estimate in approximately two to three years, while I lingered on only to join another later group of cohorts in the educational doctoral program. I would later read their published and completed dissertations while I was still trying to write mine. I will say I did feel jealousy, envy, and frustration for not being so ambitious or disciplined.

My fault was not having a systematic plan that I followed with steadfastness. Davis, Parker, and Straub (2012) stress the importance of implementing a scheduled plan from the outline of courses to be completed to the timetable of conducting research and the planed allocation of time for writing each section of the dissertation. Without this agenda outlined from the beginning of the program, students, according to these writers, are less likely to complete their dissertation in a timely manner. While I had determination initially in the program, I did not realize the importance of a scheduled plan for completing all aspects of the doctoral program in educational leadership.

Doctoral students need to finish the program as quickly as possible otherwise you lose momentum and become overwhelmed with the sheer devotion and dedication to a prolonged academic life as a doctoral student. I think a part of me was afraid of succeeding. Initially, I put in one hundred percent of my effort but there was a part of me later in the program when I became a special education teacher and I had my first child that I only wanted to put in sixty

percent of my effort into the doctoral program. My downfall was my discouraged attitude. While there are countless challenges to conducting research, the motivation of contributing to a topic that is not typically investigated yields profound rewards. It is this inspiration that has continually kept me from never faltering in competing my doctoral research and in all has enlighten me to conduct further research if possible into the vast area of educational leadership.

Summary

In this final chapter, I touched on similar experiences shared by the participants and researcher involving being raised by traditional Hispanic values of family, education, hard work, gender expectation, and ethnic pride. Educational challenges were overcome by having instilled ideals centered on the importance of family, education, determination, and ethnic pride. I then discuss research challenges by presenting how I used a reflective journal to bring awareness of biases during the entirety of the research. Next, I recount my motivation and the narrowing of my research focus. Other obstacle faced were technological. I also outline my oversights in the lesson learns section. In closing, family, work, and research conflicts are presented along with the final summary.

APPENDIX A

The University of Texas at San Antonio
College of Education and Human Development
Main Building 3.304 - 1604 campus
One UTSA Circle
San Antonio, Texas 78249-1644

[redacted]

Dear Superintendent:

I am a doctoral student in the College of Education and Human Development specializing in Educational Leadership at the University of Texas at San Antonio.

My area of study is examining the perceptions that current Latina (Hispanic female) principals, vice principals, and assistant principals have regarding their past and present barriers and support systems that helped or hindered them in their career journey in becoming school administrators.

The parameters of the study include the following:

- Five digital audio interviews with 2 or 3 Latina principals, 1 or 2 Latina vice principals, and 1 or 2 Latina assistant principals.
- Two interviews per Latina administrator: 40 minutes to one hour long.
- A third interview only 30 minutes per Latina administrator.
- One or two opportunities to shadow the interviewed administrator for half a day.
- Documentation of organizational artifacts: degrees earned, awards, professional development credits or other certifications, like superintendent certification, mid-management, teaching certifications, and Academic Excellence Indicator System.
- Interviews once a month for three months or over a six month period.

I am under the supervision of my doctoral chair and advisor at UTSA. I will follow all Institutional Review Board and Human Subjects Research protocols, ethical standards, and legal steps to ensure confidentiality of all data collected.

Please contact me at my cell phone or by email if you have any questions or would like to participate in this study: ([redacted]) [redacted]; [redacted]@yahoo.com or the UTSA Institutional Review Board information at (210) 458-6473

Sincerely,

Marco Alfonso Reyes

APPENDIX B

The University of Texas at San Antonio
College of Education and Human Development
Main Building 3.304 - 1604 campus
One UTSA Circle
San Antonio, Texas 78249-1644

[redacted]

Dear School Administrator:

I am a doctoral student in the College of Education and Human Development specializing in Educational Leadership at the University of Texas at San Antonio.

I would like to invite you to participate in a research study aimed at exploring the perceived experiences of Latina (Hispanic female) high school principals, vice principals, and assistant principals as you recount the barriers and support systems that enabled or hindered your administrative position as a high school administrator.

My study will include gathering the following information about you:

- Five digital audio interviews with 2 or 3 Latina principals, 1 or 2 Latina vice principals, and 1 or 2 Latina assistant principals.
- Two interviews per Latina administrator: 40 minutes to one hour long.
- A third interview only 30 minutes per Latina administrator.
- One or two opportunities to shadow the interviewed administrator for half a day.
- Documentation of organizational artifacts: degrees earned, awards, professional development credits or other certifications, like superintendent certification, mid-management, teaching certifications, and Academic Excellence Indicator System.
- Interviews once a month for three months or over a six month period.

I am under the supervision of my doctoral chair and advisor at UTSA. I will follow all Institutional Review Board and Human Subjects Research protocols, ethical standards, and legal steps to ensure confidentiality of all data collected.

Please contact me at my cell phone or by email if you have any questions or would like to participate in this study: ([redacted]) [redacted]; [redacted]@yahoo.com or UTSA Institutional Review Board information at (210) 458-6473

Sincerely,

Marco Alfonso Reyes

APPENDIX C

Semi-Structured Interview Protocol for First Interview

Script: (1) Introduce myself;(2) Tell participant about consent form and her rights as a participant; (3) Sign consent form; (4) Set up equipment to record; (5) Briefly tell participant about my research interests and about myself and about following a phenomenological methodology; (6) Tell participant about the steps I would like to take during the study—a. conduct initial interview, b. shadow administrator at least once close to the interview process if possible, c. conduct two other interviews and brief shadowing if possible, with the third interview as a closing, shorter interview.

1. Please tell me as much biographical information about yourself as you can.

Probe: Where are you from, what is your ethnicity/race, age (or relative age), what is your education, how long have you been a teacher before becoming a principal?
Probe: Can you elaborate more on that last topic?
Probe: Can you explain what you mean by that last idea?
Probe: Is there any more biographical information you'd like to add, before we go to the next question? Also feel free to come back to any questions that you remember or would like to add to.

2. Please describe your earliest experiences and perceptions from the past up until now about what lead you to get into education.

Probe: What was your early education like, did parent, friends, or family encourage or discourage you or your education, did you know what you wanted to be in elementary, middle or high school, what motivated you to become a teacher, or administrator? Tell me the story of your experiences, if you will, from early on until now, so we can get a broad picture of where you are coming from.
Probe: Can you elaborate more on that last topic?
Probe: Can you explain what you mean by that last idea?
Probe: Is there any more experiences you'd like to add, before we go to the next question?

3. Like the previous question: tell me about your experiences that lead you to become a high school principal, vice principal, or assistant principal (administrator).

Probe: Tell me a story from your perspective, your experiences about what you think happened and continues to happen today. Use any recollections, stories, or ideas, that are important for you.
Probe: Can you elaborate more on that last topic?
Probe: Can you explain what you mean by that last idea?
Probe: Is there any more experiences you'd like to add, before we go to the next question?

4. From your perspective and experiences, describe your ethnicity or race and what that means you.

Probe: How does your ethnicity/race effect your everyday life as a person, educator, or leader?
Probe: Have you ever experienced discrimination regarding your race/ethnicity or sex/gender?
Probe: Can you elaborate more on that last topic?
Probe: Can you explain what you mean by that last idea?
Probe: Is there any more experiences you'd like to add, before we go to the next question?

5. Recalling your own experiences, please describe any barriers or challenges (internal and external) you experienced in your career journey in becoming a principal, vice principal, or assistant principal.

Probe: How about any personal, career, or educational barriers, obstacles, or hindrances you may have experienced that impeded your aspirations or career journey?
Probe: Describe experiences of discrimination, prejudice, or dislike because of your race/ ethnicity, sex/gender, or leadership style.
Probe: Can you describe barriers, obstacles, or hindrances another person you may have known who experienced this in their career journey?
Probe: Can you elaborate more on that last topic?
Probe: Can you explain what you mean by that last idea?
Probe: Is there any more experiences you'd like to add, before we go to the next question?

6. Please describe how these barriers, obstacles, or challenges impacted your career path or journey to becoming a principal, vice principal, or assistant principal?

Probe: Can you elaborate more on that last topic?
Probe: Can you explain what you mean by that last idea?
Probe: Is there any more experiences you'd like to add, before we go to the next question?

7. Of all the areas we covered, is there any topic or area that you feel we have not covered and you would like to discuss or talk about?

Probe: Okay.
Probe: Can you elaborate more on that?
Probe: Can you clarify what you mean?
Probe: Sorry, can you explain what you mean by that last idea?

8. Other questions that arose during the interview process:
   _____
   _____
   _____

Script: Thank you for allowing me talk to you about your career, professional, and educational experiences. It has been extremely helpful for this study. Thank you again. When might we set up another appointment for the second interview?

APPENDIX D

UTSA The University of Texas at San Antonio

Office of Research Integrity and Compliance

Notice of Reapproval by Expedited Review

Date: November 8, 2011 FWA 00003861

IRB#: 10-198

Study Title: "Career Paths of Latina High School Principals, Vice Principals, and Assistant Principals: Perceived Barriers and Support System"

To: Marco A. Reyes., M.A.,
c/o Mariela Rodriguez, Ph.D., Faculty Sponsor
Department of Educational Leadership and Policy Studies

From: Judith W. Grant, Ph.D., CIP, Director, Institutional Review Board Judith W. Grant, Ph.D., CIP

Date of Reapproval: November 22, 2011 **Date of Expiration: November 21, 2012**

The above referenced protocol was reviewed and reapproved by expedited review on behalf of the Institutional Review Board in accordance with the federal regulations governing continuing review of research (45 CFR 46 and all applicable subparts). This protocol was approved under expedited categories 6 and 7.

No modifications may be made to the research plan, methodology, or any other aspect of the study without prior approval from the IRB, except in cases where changes are necessary to remove an immediate hazard to subjects. When modifications are made to eliminate an immediate hazard to subjects the IRB must be notified immediately.

If you wish to continue the research project beyond the expiration date you must submit a progress report at least three weeks before the expiration date. As a courtesy the IRB will send reminder notices; however, it is the responsibility of the investigator to submit the required information with ample time for IRB review. In addition, you are required to submit a closure report upon completion of the research project.

Reapproval Findings:

- The study is open to enrollment.

Should you have any questions regarding this letter, or need further assistance, please contact the IRB office at 210-458-6473 or send an email to irb@utsa.edu.

Items Approved: One consent form (v.revised.3/7/11)
One recruitment letter (stamped approved 11/22/2010)

Study Sites: UTSA, Northside Independent School District, North East Independent School District, San Antonio Independent School District

One UTSA Circle • San Antonio, Texas 78249 • (210) 458-6767 • (210) 458-6966 fax

Please retain this document for your study file.

CONSENT TO TAKE PART IN RESEARCH AS A HUMAN SUBJECT
The University of Texas at San Antonio
Title of Project: Career Paths of Latina High School Principals, Vice Principals, and Assistant Principals: Perceived Barriers and Support Systems
Study sites: Northside Independent School District, North East Independent School District, San Antonio Independent School District

Principal Investigator: Marco Alfonso Reyes, M.A.

You are being asked to participate in a research study. This form provides you with information about the study. You will also receive a copy of this form to keep for your reference. The Principal Investigator or his representative will provide you with any additional information that may be needed and answer any questions you may have. Read the information below and ask questions about anything you do not understand before you decide whether or not to take part. Your participation is entirely voluntary, and you can refuse to participate or withdraw at anytime without penalty or loss of benefits to which you are otherwise entitled.

Funding Source: Not Applicable

What is the purpose of the study? We are asking you to take part in a study that will examine the perceived barriers and support systems of Latinas as they have experienced their career journey in becoming a principal, vice principal, and assistant principal at a public high school. We want to learn the experienced perception of barriers and support systems of Latinas' career path in becoming a public high school administrator. We are asking you to take part in this study because you are a public high school administrator and Latina. Five Latina high school principals, vice principals, or assistant principals are expected to take part in this study.

What will be done if you agree to take part in this research study?
If you agree to take part in this study, you will be asked to be interviewed three times for about 40 minutes each time. There will be nine initial questions the first interview and eight specific questions the second and third interview for a total of twenty five questions that will be audio taped. Nothing further will be asked of you in this study, unless you wish to clarify or expand upon the interview questions.

What are the possible discomforts and risks?
There are no expected risks involved. It is your right as a voluntary participant to not answer any of the questions you do not feel comfortable or willing to answer.

What are the possible direct benefits to the participant for taking part in this research?
None.

What are the possible benefits to society from this research?
The knowledge gained from this study may contribute to our understanding of the social, educational, financial, psychological, and personal barriers that educational leaders experience and the support systems that help overcome various career barriers. It is hoped that this information will expand upon the sparse literature that exists about Latina educational leaders in

v.revised.3/7/11

the principalship, help add to better understanding for future and current ethnically diverse women seeking principal and mid-management certification, and that this study will inform the principalship administrative programs at the university level for further areas of improvement for women and ethnically diverse women in particular.

Will there be any costs related to the research? None

Will there be any compensation for participation? None.

If you do not want to take part in this study, what other options are available to you? Your participation in this study is entirely voluntary. You are free to refuse to be in the study or to withdraw from the study at any time. Your refusal will not influence current or future relationships with The University of Texas at San Antonio and your specific school district.

How will your privacy and the confidentiality of your research records be protected?
The principal researcher will (1) keep no written record of any identifying information; (2) all participant's names will be labeled A, B, C, D, and E and the corresponding identity will be kept in the principal researcher's memory as to which letter corresponds to the participant until a pseudonym can be constructed. Additionally, all taped interviews will be stored under lock and key. The audio tapes will be destroyed after the audio recordings have been typed out or transcribed. Audio tapes will only be heard by the principal researcher. All names or any identify information will be coded or concealed permanently by using pseudonyms.

Furthermore, your research records will not be released without your consent unless required by law or a court order. Your records may be viewed by the Institutional Review Board, but the confidentiality of your records will be protected to the extent permitted by law. The data resulting from your participation may be used in publications and/or presentations but your identity will not be disclosed.

How can you withdraw from this research study and whom should you call if you have questions?
If you wish to stop your participation for any reason, please contact the principal investigator Marco A. Reyes, M.A. at 210-415-0243 or at marcoreyes@yahoo.com. Throughout the study, the researchers will notify you of new information that may become available and that might affect your decision to remain in the study.

If you have questions now, you may ask the principal investigator, Marco A. Reyes, (or doctoral supervisor, Mariela Rodriguez, Ph.D). If you have questions later, you may contact Mariela Rodriguez, Ph.D at (210) 458-7960 or emailed at mariela.rodriguez@utsa.edu.

UTSA IRB #10-198
APPROVED
3/7/2011

v.revised.3/7/11

CONSENT TO TAKE PART IN RESEARCH AS A HUMAN SUBJECT
The University of Texas at San Antonio
Title of Project: Career Paths of Latina High School Principals, Vice Principals, and Assistant Principals: Perceived Barriers and Support Systems
Study sites: Northside Independent School District, North East Independent School District, San Antonio Independent School District

In addition, if you have questions about your rights as a research subject, or if you have complaints, concerns, or questions about the research, you may contact the University of Texas at San Antonio Institutional Review Board at irb@utsa.edu or (210) 458-6473 (M-F 8am-5pm).

You have been informed about this study's purpose, procedures, possible benefits and risks. You have been given the opportunity to ask questions before you sign, and you have been told that you can ask other questions at any time.

You voluntarily agree to participate in this study. By signing this form, you are not waiving any of your legal rights.

You will be given a copy of this form to keep.

_____
Printed Name of Subject

_____ _____
Signature of Subject Date

_____ _____
Printed Name of Person Obtaining Consent Signature of Person Obtaining Consent

UTSA IRB #10-198
APPROVED
3/7/2011

v.revised.3/7/11

Date: June 23, 2011

To: UTSA Investigators Conducting Human Subjects Research

From: Judith W. Grant, Ph.D., CIP
Director, Institutional Review Board

Judith W. Grant, Ph.D., CIP

Re: Consent Form Stamping

The IRB office is changing the practice of stamping consent forms. Previously consent forms were stamped with both the approval date and the expiration date. Going forward, we will be stamping consent forms to be used with subjects with ONLY the approval date. We are doing this primarily as an efficiency measure for both the IRB office and for the investigator. If a consent form remains unchanged from one approval period to another (at the time of continuing review), you will continue to use the same stamped consent form. If the content of the form is amended, we will restamp with a new approval date at that time. For you, that means you will not have to copy new consent forms unless the content changes. IRB files will maintain information concerning the dates of approval as will your study files.

If you have questions about this change, please give me a call.

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
INSTITUTIONAL REVIEW BOARD

IMPORTANT INFORMATION REGARDING YOUR STUDY'S REAPPROVAL

IRB#: 10-198 PI: Marco A. Reyes

Study Title: Career Paths of Latina High School Principals, Vice Principals, and Assistant Principals: Perceived Barriers and Support System

1) It will help if you include The IRB number and the title of your study on all correspondence relating to this protocol. Your study will have this number throughout its life.

2) **Any change to the protocol requires prior IRB approval prior to implementation**.

3) You have been approved to enroll a total of 5 subjects. To date, 3 have been enrolled. If more subjects than originally approved are needed, please submit an amendment to increase accrual. Include a justification for the increase.

4) Changes to study personnel (addition or deletion) must be submitted to the IRB through the amendment process ***prior*** to any new personnel interacting with subjects or their private, identifiable information. All new study staff must meet the human subjects training requirement.

5) You are approved to conduct the research at: UTSA, NISD, NEISD, SAISD
NOTE: If you need to add/delete sites, submit an amendment request to the IRB.

6) Your IRB approval expires on November 21, 2012
If you need to continue the research, submit a continuing review progress report prior to expiration. The IRB will send you a reminder as the expiration date approaches.

7) Submit a final closure report when all human subjects research activities have been completed.

8) Your options if you leave UTSA before the completion of the research are:
   - Transfer the study to another UTSA investigator (amendment request)
     or
   - Close the study at UTSA by informing the IRB (submit final report)
     and
   - Cease research activity until you obtain IRB approval from the IRB at your new institution

9) Special Note: _____

Office of the Institutional Review Board
http://vpr.utsa.edu/oric/irb
irb@utsa.edu
458.6473
(blue)

v2

Judith W. Grant, Ph.D., CIP, Director
Mike Matamoros, M.A., Research Compliance Coordinator
Patrick Hickey, Research Compliance Coordinator
Jan Williams, Research Compliance Specialist

UTSA The University of Texas at San Antonio
Office of Research Integrity and Compliance

Notice of Amendment Approval by Expedited Review

Date: March 7, 2011 FWA 00003861

IRB#: 10-198

Study Title: "Career Paths of Latina High School Principals, Vice Principals, and Assistant Principals: Perceived Barriers and Support System"

To: Marco A. Reyes, M.A.
c/o Mariela Rodriguez, Ph.D., Faculty Sponsor, Department of Educational Leadership and Policy Studies

From: Mike Matamoros, M.S., CIP, IRB Member and Designee of the Chair

Amendment Approval Date: March 7, 2011 **Study Expiration Date: November 22, 2011**

Requests:

☒ **Additional/Revised Consent Form(s)**
☐ **Addition of Translation of Documents**
☐ **Protocol Modification/Addendum**
☐ **Ads/Flyers/Recruitment Material**
☐ **Change in Enrollment Number**
☒ **Other: add study site**
☐ **Changes in Investigative Team**

Comments: Approval has been granted for the amendment request submitted. The modifications summarized below may be implemented:

- The addition of San Antonio ISD as a study site
- A revised consent form to reflect the changes

This amendment poses no increase in risk to subjects and the determinations for approval have been satisfied. Should you have any questions regarding this letter, or need further assistance, please contact the IRB office at 210-458-6473 or send an email to irb@utsa.edu.

Items Attached: One consent form (V2)

One UTSA Circle • San Antonio, Texas 78249 • (210) 458-6767 • (210) 458-6966 fax

CONSENT TO TAKE PART IN RESEARCH AS A HUMAN SUBJECT
The University of Texas at San Antonio
Title of Project: Career Paths of Latina High School Principals, Vice Principals, and Assistant Principals: Perceived Barriers and Support Systems
Study sites: Northside Independent School District, North East Independent School District, San Antonio Independent School District

Principal Investigator: Marco Alfonso Reyes, M.A.

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Funding Source: Not Applicable

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What are the possible discomforts and risks?
There are no expected risks involved. It is your right as a voluntary participant to not answer any of the questions you do not feel comfortable or willing to answer.

What are the possible direct benefits to the participant for taking part in this research?
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What are the possible benefits to society from this research?
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the principalship, help add to better understanding for future and current ethnically diverse women seeking principal and mid-management certification, and that this study will inform the principalship administrative programs at the university level for further areas of improvement for women and ethnically diverse women in particular.

Will there be any costs related to the research? None

Will there be any compensation for participation? None.

If you do not want to take part in this study, what other options are available to you? Your participation in this study is entirely voluntary. You are free to refuse to be in the study or to withdraw from the study at any time. Your refusal will not influence current or future relationships with The University of Texas at San Antonio and your specific school district.

How will your privacy and the confidentiality of your research records be protected?
The principal researcher will (1) keep no written record of any identifying information; (2) all participant's names will be labeled A, B, C, D, and E and the corresponding identity will be kept in the principal researcher's memory as to which letter corresponds to the participant until a pseudonym can be constructed. Additionally, all taped interviews will be stored under lock and key. The audio tapes will be destroyed after the audio recordings have been typed out or transcribed. Audio tapes will only be heard by the principal researcher. All names or any identify information will be coded or concealed permanently by using pseudonyms.

Furthermore, your research records will not be released without your consent unless required by law or a court order. Your records may be viewed by the Institutional Review Board, but the confidentiality of your records will be protected to the extent permitted by law. The data resulting from your participation may be used in publications and/or presentations but your identity will not be disclosed.

How can you withdraw from this research study and whom should you call if you have questions?
If you wish to stop your participation for any reason, please contact the principal investigator Marco A. Reyes, M.A. at 210-415-0243 or at marcoreyes@yahoo.com. Throughout the study, the researchers will notify you of new information that may become available and that might affect your decision to remain in the study.

If you have questions now, you may ask the principal investigator, Marco A. Reyes, (or doctoral supervisor, Mariela Rodriguez, Ph.D). If you have questions later, you may contact Mariela Rodriguez, Ph.D at (210) 458-7960 or emailed at mariela.rodriguez@utsa.edu.

V2 – revised 3/5/11

UTSA IRB #10-198
APPROVED MM
3/7/2011 – 11/22/2011

CONSENT TO TAKE PART IN RESEARCH AS A HUMAN SUBJECT
The University of Texas at San Antonio
Title of Project: Career Paths of Latina High School Principals, Vice Principals, and Assistant Principals: Perceived Barriers and Support Systems
Study sites: Northside Independent School District, North East Independent School District, San Antonio Independent School District

In addition, if you have questions about your rights as a research subject, or if you have complaints, concerns, or questions about the research, you may contact the University of Texas at San Antonio Institutional Review Board at irb@utsa.edu or (210) 458-6473 (M-F 8am-5pm).

You have been informed about this study's purpose, procedures, possible benefits and risks. You have been given the opportunity to ask questions before you sign, and you have been told that you can ask other questions at any time.

You voluntarily agree to participate in this study. By signing this form, you are not waiving any of your legal rights.

You will be given a copy of this form to keep.

Printed Name of Subject

Signature of Subject

Date

Printed Name of Person Obtaining Consent

Signature of Person Obtaining Consent

UTSA IRB #10-198
APPROVED *lnm*
3/7/2011 – 11/22/2011

V2 – revised 3/5/11

Date: April 8, 2011

To: UTSA Investigators Conducting Human Subjects Research

From: Judith W. Grant, Ph.D.,CIP
Director, Institutional Review Board JWG

Re: Members of Investigative Teams

The IRB must approve all members of investigative teams when those members are principal investigators, obtain consent, carry out study procedures with human subjects, collect, analyze, or otherwise process private, identifiable subject information obtained for a research study. The IRB confirms that these individuals have completed mandated human subjects training within the previous 3 years. The IRB may require that additional training be completed as when vulnerable populations are included in the research. The IRB also confirms that individuals required to file a conflict of interest disclosure with the Office of Research Integrity and Compliance have done so, and that the there is no apparent unmanaged conflict of interest that could influence the design, conduct, analysis and interpretation of the research.

It is the requirement of the IRB that changes in the investigative team be reported to the IRB in a timely manner using the Amendment procedure. Persons being added to the team should not begin working with human subjects until they are reported to the IRB and the amendment has been approved. Processing of these amendments can be done quickly.

The IRB will accept notification that persons have left the investigative team at the time of continuing review but encourages you to report any changes at the time they occur. An amendment form is needed to report these changes including at the time of continuing review.

Failure to report additions to the investigative team is considered a Violation. In many cases it will be viewed as a non-serious violation, but continuing instances of violations may require reporting to the Office of Human Research Protections.

Expiration of Approval		
Document No.:	Date:	Page:
HRP-529	22 Nov 2013	Page 1 of 1

Marco Reyes
Faculty Sponsor: Mariela Rodriguez, Ph.D.
Department of Educational Leadership
marcoreyes@yahoo.com

Dear Mr. Reyes:

IRB approval of the following has expired:

Title:	**Career Paths of Latina High School Principals, Vice Principals, and Assistant Principals: Perceived Barriers and Support System**
Principal investigator:	**Marco Reyes**
Faculty Sponsor	**Mariela Rodriguez, Ph.D.**
IRB number:	**10-198**
IND or IND number, if any:	**N/A**
HHS grant title and ID, if any:	**N/A**
Documents reviewed:	**Study File**

You must stop all research activities. This includes recruitment, advertisement, screening, enrollment, consent, interventions, interactions, and collection or analysis of private identifiable information. Pull advertisements currently running in the media. If you continue the research without IRB approval, you are in violation of federal regulations.

If you believe that current subjects are at risk of harm by stopping research procedures:

- Describe subjects who will be harmed.
- Identify the research procedures that need to continue.
- Describe the reasons that these procedures need to continue.
- Immediately provide the IRB Office with this information.

If you have not already done so, please submit a completed "FORM: Continuing Review Application (HRP-202)".

Sincerely,

Tammy Lopez

Tammy Lopez, J.D.
Research Compliance Coordinator, Institutional Review Board

APPENDIX E

Pending PIR ID: [redacted]

Title: Mr.
First Name: Marco
Middle Initial: A
Last Name: Reyes

Area Code: [redacted]
Phone Number: [redacted]
Extension:

Organization: none

Email Address: [redacted]
Fax Area Code:
Fax Number:
Address 1: [redacted] St.
Address 2:
Address 3:
City: [redacted]
State: TX
ZIP: [redacted]
ZIP extension:

ORR Description: Demographic information regarding sex, race, or ethnicity on assistant principals by school, district, or region [redacted] area. I tried looking throughout TEA's website. I'm a doctoral student writing my dissertation on how there are few Hispanic women assistant principals in public high schools. Thank you for any help.

Sending Attachments?: No

Consent to Withhold?:

Preferred Delivery Format: E-mail, Paper, Website

[redacted]

Demographic Information

YEAR	GRADEGRP1X	ROLEX	SEXX	ETHNICITY
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White

2014-2015		ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	OTHER GRADE GROUP	ASSISTANT PRINCIPAL	MALE	Black or African American
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino

2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino

2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White

2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino

2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino

2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Native Hawaiian/Other Pacific
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino

2014-2015		ASSISTANT PRINCIPAL		
	HIGH SCHOOL		MALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	ELEMENTARY		MALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	ELEMENTARY		FEMALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	HIGH SCHOOL		MALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	HIGH SCHOOL		MALE	White
2014-2015		ASSISTANT PRINCIPAL		
	ELEMENTARY		FEMALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	MIDDLE SCHOOL		MALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	ELEMENTARY		FEMALE	White
2014-2015		ASSISTANT PRINCIPAL		
	MIDDLE SCHOOL		MALE	White
2014-2015		ASSISTANT PRINCIPAL		
	ELEMENTARY		FEMALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	HIGH SCHOOL		FEMALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	HIGH SCHOOL		FEMALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	HIGH SCHOOL		FEMALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	HIGH SCHOOL		MALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	JUNIOR HIGH SCHOOL		FEMALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	JUNIOR HIGH SCHOOL		FEMALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	ELEMENTARY		FEMALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	MIDDLE SCHOOL		FEMALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	MIDDLE SCHOOL		FEMALE	White
2014-2015		ASSISTANT PRINCIPAL		
	ELEMENTARY		MALE	White
2014-2015		ASSISTANT PRINCIPAL		
	ELEMENTARY		FEMALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	ELEMENTARY		FEMALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	ELEMENTARY		FEMALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	ELEMENTARY		FEMALE	Hispanic/Latino

2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Native Hawaiian/Other Pacific
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino

2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino

2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino

2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Black or African American
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White

2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Black or African American
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Two or more races
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino

2014-2015		ASSISTANT PRINCIPAL		
	HIGH SCHOOL		MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino

2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Black or African American
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Two or more races
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino

2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Two or more races
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino

2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino

2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Black or African American
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	American Indian or Alaska Nat
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Black or African American

2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Native Hawaiian/Other Pacific
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White

2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American

2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Black or African American
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Two or more races
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Two or more races
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White

2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White

2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White

2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Black or African American

2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Black or African American
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Two or more races
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White

2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White

2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino

2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Asian
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino

2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White

2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Black or African American
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White

2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Black or African American
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Black or African American
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Black or African American
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Black or African American
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino

2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino

2014-2015		ASSISTANT PRINCIPAL		
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino

2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Asian
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	Asian
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White

2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Black or African American
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White

2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino

2014-2015		ASSISTANT PRINCIPAL		
	HIGH SCHOOL		MALE	White
2014-2015		ASSISTANT PRINCIPAL		
	ELEMENTARY		FEMALE	White
2014-2015		ASSISTANT PRINCIPAL		
	HIGH SCHOOL		FEMALE	White
2014-2015		ASSISTANT PRINCIPAL		
	MIDDLE SCHOOL		MALE	White
2014-2015		ASSISTANT PRINCIPAL		
	ELEMENTARY		FEMALE	White
2014-2015		ASSISTANT PRINCIPAL		
	HIGH SCHOOL		FEMALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	ELEMENTARY		FEMALE	White
2014-2015		ASSISTANT PRINCIPAL		
	MIDDLE SCHOOL		MALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	ELEMENTARY		FEMALE	White
2014-2015		ASSISTANT PRINCIPAL		
	HIGH SCHOOL		MALE	Two or more races
2014-2015		ASSISTANT PRINCIPAL		
	MIDDLE SCHOOL		FEMALE	White
2014-2015		ASSISTANT PRINCIPAL		
	HIGH SCHOOL		MALE	White
2014-2015		ASSISTANT PRINCIPAL		
	HIGH SCHOOL		MALE	White
2014-2015		ASSISTANT PRINCIPAL		
	HIGH SCHOOL		MALE	White
2014-2015		ASSISTANT PRINCIPAL		
	MIDDLE SCHOOL		FEMALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	MIDDLE SCHOOL		MALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	HIGH SCHOOL		FEMALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	ELEMENTARY		MALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	HIGH SCHOOL		MALE	White
2014-2015		ASSISTANT PRINCIPAL		
	MIDDLE SCHOOL		MALE	Black or African American
2014-2015		ASSISTANT PRINCIPAL		
	JUNIOR HIGH SCHOOL		MALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	HIGH SCHOOL		FEMALE	Hispanic/Latino
2014-2015		ASSISTANT PRINCIPAL		
	MIDDLE SCHOOL		MALE	White
2014-2015		ASSISTANT PRINCIPAL		
	ELEMENTARY		MALE	Hispanic/Latino

2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	MALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	ELEMENTARY / SECONDARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	White
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	MIDDLE SCHOOL	ASSISTANT PRINCIPAL	FEMALE	White
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	MALE	Hispanic/Latino
2014-2015	JUNIOR HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	White

2014-2015	ELEMENTARY	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino
2014-2015	HIGH SCHOOL	ASSISTANT PRINCIPAL	FEMALE	Hispanic/Latino

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VITA

Marco Alfonso Reyes was born in San Antonio, Texas and has lived there all his life. At the University of Texas at San Antonio, he studied English and psychology and earned a bachelor's of art degree in both English and psychology, he received a master's of art degree in counseling, and he completed a post-bachelorette to become a certified teacher in the state of Texas. He has been a special education teacher for many years with the North East Independent School District. His future plans include teaching, at a late date possibly becoming an administrator at the elementary or middle school level, and conducting further research on various aspects focused on education that will include the following: (1) educational leadership, (2) teacher efficacy, (3) improving school climate, and (4) improving student achievement. He also endeavors to complete several non-fiction and fiction writings. He has two perfectly amazing children, Marco Alfonso Reyes Jr. and Ave Marceline Reyes, and a deeply loving wife, Geraflor Borja Reyes.