

TRANSFORMATIVE SCHOOL LEADERSHIP: A QUALITATIVE EXAMINATION OF SCHOOL  
LEADERS' SENSEMAKING OF LIVED RACIAL EXPERIENCES AND RACIAL INEQUITIES IN  
EDUCATION

---

A DOCTORAL RESEARCH PROJECT  
Presented to  
The University of Denver  
Educational Leadership and Policy Studies

---

In Fulfillment  
In Requirements of the Degree  
Doctor of Education

---

By  
Angelina M. Walker  
March, 2017

---

Accepted by:  
Advisor: Dr. Kristina Hesbol  
Dr. Susan Korach  
Dr. Ellen Miller-Brown

## DEDICATION

*“Love recognizes no barriers. It jumps hurdles, leaps fences, penetrates walls to arrive at its destination full of hope.”-Maya Angelou*

This dissertation is first, and foremost, dedicated to my North Star, Jayden. Not only does your inspirational leadership, advocacy for those in need, and eternal light guide me to be a phenomenal mother, you also awaken a deeper love, spiritual connection, hope and drive within me to lead and support for personal and societal change. Because of you, I am.

*“Education is freedom.”-Paulo Freire*

To my insanely loving parents; Mom, you have not only taught me the importance of love for learning, you have taught me the meaning and significance of sacrifice and dedication. Your legacy lives through me and ignites my passions; it fuels my purpose. You are my inspiration. Dad, my angel in heaven, you taught me about the balance of life and laughter. Your humor, goodwill and perfect imperfections guide me to living life as is.

*“If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse, and you say that you are neutral, the mouse will not appreciate your neutrality.”-Desmond Tutu*

Finally, to the exponential and influential bright lights in my life: my best friends and loves, my advisors, mentors and colleagues—you have guided me to find the voice necessary to bring to light the multiple injustices and inequities present in our world. Because of you all, I understand my role in the voice of the powerless and powerful, experience, freedom and privilege. I am living my calling.

Thank you all for supporting me, loving me, and sacrificing your personal needs for me as I continue my wonderful, mystical journey.

-Angelina

## CARNEGIE PROJECT ON THE EDUCATIONAL DOCTORATE SECTIONS EXPLANATION

“The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession” (About CPED, n.d.).

This Dissertation in Practice (DiP) was guided by and vetted through the Professional Doctorate in Education Working Principles, as defined by The Carnegie Project on the Educational Doctorate (CPED). These principles align and focus the following DiP in order to ensure quality, professional research practices.

### The Professional doctorate in education working principles:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that

The following DiP contains four main sections, each with their own unique and individual purposes:

Executive Summary, Technical Report, Transformative Leadership Rubric and Framework, and Resource Guide. Below is a brief summary of each section:

**Executive Summary (pages 6-15):** The executive summary provides a short overview of the problem of practice, process, findings and recommendations.

**Technical Report (pages 16-44):** The technical report describes in depth the process and results from the research and problem of practice.

**Transformative Leadership Rubric and Framework (45-47):** The Transformative Leadership Rubric and Framework includes questions for consideration, rubric and professional development for school leaders to utilize when leadership teams are conducting racialized discourse and transformative sensemaking. These tools provide guidance to leaders regarding how to establish spaces for transformative sensemaking and racialized

discourse. The framework and rubric are designed to develop a system within education that creates an intentional space for school leaders to reflect upon individual and collective lived racial experiences and identities, as well as make sense of and reflect upon racial inequities in education in order to systematically analyze and eliminate those racial inequities. A set of seven necessary and intertwined principles and questions serve as a basic structure and foundation for school transformation through a social justice lens.

**Resource Guide (pages 48-84):** This resource guide is an exploratory tool meant to allow school leaders to make sense of race and racial inequities within education. The goal of this guide is to support school leaders in developing systems within their schools that intentionally provide space for leadership teams to critically examine race and equity, make sense of lived racial experiences and identities, and transform their leadership practices into radically bold statements and actions. Whether you are a first year principal, a ten-year school director or a twenty-five-year teacher leader, whether you are not yet comfortable with racial dialogue, or routinely invite conversations about race and equity, this guide provides an accessible way to explore with your leadership team what it means to gain racial consciousness through sensemaking, explore courage and resilience through the lens of race and racism and design solutions to opportunity gaps and inequities at your school.



## TABLE OF CONTENTS

<b>TITLE PAGE .....</b>	<b>1</b>
<b>DEDICATION .....</b>	<b>2</b>
<b>CARNEGIE PROJECT ON THE EDUCATIONAL DOCTORATE SECTIONS EXPLANATION .....</b>	<b>3-4</b>
<b>TABLE OF CONTENTS .....</b>	<b>5</b>
<b>EXECUTIVE SUMMARY .....</b>	<b>6-15</b>
<b>TECHNICAL REPORT.....</b>	<b>16-44</b>
<b>FRAMEWORK AND RUBRIC .....</b>	<b>45-47</b>
<b>RESOURCE GUIDE .....</b>	<b>48-84</b>
<b>REFERENCES.....</b>	<b>85-102</b>

# TRANSFORMATIVE SCHOOL LEADERSHIP: SCHOOL LEADERS' SENSEMAKING OF LIVED RACIAL EXPERIENCES AND RACIAL INEQUITIES IN EDUCATION



## EXECUTIVE SUMMARY

Angelina M. Walker  
University of Denver  
November, 2016

The researcher humbly acknowledges the support of the schools who contributed data to this study. The analysis, conclusions and recommendations within this executive summary are exclusively those of the researcher and are not necessarily endorsed by the schools that participated in this study.

# INTRODUCTION



As school leaders in the 21<sup>st</sup> Century, it becomes more important than ever to tackle inequities in schools. Despite monumental impacts within education that have shaped the current system into what it is today, changes to American public education over the last 130 years have yet to copiously fulfill their desired potentials. Many public schools, largely attended by minorities, still face unjustifiable conditions that leave the opportunity gap between racial minorities and White counterparts consistently widening (Brown, 2006). However, thanks to recent research in the areas of transformative leadership, sensemaking and Critical Race Theory, it is possible to examine structures within school settings that promote reflection and dialogue around race and equity. This summary presents the findings of a three-tiered qualitative analysis of the impact of intentionally creating a space for school leaders to discuss race and equity. It invites school leaders to call attention to not only personal racial consciousness, identities and experiences, but also asks school and district leadership to act upon the larger economic, political and societal concerns surrounding racial inequities that permeate educational institutions (Brinkman and Kvale, 1999).

The study provided an overview that emphasized the importance of making sense of lived racial experiences (Wheatley and Frieze, 2011), isolating and unpacking racial identities (Singleton, 2015) and committing to creating social justice educational systems (Shields, 2015). It revealed that the sensemaking of school leaders becomes more transformative in nature and deeper in knowledge through the intentional creation of a space to reflect and dialogue about personal and collective race, identity and equity. These findings underlie the belief that the importance and necessary intentionality of reframing the characterization of racial dialogue in order to serve the needs of historically marginalized students.

The educational challenge facing school leaders today is how to restructure current educational systems to support in tackling opportunity gaps and economic, political and societal racial inequities that impact student learning. This summary provides practical recommendations for school leaders who wish to

authentically create intentional spaces to make sense of racial inequities in school buildings, as well as discover personal and collective identities.

## APPROACH

For the purposes of this study, the site was one public, innovative campus in Denver, Colorado, that serves grades 6-12. The researcher partnered with the two schools on the campus for the purposes of understanding the impact that creating a space to discuss race, equity, and education had on school leaders. During the study, school leaders completed an equity walkthrough in the morning, a group activity, and an equity walkthrough in the afternoon. The three-tiered qualitative analysis was used to test the question, ***“How does creating an intentional space for school leaders' to reflect upon their individual and collective lived racial experiences and identities impact how they make sense of and reflect upon racial inequities in education?”*** The outcome of interest was to understand the impact that the group reflection had on sensemaking of equity walkthroughs.



The findings from the study were examined in three ways:

- Critical examination of specific sensemaking attributes within equity walkthrough journal entries and group reflection
- Analysis of textual and visual images to gain an overall understanding and to grasp specific details within the study
- Critical examination of hierarchical categories of sensemaking (from limited to transformative) within journal entries and group reflection

For each examination, the researcher's area of interest was impact of intentionally created space on school leader's sensemaking of race.

The participants in this study were identified and selected because they had a basic understanding of their racial identities and racial inequities present in education today and met the following criteria:

### Participant Inclusion Criteria:

1. Fell into one of the following categories (in terms of job title/ role): 1. Seasoned school leader (five or more years of experience); 2. New school leader (one to four years of experience); 3. Emerging school leader (in or recently exited from principal preparation program); 4. Other school leader (those who may hold position that may not require formal administrative licensing).
2. Public school employee within particular 6-12 campus in Colorado.
3. More than 90% racial minority student population within the school.
4. School leaders could identify personal racial identity.
5. School leaders could discuss a problem of practice or system around racial inequity within education.

The following is a breakdown of the demographics of the participants within the study:

- 3 of the participants self-identified as Black
- 2 of the participants self-identified as White
- 1 of the participants self-identified as Biracial
- 1 of the participants self-identified as seasoned school leaders with five or more years of experience
- 2 of the participants self-identified as new school leaders with one to four years of experience
- 3 of the participants self-identified as other school leaders or those who may hold positions that may not require formal administrative licensing

Through the course of journal entries and conversations hosted within the group format, participants were able to articulate, express and reflect about their lived experiences regarding race and education. The study included six major components:

1. Pre-Study Question
2. Equity Walkthrough in the Morning
3. Personal Racial Timeline and Group Reflection
4. Equity Walkthrough in the Afternoon
5. End of Day Reflection
6. Member Checking Questionnaire

# SUMMARY OF FINDINGS

According to the pre-study question, 1 Black and 1 White individual acknowledged their responsibility for combating racism, while 2 Blacks, 1 White and 1 Biracial identified themselves as secure in their racial identities.

Data was then examined from pre (equity walkthrough in the morning), mid (personal racial identity timeline and group reflection) and post (equity walkthrough in the afternoon) data collections.

Data was also examined during three different coding cycles in order to truly understand participant responses. During the first coding cycle, thirty-six different codes were used to examine individual sentences and paragraphs, twenty-five of which are shown. These codes were utilized as identifiers for sensemaking (adapted from Bloom's Taxonomy). The codes were attached to the paragraphs that demonstrated evidence through language of that particular code. Sometimes, multiple codes were attached to a single paragraph because that paragraph demonstrated evidence through language of multiple codes. The following table highlights the percentage frequency that each code appeared through the pre, mid and post data examination. The findings suggest that during the mid-examination of data (personal racial timelines and group reflection time), participants were more likely to synthesize, take risks, connect and transform. Even more, during the post data examination (equity walkthrough in the afternoon), it was found that attributes of design were strongly present. This result was surprising because it demonstrates the need for intentional space to discuss issues of race and equity in education, however, when the space was removed, higher level sensemaking was not transferred.


**Table 1. First Cycle Coding Percentages**

<i>Lists</i>	<i>Compares</i>	<i>Critiques</i>	<i>Connects</i>
Pre- <b>47.0%</b>	Pre- <b>39.6%</b>	Pre- <b>49.5%</b>	Pre- 4.2%
Mid- 21.7%	Mid- 36.6%	Mid- 14.5%	Mid- <b>70.9%</b>
Post- 31.3%	Post- 23.8%	Post- 36.0%	Post- 24.9%
<i>Names</i>	<i>Contrasts</i>	<i>Debates</i>	<i>Designs</i>
Pre- <b>63.1%</b>	Pre- <b>34.2%</b>	Pre- 0.0%	Pre- 0.0%
Mid- 11.7%	Mid- 31.6%	Mid- <b>100.0%</b>	Mid- 31.6%
Post- 25.2%	Post- <b>34.2%</b>	Post- 0.0%	Post- <b>68.4%</b>
<i>Notices</i>	<i>Generalizes</i>	<i>Justifies</i>	<i>Synthesizes</i>
Pre- <b>67.1%</b>	Pre- <b>82.7%</b>	Pre- <b>58.1%</b>	Pre- 0.0%
Mid- 8.9%	Mid- 5.6%	Mid- 20.1%	Mid- <b>85.7%</b>
Post- 24.0%	Post- 11.7%	Post- 21.8%	Post- 14.3%
<i>Repeats</i>	<i>Explains</i>	<i>Questions</i>	<i>Takes Risks</i>





<u>Limited Sensemaking</u>	<u>General Sensemaking</u>	<u>Critical Sensemaking</u>	<u>Transformative Sensemaking</u>
<i>Pre- 51.9%</i> <i>Mid- 20.0%</i> <i>Post- 28.1%</i>	<i>Pre- 50.9%</i> <i>Mid- 21.4%</i> <i>Post- 27.8%</i>	<i>Pre- 40.6%</i> <i>Mid- 36.2%</i> <i>Post- 23.2%</i>	<i>Pre- 3.3%</i> <i>Mid- 63.2%</i> <i>Post- 33.4%</i>



Review of the evidence and data suggest that schools creating a space for school leaders to intentionally reflect upon their lived racial experiences, identities and inequities can play a highly significant role in transformative school leadership. Specifically, the data about the effects of space to reflect on racial identities and inequities justifies four important claims:

1. School leaders are more willing to **take risks** around racialized discourse when there is an intentional space for sensemaking and reflection generated, as well as peers to reflect with.
2. School leaders repeatedly refer to **personal stories, lives, identities, experiences, differences, and make connections** to their own educational environments when provided the opportunity and space to make sense of race and racial inequities in education.
3. Establishing intentional spaces for school leaders as a group to reflect upon their lived racial experiences contributed the most to **transformative sensemaking** (63.2% of the reflections during group reflection were categorized as transformative sensemaking).
4. From the pre equity walkthrough to the post equity walkthrough, **transformative sensemaking** increased (by 30.1 percentage points).

These results point to the importance of systematically changing or adding time within a school day for school leaders to intentionally create spaces for their school leadership teams to reflect on personal racial identities and racial inequities within their schools. This strategic practice will support school leaders in reimagining their school improvement efforts.

In addition to the four main claims produced from this study, several other important findings are noted:



1. School leaders want extended time for racialized discourse.
2. New school leaders were more likely to make sense in a transformative manner, while participating in racialized sensemaking and discourse, than both seasoned and other school leaders.
3. Whites were more likely to feel guilty about their role in maintaining racist systems, policies and practices after sharing their personal racial histories and hearing the personal racial histories of others.
4. Most school leaders, after utilizing intentional time and space to reflect upon and make sense of racial inequities in education were ready to act and confront racism and oppression in their daily lives.
5. However, Blacks/ African-Americans were more likely to design solutions to racial inequities present.
6. Participants reported that being involved in the personal racial timeline and group reflection allowed them to understand various perspectives and stories, host difficult conversations about race and equity and
7. Participants reported that equity walkthroughs would be powerful tools to utilize during a regular school day.

# CHALLENGES AND RECOMMENDATIONS



Several challenges face schools who wish to create intentional spaces for school leaders to reflect on personal racial identities and racial inequities in schools as identified by the researcher. Those challenges include:

- Time and opportunity for extended processing, meaning-making and discovering others' viewpoints in depth
- Effective support for hosting courageous conversations about race and equity in schools
- Financial obligations for hosting conversations or creating systemic space for conversations to ensue
- Professional development in sensemaking, transformative leadership, equity and race
- Tools for discussion and reflection based in conversations about education, race and equity
- School leader willingness to participate in the conversation

Based on the findings of this study, the researcher recommends school leaders within schools and districts consider the following seven recommendations when creating and establishing intentional space for school leaders to reflect upon their individual and collective lived racial experiences and identities:

**Recommendation #1:** Find out about school leaders' racial histories and identities and engage them in racialized discourse.

**Recommendation #2:** Provide specific time, space and resources to school leaders in order to support in their sensemaking of racial identities and racial inequities in education.

**Recommendation #3:** Monitor levels of feelings of school leaders once engaged in racialized discourse and utilize tools and supports to maintain the momentum, flow and engagement in the conversation.

**Recommendation #4:** Provide extended time for reflection and discourse in order to process feelings of guilt and to design solutions to racial inequities present.

**Recommendation #6:** Incorporate Equity Walkthroughs at the beginning, middle and end of the school year, throughout regular school days.

**Recommendation #7:** Don't wait! Begin providing spaces for school leaders to discuss race and equity from year one.

A framework, questions for consideration, rubric and professional development for school leaders to utilize when leadership teams are conducting racialized discourse and transformative sensemaking was also developed from this summary. These tools provide guidance to leaders regarding how to establish spaces for transformative sensemaking and racialized discourse.

### ABSTRACT

The purpose of this report is to inform school leaders and school leadership teams about how intentionally establishing a space to discuss individual and collective racial identity impacts school leadership sensemaking with regards to racial inequities in their buildings. It invites school leaders to call to attention not only personal racial consciousness, identities and experiences within their educational contexts, but also act upon the larger economic, political and societal concerns surrounding racial inequities that permeate educational institutions (Brinkman and Kvale, 1999). This report presents a summary of research that utilizes a conceptual framework derived from the idea that if a major goal in education is to develop a transformative lens through which to systematically analyze and eliminate racial inequities, then school systems must make sense of lived racial experiences (Wheatley and Frieze, 2011) by isolating and unpacking their racial identities (Singleton, 2015) and committing to social justice (Shields, 2015).

Analysis of reflections focuses on personal and contextualized knowledge and intentions, relative to personal racial experiences and identities and sensemaking of racial inequities within schools. This analysis seeks to understand personal truths and uncover personal dogmas. It also provides insight into how school leaders can intentionally reframe the characterization of racial dialogue in order to serve the needs of historically marginalized students.

**Keywords:** *racial identity, lived racial experience, critical race theory, education, equity, race, racism, sensemaking, transformative leadership*

## LIST OF TABLES

TABLE 1. PARTICIPANT INCLUSION CRITERIA .....	32
TABLE 2. PARTICIPANT DEMOGRAPHICS.....	33
TABLE 3. RESEARCH AGENDA .....	33
TABLE 4. FIRST CYCLE CODES .....	38-39
TABLE 5. SECOND CYCLE CODES .....	40
TABLE 6. FIRST CYCLE CODING PERCENTAGES.....	41
TABLE 7. SECOND CYCLE CODING PERCENTAGES.....	42
TABLE 8. FINDINGS .....	43
TABLE 9. RECOMMENDATIONS .....	44
TABLE 10. FRAMEWORK .....	45-46
TABLE 11. RUBRIC .....	47

## LIST OF FIGURES

<b>FIGURE 1. CONCEPTUAL FRAMEWORK .....</b>	<b>26</b>
<b>FIGURE 2. TRANSITION CYCLE CODING WORD CLOUD.....</b>	<b>41</b>

## LIST OF ATTACHMENTS

ATTACHMENT 1. CONCEPTUAL FRAMEWORK.....	48
-----------------------------------------	----

## INTRODUCTION AND BACKGROUND OF THE PERSISTENT PROBLEM OF PRACTICE

*I do not see how we will ever solve the turbulent problem of race confronting our nation until there is an honest confrontation with it and a willing search for the truth and a willingness to admit the truth when we discover it.*  
-Martin Luther King, Jr., 1968

In August 2014, Darren Wilson, a white officer in Ferguson, Missouri, fatally shot and killed Michael Brown, an eighteen-year-old black male. Although the circumstances surrounding the death of Michael Brown are highly disputed, what emerged from the protests and civil unrest was resurgence in the national debate regarding race relations, personal and systemic racism. Racism in the United States has deep and entrenched roots that have helped establish and develop current American laws and politics. Throughout the history of the United States, overt and covert systemic racist practices have provided White American males more privileges and rights than their racial minority counterparts (Lipsitz, 1995). Through systemic racism and covert and overt racist tactics, minority subgroups have had less opportunity and access in the areas of education, business, politics, land ownership, immigration and through the American judicial system (Lipsitz, 1995).

Socio-economic indicators show that poverty and race and ethnicity continue to overlap in the United States. This reality is a direct legacy of the past, in particular slavery, segregation, the forcible resettlement of Native Americans, which was confronted by the United States during the civil rights movement. However, whereas the country managed to establish equal treatment and non-discrimination in its laws, it has yet to redress the socioeconomic consequences of the historical legacy of racism (Ortega, 2010, p. 44).

Race relations and education has a longstanding history in the United States. In 1896, almost thirty years after the end of the Civil War and during the Reconstruction Period, the case of *Plessy v. Ferguson* announced that public education for minorities and whites would be “separate but equal.” This case, which began in 1891, started as a civil complaint made by Homer Plessy on the grounds that if one was segregated by their race, then one could assume that other genetic features, such as hair color, could also support the segregation claim. Plessy, who was 7/8 White and 1/8 Black was infuriated by the fact that he was segregated when riding on trains. Plessy further urged the courts to realize that segregation automatically implied hierarchies and a superiority of Whites. However, the Supreme Court ruled against Plessy and established the “separate but equal” policy, which became the cornerstone for segregation within education (Johnson, 2016). From this decision and subsequently extending into multiple arenas within public life, harsh laws and punishments systemically denied African Americans legal rights and equal opportunities. These systemic inequities allowed



for public education to establish invisible (and oftentimes visible) barriers between access and success for all students. African-American students were more than not provided substandard curricular materials, teaching staff and limited monetary resources, all of which further enabled and enlarged academic and opportunity gaps. (Johnson, 2016).

In 1954, the *Brown v. Board of Education* decision overthrew *Plessy v. Ferguson* and mandated that every state within the United States was to abolish the practice of separate facilities for Black and White students. This decision set in motion new national educational priorities that focused on equality in education. (Castallani, 2011). The Elementary and Secondary Education Act (1965) allowed the U.S. federal government to expand their role in public education, and utilize Title I (federal dollars for education to support in offsetting poverty) to support low income students. In 2002, the No Child Left Behind Act (NCLB), was established to support all students in America learning from educators who were highly qualified. This Act also attempted to highlight and address achievement gaps amongst various subgroups and populations (racial, ethnic, socio-economic, disabilities) (Yell and Drasgow, 2005). However, despite these monumental impacts, changes to American public education over the last 130 years have yet to copiously fulfill their desired potentials. Many public schools, largely attended by minorities, still face unjustifiable conditions (and often times resegregation practices) that leave the gap between racial minorities and White counterparts consistently widening (Brown, 2006).

### **Sensemaking Perspective**

So how do we critically make sense of the inequities present in order to transform public education? According to Weick, Sutcliffe & Obstfeld (2005), “To make sense is to connect the abstract with the concrete,” (p. 412). Sensemaking refers to a conceptual awareness that vividly describes complex social process through which individuals interpret their personal thoughts in order to orient themselves within their world (Weick, 1995). “Sensemaking involves the ongoing retrospective development of plausible images that rationalize what people are doing,” (Weick, Sutcliffe & Obstfeld, 2005, pp. 409).

Sensemaking begins when something unusual, unexpected, and important happens outside a person’s normal routine. As Weick (1995) encapsulates, sensemaking is defined by constant association between

interpreting events and acting upon those events within social contexts. “As the organisational sensemaking processes is shaped by the sensemaking efforts of the organization’s members, strategic change is possible only if the stakeholders understand and accept--that is, make sense--of the new cognitive orientations of the organization,” (Gioia et al., 1994). It requires individuals to label and categorize their experiences in order to derive meaning from them (Weick, Sutcliffe and Obstfeld, 2005).

Educational leaders who wish to transform public education and policy with regards to equity and closing the racial/ ethnicity achievement gap must first understand how lived racial experiences impact sensemaking of racial inequities present within schools and districts.

### **Context of Critical Race Theory**

Within public education, issues of equity and diversity have prohibited students with ethnicities and races other than White to succeed or even compete academically, thus limiting their post-secondary achievement. As stated by McMahon in *White Educational Administrators’ Understanding of Race* (2009), whether intentional or not, overt and covert racist educational policies and practices have real, lasting and damaging effects on students and the American society as a whole. White, systemic norms operate in multiple facets within educational institutions. According to Schick and St. Denis, as quoted by McMahon (2009), “Normative cultural practices of whiteness are pervasive throughout levels of schooling from administration to textbooks to all manner of interpersonal actions” (p. 300). Establishing and holding all students and school systems accountable for achieving White norms or standards is one of the most basic characteristics of racism (Singleton, 2013, p. 80).

Thus, the rapidly changing ethnic, racial and social composition of the United States has numerous implications for school leaders. According to recent statistics by Plata-Potter and de Guzman (2012), Latinos now make up the largest ethnic minority group in the United States, and it is projected that by 2050, one out of every three teens and children in the country will be Latino. With the rapidly changing demographics of this country, now is the time for public education, including school leaders and districts, to begin utilizing transformative leadership practices in order to make sense of and lead change of the racial inequities present within their schools and districts. According to Evans (2007), the effects of these sensemaking practices will allow educational leadership to combat institutionalized hegemony.

The United States of America is a remarkable nation. Birthed in two polar-opposite beliefs--freedom and slavery-- and possibly a bit of genocide, it has moved slowly and fitfully to become the largest and most powerful, diverse, and compassionate democracy in the history of the world (Comer, 2013, p. viii).

As summarized by Hill and Thomas (2000), racial identity is paramount to the construction of our own personal self-identities, as well as the social constructions that others place upon us. This identity is “second only to gender in terms of salient identities used in interpersonal relating” (Hill & Thomas, 2000, p. 18). Fine (1997) asserts that because race is socially and politically constructed, inequities are inevitably developed, reinforced and reproduced by educational institutions. However, as referenced by Comer (2013), the issue still remains that although as a nation we have developed ways to address racial inequities through laws and scientific evidence, inherently missing from those methods are systematic structures and practices that support the understanding of how race in the United States plays into individuals’ identity, guilt, institutional decision making and inevitable destructive consequences. We as a nation are not addressing issues of race in a useful way.

In order to understand how school leaders’ lived racial experiences impact how they make sense of the racial inequities present within their schools, this study employed a Critical Race Theory (CRT) lens. CRT emerged in the mid-1970s (Ladson-Billings, 1998) and began by addressing the importance of race and racism in the American legal arena. Initially, the pillars of CRT were created to address issues of social justice and inequalities in American society. However, the tenets of CRT are now also utilized to combat racial inequities within educational institutions (Comeaux, 2013). These tenants describe CRT’s theoretical role in education and are described as:

(a) the centrality of race and racism and their intersection with other forms of oppression (e.g., class, gender, and sexual orientation); (b) the challenge to Eurocentric epistemology and traditional claims that institutions make toward objectivity, knowledge, race neutrality, and equal opportunity in the education system; (c) the legitimacy of experiential knowledge; (d) the commitment to social justice and transformative response to racial, gender, and class oppression; and (e) the trans-disciplinary perspective from the fields of ethnic studies, women’s studies, sociology, history and law, among others” (Solorzano & Yosso, 2002).

Comeaux (2013) asserts that, “These tenets represent a collective challenge to existing dominant ideologies and methods of conducting research on race and inequity (p. 455).

CRT serves as a useful tool and conceptual framework that helps to analyze, explain and operationalize school leadership’s lived racial experiences and its impact on sensemaking of the racial inequities in their

schools. A conceptual framework, based in part on CRT, helps to explain and operationalize how school leaders make sense of the role of race and racism in their school buildings.

Singleton (2013) adds:

Achieving racial equity transformation in education is an unapologetically top-down process. It demands that superintendents, independent school heads, or college presidents in their communities take the lead in the design, development, implementation, and evaluation of transformation processes that are systemic, adaptive, and, most of all, courageous (p. 163)

This applied a critical, courageous and transformative framework developed to answer the question: Using photo-elicitation interviews as a source of documentation, how has school leaders' individual and collective lived racial experiences impacted how they make sense of racial inequities in their schools?

### **Transformative Leadership in Education**

Johnson and La Salle (2010) in *The Wallpaper Effect* state, "Eliminating inequities requires conversations about race, ethnicity, language, and income," (p. 230). Although educators around the country face pressure from legislators and the general public to close the achievement gap in the areas of ethnicity, social class, home language and other noted cultural difference between minorities and their majority counterparts, according to Shields (2013):

School reform efforts have done little to disrupt the inequities that inhibit our efforts to equalize the playing field for all students. Thus, the question for educational leaders is how to fulfill our responsibility to truly educate all students for individual intellectual excellence and for global citizenship, how to help them reflect on and act on critically important issues of our times, and how to sort out truth from fiction. In other words, we need to ask both "What is our responsibility as educational leaders?" and "How do we fulfill it?" (p. 9)

What is known is that we do not need more prescriptive programs, diagnostic tools, rigorous teacher evaluation systems, more educational incentives or better standards. Rather, an intentional approach to more fulfilling and comprehensive educational leadership is necessary. What are required are courageous educational leaders who are willing to "take a stand, embrace the chaos and ambiguity, focus on information sharing and relationships, and develop a strong sense of the core organizational vision," (Shields, 2013, p. 11). In order to transform public education into a more equitable context and playing field, it is imperative that leadership begins to recognize the inequities and structural barriers that permeate our democracy. To enact upon personal and societal change, individuals must become critically aware and critically analyze the injustices present in a

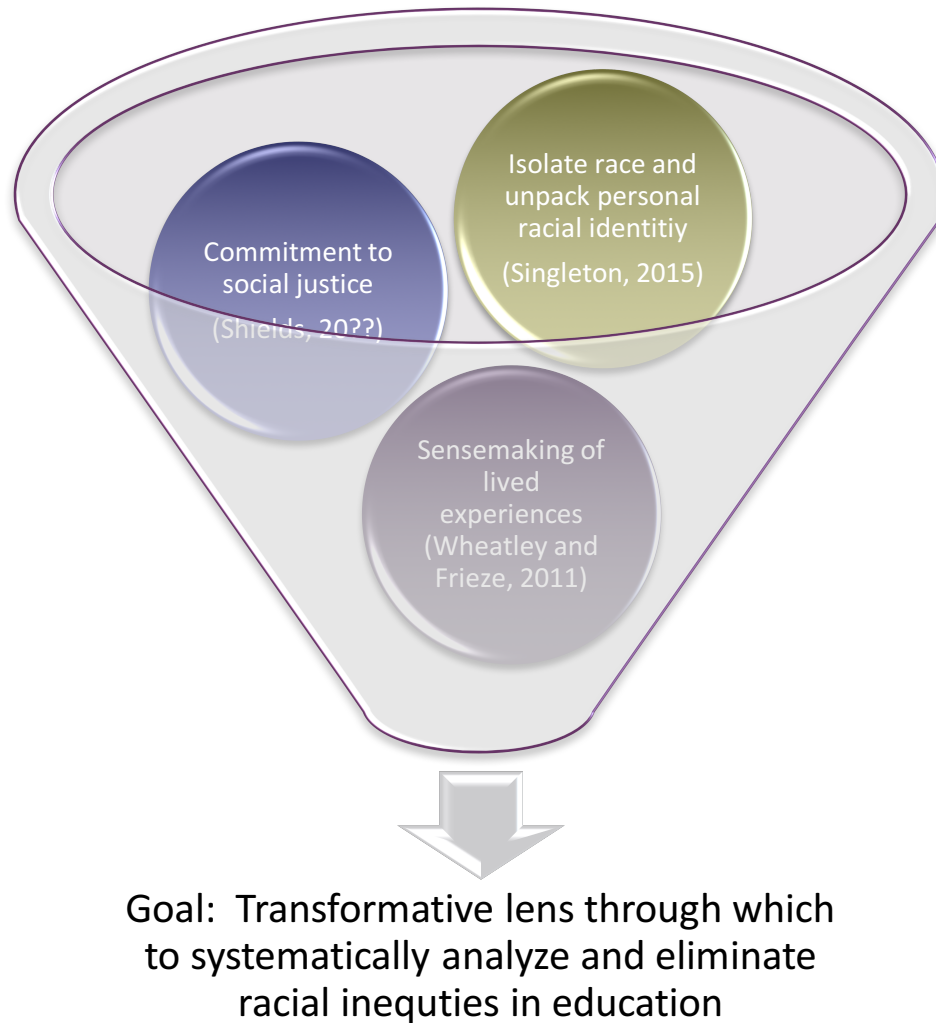
way that transforms ideals, systems and structures (Shields, 2009). Lindsay, Roberts & CampbellJones (2013)

insist that,

Educational leaders who are intent on transforming their schools and districts into pluralistic, inclusive organizations must first be willing and able to look deeply into their own tacit assumptions about the diverse students with whom they work and examine their expectations about those students' achievement potential (p.9).

### **Summary of Research and Importance**

Currently, there is a lack of extensive research regarding how school leaders make sense of lived racial experiences and inequities within their buildings, strongly suggesting a need for a systematic way to analyze and discuss race and equity in education. This technical report details the intentional design to awaken knowledge of transformative leadership and sensemaking in public education. Its intent is to identify how school leaders make sense of the racial inequities present within their schools, describe their sensemaking process, and examine their educational contexts as they relate to race relations and inequities (Figure 1). The purpose of this summary of research is to inform school development teams and school leaders about how creating an intentional space to understand and discuss how individual and collective racial identity impacts school leadership sensemaking with regards to racial inequities in their buildings.



**Figure 1. Conceptual Framework.**

Understanding how educational leaders make sense of the racial inequities within their school buildings improves educational leadership and school development in a number of ways. First, it provides an opportunity to transform personal leadership practices, which may provide a platform for school leadership to address the racial/ ethnic achievement gaps and inequities present within the system. Second, the use of personal photographs and stories provide deep, meaningful and lasting insight into how school leaders make sense about their lived racial experiences with regards to racial disparities within their schools. Finally, gaining insight about the sensemaking process of school leaders, with regards to racial inequities, can be utilized by schools, leaders and school development teams, in order to develop transformative educational leaders who critically engage in dialogue and sensemaking about race in the American educational system.

### **Research Question**

This summary of research was guided by the following research question:

- Research Question: *How does creating an intentional space for school leaders to reflect upon their individual and collective lived racial experiences and identities impact how they make sense of and reflect upon racial inequities in education?*

## **Research Design**

This study utilized participant journal notes from equity walkthroughs, group reflection space and personal racial timelines from six school leaders in Colorado, who fall into at least one of the following categories: 1. *seasoned school leader* (five or more years of experience), 2. *new school leader* (one to two years of experience), 3. *emerging school leader* (in or recently exited from principal preparation program), 4. *other school leader* (those who may hold leadership positions that may not require a formal administrative license). These reflections focused on the personal thoughts and sensemaking of these school leaders through the use of photography, journaling, storytelling and equity walks. Participants completed equity walkthroughs and took a series of photographs, which depicted their lived racial identities. In a group setting, participants reflected with others regarding their lived racial experiences and identities, as well as the personal racial timeline process. The analysis will focus on their contextualized knowledge and thought processes with regard to how this process impacted how they have made sense of racial inequities within their school. The intent is to provide critical insight into an effective school strategy that support dialogue and sensemaking around racial inequities in education.

## **Key Assumptions**

This report rests on three key assumptions. The first assumption was that racism is a permanent component of American life and present daily throughout educational settings. There is macro, micro, individual, institutional, conscious and unconscious levels of racism that impact individuals as well as groups (Randall, 2008).

The second assumption is that self-interest, power and privilege of dominant groups in American education systems can be made sense of and acted upon in a way that negates their effects and potential harm and damage.

The final assumption is that there is a lack of social justice awareness, and an interest convergence regarding the commitment to social justice. Transformative leaders surge forward, committing and embodying the social justice agenda—to eliminate all forms of subordination for all people (Shields, 2013).

The findings of this report serve as a foundation on which other schools, districts and/or states may ascertain the degree to which the findings are consistent across a diverse number of educational institutions.

### **Key Terminology**

**Critical Race Theory (CRT)**- Emerging from legal studies, Critical Race Theory (CRT) asserts that racism is a permanent component of American life. It challenges ideas of objectivity, colorblindness, and meritocracy in society. It is rooted in the belief that the experiential knowledge of people of color is appropriate, legitimate and integral in analyzing and understanding racial inequality. It challenges unidisciplinary foci and is a framework grounded in the social justice agenda with the hopes of eliminating all forms of subordination of people (Lee, 2008).

**education**- Meaningful activity in learning and participation in classroom democracy (Dewey, 1938)

**equity**- In education, the term equity refers to the principle of fairness. While it is often used interchangeably with the related principle of equality, equity encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal (Equity and Diversity, n.d.)

**race**- A social construction and unstable category of identity with social and political implications (Comeaux, 2013)

**racism**- Any individual or institutional action or attitude, conscious or unconscious, that subordinates an individual or group based on skin color or race (Intersectionality, n.d.)

**sensemaking**- A concept that describes the complex, social, and cyclical processes through which people create and maintain their cognitive orientations of the intersubjective world (Weick, 1995)

**transformative leadership**- Leadership that requires a revolutionary transformation. It comprises the need for risk taking, courageous action, and moral purpose; it acknowledges the interrelationships between what occurs in a school community and in the wider social, economic, cultural, and political contexts in which schooling itself and those who participate in the school community are situated (Shields, 2009)

### **Section Summary**

While much is known in the areas of race, racism and Critical Race Theory, large gaps exist in what is known about how school leaders utilize their lived racial experiences to make sense of race and racism within their educational contexts. Moreover, understanding their sensemaking process can aid in substantiate discussions regarding race and equity in education.



This section specifically aligns to CPED Working Principles 1 and 6. CPED Working Principle 1 asserts that the research should be based around questions of equity and social justice in order to solve complex problems of practice. The inherent nature of this summary of research is based in equity and social justice. CPED Working Principle 6 emphasizes the importance of developing and utilizing professional knowledge and practice in order to transform systems. This chapter allows the reader to understand the basic introduction and conception of the following study. The following chapter provides a comprehensive literature review of Critical Race Theory, Sense-Making Theory and Transformative Leadership Theory. These theories support the research problem and question, and clearly describe how their underpinnings influence both the research and the data gathered.

## **METHODOLOGY TO ENSURE RIGOR AND TRANSFERABILITY**

*We are rehearsing the beginning of the construction of a new world, a good one; a world in which many worlds can be together.*

-Zapatista saying (n.d.)

This research was comprised of six main components: pre-study question, an equity walkthrough of the campus in the morning, personal racial timeline and group reflection, equity walkthrough in the afternoon, end of day reflection and member checking questionnaire. The purpose of the research was to inform school development teams and school leaders about how individual and collective racial identity impacts school leadership sensemaking with regards to racial inequities in their buildings. This research also illuminates a systematic way to highlight lived racial experiences to support in systematic sensemaking in education. It honors the voices of school leaders in order to understand their sensemaking process of their individual and collective lived racial experiences and to explore how their experiences impact their understanding of racial inequities in education. Using a combination of coding including: Hypothesis, Landscaping and Axial coding, this research explored school leaders' experiences and identities, individual and personal definitions of themselves, and how their lived experiences impact their sensemaking of racial inequities in education. The goal of the report is to highlight lived experiences and encourage school leaders and school development teams to critically examine and acknowledge their own individual and collective racial identities in order to understand how personal racial identity impacts sensemaking of racial inequities in education.

### **Site Selection**

The site for this study is one public innovative school in Colorado. In recent years, the high school, which was originally established in the late 1800s, began experiencing declining student achievement and enrollment. In response, the community sought their district's attention in order to proactively address the school's issues. This led to the formation of an educational equity committee whose purpose was to collaborate with district officials and school board members in order to design and guide the future of the school.

Committee discussions led to the decision to phase out the high school and phase in two new 6th-12th grade schools co-located within the historic building, Mountain Vista Academy and Mountain Prep Academy. The committee researched new academic programs, which led them to college-gearred programs that had been

successful in New York City. These programs had shown strong academic achievement and increased graduation rates with diverse urban populations. The two schools were formed and

Leaders for each school were evaluated through a process that included an educational equity committee, the district, as well as implementation managers from both school models. By the spring of 2011, leaders for both schools were chosen and given one calendar year to develop their school innovation plans. The goal: to open both schools during the fall of 2012 with inaugural 6th and 9th grade classes. The previously existing high school program, now known as Mountain Legacy School, was phased out, with Mountain Vista and Mountain Prep replacing the program. This type of reform effort was previously unprecedented in within the district. The community and school officials met thirty-three times to co-create the vision of reform at the high school. Each school leader designed a program that would highlight student leadership, college readiness, academic rigor and student support in their quest to be college ready. In addition, both schools committed to forming equity teams that discuss issues of inequity within education.

The recent development of the new campus, in collaboration with the educational equity committee, made for a dynamic academic research site that intentionally placed equity at the forefront of many instructional decisions and conversations. Its context allowed for deep understanding of school leaders' lived racial experiences. By investigating their lived experiences deeply, this summary of research offers insight into how school leaders' utilize lived racial experiences in order to make sense of inequities within education.

### **Purposive Sampling, Qualitative Methods and Inclusion Criteria**

For the purpose of this research, purposive, or purposeful sampling was used to gather participants in order to take part in the study. According to Collins and O'Brien (2011), purposive sampling is, "Sampling in which particular settings, persons, or events are selected deliberately in order to provide information that cannot be gotten as well from other choices. This is an alternative to both probability sampling and convenience sampling and is the most common form of sampling in qualitative research." Purposive sampling is a system utilized within qualitative research in order to gain a selection of cases (participants) with limited resources, funding or availability (Patton, 2002). School leaders were identified and selected that had a basic understanding of their racial identities and racial inequities present in education today. Selected participants will be able to articulate,

express and reflect with the researcher about their lived experiences about race and education. Due to the importance of personal experience within this research, as well as the sensitivity and uniqueness of the topic, random or probabilistic sampling was not utilized due to its focus on selection control, minimizing personal bias, and limiting influence of known and unknown factors (Palinkas and Horwitz, 2015).

Qualitative research methods were utilized for this research study due to the nature of qualitative research and its intent on achieving breadth and depth (Patton, 2002). Miles and Huberman (1994) emphasize that qualitative research methods stress depth of knowledge and a deep and fully developed understanding of the data through multiple exposures until no new applicable information is discovered.

The researcher petitioned participants from the 6<sup>th</sup>-12<sup>th</sup> campus through the use of an introductory email explaining the requirements of their participation within the study along with researcher contact information. The participants in this study were identified and selected because they had a basic understanding of their racial identities and racial inequities present in education today and met the following criteria:

**Participant Inclusion Criteria:**

1. Fell into one of the following categories (in terms of job title/ role): 1. Seasoned school leader (five or more years of experience); 2. New school leader (one to four years of experience); 3. Emerging school leader (in or recently exited from principal preparation program); 4. Other school leader (those who may hold position that may not require formal administrative licensing).
2. Public school employee within particular 6-12 campus in Colorado.
3. More than 90% racial minority student population within the school.
4. School leaders could identify personal racial identity.
5. School leaders could discuss a problem of practice or system around racial inequity within education.

**Table 1. Participant Inclusion Criteria.**

The following is a breakdown of the demographics of the participants within the study:

3 of the participants self-identified as Black 2 of the participants self-identified as White 1 of the participants self-identified as Biracial 1 of the participants self-identified as seasoned school leaders with five or more years of experience 2 of the participants self-identified as new school leaders with one to four years of experience 3 of the participants self-identified as other school leaders or those who may hold positions that may not require formal administrative licensing
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Table 2. Participant Demographics**

Through the course of journal entries and conversations hosted within the group format, participants were able to articulate, express and reflect about their lived experiences regarding race and education. The study included six major components:

1. Pre-Study Question
2. Equity Walkthrough in the Morning
3. Personal Racial Timeline and Group Reflection
4. Equity Walkthrough in the Afternoon
5. End of Day Reflection
6. Member Checking Questionnaire

### Day of the Research

On the day of the research, the six participants gathered at the campus and discussed the following agenda for the day:

<b>Research Agenda</b> <b>8:00am-4:00pm</b> <b>Tuesday, May 31, 2016</b>
8:00-8:30- Introductions/ Directions 8:30-11:30- Equity Walkthrough 1 and Personal Racial Timelines 11:30-1:00- Lunch 1:00-2:30- Group Reflection: Personal Racial Timelines 2:30-3:30- Equity Walkthrough 2 3:30-4:00- Participant Process Survey

**Table 3. Research Agenda**

### Equity Walkthroughs

Utilizing an adapted equity walkthrough form from (Freedman, n.d.) and specifically focusing on three equity components: public space, classrooms as learning environments and classroom resources, each participant will conduct a pre and post equity walkthrough the school site and document in their Participant Journals (Appendix K) the evidence of equity that they see represented in their school and classrooms. The purpose of these

walkthroughs will be to gather data regarding equitable practices captured in public space, classrooms as learning environments, and classroom resources. The data collected from this interview will be coded (see Coding methods) and will be compared to understand level of sensemaking through engagement pre and post photo-elicitation interviews.

### **Personal Racial Timelines: Collective Inquiry Utilizing Self-Generated Photos**

Self-generated photos evoked thoughts, understandings and perceptions of the participants' lived experience (Loeffler, 2004). The photographs served as an aid to recall the memories surrounding the photograph, and support the participants in their sensemaking journey. They functioned as a visual and emotional anchor to stimulate recollections that may have otherwise been influenced by time. Interviews allowed participants to remember more detail than what could have possibly been recalled on their own (Loeffler, 2004).

In addition to serving as mnemonic devices, Doug Harper (2002) suggested that photographs will be utilized in this research to achieve three main purposes: (1) The photographs serve as graphic representations of the experience. (2) The photographs offer insight to an experience in the past. (3) The photographs not only captured objects and people, but also captured the essence of the spirit and social aspects behind the experience. It is understood that the recall behind the photographs are perceived realities and that personal realities are the truths constructed by the individuals. The experiences and photographs allowed participants to profoundly illuminate their understandings by making their sensemaking process visible (Clark-Ibanez, 2004). Photographs allowed both the researcher and the participants to ease into rapport and eliminate some of the discomfort that can be found during interviews because of participant familiarity with the concepts (Clark-Ibanez, 2004). It served as a buffer that equitably distributed the power dynamics between the researcher and participant.

During the research the participants were provided a Directions for Photos and Narratives, where they were asked to take ten photographs that represent their individual or collective lived racial identities or experiences during their life. Using a Personal Racial Identity Timeline to trigger memories and spark photographic inspiration, the photos were open-ended and represented what the participants' thoughts, felt, acted or believed with regards to their experience. The photos were of the participants themselves or of inanimate objects that are symbolic metaphors of their experience. Participants titled and captioned the 10

photos and labeled them with the time span that they fell under (birth to age 10, ages 10-15, ages 15-21, ages 21-30, ages 31-40, ages 41-50, ages 51-60, ages 61+). Participants then reviewed the ten photos and wrote a short poem, vignette, or other narrative piece that represented the photos as a collective whole, which answered one or more of the following questions: *What is my lived racial experience/ identity? Why was this important or significant to me? How does this impact me as a school leader?*

### **Participant and Researcher Journals**

The Participant Journals provided an electronic source for collecting participant's individual thoughts and reflections after each stage of the study: first equity walkthrough, photo-elicitation interviews; group photo-elicitation reflection and second equity walkthrough. The responses in the participant journal were used during coding to understand sensemaking through impact.

The researcher's journal served as a means to capture multiple aspects of the interviews and thoughts of the researcher. The researcher's journal was used as a tool for reflexive journaling. Specifically, the research question, theories, concept sketches, field notes reflection questions, to-do-lists, concept sketches and illustrations were captured within the researcher journal.

### **Benefits, Limitations and Risks of Present Research**

Utilizing photographs during interviews allowed the participant to become more involved and provide more information about the topic of interest (Patton, 2002). Photos allowed the researcher and participant to visually capture stated and written ideas (Collier, 1995). They empowered and gave voice to the participants' lived experiences (Deal and Fox, 2006).

Many of the ethical and validity issues surrounding photographs revolve around informed consent (Radley and Taylor, 2003). For the purpose of this research it was imperative for the researcher and participant to fully understand the role of the camera in the research and who or what can be photographed. In addition to ethical and validity concerns, other concerns such as time, cost, and skill level of the photographer came into play Clark-Ibanez, 2007. In order to ensure validity, and reliability of all qualitative methods utilized, clear and transparent audit trails were used.

Another inherent limitation to this particular study was that since all lived experiences recorded are unique to participants' individual lives, generalizability cannot be claimed (Patton, 2002). Therefore, the lived racial experiences and sensemaking process of racial inequities in education may or may not apply to others in the field. There is also the possibility that some information may not have been disclosed by the participants in order to seemingly protect themselves or others.

This research relies on an extensive study of one 6-12 public campus. Any single site study sacrifices the ability to generalize and transfer findings across educational contexts. What this study does offer being within a particular site, is a direct link between the data collected and findings presented. Also, although this 6-12 public campus has been singled out for its ability to meet all criterion listed, it should be noted that other educational institutions may have offered more insightful and inclusive findings with regards to solid systems in place for administrators and educators to process and make sense of racial inequities experienced and the examination of the role of systemic racism present.

Time, resource and monetary constraints prevent the possibility of every racial inequity within the building to be examined. Most importantly, the core inquiry of this study rests in the idea that issues of race can be made sense of. Questions of this nature are inherently complex and intense. They do not simply identify the events that have happened, although this is an equally important aspect of the research. They also get to the deeply rooted patterns, trends, systemic structures and mental models that perpetuate racism in education. These questions can be unsettling and deeply personal to some, impeding the participants' forthcoming willingness to be openly candid and honest. The researcher strived to establish and maintain a research environment that was free from influence and objective in nature. To add to the complexities of this study, the researcher identifies as a woman of color, Black and White, which may potentially impact the responses and comfortability of the participants while discussing their sensemaking of racial inequities present.

Data collected from this study is honest, without significant omissions, and collected in a sufficient manner in order to capture the entirety and essence of the participants' voices and sensemaking processes, which support and justify conclusions reached.



For the purpose of this study, photo-elicitation interview methods allowed the researcher to establish an arena for the participant to share their understandings, choice and justifications (Richard and Lahman, 2014). Photographs create, “an inherent dimension of empowerment through choice and justification,” (Richard and Lahman, 2014). Both empowerment and agency will result from the use of photos within this study (Richard and Lahman, 2014). Given these limitations, this research offers an initial step in exploring the individual and collective lived racial experiences of school leaders and how their experiences impact their sensemaking of racial inequities in education.

### **Section Summary**

The purpose of this section was to describe the methods of data collection and analysis. Equity walkthroughs, personal racial timelines and a group reflection were selected as the due to the advantages of photos recalling memory and supporting discussion of the study’s research question: *How does creating an intentional space for school leaders' to reflect upon their individual and collective lived racial experiences and identities impact how they make sense of and reflect upon racial inequities in education?* The section began with a discussion on the design, conceptual framework and site selection for the study. It then described advantages and limitations and finally described coding cycles and member checking. This section supports CPED working Principles 3 and 4 which discuss the importance of the educational doctorate to communicate with diverse communities and analyze problems of practice within those communities.

## ANALYSIS OF RESULTS

As Patton (2002) asserts, interpretation and sense making of data allows for the data analysis procedure to occur. Immediately following all photo-elicitation interviews, the researcher analyzed and triangulated (Creswell, 2009) all information gathered, including: photos, captions, recordings, personal narratives, answers to interview questions and the researcher journal).

### Coding Cycles

In order to continually and progressively refine codes developed from qualitative research, it is imperative that the researcher in a study, code and recode data gathered (Saldaña, 2013). For qualitative research, Saldaña (2013) suggests that a researcher conduct First Cycle (initial coding), Hybrid coding (eclectic coding), and Second Cycle coding (deep analytical coding), to ensure reliability and transferability.

During First Cycle coding, the researcher coded the data using Hypothesis Coding. Saldaña (2013) states, “Hypothesis Coding is the application of a researcher-generated, predetermined list of codes to qualitative data specifically to assess a researcher-generated hypothesis.” For the purposes of this research, the researcher established the predetermined hypothesis that photo-elicitation methods provide school leaders a space to reflect upon their lived racial experiences and identities and impact the depths to which they make sense of racial inequities in their schools. The First Cycle Hypothesis codes were as follows:

<b>First Cycle Hypothesis Coding Codes</b> <i>*Each paragraph of text in Participant Journals and photographs will be Hypothesis Coded</i>	
1.	Lists
2.	Repeats
3.	Notices
4.	Names
5.	Recalls
6.	Summarizes
7.	Remembers
8.	Compares
9.	Contrasts
10.	Explains
11.	Hypothesizes
12.	Generalizes
13.	Categorizes
14.	Organizes
15.	Justifies
16.	Critiques

17. Questions
18. Cites
19. Disputes
20. Examines
21. Debates
22. Proposes
23. Transforms
24. Designs
25. Synthesizes
26. Takes Risks
27. Proves
28. Connects

**Table 4. First Cycle Codes.**

After First Cycle coding, transitioning to Second Cycle coding methods were applied. According to Saldaña (2013), “The goal was not to ‘take you to the next level,’ but to cycle back to your first coding efforts so you can strategically cycle forward to additional coding and qualitative data analytic methods.” During the Transition Coding, Code Landscaping (Saldaña, 2013) were applied. “Code Landscaping integrates textual and visual methods to see both the forest and the trees. It is based on the visual technique of ‘tags’ in which the most frequent word or phrase from a text appears larger than the others,” (Saldaña, 2013). Each code from First Cycle Hypothesis coding will be examined to determine (visually and textually) the most frequent word or phrase using Dedoose. This allowed the researcher to organize codes into sub-codes as needed and highlight the most prominent codes from First Cycle coding.

Second Cycle coding allowed for a more advanced way to categorize the data (Saldaña, 2013). It permitted for unrelated facts to fit together to prove or disprove the hypothesis. As Saldaña (2013) states, “The primary goal during Second Cycle coding is to develop a sense of categorical, thematic, conceptual and/or theoretical organization from your array of First Cycle codes.” During Second Cycle coding, Axial Coding was applied. Axial Coding allowed the researcher to purposefully reconstruct data that was initially separated in order to understand, holistically, the meaning derived from the data and determine dominant from less dominant codes (Saldaña, 2013). Axial codes were based off of depth of reflection from the participant and will be analyzed in order to understand how depth of reflection and sensemaking were impacted throughout the course of the research. The Axial codes utilized were as follows:

Axial Codes
Limited Reflection
General Reflection
Critical Reflection
Transformative Reflection

**Table 5. Second Cycle Codes.**

### **Member Checking**

In order to validate the accuracy of the researcher's interpretations of the data collected, member checks were also conducted (Brinkman and Kvale, 2009; Patton, 2002). The experiences of the research participants were portrayed and represented via a visual graphic with the study's major themes in comparison to their responses were provided, with a written explanation of the themes included. Participants answered the questions to confirm or refute that their experiences were categorized correctly.

### **Analysis**


According to the pre-study question, 1 Black and 1 White individual acknowledged their responsibility for combating racism, while 2 Blacks, 1 White and 1 Biracial identified themselves as secure in their racial identities.

Data was then examined from pre (equity walkthrough in the morning), mid (personal racial identity timeline and group reflection) and post (equity walkthrough in the afternoon) data collections. Data was also examined during three different coding cycles in order to truly understand participant responses. During the first coding cycle, thirty-six different codes were used to examine individual sentences and paragraphs, twenty-five of which are shown. These codes were utilized as identifiers for sensemaking (adapted from Bloom's Taxonomy). The codes were attached to the paragraphs that demonstrated evidence through language of that particular code. Sometimes, multiple codes were attached to a single paragraph because that paragraph demonstrated evidence through language of multiple codes. The following table highlights the percentage frequency that each code appeared through the pre, mid and post data examination. The findings suggest that during the mid-examination of data (personal racial timelines and group reflection time), participants were more likely to synthesize, take risks, connect and transform. Even more, during the post data examination (equity walkthrough in the afternoon), it was found that attributes of design were strongly present. This result was



**Figure 2. Transition Cycle Coding Word Cloud**

For the second cycle coding, four different categories related to depth of sensemaking were attached to sentences and paragraphs based on the language used in participant and observer journals. Overall, the findings suggest that transformative sensemaking did increase when creating a space to discuss race and equity in educational settings. The findings also suggest that during the photo-driven personal racial timeline and group reflection is where the most transformative sensemaking occurred.

<u>Limited Sensemaking</u>	<u>General Sensemaking</u>	<u>Critical Sensemaking</u>	<u>Transformative Sensemaking</u>
<i>Pre- 51.9%</i> <i>Mid- 20.0%</i> <i>Post- 28.1%</i>	<i>Pre- 50.9%</i> <i>Mid- 21.4%</i> <i>Post- 27.8%</i>	<i>Pre- 40.6%</i> <i>Mid- 36.2%</i> <i>Post- 23.2%</i>	<i>Pre- 3.3%</i> <i>Mid- 63.2%</i> <i>Post- 33.4%</i> 

**Table 7. Second Cycle Coding Percentages**

## CONCLUSIONS

Review of the evidence and data suggest that schools creating a space for school leaders to intentionally reflect upon their lived racial experiences, identities and inequities can play a highly significant role in transformative school leadership. Specifically, the data about the effects of space to reflect on racial identities and inequities justifies four important claims:

- 1. School leaders are more willing to take risks around racialized discourse when there is an intentional space for sensemaking and reflection generated, as well as peers to reflect with.**
- 2. School leaders repeatedly refer to personal stories, lives, identities, experiences, differences, and make connections to their own educational environments when provided the opportunity and space to make sense of race and racial inequities in education.**
- 3. Establishing intentional spaces for school leaders as a group to reflect upon their lived racial experiences contributed the most to transformative sensemaking (63.2% of the reflections during group reflection were categorized as transformative sensemaking).**
- 4. From the pre equity walkthrough to the post equity walkthrough, transformative sensemaking increased (by 30.1 percentage points).**

**Table 8. Findings**

These results point to the importance of systematically changing or adding time within a school day for school leaders to intentionally create spaces for their school leadership teams to reflect on personal racial identities and racial inequities within their schools. This strategic practice will support school leaders in reimagining their school improvement efforts.

In addition to the four main claims produced from this study, several other important findings are noted:

- School leaders want extended time for racialized discourse.**
- New school leaders were more likely to make sense in a transformative manner, while participating in racialized sensemaking and discourse, than both seasoned and other school leaders.**
- Whites were more likely to feel guilty about their role in maintaining racist systems, policies and practices after sharing their personal racial histories and hearing the personal racial histories of others.**
- Most school leaders, after utilizing intentional time and space to reflect upon and make sense of racial inequities in education were ready to act and confront racism and oppression in their daily lives.**
- However, Blacks/ African-Americans were more likely to design solutions to racial inequities present.**
- Participants reported that being involved in the personal racial timeline and group reflection allowed them to understand various perspectives and stories, host difficult conversations about race and equity and**
- Participants reported that equity walkthroughs would be powerful tools to utilize during a regular school day.**

## RECOMMENDATIONS

Several challenges face schools who wish to create intentional spaces for school leaders to reflect on personal racial identities and racial inequities in schools as identified by the researcher. Those challenges include:

- Time and opportunity for extended processing, meaning-making and discovering others' viewpoints in depth
- Effective support for hosting courageous conversations about race and equity in schools
- Financial obligations for hosting conversations or creating systemic space for conversations to ensue
- Professional development in sensemaking, transformative leadership, equity and race
- Tools for discussion and reflection based in conversations about education, race and equity
- School leader willingness to participate in the conversation

Based on the findings of this study, the researcher recommends school leaders within schools and districts consider the following seven recommendations when creating and establishing intentional space for school leaders to reflect upon their individual and collective lived racial experiences and identities:

- **Recommendation #1:** Find out about school leaders' racial histories and identities and engage them in racialized discourse.
- **Recommendation #2:** Provide specific time, space and resources to school leaders in order to support in their sensemaking of racial identities and racial inequities in education.
- **Recommendation #3:** Monitor levels of feelings of school leaders once engaged in racialized discourse and utilize tools and supports to maintain the momentum, flow and engagement in the conversation.
- **Recommendation #4:** Provide extended time for reflection and discourse in order to process feelings of guilt and to design solutions to racial inequities present.
- **Recommendation #6:** Incorporate Equity Walkthroughs at the beginning, middle and end of the school year, throughout regular school days.
- **Recommendation #7:** Don't wait! Begin providing spaces for school leaders to discuss race and equity from year one.

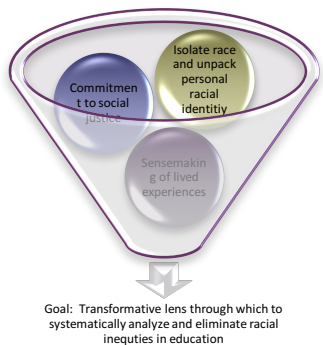
### Table 9. Recommendations

The following is a framework, questions for consideration, rubric and professional development for school leaders to utilize when leadership teams are conducting racialized discourse and transformative sensemaking. These tools provide guidance to leaders regarding how to establish spaces for transformative sensemaking and racialized discourse.



## A Transformative Leadership Framework for Sensemaking of Racial Identities and Inequities in Education

**Table 10. Framework**

PHILOSOPHICAL STANCE	CONCEPTUAL MODEL	INTENT OF FRAMEWORK	APPLICATION OF FRAMEWORK
School leaders have a moral and ethical obligation to critically examine racial inequities and host conversations about race and equity in education in order to transform learning environments.	 <p>Goal: Transformative lens through which to systematically analyze and eliminate racial inequities in education</p>	This framework is designed to develop a system within education that creates an intentional space for school leaders to reflect upon individual and collective lived racial experiences and identities, as well as make sense of and reflect upon racial inequities in education in order to systematically analyze and eliminate those racial inequities.	Set of seven necessary and intertwined principles and questions that serve as a basic structure and foundation for school transformation through a social justice lens.
<b>Transformative Principles for Sensemaking of Racial Identities and Inequities in Education</b>			
Principles	School Leader Interpretations		
<b>RISK-TAKING:</b> Participation in activities that challenge comfort to achieve racial equity in education.	<ul style="list-style-type: none"> <li>• All voices present; no voice left unheard</li> <li>• Ensure that each individual is actively involved in sensemaking</li> <li>• Identify personal values related to equity and social justice and demonstrate a passion for leading and learning through those lenses</li> </ul>		
<b>SAFETY:</b> Buy-in and ownership in activities in order to achieve an acceptable level of risk.	<ul style="list-style-type: none"> <li>• Be mindful of the thoughts, feelings, language, body language and interactions of individuals in order to create ownership and dialogue</li> <li>• Generate responses that counteract barriers which impede participation</li> <li>• Model self-reflective, continuous improvement disposition</li> </ul>		
<b>MAKING CONNECTIONS:</b> Relationships developed through common ideas and/or lived experiences.	<ul style="list-style-type: none"> <li>• Provide space that intentionally promotes relationship development, trust, dialogue, sensemaking and learning</li> <li>• Intentional alignment of resources</li> </ul>		
<b>INTENTIONAL TIME AND SPACE:</b> Free, available and unoccupied atmosphere/environment.	<ul style="list-style-type: none"> <li>• Design structures that provide space and time to deconstruct issues of race and equity in education, as well as develop innovative solutions</li> <li>• Facilitate dialogue about content, curriculum, issues, race and perspectives into the culture</li> <li>• Conduct equity walks</li> <li>• Utilize equity audits as a foundation for all decision-making</li> <li>• Listen, gather evidence, coach and support</li> </ul>		
<b>MULTIPLE PERSPECTIVES:</b> Multiple, heterogeneous viewpoints, representations and roles.	<ul style="list-style-type: none"> <li>• Include multiple voices into the conversation (multiple constituents, multiple races, multiple roles, etc.)</li> <li>• Provide opportunities to dialogue in ways that value individual backgrounds and circumstances</li> </ul>		

CONVERSATIONS ABOUT RACE AND EQUITY: <b>Open, authentic, truthful dialogue in an atmosphere of trust and learning.</b>	<ul style="list-style-type: none"> <li>• Intentionally design structures, systems and strategies that allow for conversations about race and equity to take place throughout the school day.</li> <li>• Utilize 4 Agreements from Glen Singleton’s work on Courageous Conversations about Race</li> <li>• Utilize 6 Conditions from Glen Singleton’s work on Courageous Conversations about Race</li> </ul>
DESIGNING SOLUTIONS: <b>Creation of a plan or system that solves a problem or difficult situation.</b>	<ul style="list-style-type: none"> <li>• Research, design and implement innovative ideas that create equitable educational programming</li> <li>• Collect current disaggregated data, both qualitative and quantitative, to support in decision-making and focus conversations</li> </ul>
<p style="text-align: center;">Questions to Consider</p> <p style="text-align: center;"><b><i>These questions are meant to guide decision making and frame conversations/ dialogue</i></b></p>	
RISK-TAKING: <b>Participation in activities that challenge comfort to achieve racial equity in education.</b>	<i>How are you ensuring that you are challenging personal levels of comfort to achieve racial equity in education?</i>
SAFETY: <b>Buy-in and ownership in activities in order to achieve an acceptable level of risk.</b>	<i>How are you ensuring buy-in and ownership?</i>
MAKING CONNECTIONS: <b>Relationships developed through common ideas and/or lived experiences.</b>	<i>How are you developing relationships through the sharing of common ideas and experiences?</i>
INTENTIONAL TIME AND SPACE: <b>Free, available and unoccupied atmosphere/ environment.</b>	<i>How are you providing time and space to host dialogue around race and equity in education?</i>
MULTIPLE PERSPECTIVES: <b>Multiple, heterogeneous viewpoints, representations and roles.</b>	<i>How are you ensuring that the voices present represent multiple roles, perspectives and viewpoints?</i>
CONVERSATIONS ABOUT RACE AND EQUITY: <b>Open, authentic, truthful dialogue in an atmosphere of trust and learning.</b>	<i>How are you creating an environment of trust, truth, learning and dialogue about race and equity?</i>
DESIGNING SOLUTIONS: <b>Creation of a plan or system that solves a problem or difficult situation.</b>	<i>How are you providing space to put fresh ideas on the table that have modern solutions to the most challenging issues surrounding race and equity in education?</i>

## Transformative Rubric for Sensemaking of Racial Identities and Inequities in Education

**Table 11. Rubric**

	<u>Limited</u>	Limited + <u>General</u>	Limited + General + <u>Critical</u>	Limited + General + Critical + <u>Transformative</u>
RISK-TAKING: Participation in activities that challenge comfort to achieve racial equity in education.	<b>Repeats</b> previously understood levels of comfort, dominant ideologies and racial inequities in education.	<b>Categorizes</b> comfort levels, dominant ideologies and racial inequities in education.	<b>Debates</b> comfort levels, dominant ideologies and racial inequities in education.	<b>Takes risks through challenging</b> comfort levels, dominant ideologies and racial inequities in education.
SAFETY: Buy-in and ownership in activities in order to achieve an acceptable level of risk.	<b>Recalls</b> stakeholders' buy-in of dialogue.	<b>Explains</b> stakeholders' buy-in of dialogue.	<b>Examines</b> all stakeholders, their buy-in of inequities present.	<b>Proves</b> that all stakeholders have buy-in and ownership of the dialogue and inequities present.
MAKING CONNECTIONS: Relationships developed through common ideas and/or lived experiences.	<b>Notices</b> relationships, common ideas and experiences.	<b>Generalizes</b> relationships, common ideas and experiences.	<b>Questions</b> relationships, common ideas and experiences.	<b>Synthesizes</b> relationships, common ideas and experiences.
INTENTIONAL TIME AND SPACE: Free, available and unoccupied atmosphere/ environment.	<b>Lists</b> spaces in learning environments that openly discuss race and equity.	<b>Organizes</b> spaces in learning environments to discuss race and equity.	<b>Critiques</b> learning environments as spaces that openly discuss race and equity.	<b>Transforms</b> learning environments into spaces that openly discuss race and equity.
MULTIPLE PERSPECTIVES: Multiple, heterogeneous viewpoints, representations and roles.	<b>Summarizes</b> multiple voices, roles, perspectives and viewpoints.	<b>Compares</b> multiple voices, roles, perspectives and viewpoints.	<b>Cites</b> multiple voices, roles, perspectives and viewpoints.	<b>Connects</b> multiple voices, roles, perspectives and viewpoints.
CONVERSATIONS ABOUT RACE AND EQUITY: Open, authentic, truthful dialogue in an atmosphere of trust and learning.	<b>Remembers</b> dialogue regarding race and equity.	<b>Contrasts</b> relationships with truth and trust with regards to race and equity.	<b>Disputes</b> relationships regarding race and equity.	<b>Proposes ideas</b> for building trust, relationships, truth and learning and dialogue regarding race and equity.
DESIGNING SOLUTIONS: Creation of a plan or system that solves a problem or difficult situation.	<b>Names</b> challenging issues regarding race and equity in education.	<b>Hypothesizes</b> solutions to challenging issues regarding race and equity in education.	<b>Justifies</b> solutions to challenging issues regarding race and equity in education.	<b>Designs</b> modern solutions to the most challenging issues regarding race and equity in education.

In addition to the framework, a resource guide for school leaders is attached in order to support in racial discourse in education.

Attachment 1. Resource Guide

# Leading *FEARLESSLY*:

A Resource Guide for School Leaders Who Dare to Radically Transform Racial Discourse in Education



Dr. Angelina Marie Walker

# INTRODUCTION

Welcome Radical Leaders!

As I sit here tackling the monumental tasks we have facing us as leaders in education, I cannot help but wonder what drives us, what motivates us and what brings each of us to the work that we are called to do every single day. We as a system have made very little progress in terms of acknowledging and discussing race as a central part of every individual's lived experiences and stories.

As a mother and an educator and every day I show up for our kids and my son. I realize that my passion and persistence leads for racial equity, social justice, and transformative leadership in education. I also realize, I need you, all of you! I hope to encourage us to think about the role that we play, as school leaders, in providing safe spaces for all of our staff and students to verbalize, rationalize and deconstruct feelings related to the equity and their futures. I am here to ask that we all strive to be evermore present for our schools during this times of discovery. Now is a prime opportunity to reengage and realign our focus as leaders of social justice.

At the same time, we should not look to hide behind the idea of comfort in order to selfishly avoid uncomfortable dialogue. Our community looks up to each of us as role models. They look to our leadership...many of whom have questions...some of which will undoubtedly be difficult to comprehensively answer. The dialogue is our opportunity to realign our purpose and mission. I encourage you all to think how your presence in such dialogue could ultimately benefit the curious minds of those within our buildings, those we are responsible for.

I challenge you all, as we move forward every day to continue embodying the courage, determination, and fortitude that I know are in each one of you. Our kids and schools deserve you, your light and your strength. Continue to forge ahead, my friends, creating those spaces to be brave, challenging systemic inequities, and most importantly loving yourself and our kids.

I believe in our safe spaces for dialogue. I believe in foundations of love, empathy, accountability, community, equity, respect, social justice and transformative leadership. I believe in our "call in" to courageous conversations. I believe in our responsibility to engage in discomfort. I believe in our responsibility to acknowledge, affirm and validate the lived experiences of others. I believe in you.

With great admiration and respect,

*Dr. Angelina Marie Walker*

# DEDICATION

***“Love recognizes no barriers. It jumps hurdles, leaps fences, penetrates walls to arrive at its destination full of hope.”-Maya Angelou***

This dissertation is first, and foremost, dedicated to my North Star, Jayden. Not only does your inspirational leadership, advocacy for those in need, and eternal light guide me to be a phenomenal mother, you also awaken a deeper love, spiritual connection, hope and drive within me to lead and support for personal and societal change. Because of you, I am.

***“Education is freedom.”-Paulo Freire***

To my insanely loving parents; Mom, you have not only taught me the importance of love for learning, you have taught me the meaning and significance of sacrifice and dedication. Your legacy lives through me and ignites my passions; it fuels my purpose. You are my inspiration. Dad, my angel in heaven, you taught me about the balance of life and laughter. Your humor, goodwill and perfect imperfections guide me to living life as is.

***“If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse, and you say that you are neutral, the mouse will not appreciate your neutrality.”-Desmond Tutu***

Finally, to the exponential and influential bright lights in my life: my best friends and loves, my advisors, mentors and colleagues—you have guided me to find the voice necessary to bring to light the multiple injustices and inequities present in our world. Because of you all, I understand my role in the voice of the powerless and powerful, experience, freedom and privilege. I am living my calling.

Thank you all for supporting me, loving me, and sacrificing your personal needs for me as I continue my wonderful, mystical journey.

-Dr. Angelina Marie Walker

# WHY THIS RESOURCE GUIDE?

This resource guide is an exploratory tool meant to allow school leaders to make sense of race and racial inequities within education. The goal of this guide is to support school leaders in developing systems within their schools that intentionally provide space for leadership teams to critically examine race and equity, make sense of lived racial experiences and identities, and transform their leadership practices into radically bold statements and actions.

We, as school leaders, have a moral and ethical obligation to critically examine our racial identities and racial inequities in education, in order to host conversations about race and equity. These conversations support the goal of transforming learning environments into spaces that provide all learners with the opportunity to become passionate, risk-taking, life-long learners with the moral courage to advocate for social justice and design solutions to some of our biggest challenges facing our world.

So why this resource guide? What makes it uniquely radical? Whether you are a first year principal, a ten year school director or a twenty-five year teacher leader, whether you are not yet comfortable with racial dialogue, or routinely invite conversations about race and equity, this guide provides an accessible way to explore with your leadership team what it means to gain racial consciousness through sensemaking, explore courage and resilience through the lens of race and racism and design solutions to opportunity gaps and inequities at your school.



# HOW THIS RESOURCE GUIDE IS ORGANIZED

The *Leading Fearlessly Resource Guide* is divided into 3 main components:

**Section 1:** *Developing Safe and Brave Spaces: Guiding Intentional and Reflective Space and Practice with School Leadership Teams*

**Section 2:** *Power of Image and Stories: Transformative Sensemaking with School Leadership Teams*

**Section 3:** *Designing Solutions: Radically Eliminating Opportunity Gaps and Inequities at Your School*

Each component is based on the following findings from research:

- School leaders are more willing to take risks around racialized discourse when there is an established, intentional and facilitated safe and brave space for sensemaking and reflection.
- School leaders make transformative connections to their personal lives and the educational environments in which they work when provided a space to not only discuss but also visually represent their understandings.
- School leaders are more likely to (but also need support with) designing solutions to racial inequities present in education, if given time and space.

Each component begins and ends with stories from the lives of school leaders that have had their racial lenses impacted through the opportunity to create and share a space to discuss race and equity in education. Each component offers a set of tools for you to explore and utilize with your school leadership team as you develop brave spaces, apply the power of image and stories and design solutions to our most challenging issues. Each component guides you through usage of the tools, so you, as a school leader can decide which tools are the best for your team based on degree of experience and expertise.

It is recommended to start with Section 1 and move sequentially through the subsequent sections. This will allow your team to fully engage in conversation and take action.



# Section 1

## Developing Safe and Brave Spaces: Guiding Intentional and Reflective Space and Practice with School Leadership Teams

---

*“My mother and father had an interracial marriage. When they met and fell in love in the early 1940s, interracial marriage was illegal in my state. Consequently, they drove to the neighboring state and found a judge just across the border who would marry them. My data was pretty stoic and reserved and was very involved in the upbringing of my siblings and me. He worked long hours and we did not have a close relationship. I was very close to my mother growing up. The summer after I graduated from high school, I met a boy who was the son of my favorite teacher in high school. His name was David and I met him at the restaurant where I was working for the summer. Dave invited me to go out with him. I had just turned 18 years old. When I casually mentioned to my mother that I was planning to go out with him, she didn’t make any comments. However, when I returned home from work that night, my dad was waiting up for me and yelled and screamed at me, strictly forbidding me from going out with David. He yelled and screamed at me, saying things like, “Do you want to end of living in Lower Points with all the colored people?” I was horrified that he spoke to me that way. I cried all night and I remember feeling sorrier for him than mad at him. I couldn’t understand how he could not see the contradiction between what he was living and what he was saying. I ended up sneaking to go out with Dave and never, ever had any discussion with either of my parents about this.”*

*-Seasoned School Leader, biracial (white/Chinese) female*

---

**Why should I consider this tool?** Facilitation of discussion and dialogue around race and equity can be tough to navigate. Key concepts and skills will help you direct guided, meaningful conversations, as well as utilize techniques for intervening with conversations that go awry. This tool also supports leadership teams in benchmarking themselves and their organization.

**What connections to the framework can be made from utilizing this tool?** All seven principles from the framework can be utilized and developed with this tool. As a facilitator, you will engage in risk-taking, safety building, making connections, providing intentional time and space, unearthing multiple perspectives, engaging in conversations about race and equity and prompting thinking to design solutions.

**What do I need to do in order for this tool to work?** Anyone can use this tool at any time. It is best to utilize this tool with an individual who already has the facilitation skills needed in order to support in your personal facilitation development.

**Step 1. Establishing Brave and Safe Spaces for Dialogue.** Get agreement on desired outcomes, agenda, roles, decision-making method (if necessary) and ground rules. Utilize tools from Arao and Clemens (2013) *From Safe to Brave Spaces: New Ways to Frame Dialogue Around Diversity and Social Justice* and Singleton (2013) *Courageous Conversation Protocol* to support in this work. **This step is mandatory for ALL sessions and activities! Once agreed upon norms for this dialogue are designed, make sure that these norms are reviewed and revised as needed.**

**Step 2. Evaluate your Transformative Leadership Principles.** Consider the principles of a Transformative Facilitator that guides conversations on race and equity and answer the questions below:

## Transformative Facilitator Principles

### *Risk-Taking*

Facilitates dialogue and activities that challenge comfort in order to achieve racial equity in education.

### *Safety*

Creates safe and brave spaces so that all members feel an acceptable level of risk and participate in dialogue, conversation and solutions-oriented design.

### *Making Connections*

Facilitates in the development of relationships through common ideas and/or lived experiences.

### *Intentional Time and Space*

Calendars out and plans for conversations around race and equity in an unoccupied atmosphere/environment.

### *Multiple Perspectives*

Facilitates the participation of heterogeneous viewpoints, representations and roles.

### *Conversations about Race and Equity*

Facilitates open, authentic, truthful dialogue in an atmosphere of trust and learning.

### *Designing Solutions*

Facilitates the creation of a plan or system that solves a problem or difficult situation.

1. Which of the principles do you embody regularly? How do they help you with facilitation of conversations about race and equity?
2. Which of the principles do you need to develop? Why?

**Step 3. Individually Assess School Leader Principles.** Highlight the sections of the Transformative Leadership Rubric that describe you as an Individual Leader and provide examples.

Transformative Leadership Rubric for Sensemaking of Racial Identities and Inequities in Education

	<u>Limited</u>	Limited + <u>General</u>	Limited + General + <u>Critical</u>	Limited + General + <u>Critical + Transformative</u>
RISK-TAKING: Participation in activities that challenge comfort to achieve racial equity in education.	<b>Repeats</b> previously understood levels of comfort, dominant ideologies and racial inequities in education.	<b>Categorizes</b> comfort levels, dominant ideologies and racial inequities in education.	<b>Debates</b> comfort levels, dominant ideologies and racial inequities in education.	<b>Takes risks through challenging</b> comfort levels, dominant ideologies and racial inequities in education.
SAFETY: Buy-in and ownership in activities in order to achieve an acceptable level of risk.	<b>Recalls</b> stakeholders' buy-in of dialogue.	<b>Explains</b> stakeholders' buy-in of dialogue.	<b>Examines</b> all stakeholders, their buy-in of inequities present.	<b>Proves</b> that all stakeholders have buy-in and ownership of the dialogue and inequities present.
MAKING CONNECTIONS: Relationships developed through common ideas and/or lived experiences.	<b>Notices</b> relationships, common ideas and experiences.	<b>Generalizes</b> relationships, common ideas and experiences.	<b>Questions</b> relationships, common ideas and experiences.	<b>Synthesizes</b> relationships, common ideas and experiences.
INTENTIONAL TIME AND SPACE: Free,	<b>Lists</b> spaces in learning environments	<b>Organizes</b> spaces in learning environments	<b>Critiques</b> learning environments as	<b>Transforms</b> learning environments into

available and unoccupied atmosphere/ environment.	that openly discuss race and equity.	to discuss race and equity.	spaces that openly discuss race and equity.	spaces that openly discuss race and equity.
MULTIPLE PERSPECTIVES: <b>Multiple, heterogeneous viewpoints, representations and roles.</b>	<b>Summarizes</b> multiple voices, roles, perspectives and viewpoints.	<b>Compares</b> multiple voices, roles, perspectives and viewpoints.	<b>Cites</b> multiple voices, roles, perspectives and viewpoints.	<b>Connects</b> multiple voices, roles, perspectives and viewpoints.
CONVERSATIONS ABOUT RACE AND EQUITY: <b>Open, authentic, truthful dialogue in an atmosphere of trust and learning.</b>	<b>Remembers</b> dialogue regarding race and equity.	<b>Contrasts</b> relationships with truth and trust with regards to race and equity.	<b>Disputes</b> relationships regarding race and equity.	<b>Proposes ideas</b> for building trust, relationships, truth and learning and dialogue regarding race and equity.
DESIGNING SOLUTIONS: <b>Creation of a plan or system that solves a problem or difficult situation.</b>	<b>Names</b> challenging issues regarding race and equity in education.	<b>Hypothesizes</b> solutions to challenging issues regarding race and equity in education.	<b>Justifies</b> solutions to challenging issues regarding race and equity in education.	<b>Designs</b> modern solutions to the most challenging issues regarding race and equity in education.

## Notes:

---

---

---

---

---

---

---

**Step 4. Post It.** On large chart paper, take sticky notes or dots and have school leaders identify (without names) where they fall out on the rubric for each principle). You should be able to get a general idea of where your school leadership team falls out.

**Step 5. A Different Way.** Provide the following list to school leaders. Have them check off each box that they have done. On the lines under each section, tally the number of checks for that section.

### **RISK-TAKING**

- ☐ I have watched a movie on race or racism and can talk about what it was about.
  - ☐ I have spoken with someone about race and equity and can describe their view point.
  - ☐ I have gotten into a debate with someone about privilege, power, race and equity.
  - ☐ I have participated in marches, protests and/or conferences on race or equity.
- 

### **SAFETY**

- ☐ My classroom or office has visual representations from multiple viewpoints.
  - ☐ I have vocalized my classroom/ office as a safe space for all.
  - ☐ Others come to my office or classroom, who have the same ideals/ views as me, to discuss race or equity.
  - ☐ Others come to my office or classroom, who have different ideas/ views as me, to discuss race and equity.
- 

### **MAKING CONNECTIONS**

- ☐ I am reading about my role in power, privilege, race and equity.
  - ☐ I attend professional developments and/or participate in conversations about power, privilege, race and equity.
  - ☐ I question my role in power, privilege, race and equity.
  - ☐ I intentionally seek relationships with people who have a different racial viewpoint than me in order to gain perspective.
- 

## **INTENTIONAL TIME AND SPACE**

- ☐ I can name at least 3 safe spaces in my building.
  - ☐ I have hosted a safe group.
  - ☐ I have conducted an equity walkthrough of my building.
  - ☐ In my calendar, I have intentional and specific time blocked out for race/equity daily.
- 

## **MULTIPLE PERSPECTIVES**

- ☐ I know at least two people I can call to get a perspective other than my own, and I have a good idea about their perspectives.
- ☐ I can describe the difference in perspective between those who have privilege and power and those that do not.
- ☐ I can name at least 2 authors or writings off the top of my head that have very different perspectives on race and equity.

- ☐ I have brought people together with varying perspectives to have a conversation about race and equity.
- 

## **CONVERSATIONS ABOUT RACE AND EQUITY**

- ☐ I have heard conversations about race and equity.
  - ☐ I have participated in conversations about race and equity.
  - ☐ I have taken in active role in conversations about race and equity, defending my point of view or the point of view of others.
  - ☐ I host conversations on race and equity.
- 

## **DESIGNING SOLUTIONS**

- ☐ I can name issues of race and equity in schools.
  - ☐ I can think of at least one solution to confronting the achievement/ opportunity gap.
  - ☐ I can describe why that solution is important and how it will help close the achievement/ opportunity gap.
  - ☐ I have designed a systemic structure to support in tackling the achievement/ opportunity gap.
-



On large chart paper, have school leaders place a dot where their number falls for each principle. For example, if they scored themselves with three checkmarks in Risk-Taking, then on the chart paper, for Risk-Taking, they would fall under Critical. You should be able to get a general idea of where your school leadership team falls out. The number of tallies aligns to the column in the framework (i.e. 1 tally = Limited; 2 tallies = General; 3 tallies = Critical; 4 tallies = Transformative).

**Step 5. Triangulate the Data and Discuss.** Bring in multiple sources of data along with the rubric and the Different Way questions. Also bring in some other data such as teacher observation data, perception surveys, equity audit data, etc. in order to compare how school leaders rated themselves in comparison to trends within the school. Examine the data and answer the following questions as a group:

- Where are our trends?
- What information does this provide to us?
- What are our leadership team’s strengths? Areas for improvement?
- Think back to the Transformative Facilitator Principles, were your thoughts aligned? Are there mismatches? Why?
- Are our findings correlated?
- Other wonderings?

**Step 6. Concerns about Hosting/ Facilitating Conversations about Race and Equity.** Adapted from *A Guide for Training Public Dialogue Facilitators* from Everyday Democracy. As a group, discuss the following question: What makes hosting and facilitating courageous conversations about race and equity difficult? What are your biggest fears about hosting conversations about race and equity? List ideas on the left column. Go back to the top of the list and address the challenges, one by one. Ask school leaders: *How would you handle this situation? What are some ideas, techniques or sentence starters you could use?* Write responses in the right column, opposite the challenge. Group the challenges into closely related ideas.

Challenges	Ideas

**Step 7. Remaining Neutral.** Your role as a school leader and facilitator of courageous conversations are multi-dimensional. Your goal is to ensure that all seven principles are enacted during courageous conversations about race and equity. Write down a difficult conversation you had recently and evaluate what made the conversation difficult.

**Notes:**

---

---

---

---

---

---

- ☐ I was not connected to my values.
- ☐ I was judgmental.
- ☐ I was not willing to meet the person where they were at.
- ☐ I did not seek understanding.
- ☐ I was not prepared to deal with strong emotions.
- ☐ Other:

Adapted from *A Guide for Training Public Dialogue Facilitators* from Everyday Democracy. Read over the Neutral Facilitator Role:

A Neutral Facilitator:

- Explains their role
- Sets a relaxed and welcoming tone

- Introduces themselves, but does not share personal opinions or push an agenda
  - Does not take sides
  - Makes everyone feel that their opinions are valid and welcome
  - Does not use their personal experiences to make a point or to get people talking
  - Uses probing questions to deepen the discussion
  - Brings up issues that participants have not mentioned
  - Reminds participants of comments they shared in earlier sessions
  - Utilizes the 7 principles to host courageous conversations
- 

Adapted from *A Guide for Training Public Dialogue Facilitators* from Everyday Democracy. Read over the Tips for Facilitators

You do not need to be an expert on the topic discussed. However, be well prepared for the discussion. This means understanding the goals, thinking ahead about the flow of the conversation and pre-planning questions to guide movement in the conversation. Below is a list of tips to help you move your conversation forward:

<i>Tips</i>	
<b>Risk-Taking</b>	<ul style="list-style-type: none"> <li>• Consider splitting up into smaller groups occasionally. This will help people feel more at ease.</li> <li>• Resist the urge to speak after each comment or answer every question. Let individuals respond directly to each other.</li> </ul>
<b>Safety</b>	<ul style="list-style-type: none"> <li>• Remember that this is not a debate, with winners and losers. If individuals forget this, don't hesitate to ask the group to help re-establish the discussion ground rules.</li> </ul>
<b>Making Connections</b>	<ul style="list-style-type: none"> <li>• Ask individuals to think about how their own values affect their opinions.</li> <li>• Help individuals see the things they have in common.</li> </ul>
<b>Intentional Time and Space</b>	<ul style="list-style-type: none"> <li>• People sometimes need time to think before they respond. Don't be afraid of silence! Try counting silently to ten before you rephrase the question. This will give people time to collect their thoughts.</li> </ul>

	<ul style="list-style-type: none"> <li>• Keep careful track of time.</li> </ul>
<b>Multiple Perspectives</b>	<ul style="list-style-type: none"> <li>• Keep track of who has spoken, and who hasn't.</li> <li>• Look at the pros and cons of each viewpoint. Or, ask individuals to consider a point of view that hasn't come up in the discussions.</li> </ul>
<b>Conversations about Race and Equity</b>	<ul style="list-style-type: none"> <li>• Enter the discussion only when necessary. When the conversation is going well, you aren't saying much.</li> <li>• Don't allow the group/ individual to get stuck in person experience or anecdote.</li> <li>• Center the conversations around race and equity.</li> </ul>
<b>Designing Solutions</b>	<ul style="list-style-type: none"> <li>• Don't allow the group to turn to you for the answers.</li> <li>• Once in a while, ask participants to sum up important points.</li> </ul>

**Step 8. Responses to Challenges.** Most courageous conversations will be met with some sort of challenge. Here are some challenging situations. Have school leaders brainstorm ways to deal with them (some ideas are listed if needed). Adapted from *A Guide for Training Public Dialogue Facilitators* from Everyday Democracy.

**Situation: Certain participants don't say anything, seem shy.**

Possible Responses:

- Make eye contact
- Look for non-verbal cues
- Consider icebreakers, warm-up exercises, relationship building questions, pairs, small groups
- Show interest and ask for more information
- Talk formally and informally before and after conversations

**Situation: An aggressive or talkative person dominates the discussion**

Possible Responses:

- Intervene and set limits
- Limit eye contact with the speaker
- Remind the group that everyone is invited to participate
- Use ground rules
- “Let’s hear from some people who haven’t had a chance to speak yet.”
- Pay attention to your comments and tone of voice
- Rebalance the conversation

**Situation: Lack of focus, not moving forward, wander off topic**

Possible Responses:

- “We are a little off topic right now. Would you like to...?”
- Parking lot

**Situation: Someone puts forth information that you know is false. Or, participants get hung up in a dispute about facts, but no one knows the answer.**

Possible Responses:

- “Has anyone heard other information about this?”

**Situation: There is tension or open conflict in the group.**

#### Possible Responses:

- Address it directly
- Remind individuals that airing different ideas is what a dialogue is all about
- Explain that, for conflict to be productive, it must be focused on the issue
- It's OK to challenge someone's ideas, but attacking the person is not acceptable
- Interrupt personal attacks, name-calling, or put-downs as soon as they occur.
- "What seems to be the root of the dispute?"
- Last resort: taking a break to shift the energy of the room (take the opportunity to talk one-on-one with individuals).
- "What do you think they are saying?"
- "What bothers you the most about this?"
- "What is at the heart of the disagreement?"
- "How does this make you feel?"
- "What experiences or beliefs might lead a person to support that point of view?"
- "What is it about that position that you just cannot live with?"
- "Could you say more about what you think?"
- "What have we missed that we need to talk about?"

**Situation: Individual is upset by the conversation. The person withdraws or begins to cry.**

#### Possible Responses:

- During ground rules, remind individuals that some issues are difficult to talk about and they may become upset
- Ask how they want to handle the situation
- Acknowledge the situation
- Show appreciation for someone's story

- Support anyone who is having difficulty
- Short break is a possibility
- Check in with the individual
- Talk about what has happened
- “How does that make you feel?”
- “What gives you hope?”
- “How can we make progress? What haven’t we considered yet?”

**Situation: Lack of interest, no excitement, no one wants to talk**

Possible Responses:

- Time to think, reflect and get ready to speak up
- Pose a question that everyone involved can respond to
- Pair-Share
- “Do you know people who hold other views? What would they say about our conversation?”

**Step 9. Practicing Courageous Conversations.** Have school leaders get into triads, with one person practicing facilitation and the other two taking on opposing viewpoints. Use the following sentences to generate conversation between the groups. Have the facilitator practice facilitation skills:

“The problem is not race. It is economics/class.”

“Those that run this school favor people of color.”

“Racism has been solved. There is no need for affirmative action.”

“Historically Black Colleges and Universities and ethnic clubs are discriminating against Whites.”

“That is ‘reverse racism.’”

“People of color are racist against other people of color.”

Discuss challenges and highlights of conversation/ facilitation.

---

*“I guess it’s a little surprising to me to hear about the struggles that white people have because of feeling guilty. They have not had to deal with some of the challenges that people of color have to deal with on a day-to-day basis. Everyone has experiences in their schema that have contributed to their understanding of the world. As hard as it is for me to say, even those people who support racism have had experiences that have contributed to their values. How can we change the world if we are not open to having the conversation with people whose beliefs and values are so very different from ours? How do we refrain from making judgments about their character or value?”*

*–Teacher Leader, white female*

---



# Section 2

## Power of Image and Stories: Transformative Sensemaking with School Leadership Teams

---

*"I am American and Black!*

*I wasn't asked to be born this tone but am proud of it,*

*I hadn't always felt American, but am learning to navigate it.*

*I simply exist between multiple worlds that see me as many*

*Different things, that have and will continue to:*

*UnEducate me,*

*Criminalize me,*

*Steal from me,*

*Fear me,*

*Unempower me,*

*Underrepresent me,*

*Incarcerate me,*

*And kill me in many cases.*

*But, I exist to believe that my experiences will also bridge a*

*Greater understanding around,*

*Why Black Lives Matter, and why I must live through my*

*Experience to teach and prepare all others, because*

*Everyone*

*Should understand the value of what makes up another person's*

*Story!"*

*-New School Leader, black male*

---

**Why should I consider this tool?** The purpose of this tool is to visually represent personal stories and racial identities of each school leader. Visual representations, when paired with group reflection, offer school leaders deeper transformative connections, the continued establishment of brave and safe spaces and opportunities to process, question and take risks.

**What connections to the framework can be made from utilizing this tool?** All seven principles from the framework can be utilized and developed with this tool. As a school leader, through sharing of your story, you will engage in risk-taking, safety building, making connections, accessing intentional time and space, unearthing multiple perspectives, engaging in conversations about race and equity and prompting thinking to design solutions.

**What do I need to do in order for this tool to work?** Anyone can use this tool at any time. In order for this tool to work, you will also need to make sure that you have enough materials for the visual representation for each school leader.

**Step 1. Establishing Brave and Safe Spaces for Dialogue.** Get agreement on desired outcomes, agenda, roles, decision-making method (if necessary) and ground rules. Utilize tools from Arao and Clemens (2013) *From Safe to Brave Spaces: New Ways to Frame Dialogue Around Diversity and Social Justice* and Singleton (2013) *Courageous Conversation Protocol* to support in this work. **This step is mandatory for ALL sessions and activities! Once agreed upon**

**norms for this dialogue are designed, make sure that these norms are reviewed and revised as needed.**

**Step 2. Visual Representations of Race.** Choose one of the following activities for your leadership team to embark on:

### Visual Representations

- Photo-Driven Personal Racial Timelines
- Paintings of Personal Racial Histories of Resilience
- School Leader Created Films about defining moments, messages and lessons learned regarding Personal Racial Identity
- Art etchings about personal, historical and modern conflicts around race and racism
- Symbolic self-portraits utilizing images using Adobe Photoshop

**Step 2. Visual Representations of Race.** Facilitators should think about guidance from Singleton (2013) and Ponterotto (1994) when supporting school leadership teams in self-reflecting on their racial histories. Facilitators can choose one (or more) of the above tools to support school leadership teams in developing transformative connections.

Facilitators should ask school leaders to think about events, milestones or experiences in their lives that may have impacted their current perspectives and/or experiences with their own racial identity to complete the following prompts:

1. Earliest Memory: What was your first personal experience in dealing with race or racism? Include your age and brief notes about what you remember.
2. Most Recent Memory: Describe your most recent personal experience in deal with race or racism and what happened. Include your age and brief notes about what you remember.
3. Think of 4 to 6 more events, milestones or experiences in your life that fall between your earlies memory and your most recent memory. Describe those experiences and what happened. Include your ages and brief notes about what you remember. Below are a list of topics that may guide your thinking. These are guiding topics and should not limit your thinking: Family, Neighborhood, Schooling, Celebrations, Holidays, Community, Place of employment, social class makeup
4. General: What is the most important image or encounter that you have had regarding race?

Following the answers to the above questions, facilitators should provide time for school leaders to create one of the above tools. Time will vary depending on tool created. Once school leaders have created the tool, post them around the room and have school leaders sit in a circle.

Explain the group process (adapted from Singleton, 2013):

1. Explain and explore the process of engaging, sustaining and deepening engagement of multiple racial points of view.
  - a. Say: 20 min- **The purpose of today's group reflection is to engage, sustain and deepen your sensemaking of multiple racial points of view. You will engage through your own personal racial experiences, beliefs and perspectives while demonstrating respectful understanding of the personal histories and racial contexts/ beliefs of others. You will sustain yourself and others in conversation through mindful inquiry into multiple perspectives, beliefs and experiences that are different than your own. You will deepen your understanding through active questioning.**
2. Introduce people and resources in the room
  - a. Say: **For this Group Reflection, my role will be to facilitate the conversation. The note-taker will capture the essence of the group dynamics and will not interact in any way with any of us. Participants will reflect, sustain in conversation and actively question.**
3. Define race for the purpose of this Group Reflection.
  - a. Say: **For the purpose of this Group Reflection we will define race as a socially constructed term attached to a variety of physical attributes, including but not limited to skin and eye color, hair texture, and bone structures of people in the U.S. and elsewhere (Singleton, 2013).**
4. Invite participants to examine the tools posted around the room. After directions each participant will move along the tools.
  - a. Say: **We will now, individually and without speaking examine each other's tools. Walk the tools and take in what each participant is conveying in their personal racial experiences.**
5. Divide participants into groups according to their self-selected race (Latino/Chicano/Hispanic; Black; Multiracial; White; Native American; Asian/Pacific Islander; others?)
  - i. Say: 30 min- **Now we are going to divide into racial affinity groups. Find a group that most closely matches your racial identity. The groups are: Latino/ Chicano/ Hispanic; Black; White; Multiracial; Native American; Asian/ Pacific Islander; others?. Each group will create a unified interpretation of each individual's tool, meaning your group is developing your own collective interpretation of each tool after discussion. This interpretation should highlight the shared meaning and understanding arrived at by all or most of the group members. Your group will examine the tool. As a group, develop in one sentence the theme of each tool and post it above the tool using index cards and pens.**

6. 30 min- Bring all participants back together, and invite participants to examine and discuss each racial affinity group's interpretation of the tools, summarizing the multiple racial viewpoints and revealing other ideas not presented. Each group will have three minutes to reflect. **I am going to bring back all of us together. We are going to examine and discuss each groups' interpretation of the timelines. You can summarize what you discussed, what you noticed, questioned, etc. Each group will have about 3 minutes to talk. Time the group. Now, what do you think are the:**
  - i. What are the similarities and differences among the racial viewpoints of what each tool means?
  - ii. Now thinking about and hearing each racial groups inferences about the themes from the tools, what value to the group's understanding came from hearing multiple racial points of view?
  - iii. What connections are you making? What assumptions are you making?
  - iv. Are any of your personal values and beliefs challenged? If so, which and why?
  - v. What have you learned by hearing the themes others created about your timeline?
7. 10 min- Have participants reflect individually:
  - i. What are the similarities and differences among the racial viewpoints?
  - ii. What value to the group's understanding came from hearing multiple racial points of view?
  - iii. What connections are you making? What assumptions are you making?
  - iv. Are any of your personal values and beliefs challenged? If so, which and why?

---

*"My mom and my aunt have always been very proud of their black race even though they are both extremely fair skinned. It never occurred to me until much later in life that maybe the pride they always displayed in their identity came with more strings attached and implications than I knew. Going to an HBCU created an entire paradigm shift for me because it validated who I was as a young black woman. I saw successful people that were all shades of brown do anything they wanted to do. They were realizing dreams, and they were smart, and nobody called them 'whitewashed' or 'oreo.' Black women were treated like queens, and their beauty was praised. This time in my life build my confidence and affirmed who I was, and who I wanted to be."*

*—New School Leader, black female*

---



# Section 3

## Designing Solutions: Radically Eliminating Opportunity Gaps and Inequities at Your School

---

*"I hold back from my story almost completely. I don't tell my story. What makes me hold it in is guilt, guilt from where I've ended up in my life to where I've come from. I come from extreme white privilege. If you've ever read or seen 'The Help,' I was the little girl. My other got pregnant in college. From age two through seven, I spent my days with an African American man and woman. My family wealth comes from the automotive industry. Mr. Parker had an old blue pickup truck. He didn't think he deserved anything else, and the truth was, he couldn't drive anything else home in his neighborhood. I lived in this white world of extreme wealth."*

*-Teacher Leader, white female*

---

**Why should I consider the following tools?** The purpose of the following set of tools is for school leaders to begin radically transforming their school spaces into equitable learning environments that support closing opportunity gaps and inequities.

**What connections to the framework can be made from utilizing these tools?** All seven principles from the framework can be utilized when using these tools.

## What do I need to do in order for these tools to work? Anyone

can use these tools at any time. In order to use them for their intended purpose, school leaders should examine their learning environments for

**Step 1. Equity Walkthrough of School.** Adapted from [www.deanza.edu](http://www.deanza.edu). Select one school leader to review the tool with the school leadership team. It is recommended that at least 5 school leaders complete the Equity Walkthrough. If possible, consider inviting students, teachers, parents, community members and other district personnel. The Equity Walkthrough can be completed separately or as a team but each person must complete their own observation sheets.

After completion of the Equity Walkthrough, review with the group. Identify themes and patterns that emerged from the walk. Also discuss how to address areas that need improvement and highlight areas of success.

The following is the Equity Walkthrough sheet that should be utilized during the walkthrough.

### EQUITY WALKTHROUGH TOOL (citation):

Please complete all the sections as if you were totally new to the school. You may also wish to put yourself in another's shoes. For example, you might ask yourself if you were an undocumented student or in a wheelchair how welcomed and supported would you feel as you move through the school.

Remember, the overarching question is: How inclusive is our school for *all* students? In order to remember your thoughts during the walkthrough, take notes on what YOU feel and think the school is doing well as well as how some areas can be improved.

Equity Component	Some Questions	Evidence or Observations of Inclusive Practices	Questions Or Observations For Further Dialogue
Environment/Public	<ul style="list-style-type: none"><li>• What evidence of connection and support is demonstrated in the school's public spaces?</li><li>• Is there evidence of a commitment to nurturing?</li><li>• Are there certain areas students hang out around more or less?</li><li>• What can you discern from "walking the walls"?</li><li>• How is the learning environment inclusive and reflective of individual learning profiles?</li></ul>		



	<ul style="list-style-type: none"> <li>• What evidence do you see in the environment that demonstrates culturally relevant and responsive teaching and learning?</li> <li>• Is the student work visible? Is it some students' work or all students' work?</li> <li>• Are there gender-neutral restrooms?</li> <li>• Is there accessible community space?</li> <li>• Is there support readily available if you need assistance?</li> <li>• Is there information present in various languages and literacy levels?</li> <li>• Is there posted information about a meditation or prayer room?</li> <li>• Is there a room identified for students with young children or a breastfeeding/lactation room?</li> <li>• Is there a parent room available and/or are family friendly classes available?</li> </ul>		
<b>Policies &amp; Practices/ In-class and Public Space Instruction</b>	<ul style="list-style-type: none"> <li>• Are students engaged in curriculum decisions and school planning? If so, how are you informed of this process?</li> <li>• Are you familiar with the student learning outcomes?</li> <li>• Do you see information posted or available for students with learning needs?</li> <li>• Do you see information on special programs and why they are available?</li> <li>• Are there gender-specific resources present?</li> <li>• What instructional strategies are being used in public space to encourage critical thinking and respect for differences?</li> <li>• Are instructed readings and assignments reflective of the different cultures and ethnic groups of the students at the school?</li> <li>• Do assigned readings expose students to the various life experiences of different cultures and ethnic groups?</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Is it clear what resources are available?</li> <li>• Are you comfortable asking for help to find the resources you need?</li> <li>• Is the process of obtaining resources clear and easy to follow?</li> </ul>		

	<ul style="list-style-type: none"> <li>• Are you able to obtain information about programs, scholarships, etc. easily?</li> <li>• Are you able to easily identify posted information on educational resources and pathways to graduation?</li> <li>• How do the resources recognize and value different learning styles?</li> </ul>		
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• Are you familiar with the guidelines on assessment and evaluation used in this school/school system? Are they easy to find?</li> <li>• Are there opportunities to evaluate teachers, administrators and the school?</li> <li>• Is there publicly located feedback or input stations available?</li> <li>• What are the homework policies and how are they personalized to address diverse learning styles?</li> <li>• Is there evidence of students being able to use differing learning styles to submit work?</li> <li>• Is student work on display and if so, where?</li> </ul>		
<b>Attitudes and Values</b>	<ul style="list-style-type: none"> <li>• What is the feeling you experience walking or moving around school?</li> <li>• Are students discouraged from using racial and ethnic slurs by helping them understand that certain words can hurt others?</li> <li>• Do teachers share how they screen books, movies, and other media resources for negative cultural, ethnic, racial, or religious stereotypes before sharing them to students in the class?</li> <li>• Is it understood that students from different cultures will have different expectations from their society for doing well in school? Is this discussed in class or illustrated in public ways?</li> <li>• Do class goals, policies, and procedures incorporate principles and practices that promote cultural diversity, cultural competence and linguistic competence? Are these expectations posted?</li> <li>• Can students vote on school policies and practices? If so, is there information publicly available on this process?</li> <li>• Can students advocate for changes on class syllabus or for in class lessons?</li> </ul>		

	<ul style="list-style-type: none"> <li>Do the halls, cafeteria, lounges and other public spaces communicate that students are valued and their success matters? Please provide examples.</li> </ul>		
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Member’s Role: School Leader \_\_\_\_\_ Teacher\_\_\_\_\_ Staff Member \_\_\_\_\_ Student \_\_\_\_\_

Parent \_\_\_\_\_ Community Member \_\_\_\_\_ District Official \_\_\_\_\_ Other\_\_\_\_\_

Debrief Meeting Date: \_\_\_\_\_

Shared Group Discoveries:

Emerging Themes:

School Successes:

Areas of improvement:

What would you like to see more of?

**Step 2. Equity Audit of School.** Adapted from UCEA (2014) at <http://ucealee.squarespace.com/conducting-an-equity-audit/> . Collect data on the following areas/facets of a school. Analyze the body of data collected to identify areas for improvement (unbiased). Prioritize and make decisions about which areas to target for improvement plans.

The activities below can be conducted individually for targeted needs or together for a more complete picture of a school.

**1. Teacher/Instructional Quality Equity** - The purpose is to determine how teacher quality is distributed within a school or district. Disaggregate the following indicators by courses taught, level of courses taught, academic levels of students taught, etc. Gather these data for multiple years if possible to understand patterns across time.

- **Teacher Education**
- **Teacher Experience**
- **Teacher Mobility**
- **Teacher Certification**
- **Hiring Process**

**2. Programmatic Equity** - The purpose is to look at quality of programs and access/exclusion for certain students/groups of students. Prior to collecting data on the areas below, determine the total school enrollment and disaggregate by gender, ethnicity, and socio-economic status. Then, find out the number of students served in each area below and disaggregate by gender, ethnicity, and socio-economic status (provide both number and percentages). Gather these data for multiple years if possible to understand patterns across time.

- **Special Education**
- **Gifted and Talented Education**
- **Bilingual Education/Limited English Proficiency**
- **Student Discipline Actions/Programs**

**3. Achievement Equity** - The purpose is to look at student achievement across multiple achievement indicators. Disaggregate the following achievement data by gender, ethnicity, and socio-economic status (provide both number and percentages). Gather these data for multiple years if possible to understand patterns across time.

- **State Achievement Tests**
- **Dropout Rates**
- **High School Graduation Tracks**
- **SAT/ACT/AP/IB Results**

**4. School Communication Equity-** The purpose is to look at how, if and when school information is communicated to its community. Disaggregate the communication data by frequency, language, and method. Gather these data for multiple years if possible to understand patterns across time.

**6. School Finance Equity-** The purpose is to look at how people, time and money are strategically utilized to promote access for all students. Disaggregate data on how people, time and money are structured. Compare to various demographics within the school. Gather these data for multiple years if possible to understand patterns across time.

### Step 3. 7 Questions for Transformative School Leadership.

#### Questions to Consider

*These questions are meant to guide decision making and frame conversations*

<b>RISK-TAKING:</b> <b>Participation in activities that challenge comfort to achieve racial equity in education.</b>	<i>How are you ensuring that you are challenging personal levels of comfort to achieve racial equity in education?</i>
<b>SAFETY: Buy-in and ownership in activities in order to achieve an acceptable level of risk.</b>	<i>How are you ensuring buy-in and ownership?</i>
<b>MAKING CONNECTIONS:</b> <b>Relationships developed through common ideas and/or lived experiences.</b>	<i>How are you developing relationships through the sharing of common ideas and experiences?</i>
<b>INTENTIONAL TIME AND SPACE: Free, available and unoccupied atmosphere/ environment.</b>	<i>How are you providing time and space to host dialogue around race and equity in education?</i>
<b>MULTIPLE PERSPECTIVES: Multiple,</b>	<i>How are you ensuring that the voices present represent multiple roles, perspectives and viewpoints?</i>

heterogeneous viewpoints, representations and roles.	
CONVERSATIONS ABOUT RACE AND EQUITY: <b>Open, authentic, truthful dialogue in an atmosphere of trust and learning.</b>	<i>How are you creating an environment of trust, truth, learning and dialogue about race and equity?</i>
DESIGNING SOLUTIONS: <b>Creation of a plan or system that solves a problem or difficult situation.</b>	<i>How are you providing space to put fresh ideas on the table that have modern solutions to the most challenging issues surrounding race and equity in education?</i>

**Step 4. Equity Action Plan.** Review the general descriptions of school leaders. Create individual and/or school action plans based on current reality, vision and goals.



Limited	General	Critical	Transformative
School leader recalls information around race and equity and can summarize the information. This information can be specific facts to theories, but the information recalled and summarized is appropriate.	School leader understands issues of race and equity. School leader can interpret consequences and effects and can compare and contrast facts, terms, concepts, principles and ideas. School leader can recognize	School leader evaluates various perspectives, ideas and philosophies regarding race and equity. School leader articulates viewpoint and questions dominant ideologies.	School leader puts parts together to make a new whole and creates new systems, patterns and structures to eliminate issues of inequity.

	relationships with parts.		
<b>Goal: Know and understand common terms, specific facts, basic concepts and principles</b>	<b>Goal: Interpret and describe consequences, effects, unstated assumptions and distinguish between facts and inferences</b>	<b>Goal: Challenge the status quo and question dominant ideologies</b>	<b>Goal: Design new and radical structures and systems to combat racial inequities in education</b>

## Action Plan

Vision: (What is your vision of equity in your school?)

Current Reality: (Currently, where are you at in relation to that vision?)

Goals: (What are specific goals you have related to that vision, based off of your current reality?)

For each goal, create a set of strategies with rationales.

**GOAL:**

<b>STRATEGIES:</b>	Rationales:

For each strategy, create key actions (can include due date and person responsible as well).

**Strategy:**

<b>Key Actions:</b>	<b>Due Date:</b>	<b>Person Responsible:</b>

*Raised proud, I Contribute with Peace and Strength.*

*Because I was loved- so I love.*

*I know where I come from therefore I don't wander aimlessly.*

*Though my roots hold me down when the strong winds blow,*

*I pray for a time when we will ALL know...*

*-Teacher Leader, black male*

---



## REFERENCES

- A practical guide for students and faculty in CPED-influenced programs working on an action research dissertation in practice.* (2015). [http://www.cpedinitiative.org/files/buss\\_zambo\\_cped\\_product.pdf](http://www.cpedinitiative.org/files/buss_zambo_cped_product.pdf)
- Arao, B. & Clemens, K. (2013). From safe to brave spaces: New ways to frame dialogue around diversity and social justice. In *The art of effective facilitation* (135-150). Sterling, VA: Stylus Publishing, LLC.
- Belleza, R. C. (2012). The impact of race and education on gifted students of color: A case study of high school gifted students of color. ProQuest Dissertations Publishing). Retrieved from [http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV1LSwMxEA5VL6Lg-y3kD2zdVlNeRNTiRfBQvJY8VSitbtuD\\_95MuitSWxD2kk0WQjZ8-WYy8w1CjHbLYgETpJJOKS14jCQkCuKpjZwLzozziQTbBdntVhWi-dstSGbk9mMHTvOrCrg\\_S-b4zcdnAVWk4La1KamxhjYIpRpC\\_J7K50XrvW0TCep5WkO-F5WKliJBdyMD1bbZH4zOB09vB738OMKWzLJr17kk\\_jP1XbR1\\_-smfg91wmgfSjg34R4HqE4bCM9zKPE44tq4gM3I49AOwel5fY-JseLJXCBzAgNBBbu-xrfYpfMx93zBa5BFxpMs-bnyq0PU7z307x6LpkBD8cYFKZijjmujBCc26jJRRUWt8Vpz54SwukrszEpDta2Yl66KIItFLwoQVUqcdw\\_NgR2jYQxz-a5nw\\_f4Kw0sbzklIlLeOC5EjqtjGYs6NJBPO4pOm7XeeCHw0Eyx2hmZeRsZc852kw0h84dJxdofVrPwiXq-Nk3BGDEZQ](http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV1LSwMxEA5VL6Lg-y3kD2zdVlNeRNTiRfBQvJY8VSitbtuD_95MuitSWxD2kk0WQjZ8-WYy8w1CjHbLYgETpJJOKS14jCQkCuKpjZwLzozziQTbBdntVhWi-dstSGbk9mMHTvOrCrg_S-b4zcdnAVWk4La1KamxhjYIpRpC_J7K50XrvW0TCep5WkO-F5WKliJBdyMD1bbZH4zOB09vB738OMKWzLJr17kk_jP1XbR1_-smfg91wmgfSjg34R4HqE4bCM9zKPE44tq4gM3I49AOwel5fY-JseLJXCBzAgNBBbu-xrfYpfMx93zBa5BFxpMs-bnyq0PU7z307x6LpkBD8cYFKZijjmujBCc26jJRRUWt8Vpz54SwukrszEpDta2Yl66KIItFLwoQVUqcdw_NgR2jYQxz-a5nw_f4Kw0sbzklIlLeOC5EjqtjGYs6NJBPO4pOm7XeeCHw0Eyx2hmZeRsZc852kw0h84dJxdofVrPwiXq-Nk3BGDEZQ)
- Breeden, L. E. (2014). Exploring older adult home safety education with photo elicitation via telehealth. ProQuest Dissertations Publishing). Retrieved from [http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV3fS8MwED7GnsQHf-t0Qv6BzmRJm\\_ZJQR2-CgMfy7W5sEFdp-sE\\_3uT\\_phDJ\\_hY0oaQpHf3fZfcByDHix78sAnW2BitRp4lxAVaRMFJSq25tQLrS\\_DbZbfvOqagWe3OSNaW25S5J81vHPBw2CF2e\\_R2-RZ4GSmfbm01NZxNFuNIN8nbHejdYTCvsS6laMs-](http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV3fS8MwED7GnsQHf-t0Qv6BzmRJm_ZJQR2-CgMfy7W5sEFdp-sE_3uT_phDJ_hY0oaQpHf3fZfcByDHix78sAnW2BitRp4lxAVaRMFJSq25tQLrS_DbZbfvOqagWe3OSNaW25S5J81vHPBw2CF2e_R2-RZ4GSmfbm01NZxNFuNIN8nbHejdYTCvsS6laMs-)

[dc\\_ql02uHc3kAF42xNeOUY2yXRTEv4Z6CPsPW6n3I-](#)

[jR4thrNrfnO07geXMcj5VeupvVpTnYrHwltkJL1Sej7m3m6Vu2nJVVyaiY522hb\\_YxR1Y5R9bcryjF6eRx  
ev8UtIILwTJ0zioXJosToUhmeRKhkCERajRkUbtIKYm50TxBj1qMcZGiliO1jWxmwySPVSjPoL8oF3Q  
BjMe-Dr4kt7hKoetEZsqi8UnAKJcWB3DeTV9qiiKVygWKDhmOxQCGm5b2d1ql3xN4-](#)

[eeHV7DngnhV0CND6Ffva7qGnll\\_Aeffv2o](#) Brown, K., & Kathleen M Brown. (2010). Schools of excellence AND equity? using equity audits as a tool to expose a flawed system of recognition.

*International Journal of Education Policy and Leadership*, 5(5)

Brown, C. C. (2013). Complicating blackness in teacher education: Race, intersectionality, and the lives of black teachers. ProQuest Dissertations Publishing). Retrieved from

[http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV1LSwMxEB5KT-  
LBt1Yr5Ad0a5NsNzteFNTiWQoelzxFKFvt4\\_-](#)

[b2UctWsHjsrtDyOPLzDfJNwBSDefJD0zQRpuRNFwqGzcoizSztImhSG5CSKt7w9uy2\\_ctU1CPdguSFX  
K7uSXS\\_IbTpUzkQuHdx2dCZaQo3drU1IiYzEWm6uTtjuidkJvT7MZG9ql9zn5hcrXRTA7gdUN87WjV0  
OyiIP7V1EPYf9xKvR9Bx5fHVLO5Od9xAIWBh5rCK9-  
YIWKPYPJC9l2xVyz4z3359y1609QNGYhOLZXWaq3boB0yXjkWnks1Iz5bNQ22pNbE8henkafrwnDRF  
GBKPEhOHeeoxwloWRzvvzQWBc8d7FqMmjFYZz6aJLKIVW-VhHXyo4KQIICz1iSEdGnkG3nJf-  
Alhucxm00jEkC6lSyqDX0XnBoG0ebegenLddWrjZrJCkLTbOFFle9DdvmiW2LL479fLPH69gT1TIK4gy  
6UN3tVj7a-i49RdiLMT7](#)

Brown, K. (2006). The supreme court's role in the growing school choice movement. *Ohio State Law Journal*, 67(1), 37. Retrieved from

[http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMw3V1LT4NAEJ60nkyM8f02c9JDg-  
EpXDRRoyHx0ETquVIYUA6lTQV\\_v7MPytKkf8ALB0h24dvN7HzDzDcAnntnW2s2gWiQ7907Beei4Ta  
dCYHLWMii3E7DkMsfqIbs9qrtZ3fvvyx80ixE3E92pKtlSF5mEeqcxi-  
i3jKMoBQ46UrWYjSb\\_3ZpMNpdHX-Xc-WPjtomZ-  
38JoV\\_p9O1Wo8f9HIxjIG6VBDTYvrEMoOwZzFVA43ezlDmT-m39FWtn5NYs9a-](#)

[rrUjYnrCe7kRIuczXmb1Q15Zn8mQGHQkePRHPDaE31XNVfs6-  
gQ1fIHJHuxqGPBJgb8Pg7w6gCEhdAiPBD9q-  
FHCf\\_uDAnwsKyTwUYOPCnxU4GML\\_hFcv71OXmJLTDSVm6Besmy6-  
grvGHaYKEqoalm8yE8Bw6xIA4d75GW5fhHwyEv9qOBuJDSOmJ2fwcmG0c43PrmA7W4VL2GrXjb5F  
Qx48wdB6xdb](#)

Carlson, J. A. (2010). Avoiding traps in member checking. *The Qualitative Report*, 15(5), 1102. Retrieved from [http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV09T8MwED2VsrDwjSgFyTDBkOLYS  
exMVamoWNgQYquciyW6JIVQfj--xMIQqqqzJeskn9-  
7e2ffAUgx4sEaJmjUyCWG2lCIgWmWWufdmQpNoiTqfK3tdtsVwp92C5l1euc1kmj-  
qGKXiSjNk\\_HyK6ApUIRt9SM19mBfCEeuzr\\_Vx1OXgElZj3B1IQU9R4jUP\\_ytSWV2BO-  
dyLXBglG2SW7YxaxjOPRhJps0fnECPVucwqD5i8v8fa7YvW86\\_XAGt5PfckE8xhx7LSu2KNirpWEhbP  
ppkft0c7ibPb9NX4LWyrn3w2reWSMvoF-  
Uhb0Exo3LEbjVEgWPslkYZ4YYyKr0MQmiQYw3LLR1dbVIRw05XV6hHUN\\_Z\\_vlb2BXr76A85HnA  
8](#)

Castellani, B. D. (2011). The impact of school choice on student reading achievement in the no child left behind (NCLB) era. ProQuest Dissertations Publishing). Retrieved from [http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV3PS8MwFH6MncSDv3U64R310Ln8a  
NOclE2Hh7HTwONImgSF0c6t-  
9N2m7KnCCUQAmBkNd8yfve6\\_cAGO31ox1MYFoKJb1ILWOKcENFRrljPlIFJ8TIHdntpw1TUFt7A5I  
VcpsiC6T5g9-k1J81iWSPi88olJEK4dampobHZEKTtA7e7vHefacQjPN-  
I8Kzfae\\_MLk6aEZH8LYlvvbMqqf3URD\\_muoxHD7\\_CL2fQMvmp6Fmc5PfcQbKfzFY\\_zSJhcNVJc-  
JvvVQgkWOq1oFE5d12j2GLExbqY2X-  
JGjv0jipMBKKhnH1pU4sO\\_e4ce7yXA8uEe7VOcwHb1Mh69RU4AhWsSERcxZSRNpuE54kjJNnYi5FI  
LazGZUc-W8v-h0bLwx-](#)

[3FslPHGZdo66oy Bht2Ae28yO0VYKqC0JsJSoSwbKxSlRqiZGZckJcXWQcuN8s5M P5LMgaEo9\\_gnSg  
u-1pttdq9r2g138OvIGDmv8NTxf5XJtb6F1l1-aSMG5](http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV27TgMxEfYF0NDwRoSA5B-4yPY9bFcIliLoA6KL7Fsb0VwgkP9nffFdESJE7S0sn288-9AMQC4nPNvCBBXBrlbyHHMMJQ9RHtuWpgzOKqlRbMlud6oQ6Wt3INkiNy7rWDSnrL2MUi1K3H58ZtFFKnZbk6XGHuxLSY8r3W_1et93FaTRulMn0LLQv_C3fVRmR_DSF7l27GDidpUb_rOtYzhMNJPdbe7FCQx8cxodmtM0xxnkz00yjHhjUwLAlSO-iewJW6dfSp_Ze8P6eNZ6Z57DfPYwnz5myUAh84UWmTDeV84Z7l3gQtso9Wcol5VYIbGKUaUfKkdKeJAWsbCCAgvig86o3FLobQybZeMvgSlnK--D0bX2RLDQ-oAVdlpjVRiv-QjG3REt0k_wteiP4urP1TEcbIYw4gzsNQy_V2t_AwNc_wBMManK)

Choi, J. (2008). Unlearning colorblind ideologies in education class. *The Journal of Educational Foundations*, 22(3/4), 53. Retrieved from

[http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV27TgMxEfYF0NDwRoSA5B-  
4yPY9bFcIliLoA6KL7Fsb0VwgkP9nffFdESJE7S0sn288-  
9AMQC4nPNvCBBXBrlbyHHMMJQ9RHtuWpgzOKqlRbMlud6oQ6Wt3INkiNy7rWDSnrL2MUi1K3H  
58ZtFFKnZbk6XGHuxLSY8r3W\\_1et93FaTRulMn0LLQv\\_C3fVRmR\\_DSF7l27GDidpUb\\_rOtYzhMNJP  
dbe7FCQx8cxodmtM0xxnkz00yjHhjUwLAlSO-  
iewJW6dfSp\\_Ze8P6eNZ6Z57DfPYwnz5myUAh84UWmTDeV84Z7l3gQtso9Wcol5VYIbGKUaUfKkdK  
eJAWsbCCAgvig86o3FLobQybZeMvgSlnK--D0bX2RLDQ-oAVdlpjVRiv-  
QjG3REt0k\\_wteiP4urP1TEcbIYw4gzsNQy\\_V2t\\_AwNc\\_wBMManK](http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV27TgMxEfYF0NDwRoSA5B-4yPY9bFcIliLoA6KL7Fsb0VwgkP9nffFdESJE7S0sn288-9AMQC4nPNvCBBXBrlbyHHMMJQ9RHtuWpgzOKqlRbMlud6oQ6Wt3INkiNy7rWDSnrL2MUi1K3H58ZtFFKnZbk6XGHuxLSY8r3W_1et93FaTRulMn0LLQv_C3fVRmR_DSF7l27GDidpUb_rOtYzhMNJPdbe7FCQx8cxodmtM0xxnkz00yjHhjUwLAlSO-iewJW6dfSp_Ze8P6eNZ6Z57DfPYwnz5myUAh84UWmTDeV84Z7l3gQtso9Wcol5VYIbGKUaUfKkdKeJAWsbCCAgvig86o3FLobQybZeMvgSlnK--D0bX2RLDQ-oAVdlpjVRiv-QjG3REt0k_wteiP4urP1TEcbIYw4gzsNQy_V2t_AwNc_wBMManK)

Clark-Ibáñez, M. (2004). Framing the social world with photo-elicitation interviews. *American Behavioral Scientist*, 47(12), 1507-1527. doi:10.1177/0002764204266236

Collier Jr, J. (1995). Photography and visual anthropology. *Principles of Visual Anthropology*, 235-254.

Collins, J. W., & O'Brien, N. P. (2011). *The greenwood dictionary of education* (2nd ed.). Santa Barbara, Calif:

Greenwood. Retrieved from

[http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwdV09a8MwED1CuqR0aJp-  
uE5AS8cUybIjaw41nTJ1N4olhQx1SkkgP793\\_sIxKXgRJ2ROwj69p7snABm98-Xgn-  
BXxnBRWMsLjNBpYk1UJNJOpTzacUU\\_C-  
7PQD2LXsRawRXitS2EWdV2rjZpqNXSKYk0rw6nyWzlrzfELoR32mN6rJNRT0je-qjqj27hDiPJr\\_m2-  
x1d5tGLQdk9jKkuYQojVz7QZetNYsYM3nCpWZc\\_w-y-KlXA4djBM9f2e4Qw-  
hafy7tKW84m7x17hw9wbg8lO4FmJJiK6QTqtBp7FaJdgbBAGECg6jEmwBm10YI4Ln2If-  
p9Sty3FIhkFEygHBgOZ6PPev8wuWuk8QdUJy8Xn9bCJOadaVnDjcePyK3oLn8A32sjw](http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwdV09a8MwED1CuqR0aJp-uE5AS8cUybIjaw41nTJ1N4olhQx1SkkgP793_sIxKXgRJ2ROwj69p7snABm98-Xgn-BXxnBRWMsLjNBpYk1UJNJOpTzacUU_C-7PQD2LXsRawRXitS2EWdV2rjZpqNXSKYk0rw6nyWzlrzfELoR32mN6rJNRT0je-qjqj27hDiPJr_m2-x1d5tGLQdk9jKkuYQojVz7QZetNYsYM3nCpWZc_w-y-KlXA4djBM9f2e4Qw-hafy7tKW84m7x17hw9wbg8lO4FmJJiK6QTqtBp7FaJdgbBAGECg6jEmwBm10YI4Ln2If-p9Sty3FIhkFEygHBgOZ6PPev8wuWuk8QdUJy8Xn9bCJOadaVnDjcePyK3oLn8A32sjw)

Comeaux, E. (2013). Faculty perceptions of high-achieving male collegians: A critical race theory analysis. *Journal of College Student Development*, 54(5), 453-465. Retrieved from [http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMw1V1LSwMxEA7FkyC-H\\_UBuXpo3e5uso23IhYRBBHrwcUQJypVq7Wif8df6sy-WtSDBY\\_CHgKBbPIIZOab\\_XaGsSRuR60vd0KUuEiFSGtpUilUYpVPu6prtEQPwnjxJe32da0QGvv23U3BFktxw1UDHgPYgl3DuEgECW6qtDI4RW\\_kQKRtQXvn9eQN2ej9kG5rNMik8huc198bhMzLJ0ddlSE1o\\_QDpfp5NiDy7brObVB\\_iT3VMbHZCbNT2GJv1nFMlssHVbeK07Ycmv4h1Wq9VzqQtbYVV9T-o53fj7VyPDHwElB0urZm1tPMQt-hpalF2EKnpD4kPd4VWaBX2jreZEIgfDZUtbZoH98eXTSKqs1tHwsMySivquDVSFohQ3XUbqjgpLGeqmNiaWRIZLKasF8kiGptLaD-69TpeNECpclG2xBk6r\\_4SX\\_-89tMZ7FNjM4khd4bpBOa2NToxPR8WhVvY-abIO2CUZFZg44Ps0TkgnS-JjZuLr\\_d5gDYQ70QIk5IEjCDJI0CCEJNZJASMIUSehBBSQQkFAACRWQTbb\\_0yS\\_v33kQpNtVmcP3HAICbqhsRLI37f\\_w1J32Hyc1xGh2NUum3t5nvg91nCTT6CZZZ0](http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMw1V1LSwMxEA7FkyC-H_UBuXpo3e5uso23IhYRBBHrwcUQJypVq7Wif8df6sy-WtSDBY_CHgKBbPIIZOab_XaGsSRuR60vd0KUuEiFSGtpUilUYpVPu6prtEQPwnjxJe32da0QGvv23U3BFktxw1UDHgPYgl3DuEgECW6qtDI4RW_kQKRtQXvn9eQN2ej9kG5rNMik8huc198bhMzLJ0ddlSE1o_QDpfp5NiDy7brObVB_iT3VMbHZCbNT2GJv1nFMlssHVbeK07Ycmv4h1Wq9VzqQtbYVV9T-o53fj7VyPDHwElB0urZm1tPMQt-hpalF2EKnpD4kPd4VWaBX2jreZEIgfDZUtbZoH98eXTSKqs1tHwsMySivquDVSFohQ3XUbqjgpLGeqmNiaWRIZLKasF8kiGptLaD-69TpeNECpclG2xBk6r_4SX_-89tMZ7FNjM4khd4bpBOa2NToxPR8WhVvY-abIO2CUZFZg44Ps0TkgnS-JjZuLr_d5gDYQ70QIk5IEjCDJI0CCEJNZJASMIUSehBBSQQkFAACRWQTbb_0yS_v33kQpNtVmcP3HAICbqhsRLI37f_w1J32Hyc1xGh2NUum3t5nvg91nCTT6CZZZ0)

Comer, J. (2013). Foreword. G. Singleton, *More courageous conversations about race* (p.viii). Thousand Oaks, CA; Corwin: A SAGE Company.

Crenshaw, K. W. (1995). Mapping the margins: Intersectionality, identity politics, and violence against women of color. In K. Crenshaw, N. Gotanda, G. Peller, & K. Thomas (Eds.), *Critical race theory: The key writings that formed the movement* (pp. 357-383). New York: The New Press.

Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist*, 35(2), 236-264.  
doi:10.1177/0011000006287390

Deal, C., & Fox, P. (2006). LIVING WITH CONVICTION: Photography, identity, and collaborative learning at hampden-sydney college and piedmont regional jail. *Transformations*, 17(2), 44. Retrieved from <http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV3fS8MwED7mfPHF36JO4fDZzpqua->

uLSHG2onPMUR9H2qSboO3UTtiLf7tJTKuMMXwprA0Xcny9-3L5DsAiTdOYw4SE2-  
eOK7XZhQ95MnM2bepYlp3ExGpTOie7XapC6N0uQVIhN8sTSZqfEXmE5on84HLyZsguUvK0VbfUW  
IFVikIb2crhmvQrZHba6vq0CCIEAmbqHmV\_8Vf9VDobEFUk1wILmvEiuuE\_Zm3Cug4z8erHL7agxrNt2  
aFZV3PswNddGIXdG3wKBwH6D90oVNUkF9gb54WWsT5FfY1XPNGMof\_rM58ctTLrCGmBAX2diF  
eNxxnL-Aw1G6E-6okYVxhVYJ-PFO2It\_T5ZRdOOtcDPzDKJQ-  
1U38Mq6VZe1DP8ozvA7pxi6Ss5ZJEqsa4cUxJKjIYxjyLp55tHkBjyUSHS0cbsKYID1U6dwT14n3Kj6H  
Gpt\_STLYF

Delgado, R., & Stefancic, J. (2001). *Critical race theory: An introduction*. New York: New York University Press. Retrieved from  
<http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwY2AwNtIz0EUrE5IMLZKBOcnSxCTR3MLSKDXRMs3MJNHQPA10B5IZ-Foy3Mduo3XsYaMXwK4EsHYG7S8H9rPACdrNj5uBKauUqYJwE2QQRlxaqwAsuEtBDCEGptQ8YQZmn8RyYQauANilAZUiDCKwGwYUihKTUxXAuwkrRRmk3VxDnD10U0rjoaMq8TDrTYzEGHgTQavR80rAu9ZSJBgUEpNTUpOBPaM045QUk6QkYwtzUACA2k6JwAaSRalkgwg2o6SwC0szcEFWPoGQDANrGjBhpsqCfAoAhQNiKw>

Delpit, L. (1990). Dilemmas of a progressive black educator'. Conference on College Composition and Communication, Chicago,

Dewey, J. (1938/1997). Experience and education. Macmillan.

Dixon, A. D., & Rousseau, C. K. (2005). And we are still not saved: Critical race theory in education ten years later. *Race Ethnicity and Education*, 8(1), 7-27.

Equity and diversity. (n.d.). [http://www.sc3ta.org/topics/Equity\\_and\\_Diversity.html](http://www.sc3ta.org/topics/Equity_and_Diversity.html)

Evans, A. E. (2007). School leaders and their sensemaking about race and demographic change. *Educational Administration Quarterly*, 43(2), 159-188. doi:10.1177/0013161X06294575

Everyday Democracy. (n.d.). Retrieved November 5, 2016, from <https://www.everyday-democracy.org/>

Freedman, B. (n.d.). *Equity walks*. [www.principals.ca/documents/EquityWalkMatrix.pdf](http://www.principals.ca/documents/EquityWalkMatrix.pdf)

Gioia, D. A., Thomas, J. B., Clark, S. M., & Chittipeddi, K. (1994). Symbolism and strategic change in academia: The dynamics of sensemaking and influence. *Organization Science*, 5(3), 363–383. Gough, S., & Scott, W. (2000). Exploring the purposes of qualitative data coding in educational enquiry: Insights from recent research. *Educational Studies*, 26(3), 339-354. doi:10.1080/03055690050137141

Hallinger, P., & Heck, R. H. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly*, 32(1), 5-44.

Harper, D. (2002). Talking about pictures: A case for photo elicitation. *Visual Studies*, 17(1), 13-26.

Hill, M. R. and Thomas, V. (2000). Strategies for Racial Identity Development: Narratives of Black and White Women in Interracial Partner Relationships. *Family Relations*, 29: 193-200. Doi: 10.1111/j.1741-3729.2000.00193.x

Intersectionality (n.d.) <http://academic.udayton.edu/race/01race/race08.htm>

Ixa Plata-Potter, S., & de Guzman, Maria Rosario T. (2012). Mexican immigrant families crossing the education border: A phenomenological study. *Journal of Latinos and Education*, 11(2), 94-106.

Jay, M. H. (2006). Race in education, anti-racist activism and the role of white colleagues: Listening to the voices of african american educators. ProQuest Dissertations Publishing). Retrieved from [http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV3JTsmwELWqnhAH9h3JH0BKvCSxuXAAKg6cUMUVeQuqKA1048ivM5PGgEqRuMWLktF49JyZsd8QIngvTZYwwbrgmDOiMJ07L5113GRpqbw1UnCTL9FuR1aIdrUjSDbI7WuHQfNzMFReaCXY5etbglWkMNvaltQASGY814vc7bLzHtusELDfi cZXy\\_BGJ7j0suXkiW32C6Kbfae\\_QR6-4mArhOzZVRGJ\\_0i-SdavfyTit0gnVNtYwbk97bFDPu6NC3RY0RD7zigswjAZGweWQfE-xHw4eYFOT-](http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV3JTsmwELWqnhAH9h3JH0BKvCSxuXAAKg6cUMUVeQuqKA1048ivM5PGgEqRuMWLktF49JyZsd8QIngvTZYwwbrgmDOiMJ07L5113GRpqbw1UnCTL9FuR1aIdrUjSDbI7WuHQfNzMFReaCXY5etbglWkMNvaltQASGY814vc7bLzHtusELDfi cZXy_BGJ7j0suXkiW32C6Kbfae_QR6-4mArhOzZVRGJ_0i-SdavfyTit0gnVNtYwbk97bFDPu6NC3RY0RD7zigswjAZGweWQfE-xHw4eYFOT-)

[EnkuIxRVqX9B3zEhTNK5gnkPSC3qElYfiFTutm6rxGdMLJiypFFY15o\\_Zr9XiySwb9m8HVbdIWa0ieZc  
aSzAaJzKqhUFanKgirShuUUUawwHJXulR7p1NhWOathb6S8ZTrkGkJaudij3SrugoHhIJmpCjhXTk8cGu  
N8E4aL5DWp8xTf0j2o64f\\_WgEPgy4PBy5pI7-HDkma9-xkxPSnY5n4ZR0\\_OwT6TPH6Q](#)

Jedlicka, K. O. (2014). The emotional impact of teaching in a high poverty school on first-year, early childhood teachers in rural south carolina: A photo elicitation study. ProQuest Dissertations Publishing). Retrieved from

[http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV3bSsNAEB1Kn8QH73dlPsDUzTYkrS8  
q1eIHCD6W3ewGAyFba\\_rQ\\_-  
gHO5NsRGoKPobAMGySM9ecAzCUAxFsYEKkrRmJkaLwbzOVxCoaa0WhN0mVNpnYpN1-  
bDsFzdNuQbJGbuNSbprfhTGrRrB47sP8M2AZKR63ek0NwuRQxuNmeNtRvVMNRP8602Z72qf2WvzB  
5DrQTPfg\\_afx1eHVQHe1IP7l6j7sPv8avR9Az5aHrNns9zuOYE1vDNpG1UcV2Pw-  
iS7Dyi9cYl6iQuY3xjkvfIYr\\_Ko5PNGVmOWURgYr8vkWLZMmY9qSJjcGKM1kAwum-  
cBauA8nXjLoHp9w\\_uEqh7bIU08ajjXx7THcTF\\_eJq9BewwzUxSzIZUznDTRgZ5Av3SIPQOUUsUmNF  
KryEZJJjTlnELoTOpE2zhJz-F0i5GLrXcuYYdSl6hphlxBv1os7TX0zPIbUDy\\_jA](#)

Johnson, R. S., & La Salle, R. A. (2010). *Data strategies to uncover and eliminate hidden inequities: The wallpaper effect*. Thousand Oaks: Corwin Press. Retrieved from

[http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwdV1La8MwDBZhvQx26GNlfQz8B1oSO  
03SXdeGnXbavTiRTQ8lpcz5\\_5PcZO1CdrQNBoEs6ZOITwBKrsNVxyZgWaaIMiIcV0SFypLMIFomGyS  
NCI0n5PufdrsD7NvsRUxvg5wpmV\\_CWV6h889bekUxNoh9Kxe5NMIBUt4t1C\\_dU3O4-  
bvmaSQB1neuJh\\_CA7cfjCAw1ZhnKjf1FxN422mnbdrR2EOwtySlyCKXSFwpz8gC5nxJFpQSpB8eOl9  
oSpz7DI91\\_vHyusD02-5tAKIsopPGmuc6-  
c74fDFxAE96wtkq2mlxiXIRaJyUxKMY7SNIOhncGk76p5\\_YCHq-4ZxSWMLAksqbV5b8B0\\_3dmQ](#)



Johnson, B. E. (2016). *Supreme court decisions that changed*

*america*. <http://www.aacc.nche.edu/Resources/aaccprograms/diversity/brownvboard/Pages/supremecourt.aspx>

Johnson, R. S., & La Salle, R. A. (2010). *Data strategies to uncover and eliminate hidden inequities: The wallpaper effect* Corwin Press.

Jones, R. A. (2001). Philosophical methodologies of critical race theory. *Georgetown Journal of Law & Modern Critical Race Perspectives*, 1(1), 17; 17.

Keats, P. A. (2009). Multiple text analysis in narrative research: Visual, written, and spoken stories of experience. *Qualitative Research*, 9(2), 181-195. doi:10.1177/1468794108099320

King, J. (1991). Dysconscious racism: Ideology, identity, and the miseducation of the teachers. *Journal of Negro Education*, 60(2), 133-146

Kvale, S., & Brinkman, S. (2009). *InterViews: Learning the craft of qualitative research interviewing* (2nd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Kozleski, E. B., King Thorius, K., & Smith, A. (2014). Theorizing systemic reform in urban schools. In E. B. Kozleski, & K. King Thorius (Eds.), *Ability, equity, and culture: Sustaining inclusive urban education reform* (pp. 11-31). New York, NY: Teachers College Press.

Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education*, 11(1), 7-24. doi:10.1080/095183998236863

Lee, J. M. (2008). *Toward a new educational framework of critical race*

*theory*. <https://research.collegeboard.org/sites/default/files/publications/2012/7/presentation-2007-3-critical-race-theory.pdf>

Lindsey, R. B., Roberts, L. M., & CampbellJones, F. (2005; 2004). *The culturally proficient school: An implementation guide for school leaders*. Thousand Oaks, Calif: Corwin Press. Retrieved from [http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwfZ3NCsIwDICD6EXwoE5Rp9AXmMzup\\_iZNzx58j66djuJCLqDb29TV9ExPIaW0tDQkJB8AQjo1vdaf0JUMioQ9yQj5le8kEr7zR1niFPT3yj7i91uBfY2exEYuhyCPnWcZQw6O1lToshJo1HwCdQRu\\_UIUN7Ad-xi\\_Cvj9KKeqpsi6C-Pk42hj10IE-iV1ymOVm7KMBwg-mGJ5WVcnsQM3TZdjeRuiJozcLP0vD96qs6b5ExutQjoHEYCi9qvD9P8phZAhB-XiS-l0l4-ZFLom3FeVEpI7cQpTZbgdB21hBneOr-9eRV5egiRM7dbdW93YWh4pCavsIZBpe2-3KD6L29wdLE](http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwfZ3NCsIwDICD6EXwoE5Rp9AXmMzup_iZNzx58j66djuJCLqDb29TV9ExPIaW0tDQkJB8AQjo1vdaf0JUMioQ9yQj5le8kEr7zR1niFPT3yj7i91uBfY2exEYuhyCPnWcZQw6O1lToshJo1HwCdQRu_UIUN7Ad-xi_Cvj9KKeqpsi6C-Pk42hj10IE-iV1ymOVm7KMBwg-mGJ5WVcnsQM3TZdjeRuiJozcLP0vD96qs6b5ExutQjoHEYCi9qvD9P8phZAhB-XiS-l0l4-ZFLom3FeVEpI7cQpTZbgdB21hBneOr-9eRV5egiRM7dbdW93YWh4pCavsIZBpe2-3KD6L29wdLE)

Lipsitz, G. (1995). The possessive investment in whiteness: Racialized social democracy and the "white" problem in american studies. *American Quarterly*, 47(3), 369-387. Retrieved from [http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwhV3JSgNBEG2CJ0Hco9EEihy8TZzMP15E1OAhQhA9D71UJKCTmOWgX29V9ySukPvM0NNL1aul3xMiDDq-98smmEjp1EgTYxcjHWnyejn6wyRU5I-ljRu\\_024vRR25ydJ2CdqaPsEI9YLnQcri6N3LyZvH4IFcZK2UNMgSM1-Zo8ld2WMKwoIv3TzWU6uMr2tA\\_GOErWfp7Yj7VabrxxA66r9sw9qx7YrtCmLCldsTe6KG5b446leJyRmcQX\\_FpTw7EGPaKTAY2-IvmT5wzBucNIRRCVZAJ83hBTxITq-PPtCAu9QLN\\_g61lOp30GWBghKQts-34aB06nhLyxrQlC1LB6Kp97t4\\_WdV8kweM8EF7sUXPpRqjFShC2zjBAjQVxD02xQKWZTVBIKDA0S1kPMsZtnUuUEO7TRKgmUDutiS3K7fjm31\\_rMsQAkQxAa5qIfRkzZlqXS-DESGAyGWYJJQ9R5jQo-ZXP6j4JZVMM49BuiZVeimDgyjoKCGO5lL6qZb4jmcjWL6jTOCvLBOXnhOIlO1rx-KjbdnXVulmuKjfl0gS1RM4tPKIHWLA](http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwhV3JSgNBEG2CJ0Hco9EEihy8TZzMP15E1OAhQhA9D71UJKCTmOWgX29V9ySukPvM0NNL1aul3xMiDDq-98smmEjp1EgTYxcjHWnyejn6wyRU5I-ljRu_024vRR25ydJ2CdqaPsEI9YLnQcri6N3LyZvH4IFcZK2UNMgSM1-Zo8ld2WMKwoIv3TzWU6uMr2tA_GOErWfp7Yj7VabrxxA66r9sw9qx7YrtCmLCldsTe6KG5b446leJyRmcQX_FpTw7EGPaKTAY2-IvmT5wzBucNIRRCVZAJ83hBTxITq-PPtCAu9QLN_g61lOp30GWBghKQts-34aB06nhLyxrQlC1LB6Kp97t4_WdV8kweM8EF7sUXPpRqjFShC2zjBAjQVxD02xQKWZTVBIKDA0S1kPMsZtnUuUEO7TRKgmUDutiS3K7fjm31_rMsQAkQxAa5qIfRkzZlqXS-DESGAyGWYJJQ9R5jQo-ZXP6j4JZVMM49BuiZVeimDgyjoKCGO5lL6qZb4jmcjWL6jTOCvLBOXnhOIlO1rx-KjbdnXVulmuKjfl0gS1RM4tPKIHWLA)

Loeffler, T. A. (2005). Looking deeply in: Using photo-elicitation to explore the meanings of outdoor education experiences. *The Journal of Experiential Education*, 27(3), 343. Retrieved from <http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV1dS8MwFL1MfrHE7->

HX4P6BzjTtXOqLiG4oONyD-

DryVRVKM7f2wX9vkrUVZgWfA5eEhJN7T07OBYhonwRrmBCLWMdCcGXrjZBwrmOZMH1FtGRE  
8HS4Zrtdu0JUu12DpEduZaQjzS9tOZVYbI3ZzfwzcF2k3Gtr1VJjA7ZCSpmT-E3ItEFmi8X-t5E9eIGtjJf-  
OsvlfEevDYkV8sM-qKNbvjPtPZht0oz8XZ1Lg6go\_ND16G5UnMcgXxyxG3-  
hvdaz7MvfMyv0csHcPpuChOMsg9Z2XdjYXA1ldNo00WcaO7IICWaFJ\_LQhmzwCYy\_ngnL4-  
hNx693D0E9bpmKstmLHLF2YCFURd2uBPY54X\_iKdOAJVWXEdChANO7G4qPiCCDiW1KR-  
N05CeQrc92NlfA-ew7X1QPZ9xAZvFotQ96KjyGyB8rWo

McMahon, B. J. (2009). White educational administrators' understandings of race in a multicultural context.

*EAF Journal*, 20(2), 17. Retrieved from

[http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV1LS8QwEB5WvQji-0gN09d20zopicRcfGyIL6uS9okICytu9sFf7476cOiu-A1CWFCwjfJzOT7AJD3fe8XJujQlTeZEDFarqzQqeJJionRCwBFp6TQpd1uWCHq3W5A0iG3LjIKmt\\_EYSQk-jK5\\_Zx4pCJF2dZaUmMNNgLOJZX4Df2n9gEWWhFXGWWLgIQbyD\\_46pzLYgfc2yLXEgn66LNzwH7N2Ybu-ZrK76lzsQc\\_k-6TQXFdzHMCLU8ZjbQsN\\_uHRLaaza\\_bW\\_fcyY4Vlzyoz7CNnig27rB3MUVx9lYdwNXh4vX\\_0mnWM9Hg84sTEgxt\\_NgRbCmqmM9L9\\_NOnwAzfmxEKoj9JyMZOimFVhytSXikEm1P4XjFbGcre85hs8rGULnrBayX07m5hJ6efwPh6Kfw](http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV1LS8QwEB5WvQji-0gN09d20zopicRcfGyIL6uS9okICytu9sFf7476cOiu-A1CWFCwjfJzOT7AJD3fe8XJujQlTeZEDFarqzQqeJJionRCwBFp6TQpd1uWCHq3W5A0iG3LjIKmt_EYSQk-jK5_Zx4pCJF2dZaUmMNNgLOJZX4Df2n9gEWWhFXGWWLgIQbyD_46pzLYgfc2yLXEgn66LNzwH7N2Ybu-ZrK76lzsQc_k-6TQXFdzHMCLU8ZjbQsN_uHRLaaza_bW_fcyY4Vlzyoz7CNnig27rB3MUVx9lYdwNXh4vX_0mnWM9Hg84sTEgxt_NgRbCmqmM9L9_NOnwAzfmxEKoj9JyMZOimFVhytSXikEm1P4XjFbGcre85hs8rGULnrBayX07m5hJ6efwPh6Kfw) *More courageous conversations about race*(2012). . Portland: Ringgold Inc.

Retrieved from

[http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwtV09T8MwED1VTCaKQHwVqJSRJalJx2k8MSAqJGDrHjlnh6VqIE1\\_Bv-ZuzQJUhXYWGPfCc7JO7-75zOAKlMR7mECOXmvBYrCkcekH6cU6qjIDVFvqVy0X3a7k3W1s92BZIPerkQOms8iSairExXPHz4-Qz5GitOt3Zkaf3Swq27EJmidzKxLtzOSG8kU7vWlz0UM1AsdBu\\_GIy1O4KuPkA08fZoPxSr-8Z1O4Yh3TQS7VMMZjPz6HO7fysoHSF8rgVa53QSNxL1q9UNBo4kOKov-ApaLp-Xjc9iezBC-z3UUytR5dD7mkSboOPVlzMhG6GWiPc0qFsQrlZqLPE6NNQVdSaxwKA2XdxfqEo4tC\\_jXdbPRz11DE](http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwtV09T8MwED1VTCaKQHwVqJSRJalJx2k8MSAqJGDrHjlnh6VqIE1_Bv-ZuzQJUhXYWGPfCc7JO7-75zOAKlMR7mECOXmvBYrCkcekH6cU6qjIDVFvqVy0X3a7k3W1s92BZIPerkQOms8iSairExXPHz4-Qz5GitOt3Zkaf3Swq27EJmidzKxLtzOSG8kU7vWlz0UM1AsdBu_GIy1O4KuPkA08fZoPxSr-8Z1O4Yh3TQS7VMMZjPz6HO7fysoHSF8rgVa53QSNxL1q9UNBo4kOKov-ApaLp-Xjc9iezBC-z3UUytR5dD7mkSboOPVlzMhG6GWiPc0qFsQrlZqLPE6NNQVdSaxwKA2XdxfqEo4tC_jXdbPRz11DE)

[JtYYeFRNxQv1jZ3LjIa85RL1KQ4hiu2esb\\_XU1DyxQZSxM3EGOYdLbIbM4Blqw32Y8p6c6-](#)

[3a1WGZc809LQUufm15ZbOKSVkdzpVu7goK62fgIjt\\_0GNg7b-g](#)

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. 1994. Beverly Hills: Sage Publications,

Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative data analysis: A methods sourcebook* SAGE Publications, Incorporated.

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533-544. doi:10.1007/s10488-013-0528-y

Parker, L., & Villalpando, O. (2007). A race(cialized) perspective on education leadership: Critical race theory in educational administration. *Educational Administration Quarterly [H.W.Wilson - EDUC]*, 43(5), 519.

Retrieved from

[http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMw3V1LS8NAEF6qXgQR32\\_Yi6KEIG4eT](http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMw3V1LS8NAEF6qXgQR32_Yi6KEIG4eT)

[VbwEEu1B0HQ-](#)

[jqVfQULNUpJLx787e4k2Twq\\_QNe22mT7Ezn8XVmPoRcp92x53wCVTQkhLkOYTqDJSELucuY4kCd](#)

[44oOa67dbv0Uiq9e-w-](#)

[Kj6yHDBkPAQwffwOYSbNG92KmEv4eKNs6rLuyIrmwgZL4AL6imNsHRKSUB4U21u02kP2FUIXvq](#)

[HXqXw\\_aL20r3xNp2RZw\\_xiaczOGPTUj26pmk89AkDTR3ktm8O69SGHBQAO2COZaQOauVD51xOH](#)

[ORFpHKoGAQiemr3nIKvy0nw0h0Lojz\\_c9FQbr17yykWsul talpU5udcFGzmdN-](#)

[occi\\_RKJfbT45Ku4UNdya9Evdv-WxnYSTdwDCEG3M-](#)

[f8J3IJMMNtF4UEzjKjWATtVSyBTzcxWNuo\\_cIgybPjSlc4Joh4M8EI7K4MoRLbMwg-](#)

[zDOzQCPa9Jw0YaCd9Dwpj\\_sDeyCW8P-](#)

[ClIiKx57KnAcxZTbdWVHxB6Jha5dYf2TPhhYAsQDoAh2SBwon3IhlPAdQL2E0mFhF60xGMFI0mxU](#)

- Ortega, R. (2010). From civil rights to human rights: Implementing US obligations under the international convention on the elimination of all forms of racial discrimination. Retrieved from <http://cwgl.rutgers.edu/docman/economic-and-social-rights/348-april-2010-cerd-report/file>
- Parker, L. (1998). 'Race is race ain't': An exploration of the utility of critical race theory in qualitative research in education. *International Journal of Qualitative Studies in Education*, 11(1), 43-55.
- Patton, M. Q. (2002). Two decades of developments in qualitative inquiry a personal, experiential perspective. *Qualitative Social Work*, 1(3), 261-283.
- Pink, S. (2001). Doing ethnography: Images, media and representation in research. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 3 (1),
- Philip, T. M. (2011). An "ideology in pieces" approach to studying change in teachers' sensemaking about race, racism, and racial justice. *Cognition and Instruction*, 29(3), 297. doi:10.1080/07370008.2011.583369
- Randall, V. (2008). *What is institutional racism?* <https://academic.udayton.edu/race/2008ElectionandRacism/RaceandRacism/racism02.htm>
- Ponterotto, J. G., & Pedersen, P. B. (1994). *Preventing prejudice: a guide for counselors and educators*. Newbury Park, Calif: SAGE Publications.
- Radley, A., & Taylor, D. (2003). Images of recovery: A photo-elicitation study on the hospital ward. *Qualitative Health Research*, 13(1), 77-99.
- Randall, V. (2008). Institutional racism in US health care. *Race, Health Care and the Law*, Reese, K. L. (2014). Exploring doctoral student experiences from the perspectives of mid-career professionals in educational leadership using photo-elicitation. ProQuest Dissertations Publishing). Retrieved from

[http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV3LTsMwELSqnAH3lAokn\\_AJU4cJz6BBFQcuIHesbLjNVQqSWjan-CrWTePVqVIHGpLjuVVxpPd9SwhUTgK2BYmGOeSMIvxtBPC8QhZu7SxSwMB0oBRekt2-671FNTWbkFyhdy2yLzT\\_GalHYanPee35RfzZaR8uLWpqYGYzEOZ1MHbHX\\_vHrmV9GSpkX1qn-UvTF4dNOMD8tY5vnasamR2uSD-tdRDsv-wEXo\\_Ij3Ij33N5ia\\_44R8d-l4FGdc-Jv7tKqVLyl0gsgV9RdSKNJGWq7vaVa0cPRzapIPJIM5LTcEPyo6zWn3Hpz0ucuepj7r\\_p2WH8WiYDCbZo1g-Cl5GT--3j-xplIDK5GwsdRZIxKQ4OliEBohuU3iLNUZRNgWCa2x2WYKja-Bewl\\_oyG2HI2vEFPOSD8vcrggVKfY47SyBnmHsUalARIWFXETJhAIOyDn7bZP7Gw2iZBfKR8s4gMy7Hqaz7CarDf-8s-BV2QPSZCo3SpD0l\\_Ml3BNenb5A-sF1Mk](http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV3LTsMwELSqnAH3lAokn_AJU4cJz6BBFQcuIHesbLjNVQqSWjan-CrWTePVqVIHGpLjuVVxpPd9SwhUTgK2BYmGOeSMIvxtBPC8QhZu7SxSwMB0oBRekt2-671FNTWbkFyhdy2yLzT_GalHYanPee35RfzZaR8uLWpqYGYzEOZ1MHbHX_vHrmV9GSpkX1qn-UvTF4dNOMD8tY5vnasamR2uSD-tdRDsv-wEXo_Ij3Ij33N5ia_44R8d-l4FGdc-Jv7tKqVLyl0gsgV9RdSKNJGWq7vaVa0cPRzapIPJIM5LTcEPyo6zWn3Hpz0ucuepj7r_p2WH8WiYDCbZo1g-Cl5GT--3j-xplIDK5GwsdRZIxKQ4OliEBohuU3iLNUZRNgWCa2x2WYKja-Bewl_oyG2HI2vEFPOSD8vcrggVKfY47SyBnmHsUalARIWFXETJhAIOyDn7bZP7Gw2iZBfKR8s4gMy7Hqaz7CarDf-8s-BV2QPSZCo3SpD0l_Ml3BNenb5A-sF1Mk)

Richard, V. M., & Lahman, M. K. E. (2015). Photo-elicitation: Reflexivity on method, analysis, and graphic portraits. *International Journal of Research & Method in Education*, 38(1), 3-22.  
doi:10.1080/1743727X.2013.843073

Saldaña, J. (2013). The coding manual for qualitative researchers. Los Angeles [i.e. Thousand Oaks, Calif: SAGE Publications.

Schoorman, D. & Bogotch, I., I. (2010). Moving beyond 'diversity' to 'social justice': the challenge to re-conceptualize multicultural education. *Intercultural Education*, 21(1), 79; 79-80, 81, 82, 83, 84, 85; 80, 81, 82, 83, 84, 85.

Shields, C. M. (2012). *Transformative leadership in education: Equitable change in an uncertain and complex world* Routledge.

Shields, C.M. (2009). *Courageous leadership for transforming schools: Democratizing practice*. Norwood, MA: Christopher-Gordon.

Singleton, G. E., & Linton, C. (2005). *Courageous conversations about race: A field guide for achieving equity in schools* Corwin Press, A SAGE Publications Company. Retrieved from

[http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwzV1LTwMhECZVLyYefNT4TDh5W7PsCzDx0NRWz7bqsQGWjXtwo8b-f2eAsm0T7x4XEjbg2EYvvmGkDy7TZMtm1ApLpTJOVaxK3NpU1EondqqKITKM5fwvSa7HbPc-7Z\\_DvyWRxw\\_g9AALAuwDshpHSOX\\_DsQdVbkY4yXuzz0KbLWYHG0tVf8Hpn31rrAwuRriV552wV1zuhwz6AXEPZP9I9wUnV9CgNcZ0PHeIm1nTcCCSVm1AXb5\\_g8TnLYMz-8XfJvWmvRwy0b5e-gLhAiolHdFK-ePMAFDJysGxQy\\_6hb83Nvu-RltgO3ZIGVNVjsLYbEwHuRuasEGceUQSMp\\_gMIBMKYgaG-5g7MD8kupogckYHtjrHudeDInJDnHgO6gQF1GFDE4I6OqEOAOgQoIEAjAtQjQNuOBgSG5HU6mY-fklC1IIGZFGWaWDg-pGIKTSFnKqtyy6zOct1IAw4ys0aXWhquawG-AOeiaGAjMFmzhnFVltkpOVCY3tD9uDTI-oxQa2D3FErJTGswuaUS2tgmrUyRG8OEPidDnIvFp5coWazm6OKP9kuy3y-BK7LXwJK312RQL38BEjEk0w](http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwzV1LTwMhECZVLyYefNT4TDh5W7PsCzDx0NRWz7bqsQGWjXtwo8b-f2eAsm0T7x4XEjbg2EYvvmGkDy7TZMtm1ApLpTJOVaxK3NpU1EondqqKITKM5fwvSa7HbPc-7Z_DvyWRxw_g9AALAuwDshpHSOX_DsQdVbkY4yXuzz0KbLWYHG0tVf8Hpn31rrAwuRriV552wV1zuhwz6AXEPZP9I9wUnV9CgNcZ0PHeIm1nTcCCSVm1AXb5_g8TnLYMz-8XfJvWmvRwy0b5e-gLhAiolHdFK-ePMAFDJysGxQy_6hb83Nvu-RltgO3ZIGVNVjsLYbEwHuRuasEGceUQSMp_gMIBMKYgaG-5g7MD8kupogckYHtjrHudeDInJDnHgO6gQF1GFDE4I6OqEOAOgQoIEAjAtQjQNuOBgSG5HU6mY-fklC1IIGZFGWaWDg-pGIKTSFnKqtyy6zOct1IAw4ys0aXWhquawG-AOeiaGAjMFmzhnFVltkpOVCY3tD9uDTI-oxQa2D3FErJTGswuaUS2tgmrUyRG8OEPidDnIvFp5coWazm6OKP9kuy3y-BK7LXwJK312RQL38BEjEk0w)

- Singleton, G. E. (Ed.). (2013). *Courageous conversations about race: A field guide for achieving equity in schools* (Second ed.). Thousand Oaks, CA: Corwin: A SAGE Company.
- Solorzano, D. G., & Ornelas, A. (2004). A critical race analysis of Latina/o and african american advanced placement enrollment in public high schools. *The High School Journal*, 87(3), 15-26.  
doi:10.1353/hsj.2004.0003
- Solórzano, D. G., & Yosso, T. J. (2002). Critical race methodology: Counter-storytelling as an analytical framework for education research. *Qualitative Inquiry*, 8(1), 23-44. doi:10.1177/1077800402008001003
- Strayhorn, T. L. (2009). The burden of proof: A quantitative study of high-achieving black collegians. *Journal of African American Studies*, 13(4), 375-387. doi:10.1007/s12111-008-9059-0
- Stringer, J. (1999). Sensemaking in organizations. *Journal of College Student Development*, 40(3), 324.  
Retrieved from

[http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV1NS8NAEB2KJ0G01oq2EfIHUuNuJpu cShGLl56UXst-TECo8YP2\\_7uzTQqGCF73sAzs8nY-3r4HIMUsTTqYUBIKneVSGlJlWqLjUiaviFCzPEpHdrtVhWhOuwXJgNzuw3LT\\_P7B5wZKSpnNP78Sdp HiaWtjqeEh2UMzM7xWYnUcKmAePJLTolS-\\_mKNgQ78hjdleQHRyY4-rJ4CZ6es2\\_CeqIZw3WWa8OFyLSxhQPWKD5obMcQXRiy9f6T1YUcVvdfzrS-YYouXT6-Nz0ga0cdvtJgsicb7uuIYzzbz4ehf-z7kbiBFzJyqnUaDOSJTG2sKltqokmsKk6hbGvXtN\\_lifwulBuIApfxGc7L73dAcDt\\_8Bg2iTHA](http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV1NS8NAEB2KJ0G01oq2EfIHUuNuJpu cShGLl56UXst-TECo8YP2_7uzTQqGCF73sAzs8nY-3r4HIMUsTTqYUBIKneVSGlJlWqLjUiaviFCzPEpHdrtVhWhOuwXJgNzuw3LT_P7B5wZKSpnNP78Sdp HiaWtjqeEh2UMzM7xWYnUcKmAePJLTolS-_mKNgQ78hjdleQHRyY4-rJ4CZ6es2_CeqIZw3WWa8OFyLSxhQPWKD5obMcQXRiy9f6T1YUcVvdfzrS-YYouXT6-Nz0ga0cdvtJgsicb7uuIYzzbz4ehf-z7kbiBFzJyqnUaDOSJTG2sKltqokmsKk6hbGvXtN_lifwulBuIApfxGc7L73dAcDt_8Bg2iTHA)

Student equity walkthrough evaluation tool. (2015). Retrieved November 7, 2016, from

[https://www.deanza.edu/equityoffice/pdf/StudentEquity Detailed Walk.pdf](https://www.deanza.edu/equityoffice/pdf/StudentEquity%20Detailed%20Walk.pdf)

Tatum, B. D. (2007; 2008). *Can we talk about race?: And other conversations in an era of school resegregation*. Boston: Beacon Press. Retrieved from

[http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwfV1LS8QwEB7EvQge1H24ViF\\_YJc0aTf pycNi8eTJe0gy7WWXItJFf76Z9IHUxWMY8iQzmfmY-QIgxZZvJjYhRCGuRkSh61xxrbzKMM9VYaXy2ln7L-32JLAf0AsZXBmZUSF5iLPihS7fRniFqM5SzTvGR0WkcVnP8DS26ccfPI0FRn-McXxhyhu4pKqDW7iomjv6SrlPu5jDam8b9lWx4CQfWEwjZp\\_WV88LSMqX9\\_3rBk-mx2DMsFgulnBtKXe9aWONG94DQ6-UzaTLJRZBhbzl1qlgd7xwmPJCrGF-bqg1rLqVm4-OmMKk0YHZhQ7JRNJ-t7-ky2GjBo9Ho3eaE0k7fzg\\_TwJXHaBJuMMjzOqgF9UTnd0PgNyDJg](http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwfV1LS8QwEB7EvQge1H24ViF_YJc0aTf pycNi8eTJe0gy7WWXItJFf76Z9IHUxWMY8iQzmfmY-QIgxZZvJjYhRCGuRkSh61xxrbzKMM9VYaXy2ln7L-32JLAf0AsZXBmZUSF5iLPihS7fRniFqM5SzTvGR0WkcVnP8DS26ccfPI0FRn-McXxhyhu4pKqDW7iomjv6SrlPu5jDam8b9lWx4CQfWEwjZp_WV88LSMqX9_3rBk-mx2DMsFgulnBtKXe9aWONG94DQ6-UzaTLJRZBhbzl1qlgd7xwmPJCrGF-bqg1rLqVm4-OmMKk0YHZhQ7JRNJ-t7-ky2GjBo9Ho3eaE0k7fzg_TwJXHaBJuMMjzOqgF9UTnd0PgNyDJg)

Tate, W. F. (1997). Critical race theory and education: History, theory, and implications. *Review of Research in Education*, 22, 195-247.

Theoharis, G. (2009). *The school leaders our children deserve: Seven keys to equity, social justice, and school reform*. New York, NY: Teachers College Press.



- Thomas, J. B., Clark, S. M., & Gioia, D. A. (1993). Strategic sensemaking and organizational performance: Linkages among scanning, interpretation, action, and outcomes. *Academy of Management Journal*, 36(2), 239.
- Tsoukas, H., & Chia, R. (2002). On organizational becoming: Rethinking organizational change. *Organization Science*, 13(5), 567-582.
- University Council for Educational Administration - Conducting an Equity Audit. (n.d.). Retrieved November 7, 2016, from <http://ucealee.squarespace.com/conducting-an-equity-audit/>
- Vuori, J. (2015). A foresight process as an institutional sensemaking tool. *Education + Training*, 57(1), 2-12. doi:10.1108/ET-07-2013-0090
- Weick, K. E. (1995). In Dickens G. (Ed.), *Sensemaking in organizations*. Thousand Oaks, CA: Sage Publications, Inc.
- Weick, K. E., Sutcliffe, K. M., & Obstfeld, D. (2005). Organizing and the process of sensemaking. *Organization Science*, 16(4), 409-421. doi:10.1287/orsc.1050.0133
- Wheatley, M. J., & Frieze, D. (2011). Walk out walk on: A learning journey into communities daring to live the future now Berrett-Koehler Publishers.
- Yosso, T. J., Smith, W. A., Ceka, M., & Solorzano, D. G. (2009). Critical race theory, racial microaggressions, and campus racial climate for Latina/o undergraduates. *Harvard Educational Review*, 79(4), 659. Retrieved from <http://du.summon.serialssolutions.com/2.0.0/link/0/eLvHCXMwjV1NT8MwDLXGuHDh-2MMpPyAdWuTdW1PCE1MHNgFAdcqTZwJCXWwrf8fu00nhCbEoYeqURUI8Yvj2O8BKDkMg1-YUJAVjTNHJ1yyQCbhN5IDG5mE9pu4qMvYftJut6wQfrZbkKyR2y4NB81HjLnMhnhffX4FrCLFt61eUmMP9mWkEIY0mMv5FpmTyJPw1sjM1X27YbjeW2ZH8LaNde3oyLDYFXX4T--O4dB7m-K-WR4n0MHylIWafVLHGdhW6kA8a4OiqdQf8AutSzHnbD29WDS5suV6IHRpBV9XVOu2zfTjnZxeFOT>

8iif6a6lHS1GrKS1W2lbsyp7D6-

zhZfoYeOGFACNy9wIXK21TzcLUTmdJRg868mPcWLEELTGykichJkyaZwqlxRopTRaGpQF0\_VcQL

dclngFwoyLNJu4MEXDTIROK1TMMkYn8hBlhD245CnI2Zw2K21yyYpZTJrfg3473Lm3q3W-

HdbrP7\_24UB6nYcwuoHuZlXhLXR9Q1rRMPw

Zion, S., & Petty, S. (2014). Student voices in urban school and district improvement: Creating youth-adult partnerships for student success and social justice. In E. B. Kozleski, & K. King Thorius (Eds.), *Ability, equity, and culture: Sustaining inclusive urban education reform* (pp. 35-62). New York, NY: Teachers College Press.