

Development and Validation of the
Social Justice Behavior Scale

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Abstract

Despite social justice leadership receiving an increasing amount of attention by researchers, a methodological imbalance with qualitative inquiries dominating the existing empirical literature base persists. Compounding this issue is the lack of a discipline-specific, quantitative instrument made for the exact purpose of exploring the nature of social justice leadership. This study aimed to answer the calls of a number of scholars (Jean-Marie, Normore, & Brooks, 2009; Nilsson, Marszalek, Linnemeyer, Bahner, & Misialek, 2011; Otunga, 2009) by developing and validating a scale. The Social Justice Behavior Scale (SJBS) was developed through the creation of items based on a literature review, informed directly by a meta-analysis, and refined through the Delphi Technique. Surveys were digitally distributed to principals in the United States. The final dataset consisted of 227 principals from 27 states. Following a principal components analysis with oblimin rotation, the SJBS was found to have three components made up of 23 items that accounted for 62.16% of the total variance. Cronbach's alpha for the entire instrument was .933. The SJBS shows promise as a quantitative research instrument moving forward. Future recommendations include collecting additional data to run a confirmatory factor analysis, distributing the instrument in additional contexts, and bolstering future investigations into social justice leadership through the use of the SJBS as a research tool.

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CHAPTER 1

INTRODUCTION TO THE STUDY

The focus on social justice as a specific type of leadership has been a relatively recent development (Bogotch, 2000; Bruner, 2008; Cribb & Gewirtz, 2003; Dantley & Tillman, 2006; Theoharis, 2007, 2008, 2010). Studies concerned with and focused on leadership for social justice have explored how educational leaders have addressed issues of marginalization and inequity (Bosu, Dare, Dachi, & Fertig, 2011; DeMatthews & Mawhinney, 2014; Norberg, Arlestig, & Angelle, 2014; Scanlan, 2012; Slater, Potter, Torres, & Briceno, 2014; Theoharis, 2008, 2010). However, in existing examinations, researchers have predominantly utilized qualitative methods to drive their inquiries.

Jean-Marie et al. (2009) observed that the “dearth of quantitative... studies of social justice are disappointing and limit our ability to understand leadership for social justice in its many forms” (p. 16). The scarcity of studies utilizing such instruments has hindered the ability for scholars to fully comprehend leadership for social justice. In fact, this gap in the literature ends up limiting the ability of individuals to understand leadership for social justice in a holistic, robust, and well-rounded way (Jean-Marie et al., 2009; Nilsson et al., 2011; Otunga, 2009).

Due to the dominant qualitative research approach in the literature, few studies have provided accounts of leadership for social justice from a quantitative perspective. Nilsson et al. (2011) noted that “despite the call for greater attention to social justice... little empirical data have been published that can guide such efforts. One reason for this may be the lack of available instruments to measure such investigations” (p. 260). Much of the literature focuses on possible or theorized outcomes from social justice leadership rather than realized effects due to the limited scope of existing research designs.

Traditionally, research on social justice has taken the approach that social justice outcomes are an ends unto themselves. Effective social justice leadership is resultant in socially just outcomes. These outcomes tend to be centered in the leader and attached to improved culture, community, equity, dialogic classrooms and not necessarily to traditional educational metrics. Examples of some specific espoused outcomes of social justice leadership include: valuing/acknowledging diversity (DeMatthews, 2014; Shields, 2004; Theoharis, 2007, 2010), creating networks of support (Furman, 2012; Shields, 2004; Theoharis, 2007), facilitating dialogue (Shields, 2004), developing inclusive learning environments (Bosu et al., 2011; DeMatthews, 2014; Furman, 2012; Shields, 2004; Theoharis, 2010), and reflective practice (Furman, 2012; Shields, 2004).

Dantley, Beachum, and McCray (2008) expressed concerns about these espoused outcomes when they so powerfully commented on the gulf between “rhetoric and reality” with regards to social justice in schools (p. 124). Although they were specifically reflecting on the dangers of social justice becoming calcified in the vernacular of educators rather than animated within their actions, the same mirror can (and should) be held up to research(ers) in the realm of social justice leadership. There seems to be a general acceptance that social justice leadership is a *good thing* but little interrogation on if it is an *effective* means to increase/improve/support a variety of *real* outcomes for students. The development and validation of a scale that can be used to measure and begin to link social justice leadership to a myriad of outcomes is necessary. Knowing the specific behaviors and behavioral constructs in which administrators are engaging in (and not in) can lead to focused approaches to link those behaviors to outcomes in future research.

Statement of the Problem

While researchers have explored a range of topics related to social justice leadership (Bosu et al., 2011; DeMatthews & Mawhinney, 2014; Norberg et al., 2014; Scanlan, 2012; Slater et al., 2014; Theoharis, 2008, 2010), there remains a considerable methodological imbalance with qualitative methods dominating the existing empirical research.

In particular, Jean-Marie et al. (2009) advocated for and were interested in the “many potentially fruitful avenues for inquiry” beyond work concerned with correlating variables with student achievement trends or outcomes. Otunga (2009) echoed these same ideas and called for an expansion of research designs to study social justice leadership including exploration specifically using quantitative designs. Nilsson et al. (2011) indicated the possible need for discipline-specific social justice scales and hoped that their work with the Social Issues Advocacy Scale would be the impetus for others to “help build a body of empirical evidence related to the emerging theoretical trends in social justice advocacy present in many fields today” (p. 273).

It follows that lack of a discipline-specific, quantitative instrument to explore the nature of social justice leadership of educational leaders is problematic. Without a robust and rigorous instrument created with this specific purpose in mind, research designs will have to rely upon instruments not intended for use with educational leaders for quantitative inquiry. The development of a scale that is explicit in its aim to measure the social justice behaviors of educational leaders was not only necessary, but overdue (Jean-Marie et al., 2009; Nilsson et. al., 2011; Otunga, 2009).

Purpose

The purpose of the current study is to develop a scale that measures the social justice behaviors of educational leaders. This study will result in a valid and reliable quantitative instrument that can be used to assess and investigate the underlying behavioral dimensions of leadership for social justice.

Research Questions

In line with the purpose, this quantitative undertaking addresses the following research questions:

1. What are the underlying constructs of social justice behaviors?
2. To what extent is the proposed social justice behavior scale valid?
3. To what extent is the proposed social justice behavior scale reliable?

Operational Definitions

By precisely defining terms, the researcher aims to avoid ambiguity and confusion. The following terms were deemed integral to the study:

1. *Social Justice* - “addressing and eliminating marginalization in schools”
(Theoharis, 2007, p. 223)
2. *Social Justice Leadership* – Principals who make “issues of race, class, gender, disability, sexual orientation, and other historically and currently marginalizing conditions in the United States central to their advocacy, leadership practice, and vision” (Theoharis, 2007, p. 223)
3. *Educational Leader* – Principal of a K-12 school
4. *Theory of Planned Behavior (TPB)* – A theoretical model that posits that a person’s intention to perform a behavior and, ultimately, their performance of that

behavior are influenced by their attitudes towards the behavior, subjective norms around the behavior, and perceived behavioral control (Ajzen, 1991)

Significance of the Study

Over the last twenty years, social justice has received an increasing level of attention in the educational leadership literature. This expanding body of work has influenced leadership preparation, practice, and theory.

Researchers have recently begun to investigate the practical dimensions of leadership for social justice. For example, authors such as Theoharis (2007, 2008, 2010) and DeMatthews (2015, 2016) have provided accounts of leadership for social justice grounded in the daily realities of educational leaders.

The current study will contribute to the overall knowledge base of leadership for social justice by creating a valid and reliable scale to be used to measure the social justice behaviors of educational leaders and by providing insight on those behaviors. The study will illuminate the ways in which school leaders engage in behaviors that promote social justice in their schools. In a more practical sense, this study will result in an instrument that other researchers can use to guide their inquiries and to expand the existing knowledge base on leadership for social justice. In this same vein, this study can inform administrative preparation programs about what is happening on the ground-level as it relates to leadership for social justice so that programs may customize their coursework, sequencing, capstone projects, observation checklists, or any other facet of their programs to more effectively address any gaps that may be discovered.

Delimitations

I purposefully delimited the study to principals with publicly available email addresses in the United States. Additionally, the study was delimited to the four instruments and demographic

information that was administered to the participants. There are innumerable permutations of instruments that could have been administered, but the ones included in this study were selected based upon an extensive review of the literature and a logical decision of what would benefit the available research.

Organization of the Study

The first chapter provided a brief overview of and introduction to study that follows. The problem arising from the lack of a quantitative instrument and subsequent lack of a quantitatively informed perspective on the social justice actions of educational leaders was explained. The statement of the problem, purpose of the study, and research questions were crafted to succinctly provide the rationale behind the study as demonstrated by the literature. The first chapter included description of the study's operational definitions, delimitations, limitations, assumptions, and significance. The following chapter will include a detailed review of related and relevant literature pertaining to the topic including an explanation of the theoretical framework used for the study.

Following Chapter 1, Chapter 2 provides a review of the related and relevant literature on leadership for social justice. In addition, the chapter introduces and describes the theoretical framework used to guide and focus the study.

Chapter 3 addresses the methodological choices and provides support for those choices. Specifically, the chapter details the development and validation of the Social Justice Behavior Scale. The details regarding data collection and analysis are covered in full.

Chapter 4 encapsulates the findings of the SJBS. The chapter contains the results of the principal components analysis, validity/reliability statistics, relevant group differences, and correlation data.

Chapter 5 is a discussion of the study. The fifth chapter summarizes the findings, evaluates them in relation to the theoretical framework and current literature base, and makes suggestions regarding the future usage of the SJBS.

CHAPTER 2

REVIEW OF THE LITERATURE

An inquiry examining the intricacies, nuances, and particulars of educational leadership for social justice must first be grounded and situated within the larger discourse focused on social justice. The literature review will work from the general concept of social justice in the ethereal as an idea, value, or philosophy, to the specific ways that educational leaders engage in leadership for social justice within educational contexts. To this end, I begin with a survey of how social justice has been defined in the literature. Following that section, there is discussion of leadership behaviors for social justice.

Defining Social Justice

A multitude of scholars have described the difficulties of crafting a definition of social justice (Blackmore, 2002; Bogotch, 2002; Bogotch & Shields, 2014; Furman & Gruenewald, 2004; Goldfarb & Grinberg, 2002; Larson & Murtadha, 2002; Marshall, 2004; Marshall & Oliva, 2006; Shields, 2004). Definitions of the concept have been described as elusive, ubiquitous, changing, and conflicting (Brown, 2004; Harris, 2014; Zembylas & Iasonos, 2014). Blackmore (2009) commented on the expansive range of terms that fall under the social justice umbrella including “equity, equality, inequality, equal opportunity, affirmative action, and most recently diversity” (p. 7).

Hayek (1976), commenting on the scholarly discourse involving the term despite the lack of a concrete and, thus, common definition, mused that “the people who habitually employ the phrase simply do not know themselves what they mean by it, and just use it as an assertion that a claim is justified without giving a reason for it” (p. xi). Robinson (2017) noted that a single “definition for the term social justice is not possible” (p. 22). Therefore, a thoughtful and robust

survey of the term and its vast conceptualizations and definitions across the landscape of the literature is critical to situate and ground this study.

Despite the difficulty or, perhaps, impossibility in crafting a definition of social justice, the literature was full of attempts to distill the essence of the term into a written definition. Attempts at a definition generally were dichotomous in nature assuming either a singular or pluralistic orientation (Bogotch, 2000; DeMatthews, Edwards, & Rincones, 2016; Taysum & Gunter, 2008).

Singular conceptions emphasized the relation of the individual to social justice. Bogotch (2000) summarized singular definitions as ones that privileged individual perception and emphasized the heroic actions and efforts of individuals working towards a particular vision. Bogotch (2000) stated that a singular approach to defining social justice:

emerges from the heroic [capital H or small h] efforts of individuals - someone with a vision and a willingness to take risks to see that vision enacted... heroic individuals often have a singlemindedness to pursue their own vision tenaciously and apart from others who may not share their particular vision. Such visions, or notions of social justice, begin and end as a discrete, yet coherent belief system which separates nonbelievers from true believers. (p. 4)

However, as DeMatthews et al. (2016) noted “most scholarship acknowledges a plural conception concerning the equitable distribution of goods and resources and full recognition of marginalized communities” (p. 4). Plural conceptions, unlike singular definitions, were intimately aware of and concerned with the idea and presence of others (Cribb & Gewirtz, 2003; Dantley & Tillman, 2010; DeMatthews et al., 2016; Shoho, Merchant, & Lugg, 2005). Shoho et al. (2005) traced the origin of social justice back to its Latin roots, *equitas socius*, and provided a

literal definition that translates to “being fair to one’s companions” (p. 49). In this conceptualization, Shoho et al. (2005) highlighted the movement away from the concerns of the individual and towards the collective in regards to social interactions. Dantley and Tillman (2010) noted that “the concept of social justice focuses on... those groups that are most often underserved, underrepresented, and undereducated and that face various forms of oppression in schools” (p. 23). Cribb and Gewirtz (2003) fleshed out three constructs that undergird social justice: distributive, cultural, and associational justice. The constructs are interrelated and exist in tension with each other. Distributive justice refers to the distribution of economic, cultural, and social resources among groups. Cultural justice is concerned with themes of recognition, nonrecognition, and domination between groups. Associational justice deals with the recognition *and* engagement of marginalized groups in decision-making processes.

Another, more radical view is that social justice cannot be defined outside of the context in which it exists. That is, social justice can only be understood situated within temporal, spatial, and geographical boundaries, not universally. In support of this context-dependent notion of social justice, Bogotch (2002) posited that social justice has “no fixed or predictable meanings” (p. 153).

Social justice has been described, defined, conceptualized, and operationalized in vast and varied ways. The term tended to be used as it related to a path toward equitable ends for marginalized, colonized, ignored, or forgotten about groups. Social justice as a concept exists as an idealistic notion that needs to be examined at its merger with practice. The next section will explore social justice specifically situated within educational leadership.

Social Justice and Education Leadership

Social justice has received an increasing amount of attention in the educational leadership literature in the last fifteen years. This expanding body of work has influenced leadership preparation, practice, and theory. Educational leadership and social justice were inextricably linked and involved the “studying issues of diversity, literacy, equity, democracy, and specific injustices to actions based on social justice, not as a singular construct but rather as socially constructed ideas designed to fit and address local and national problems in and out of schools and universities” (Bogotch & Shields, 2014, p. 10).

The general consensus in western literature suggested that leadership for social justice involves improving educational outcomes, understanding discrimination, and challenging inequities of marginalized groups (Bogotch, 2002; Brooks, Jean-Marie, Normore, & Hodgins, 2008; Bruner, 2008; Dantley & Tillman, 2006; DeMatthews, Edwards, & Rincones, 2016; DeMatthews & Izquierdo, 2016; DeMatthews & Mawhinney, 2014; Furman, 2012; Robinson, 2017; Theoharis, 2007; Theoharis & O’Toole, 2011). Theoretical propositions on leadership for social justice have included Berkovich’s socio-ecological framework (2014), Theoharis’ models of resistance (2007), and Mansfield’s striated-smooth construct (2014). Each offers a differing lens from which to understand leadership for social justice as a construct, but don’t necessarily bridge the gap between theory and practice. Rather, they provide a researcher-oriented glimpse and interpretation of what are the very real, very tangible, and very immediate daily struggles of educational leaders (Bogotch, 2014).

As a response to the theory and practice divide, Robinson (2017) stated “In many cases, while the ideas and practices of social justice may have developed from the ground up, the way to strategically move forward with a socially just school is through the leadership of the

principal/headteacher” (p. 26). The behaviors of these school leaders are key components to understanding and analyzing social justice within schools.

Leadership Behaviors for Social Justice

Furman (2012), through her comprehensive review of case studies, identified a consistent set of patterns and themes regarding leadership for social justice. Furman’s (2012) six themes of leadership for social justice were: “action oriented and transformative, committed and persistent, inclusive and democratic, relational and caring, reflective, and oriented toward a socially just pedagogy” (p. 195). These themes will serve as a roadmap to further interrogate the behaviors of educational leaders as they relate to leadership for social justice. The literature review will use the themes as a schema to explore contemporary, empirical research with the goal of examining specific behaviors of social justice leaders.

Action-oriented and transformative. One of the most prevalent themes in the literature was that social justice leaders were proactive and transformative in their approach (Furman, 2012). Social justice leaders engaged in deliberate actions and interventions intended to transform schools to better serve and result in equitable outcomes for marginalized students (Dantley, 2005; Dantley & Tillman, 2010; DeMatthews & Mawhinney, 2014; Dillard, 1995; Jean-Marie, 2008; Marshall, 2004; Shields, 2010; Slater et. al, 2014; Theoharis, 2007). To this end, they must make decisions guided by moral action, based on communication, and supported by authentic relationships (Shields, 2004).

Social justice leaders actively focus on equity and participate in activism on behalf of marginalized students (McKenzie et al., 2008; Smyth, Down, & McInerney, 2014). Educational leaders’ activism works to deconstruct "unjust teaching practices and policies and promotes inclusion and equity for all students" (Zembylas, 2010, p. 611). Furman (2012) noted that these

leaders “must recognize and understand how institutional power arrangements and practices favor some groups to the detriment of others” (p. 195). By doing so, the work of the educational leader moves to “transform inequities and injustices” (Jenlink & Jenlink, 2012, pp. 1-2). These leaders effect change through open dialogue and upon the foundation of strong relationships (Shields, 2004). Jean-Marie et al. (2009) powerfully summarize the activist and transformative nature of this type of work:

school leaders must increase their awareness of various explicit and implicit forms of oppression, develop intent to subvert the dominant paradigm, and finally act as a committed advocate for educational change that makes a meaningful and positive change in the education and lives of traditionally marginalized and oppressed students (p. 4).

Educational leaders who work towards social justice have been described as partaking in specific behaviors in support of this construct by displaying an attitude of advocacy, care, and concern for all people (Dillard, 1995). López, González, and Fierro (2010) observed principals assuming a proactive leadership stance that supported their work for social justice.

Committed and persistent. The work of social justice leaders require individuals to be committed to ideals they hope to achieve and persist in their pursuit of accomplishing those goals (Brown, 2004; Furman, 2012; Theoharis, 2008). Authors have noted that the deeply held values of social justice leaders contribute to their passion and commitment to working for social justice outcomes, but can also complicate that same work (Theoharis, 2008, 2010).

Educational leaders described their social justice motivations in terms of constant efforts for, continuous reexaminations in light of, and deep commitments to improving conditions and creating equitable situations for marginalized students (Theoharis, 2010). Scheurich and Skrla (2003) comment on the “stubborn persistence” social justice leaders display in finding solutions

to complex issues. Theoharis (2010) described the social justice leaders in his research as “vibrant examples of dynamic leadership relentlessly committed to their vision of justice and equity” (p. 368). Part of this relentless commitment involves undertaking actions that mobilize and generate resources to support and accomplish social justice outcomes (Brooks et al., 2008). The literature details some of the specific behaviors that social justice leaders participate in that support this construct of the nature of social justice leadership. Those behaviors included demonstrating a stubborn persistence (Riester, Pursch, & Skrla, 2002), developing coping strategies to overcome resistance (Theoharis, 2007), displaying a tenacious commitment to justice (Theoharis, 2008), and having a commitment to forging school-community partnerships (DeMatthews et al., 2016).

Inclusive and democratic. Social justice leaders reflect democratic principles through behaviors that create inclusive school environments aimed to reduce injustice and inequities (Blackmore, 2006; Gale & Densmore, 2003; Jenlink & Jenlink, 2012; Oplatka & Arar, 2016; Shields, 2004; Smyth, Down, & McInerney, 2014). Jenlink and Jenlink (2012) summarized this notion when they stated that the work of a social justice leader needed to be “a pedagogy that works to effect the transformation and the realization of a just, democratic society” (p. 2).

Leaders must become intimately aware and deeply informed of issues of systemic oppression, exclusion, and marginalization acknowledge how embedded arrangements of power and privilege favor certain groups over others (Arar, 2015; Brooks & Miles, 2006; Boske & Diem, 2012; Jenlink & Jenlink, 2012; Tiky & Dachi, 2009). Social justice leaders must also be aware of and prepared to face “social and organizational barriers that perpetuate inequity and inequality within schools” (Oplatka & Arar, 2016, p. 353).

Specific examples of behaviors that social justice leaders engaged in were: exploring their own views, experiences, and values (Brown, 2004), purposeful action focused on equality (Theoharis, 2007), creating structures for inclusivity (DeMatthews, 2015), sharing decision making (Wasonga, 2010), and creating a sense of community (Merchant & Shoho, 2010).

Relational and caring. Educational leaders must develop, foster, and leverage deep and meaningful relationships with others built upon care and respect (Furman, 2012; Shields, 2014). Robinson (2017), on the power the role of principal has in relation to social justice, mused that “The principal’s position has the potential to communicate widely the message of social justice and to build bridges between the school and the community it serves” (p. 29). Principals act as bridge people “committed to creating a bridge between themselves and others, for the purposes of improving the lives of all those with whom they work” (Merchant & Shoho, 2006, p. 86). Principals who act as bridge people connect “people, purpose, and practice” in their daily practice (Brooks, Jean-Marie, Normore, & Hodgins, 2008, p. 380).

Shields (2004) suggested that social justice leaders must “work explicitly to replace deficit thinking with deep and meaningful relationships” to get closer to “achieving education that is socially just and academically excellent for more children” (p. 128). Some scholars view relationships as the starting point from which leaders can instill the values that they desire to be reflected within the school like caring and listening (Oplatka & Arar, 2016). A principal’s focus on and orientation toward social justice was the foundation for the further development of an environment of mutual care, respect, recognition, and empathy (Theoharis, 2007).

The behaviors of social justice leaders grounded in this construct included improving school-family relations (Cooper, 2009), caring deeply (Giles, Johnson, Brooks, & Jacobson, 2005), developing community ownership in schools (Goldfarb & Grinberg, 2002), attending to

relationships (Wasonga, 2010) and displaying a sense of community in their actions (Merchant & Shoho, 2010).

Reflective. Social justice leaders engage in self-reflection to increase their own awareness and foster personal growth (Dantley & Tillman, 2010; DeMatthews et al., 2016; Furman, 2012; Ishimaru & Galloway, 2014; Jansen, 2006; Oplatka & Arar, 2016; Shields, 2004). Self-reflection allows educational leaders to assess their own subjectivity and confront their inherent biases, prejudices and assumptions, and equitably balance the multiple purposes of schooling (DeMatthews et al., 2016; Furman, 2012).

Jansen (2006), in his study of how White South African principals transformed their white schools into diverse places of learning, described how “leading for social justice meant coming to terms with the leaders’ own past. Both principals were articulate about how their own racial identities shaped their understandings of others (in this case, Black people), and how they had to work through and rise above these experiences” (p. 46).

Theoharis (2007, p. 250) points to the need for social justice leaders to develop a “reflective consciousness” rooted in a learned belief that dreams are achievable, the reality of equity and justice in their practice, an increasing knowledge of self, and the willingness to entertain rebellion and opposition as means to an end. Social justice leaders who demonstrate reflection in their behaviors do so by coming to terms with their past (Jansen, 2006), developing their own modes of resistance (Theoharis, 2007), and reflecting a deep commitment to social justice (DeMatthews et al., 2016; Jansen, 2006).

Oriented toward a socially just pedagogy. Lastly, social justice leaders must align their educational values, goals, actions, and dreams towards the pursuit and achievement of creating just and equitable schools. This type of leadership goes beyond being simply good or right.

Leaders immerse themselves in and orient their practice to reflect their deep and unwavering commitment to these ends. Brooks et al. (2008) spoke directly to this notion:

Educating for social justice is not about showing students what social justice looks like but awakening and developing in students, teachers, and administrators a critical consciousness that will facilitate the recognition of institutionalized injustice, an understanding of the moral and practical implications of injustice, and a compulsion to move beyond rhetorical action into acts of social liberation. (p. 382)

Examples of behaviors that leaders display include: demonstrating “ethical steadfastness to serve others” (Gerstl-Pepin & Aiken, 2010, p. 414), acting upon their own belief system (Giles et al., 2005), reflecting a deep commitment to social justice (Jansen, 2006; Jean-Marie, 2008), challenging others to ponder issues of social justice (López et al., 2010), and showcasing a strong sense of purpose (Merchant & Shoho, 2010).

Existing Scales

There are four existing, published scales that measure constructs relevant to or related to social justice; there are no validated scales that are specific to educational leadership. Furthermore, the existing scales measure intentions, dispositions, general actions, and beliefs, but do not measure the very specific behaviors that educational leaders engage in to produce socially just outcomes within schools.

A review of the literature uncovered four, published quantitative scales that have been used to specifically measure properties of and related to social justice. A brief review of each scale will be provided.

The Activism Orientation Scale (AOS) developed by Corning and Myers (2002) is a two-factor, 35-item scale used to measure an individual’s propensity to engage in activism from a

broad perspective. The two subscales that comprised the AOS were the Conventional Activism subscale (28 items) and the High-Risk Activism subscale (seven items). The AOS was developed as an instrument to measure social activism regardless of cause, movement, or political affiliation. Additionally, the AOS focused on an individual's behaviors that incorporated measures of action rather than general attitudes toward possible activism action. However, the AOS does not specifically measure for awareness of social justice issues or engagement in behaviors intended to produce socially just outcomes.

Nilsson et al. (2011) created the Social Issues Advocacy Scale (SIAS). The SIAS was a four-factor, 21-item instrument that measured aspects of social issues advocacy using a Likert-type scale (1= strongly disagree; 5=strongly agree). The four-factors included: Political and Social Advocacy, Confronting Discrimination, Political Awareness, and Social Issue Awareness. The SIAS was developed in response to some of the limitations of the AOS and aimed to measure both social justice attitudes *and* behaviors.

The Social Issues Questionnaire (SIQ) developed by Miller et al. (2009) “included measures of domain-specific social justice self-efficacy, outcome expectations, interests, choice goals, and social supports and barriers related to social justice engagement” (p. 499). The SIQ was a six-factor, 52-item instrument that “measures interest in social justice from a vocational counseling psychology perspective” (Fietzer & Ponterotto, 2015, p. 27). The SIQ was administered to two different samples of university students and used to examine their interest and commitment to social justice.

Torres-Harding, Siers, and Olson (2012) created the Social Justice Scale (SJS). The SJS was used “to measure social justice from a blend of community psychology and organizational psychology perspectives” (Fietzer & Ponterotto, 2015, p. 29). The SJS leverages Ajzen's (1991)

theory of planned behavior. The theory suggests that attitudes, perceived behavioral control, and social norms predict intentions. Intentions precede behaviors; by understanding attitudes, perceived behavioral control, social norms, and intentions, one can reasonably assume the behavior of an individual. The SJS “was designed to measure social justice-related values, attitudes, perceived behavioral control, subjective norms, and intentions based on a four-factor conception of Ajzen’s theory (Torres-Harding et al., 2012, p. 79).

Theoretical Framework

The current study utilized Ajzen’s (2012) Theory of Planned Behavior (TPB) as a conceptual framework. Steinmetz, Knappstein, Ajzen, Schmidt, and Kabst (2016) noted that the “key determinant of behavior in the TPB is the intention to perform the behavior in question” (p. 218). The TPB posited that intentions to engage in particular behaviors could be predicted with accuracy by an individual’s attitudes towards the behavior, subjective norms, and perceived behavioral control (See Figure 1). This framework is particularly useful in “accounting for actions in specific contexts” (Ajzen, 1991, p. 181).

Intentions “capture the motivational factors that influence a behavior; they are indications of how hard people are willing to try, of how much of an effort they are planning to exert, in order to perform the behavior” (Ajzen, 1991, p. 181). The first of three antecedents to intention is an individual’s attitude toward the behavior. Attitude towards the behavior “refers to the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question” (Ajzen, 1991, p. 188). Subjective norms encapsulated the perceived social pressure an individual feels to engage or not engage in the behavior. Perceived behavioral control referred to

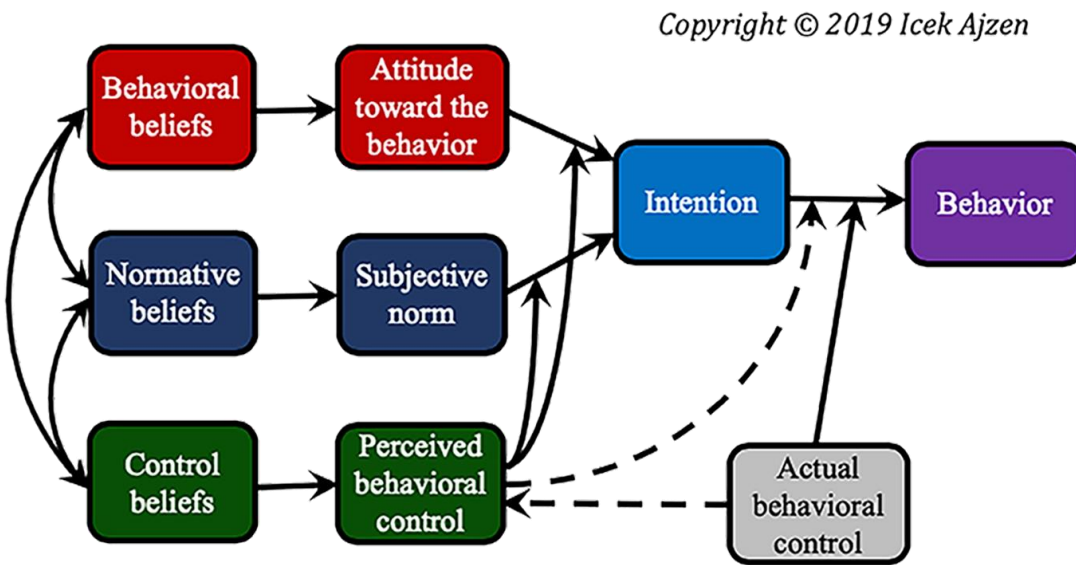


Figure 1. Ajzen's Theory of Planned Behavior. Reprinted with Permission.

an individual's perception of how easy or difficult the performance of the specific behavior of interest would be. Additionally, perceived behavioral control was assumed to reflect an individual's previous experience and anticipated difficulties related to the action. These measures account for a considerable amount of variance of individual's actual behavior (Ajzen, 1991).

Ajzen (1991) noted that the "relative importance of attitude, subjective norm, and perceived behavioral control in the prediction of intention is expected to vary across behaviors and situations" (p. 188). Therefore, recognizing the individual contribution of each, as well as understanding that the domains work in aggregate to influence and affect behavior is important.

The TPB has been applied in a variety of fields ranging from consumer sciences to sport sciences, sociology to health education, and higher education to public health to both predict and explain the choices people make in regards to engaging in certain behaviors.

Han, Hsu, and Sheu (2010) utilized the TPB to explain how hotel customers formed the intention to visit a "green" hotel using structural equation modeling. Their findings detailed that the TPB model provided a good fit for their data and supported the TPB's assertion that attitude,

subjective norms, and perceived behavioral control all positively affected their participants' intention to stay at a "green" hotel.

Kautonen, van Gelderen, and Fink (2013) used the TPB to predict the business start-up intentions of individuals using longitudinal data. They found that all of the hypothesized relationships in the model were positive and significant. Their study showed support of the TPB as a model for understanding business start-up behavior and demonstrated validity evidence for its repeated use in their field. Of particular interest to this study are their findings that "self-reported intentions are a good predictor of subsequent entrepreneurial actions" (Kautonen et al., 2013, p. 668).

Shulz and Braekkan (2017) used the TPB to frame "which social-justice related values and attitudes toward labor standards relate to consumer intentions and behaviors" (p.1). They found that individuals with predispositions towards social justice were less likely to engage in business with firms that have poor reputations related to human and labor rights.

In addition to being a natural fit as a theoretical framework, the current study also identified two opportunities to using the TPB as a theoretical frame. First, the TPB is a frame that is widely used in a variety of academic disciplines but, for whatever reason, has not tracked in educational leadership. There is a significant opportunity to utilize the frame in a way that fits, but is novel in application. Secondly, the framework acted as a conceptual umbrella to house both the Social Justice Scale (Torres-Harding et al., 2012) and the SJBS going forward. The SJS is a valid and reliable measure of attitudes, subjective norms, perceived behavioral control, and behavioral intentions related to social justice behaviors. The instrument tested in this study, the SJBS, will measure components of social justice behaviors specific to educational leadership.

The coupling of the two will provide unique and strategic opportunities to explore social justice leadership especially because both were based upon the same theoretical underpinnings.

Summary

The preceding chapter outlined the attempts scholars have made to define and conceptualize leadership for social justice. Additionally, the chapter explored the extant literature related to social justice leadership. The theoretical framework, Ajzen's (1991) theory of planned behavior, was discussed. Chapter 3 will integrate the information gleaned from the literature with a well-reasoned methodological approach to demonstrate the steps that will be followed to create and validate the SJBS.

CHAPTER 3

METHODOLOGY

The purpose of this study was to develop and validate the Social Justice Behavior Scale (SJBS). To this end, the study was guided by the following research questions:

1. What are the underlying constructs of social justice behaviors?
2. To what extent is the proposed social justice behavior scale valid?
3. To what extent is the proposed social justice behavior scale reliable?

The development and validation of a scale to assist in future inquiries and provide exploratory results will provide much needed information and serve as a foundational tool for future exploration. This chapter provides a detailed description of the development of the Social Justice Behavior Scale including the rationale for the methodological choices and clarification of the sample for the study. The following chapter includes an explanation of the meta-analysis that drove item development, the subsequent Delphi technique to refine those items through the use of iterative and focused feedback from a panel of experts, survey distribution, methods of analysis, and matters related to reliability and validity. The chapter concludes with a summary of the methods used in this study.

Development of Social Justice Behavior Scale

As noted in the literature, specific behaviors that educational leaders engage in to enact social justice within their schools lacked specificity and practical relevance (Furman, 2012). The Social Justice Behavior Scale (SJBS) was concerned with the actual behaviors that educational leaders engage in to effect social justice in their schools. The intention and goal of the SJBS was to quantitatively measure the behaviors of educational leaders to add to the current literature and provide a tool for future research. The creation of the SJBS took place through multiple phases.

Meta-Analysis

The first phase involved a meta-analysis of the literature to ground and inform the initial work of hypothesizing constructs and creating items. The meta-analysis was comprised of articles that were published from 2007 forward and produced empirical findings on the nature of social justice leadership. The initial database search resulted in approximately 50 articles that fit the time criteria. Those initial articles were reviewed for relevancy of subject matter and inclusion of empirical findings. The meta-analysis was based upon eighteen articles that included empirical findings on specific behaviors that principals engaged in to promote social justice.

I used a hybrid of in vivo and process coding to identify the behaviors that principals were actually enacting in support of social justice (Saldaña, 2013). In vivo coding was used to retain the essence of meaning and intentionality in word choice from each researcher's text. I wanted to avoid adding my own analysis upon what was another individual's interpretation in an attempt to limit my bias, prevent influencing my results, and to honor the original work. I then slightly modified the in vivo coding when necessary so that the final codes were indicative of a process. All codes were made to represent action words due to the focus of my research; thus, some of the in vivo codes needed to be slightly amended to maintain a consistent code written as a gerund.

I utilized the constant comparative method, a way to ensure that data and coding techniques continuously informed ongoing analysis so that final conclusions were robust and emergent. Following multiple iterations of coding, I arrived at 335 initial codes. Those 335 codes were analyzed, interpreted, and ordered to determine relationships and patterns (Charmaz, 2003; Glaser & Strauss, 1967). A code map with concordance (Appendix A & B) was built to visually present the data, create an audit trail, and aid in the inductive process of abstraction through

which categories and themes were developed (Anfara, Brown, & Mangione, 2002). Through an inductive process that ultimately reached data saturation, I arrived at 15 categories that composed three themes: Self-Focused, School Specific, and Community Minded.

The Self-Focused theme was concerned with behaviors that emanated within individuals including predispositions, perspectives, positionalities, systems of support, and attitudes towards social justice leadership that weren't specifically linked to work done within the school or community. The categories that composed this theme were appreciating diversity, affirming cultural differences, reflecting critically, developing networks of support, and acknowledging and exploring power and privilege. Representative codes included "Developing reflective consciousness," "Placing significant value on diversity, deeply learns about and understands that diversity, and extending cultural respect," "Demonstrating moral courage and activism," and "Possessing an asset-based orientation toward differences."

The School Specific theme encompassed behaviors that would occur exclusively within the physical space of the school and aligned with the formal capacities and powers of a school principal. The categories that made up this theme included addressing social justice through school mechanisms, focusing on staff development, sharing leadership, communicating open and honestly, and dismantling barriers. Some of the codes that were included in this theme were: "Providing opportunities for teachers to come together and discuss best practices for addressing the needs of all students," "Restructuring school programs into new designs to support their students' learning and professional communities," "Communicating purposefully and authentically," and "Addressing staff when the vision of equitable schooling was not being achieved."

Community Minded referred to principal behaviors that extended to the families and

communities that surrounded the schools. This theme moved beyond self-focused and school specific behaviors to include political action, community outreach, relationship building, and leveraging assets from the community to enrich the experiences of those within their schools. The categories I arrived at were engaging families and community members meaningfully, forging collaborative relationships, advocating beyond the school walls, building relationships, and leveraging community and cultural wealth. Codes that were used to construct those categories and the theme included: “Building family and community trust and rapport,” “Inviting the participation of voices that would otherwise be silenced or left behind,” “Incorporated community partnerships as a way to enhance the climate of belonging,” “Focusing on developing students’ talents and gifts to contribute to their community and society,” and “Developing their schools to be more community oriented.”

Immediately following the meta-analysis, survey items were developed and adapted that would be true to the spirit of each theme. When possible, I paralleled the description and verbiage found in the literature in the items to avoid adding my own bias and perspective into their wording. In other cases, codes were adapted or combined to approximate the original author’s intent as closely as possible. In total, 39 initial items were developed with 10 items for the Self-Focused theme, 18 for the School Specific theme, and 11 for the Community Minded theme. Item response options were based on frequency and ranged from 0 (Never) to 6 (Every time).

Delphi Technique

Following the literature review, creation of the first version of the SJBS, and IRB approval from the University of Tennessee, I distributed the instrument in accordance with the Delphi technique (Hsu & Sanford, 2007). The Delphi technique is an iterative process whereby

the initial versions of the scale-items undergo multiple rounds of feedback from an expert panel. I used a specific purposive sampling method known as expert sampling to assemble my delphi panel (Etikan, Musa, & Alkassim, 2016). Potential experts on the panel were identified based upon their expertise in the realm of school leadership and/or social justice. Additionally, I desired a panel made up primarily of practitioners that also included some scholars. I felt that the point of view of those in the field was extremely valuable to help guide this work. Once I identified potential panel members through my professional networks, a recruitment email was sent to the individuals. Per Rowe and Wright (2001), the preferable size for a Delphi expert panel is five to 20 experts. The final expert panel was comprised of six expert reviewers (two male and four female) who were educational leaders (four) or educational leadership scholars (two) with an interest in social justice leadership (refer to Table 1 for a list of each reviewer's credentials).

Initially, each reviewer received an electronic link to a Qualtrics page that contained all of the potential items for the instrument. The reviewers were asked to qualitatively comment on each individual item for issues with readability, wording, clarity, content specificity, construct alignment, cultural appropriateness, researcher bias, and any other issue they may notice (Appendix C). The SJBS was revised based upon their initial feedback. Eleven items were altered following the first round of Delphi to improve clarity, better define the scope of the statement, and qualify terms.

Following the first round, the same reviewers were sent a link to the instrument where they rated the revised items on a Likert-type scale in regards to question quality (1 = Poor to 5 = Excellent) *and* commented on items if they had any suggestions or concerns. Items had to meet a mean cut-off score of 3.7 or higher (out of 5) to remain on the SJBS (Franklin & Hart, 2007). Following their quantitative scoring and qualitative feedback, scale items were retained/revised

Table 1

Credentials of Expert Reviewers

Reviewer Demographics	Credentials of Reviewer
45 year old African American Female	Second year as school principal at large, urban middle school. Over 20 years in the field of education.
47 year old White Female	Former school and district level administrator, current professor of leadership with a focus on leadership preparation and social justice leadership.
36 year old White Male	Current First Year School Principal of a school of 290 -Currently work at a very socioeconomically diverse school -Former Assistant Principal with 5 years experience -Earned a PhD in Educational Leadership and Policy Studies last year
47 year old Hispanic Female	I have been a teacher/administrator in (southwestern state) public schools for 23 years. I have always served in small, rural, Title 1 schools. My passion is for serving at-risk students and training teachers to work with at-risk students. Second Language Learners hold a special place in my heart.
36 year old White Male	School Administration for 6 years. Special education teacher for 5 years. Currently working toward a doctorate in educational leadership.
46 year old White Female	I have a school leader's license but was never a school leader. After earning my doctorate in Educational Leadership and Policy Studies, I went straight to Higher Ed as a professor.

(38) or deleted (1; due to ambiguity). If there was mixed feedback on an item, I made the final determination whether it needed to be revised or kept as is. I took the totality of the comments and the mean average score for the item into consideration when making that final determination. This version of the SJBS was resent to the same expert panel members for a third round, which ended up being the final round, of ranking and commentary. Following this round, no items were revised or deleted based on feedback. These 38 items became the initial items used on the SJBS.

Other Measures

In addition to the SJBS, participants were administered the Social Justice Scale (SJS), the Social Justice – Barriers and Supports (SJ-BAS), and the Global Belief in a Just World Scale (GBJWS). After ensuring the public use status of scales or obtaining explicit permission from authors for their use, these three scales were administered in tandem with the SJBS. Additional scales were administered to provide convergent (SJS) and discriminant (GBJWS) validity.

Following a review of the literature, I chose the SJS as a way to provide convergent validity. The SJS measured all elements of Ajzen’s theory of planned behavior except the behavioral component. If Azjen’s theory holds true, the intentions construct of the SJS should positively correlate with the behaviors measured in the SJBS. By administering the SJS in tandem with the SJBS, I had the opportunity to collect data for future exploratory work using more advanced quantitative procedures.

Torres-Harding et al. (2012) originally created the SJS to measure individual’s “attitudes towards social justice and social justice related values, perceived self-efficacy around social justice efforts, social norms around social justice efforts, and intentions to engage in social justice related activities and behaviors” from a community psychology perspective (p. 80). Because the SJBS was specifically created to measure the social justice behaviors of educational

leaders, I slightly modified four of the SJS items to be more applicable to the population of interest (See Table 2). Due to the strong internal consistency of the SJS, it was hypothesized that these slight modifications would not affect the reliability or validity of the scale (Torres-Harding et al., 2012).

The Global Belief in a Just World Scale (GBJWS) was selected for inclusion in this study as a way to measure for discriminant validity. The GBJWS is widely used for this purpose and its relatively short length makes it an attractive addition to achieve this purpose. Lastly, the SJ-BAS was administered to collect data that provides an insight into the supports and barriers that principals face in their leadership for social justice. The SJ-BAS was chosen because it is a relatively new instrument that can provide an understanding of the factors principals encounter in their leadership for social justice. Any study of leadership should be situated within the context that it occurs. The data of the SJ-BAS provides contextual data as it relates to the principal's perception of the environment in which their work takes place.

Social Justice Scale (SJS). (Torres-Harding et al., 2012). The SJS is a 24-item, four-subscale instrument used to measure an individual's attitudes towards and, subsequent, intentions to enact social justice. The SJS exhibited strong internal consistency of each subscale: attitudes $\alpha = .95$, subjective norms $\alpha = .82$, perceived behavioral control $\alpha = .84$, and intentions, $\alpha = .88$ (Torres-Harding et al., 2012). Example of items include: "I believe that it is important to make sure that all individuals and groups have a chance to speak and be heard, especially those from traditionally ignored or marginalized groups," "Other people around me feel that it is important to engage in dialogue around social injustices," and "In the future, I intend to work collaboratively with others so that they can define their own problems and build their own

Table 2

Original and Modified SJS Items

Original SJS Item	Modified SJS Item
If I choose to do so, I am capable of influencing others to promote fairness and equality	If I choose to do so, I am capable of influencing others to promote fairness and equity
I feel confident in my ability to talk to others about social injustices and the impact of social conditions on health and well-being	I feel confident in my ability to talk to others about social injustices and the impact of social conditions on educational issues
I am certain that if I try, I can have a positive impact on my community	I am certain that if I try, I can have a positive impact on my school
In the future, I intend to talk with others about social power inequalities, social injustices, and the impact of social forces on health and well-being	In the future, I intend to talk with others about social power inequalities, social injustices, and the impact of social forces on educational outcomes for marginalized groups

capacity to solve problems.” All items utilized a 7-point Likert type scale, with 1 = disagree strongly, 4 = neutral, and 7 = strongly agree.

Social Justice – Barriers and Supports (SJ-BAS). (Angelle & Flood, In Progress) This 18-item survey is an outgrowth of the qualitative work of the International School Leadership Development Network that provides insight into the supports and barriers that educational leaders encounter in their work for social justice. The instrument’s intent is to identify the relative ranking and importance of a set of factors that supported or hindered their work for social justice. The factors in the SJ-BAS derived from the analysis of seventeen qualitative interviews from countries around the world. Transcripts were coded and analyzed using an open-coding approach to answer the questions of what barriers and supports to social justice were prevalent. The emergent themes in the data became the relevant constructs of the SJ-BAS. The instrument provides descriptive data to enrich the findings of the other scales.

Global Belief in a Just World Scale (GBJWS). (Lipkus, 1991). This 7-item instrument measures the “belief in a just world... whereby people get what they deserve and deserve what they get” (Lipkus, 1991, p. 1173). Items were measured on a 6-point Likert scale (1 = strong disagreement; 6 = strong agreement) indicating their level of agreement with how applicable a statement was to themselves and others. The Alpha coefficients for the scale was $\alpha = .827$. Examples of some of the items were “I feel that people get what they are entitled to have” and “I basically feel that the world is a fair place.”

Table 3

Function of Each Measure in the Study

Measure	Acronym	Use in Study	Reference
Social Justice Behavior Scale	SJBS	Primary Instrument	Flood (2019)
Social Justice Scale	SJS	Administered to study participants in tandem with the SJBS to establish convergent validity	Torres-Harding, Siers, and Olson (2012)
Social Justice-Behaviors and Supports Scale	SJ-BAS	Administered to study participants in tandem with the SJBS	Angelle and Flood (In Progress)
Global Belief in a Just World Scale	GBJWS	Administered to study participants in tandem with the SJBS to establish discriminant validity	Lipkus (1991)

Procedure

To address Research Question 1, a principal components analysis (PCA), similar to factor analysis, was conducted. Pett, Lackey, and Sullivan (2003) noted that factor analysis is “used to identify the interrelationships among a large set of observed variables” (p. 2). The basic premise of factor analysis deals with combining variables that are correlated with each other but distinct from other groups of variables into factors. Factors reflect the underlying processes that created the correlative relationships between the variables within each distinct grouping. Factor analysis is used to summarize patterns within data, as a reductive tool to aggregate a large number of variables into fewer factors, and to test theory (Field, 2013; Pett et al., 2003; Stevens, 2002; Tabachnick & Fidell, 2001). Factor analysis was specifically chosen because of its utility as a tool in the process of instrument development (Field, 2013; Pett et al., 2003; Stevens, 2002; Tabachnick & Fidell, 2001).

For this study, I specifically utilized principal components analysis (PCA). The goal of PCA “is to extract maximum variance from the data set with each component” (Tabachnick & Fidell, 2001, p. 640). Beavers et al. noted that PCA “serves as a means to accurately report and evaluate a large number of variables using fewer components, while still preserving the dimensions of the data” (2013, p. 5). PCA is different from other statistical analyses (regression, logistic regression, MANOVA, etc.) in that there is no way to test the solution. PCA is the preferred analytical approach for researchers whose primary goal is to reduce a large number of items to a small and manageable number of constructs (Field, 2013; Pett et al., 2003; Stevens, 2002; Tabachnick & Fidell, 2001). Tabachnick and Fidell (2001) noted that the goal of PCA is to answer and satisfy the following question: “What are the underlying processes that could have produced correlations among these variables?” (p. 614). Therefore, a “good” PCA is judged by

the extent that it makes sense of the data and provides a robust and accurate account of the variables that determine the factors.

Tabachnick and Fidell (2001) identified the steps of PCA as: “selecting and measuring a set of variables, preparing the correlation matrix, extracting a set of factors from the correlation matrix, determining the number of factors, (probably) rotating the factors to increase interpretability, and, finally, interpreting the results” (p. 613). The entire research design is visually illustrated in Figure 2.

Sampling and Participant Recruitment

This study was dependent on the participants being able to offer meaningful insight and information in relation to the research questions. Therefore, sampling and participant recruitment needed to be tailored to meet this end. Random sampling would not work because the study requires specific criteria of the participant. The participants needed to be principals in the United States. To this end, I used purposive sampling by targeting publicly available principal email lists to purposefully distribute the instrument via email (Appendix D). I was able to download principal email lists from 30 states. These email lists contained nearly 60,000 principal emails. However, not all of the emails were valid with over 5,000 bouncing back and, presumably, many going unnoticed into SPAM folders or being screened out by email filtering software making a determination of actual recipients hard to conclude. Additionally, approximately 400 principals opted out or requested to be removed. Of all surveys distributed, the instrument was viewed by 2,158 individuals, started by 1,555 respondents, and completed by 230 principals. The completion rate of those who started the survey was 14.79%.

I followed the *12 Steps of Data Cleaning* outlined by Morrow and Skolits (2014) to clean the data prior to further use. First, I created a codebook that included all of the variable names,

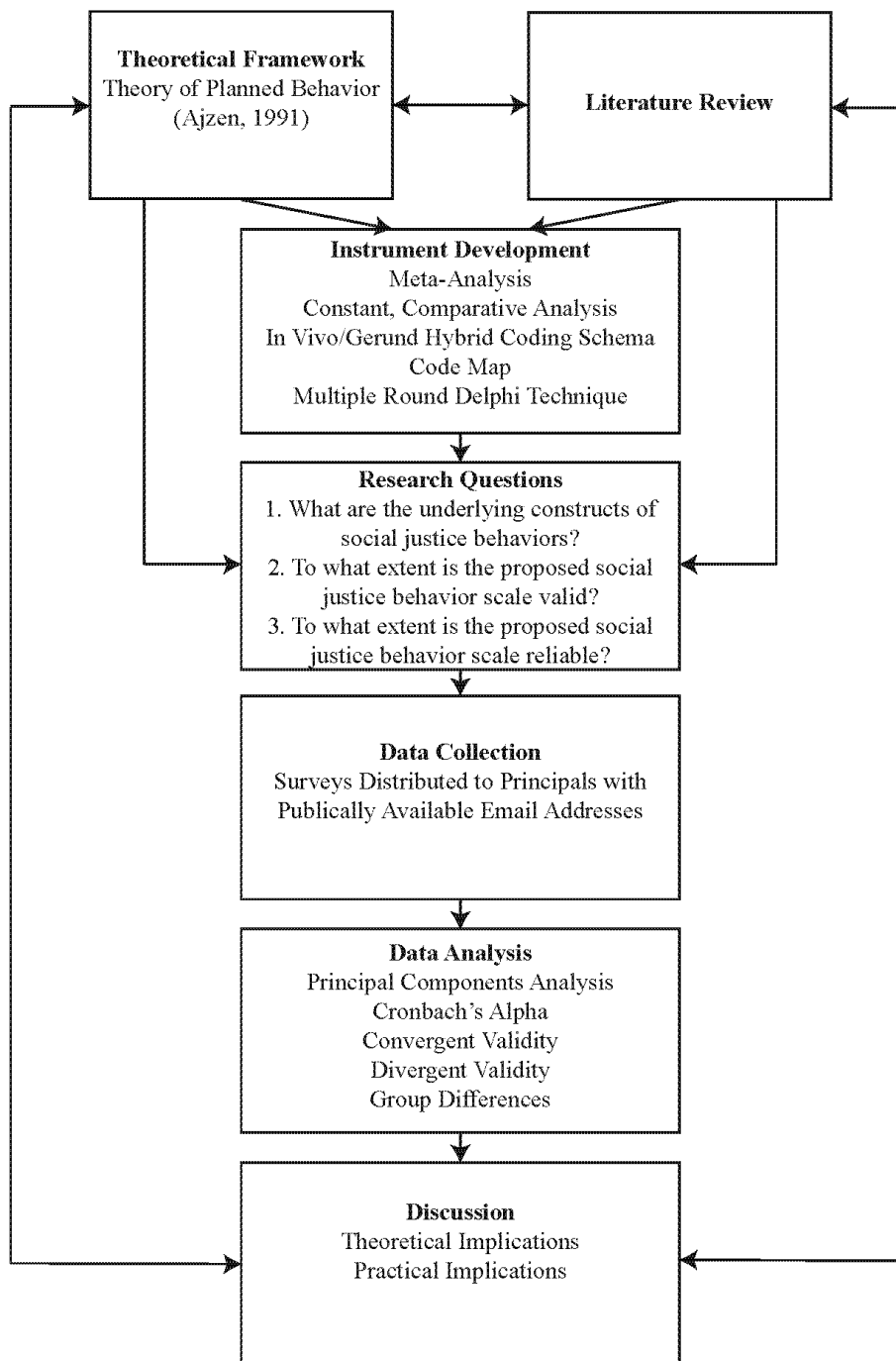


Figure 2. Visual illustration of research design.

labels, and pertinent information. Second, I created an analysis plan to document each analysis, the syntax for that analysis, and qualitative descriptions of the process. The third step involved a visual inspection of the data using histograms to check for errors and extreme values. The fourth step I undertook was to check for coding mistakes. Next, I created composite variables for the SJBS, SJS, and GBJWS scale items per the recommendations of their creators. In steps six, seven, and eight, I rechecked frequencies and descriptive statistics checked data distributions, searched for outliers, and assessed for normality. I checked for missing data and made the decision to move forward with my complete dataset because no variable had more than 5% missing. Following that, I checked sample size and rechecked frequencies/descriptive statistics. The last step, assumption testing, was done in tandem with the analyses and will be discussed in chapter four.

Summary of the Chapter

In this study, the Social Justice Behavior Scale will be developed and validated. I will employ the Delphi Technique to ensure the items of the SJBS and the instrument, as a whole, were robust, clear, logical, and informed by experts prior to its administration. The SJBS will be administered to public school principals in the United States. Following its administration, the researcher will utilize principal components analysis to examine the underlying structure of the data, modify the SJBS if necessary, and validate the SJBS as a research instrument. Results of the PCA including factor solution and validity statistics will be discussed in the next chapter.

CHAPTER 4

RESULTS

The purpose of the current study is to develop a scale that measures the social justice behaviors of educational leaders. Principal Components Analysis is the primary method of analysis used for this purpose. Chapter 4 begins with the demographics of the sample and the rationale behind using PCA. Statistics including factor loadings, explained variance, and component correlations will be presented for a four- and three-component solution. Lastly, reliability and validity statistics will be presented.

Demographics

In total, 230 principals finished the online survey (Appendix E). Of those 230 responses, three individuals were deleted due to their nonresponse on the final question of the instrument. The final dataset consisted of 227 principals from 27 states (Appendices F-P). Generally speaking, the dataset tended to be more ethnically diverse, female, and educated than the available, nationally representative data on the 2011-2012 cohort of public school principals (Hill, Ottem, & DeRoche, 2016). The majority of the principals were White (72.69%), female (58.1%), held a Master's degree (51.5%), and served as principals at suburban schools (37.9%). Over forty two percent (42.7%) of the sample were between the ages of 45 and 54. Two thirds of the sample ($n = 152$) considered themselves to be a social justice leader. Twenty-seven states are represented in the dataset with California (50), Tennessee (28), and Texas (21) having the highest numbers of respondents (Figure 3). It's important to note that this information is simply used to explain where the sample participants came from and not that the participants are in anyway representative of their states as a whole.

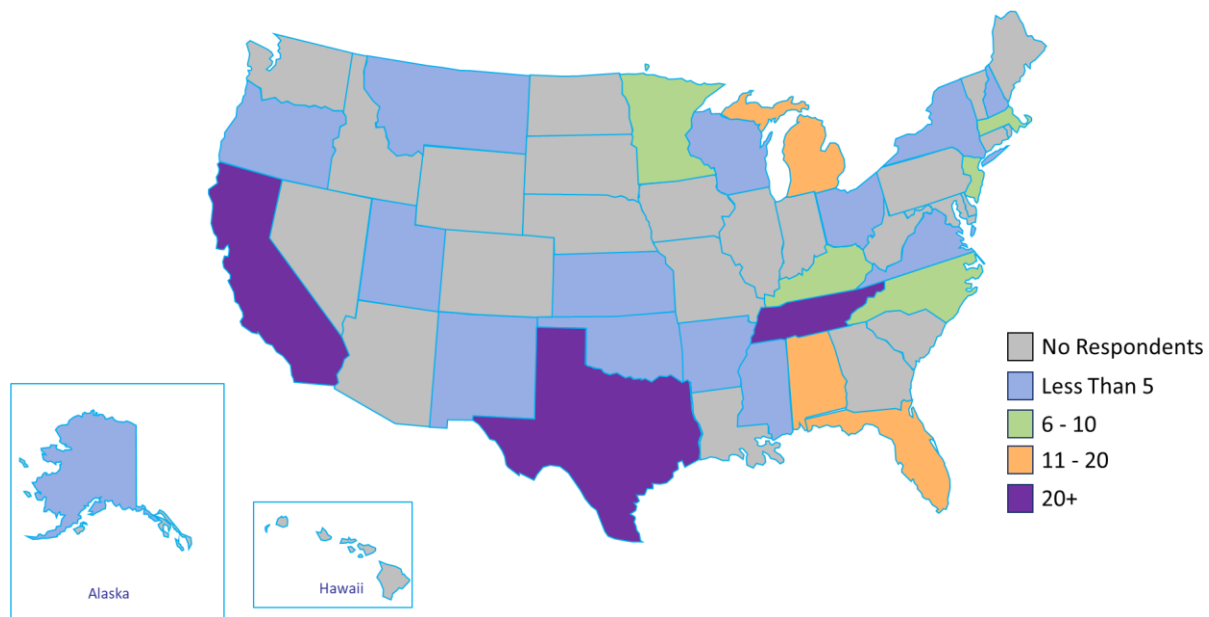


Figure 3. Respondents by State.

Principal Components Analysis

The primary analysis of this study was a PCA using an oblimin rotation on the initial 38 items of the SJBS. This statistical technique was selected for the purpose of determining how many reliable and interpretable factors are in the dataset and reducing the large number of items to create a more parsimonious and effective way to measure the constructs of interest. An oblique rotation was chosen because of the correlation between items intimated in the literature and demonstrated within the analysis. To this end, I used information derived from multiple sources, including the scree plot, eigenvalues, item factor loadings, reliability statistics, and general factor interpretability to inform decisions and arrive at the factor solution. Given that information both a four- and three-factor solution were evaluated.

Assumptions of a PCA that must be met include sample size considerations, sampling adequacy, and sphericity. The sample size of 227 is considered fair by Comrey and Lee (1992),

but was mitigated by following the recommendation of Stevens (2002) to increase the critical value for factor loadings to .364 for a sample of 200.

The Kaiser-Meyer-Olkin measure of sampling adequacy of the initial 38 items was .908. The KMO for the four-component solution was .906. For the three-component solution, the KMO was .916. All of those results were considered “marvelous” per the guidelines set forth by Beavers et al. (2013). Additionally, Bartlett’s test of sphericity was significant for the initial set of items [$\chi^2 (703) = 5,566.88, p < .001$], for the four-component solution [$\chi^2 (325) = 3,618.39, p < .001$], and for the three-component solution [$\chi^2 (253) = 3,163.48, p < .001$] denoting the absence of an identity matrix and the appropriateness of utilizing PCA (Pett et al., 2003).

PCA is an iterative process requiring several researcher-based decisions rather than a standardized solution in the form of a test statistic or concrete value. I followed the suggestion of Stevens (2002) of using .364 as the minimum factor loading for an item to be retained. Additionally, items that cross loaded, that is loaded onto two or more constructs at .364 or more, were deleted if the absolute value of the difference in loadings was less than the absolute value of .20. Following item deletion for each round, a follow up PCA was conducted using the same guidelines until a final solution was determined. If a component had less than three items load onto it, those items were deleted prior to arriving at the final solution. The descriptive statistics and initial loadings of the items can be found in Table 4 and 5.

Table 4

Descriptive Statistics for Initial SJBS Items

Item	n	Mean	Std. Deviation
I actively work to understand my own bias so I can better counteract inequity within my school.	227	5.48	1.21
I extend cultural respect to individuals from diverse backgrounds.	227	6.38	.87
I engage in self-reflective, critical, and collaborative work relationships.	227	6.04	1.00
I work to develop a reflective consciousness.	226	5.95	1.07
I continuously reflect to avoid making unjust decisions.	226	6.12	1.03
I am transparent about my practice as a school leader.	225	6.30	.87
I acknowledge my ability to decide which students have access to resources.	225	5.88	1.36
I acknowledge that privilege operates on many levels and provides benefits to members of dominant groups	225	5.56	1.67
I consciously account for and resist my personal biases.	227	5.89	1.04
I demonstrate moral courage.	226	6.23	.84
I empower marginalized student groups through collaborative strategies.	226	5.49	1.13
I nurture socially conscientious teacher-leaders.	227	5.73	1.19
I pose solutions to structural injustices in education.	226	5.33	1.27
I enact a vision for my school focused on equity.	227	6.15	1.07
I create a climate of belonging for all students.	227	6.41	.80
I provide students with greater access to their culture.	226	5.12	1.29
I dismantle barriers that hinder the practice of social justice in my school.	225	5.60	1.19
I embed professional development in collaborative structures.	225	5.76	1.16
I contextualize professional development in a way that tries to make sense of race, ethnicity, class, gender, sexuality, and disability.	223	5.30	1.33
I address deficit perspectives that staff members have of certain student groups.	223	5.59	1.23

Table 4 Continued

Item	n	Mean	Std. Deviation
I provide equitable access to learning for all students.	227	6.28	.76
I provide equitable learning opportunities for all students.	227	6.27	.83
I participate in political and policy-related advocacy work on behalf of marginalized student groups.	227	4.19	1.93
I model the value of providing equitable access to our students.	227	6.25	.96
I model the value of providing equitable opportunities to our students.	227	6.26	.92
I ensure that the teachers are mindful of both the academic and social issues that students face.	227	6.11	1.03
I prepare students to confront the challenges that face historically marginalized communities.	226	5.25	1.37
I build trust with the community.	227	6.06	.94
I engage in community organizing work.	227	4.74	1.78
I engage in community advocacy work.	227	4.43	1.77
I learn about the lived experiences of marginalized individuals within my school's community.	227	5.33	1.30
I enhance collaboration with stakeholders.	226	5.64	1.10
I ensure that schooling reflects the community's culture and values.	224	5.65	1.16
I raise awareness to advance the school communities' levels of understanding about social inequities.	226	4.96	1.57
I utilize parent networks to strategically recruit teachers, parents, and other community leaders with	226	4.09	1.65
I act as a catalyst for advocacy work within the community.	224	4.10	1.82
I access community cultural wealth to benefit my school.	227	4.54	1.64
I encourage staff members to view the school through the eyes of the students and communities that they serve.	227	5.89	1.16

Table 5

Initial Factor Loadings for SJBS Items

Item	1	2	3	4	5	6	7
I provide students with greater access to their culture.	0.87	-	-	-	-	-	-
I dismantle barriers that hinder the practice of social justice in my school.	0.71	-	-	-	-	-	-
I pose solutions to structural injustices in education.	0.69	-	-	-	-	-	-
I embed professional development in collaborative structures.	0.66	-	-	-	-	-	-
I enact a vision for my school focused on equity.	0.58	-	-	-	-	-	-
I contextualize professional development in a way that tries to make sense of race, ethnicity, class, gender, sexuality, and disability.	0.51	-	-	-	-	-	-
I empower marginalized student groups through collaborative strategies.	0.45	-	-	-	-	-	-
I prepare students to confront the challenges that face historically marginalized communities.	0.44	-	-	-	-	-	-
I ensure that the teachers are mindful of both the academic and social issues that students face.	0.40	-	-	-	-	0.39	-
I nurture socially conscientious teacher-leaders.	0.39	-	-	-	-	-	-
I learn about the lived experiences of marginalized individuals within my school's community.	0.37	-	-	-	-	-	-
I engage in community advocacy work.	-	-0.85	-	-	-	-	-
I act as a catalyst for advocacy work within the community.	-	-0.84	-	-	-	-	-
I engage in community organizing work.	-	-0.79	-	-	-	-	-

Table 5 Continued

Item	1	2	3	4	5	6	7
I utilize parent networks to strategically recruit teachers, parents, and other community leaders with social justice agendas.	-	-0.76	-	-	-	-	-
I participate in political and policy-related advocacy work on behalf of marginalized student groups.	-	-0.73	-	-	-	-	-
I access community cultural wealth to benefit my school.	-	-0.63	-	-	-	-	-
I raise awareness to advance the school communities' levels of understanding about social inequities.	-	-0.61	-	-	-	-	-
I ensure that schooling reflects the community's culture and values.	-		0.80	-	-	-	-
I enhance collaboration with stakeholders.	-	-0.40	0.65	-	-	-	-
I build trust with the community.	-	-	0.61	-	-	-	-
I encourage staff members to view the school through the eyes of the students and communities that they serve.	-	-	0.50	-	0.41	-	0.37
I actively work to understand my own bias so I can better counteract inequity within my school.	-	-	-	0.81	-	-	-
I work to develop a reflective consciousness.	-	-	-	0.73	-	-	-
I continuously reflect to avoid making unjust decisions.	-	-	-	0.72	-	-	-
I extend cultural respect to individuals from diverse backgrounds.	-	-	-	0.68	-	-	-
I engage in self-reflective, critical, and collaborative work relationships.	-	-	-	0.66	-	-	-
I am transparent about my practice as a school leader.	-	-	-	0.64	-	-	-
I consciously account for and resist my personal biases.	-	-	-	0.57	-	-	-

Table 5 Continued

Item	1	2	3	4	5	6	7
I address deficit perspectives that staff members have of certain student groups.	-	-	-	0.43	-	-	-
I acknowledge my ability to decide which students have access to resources.	-	-	-	-	0.85	-	-
I acknowledge that privilege operates on many levels and provides benefits to members of dominant groups at the expense of marginalized groups.	-	-	-	-	0.70	-	-
I model the value of providing equitable opportunities to our students.	-	-	-	-	-	0.85	-
I model the value of providing equitable access to our students.	-	-	-	-	-	0.83	-
I provide equitable learning opportunities for all students.	-	-	0.42	-	-	0.66	-
I provide equitable access to learning for all students.	-	-	-	-	-	0.65	-
I demonstrate moral courage.	-	-	-	-	-	-	-0.38
I create a climate of belonging for all students.	0.37	-	-	-	-	-	-0.37

This table represents the initial principal components analysis with all 38 preliminary items. Oblimin Rotation used. All loadings < .364 are suppressed. The Kaiser-Meyer-Olkin measure of sampling adequacy in this sample was .908 with 68.195% of the variance explained.

Four-Factor Solution

The four-factor solution was composed of 26 items and accounted for 64.56% of the total variance. The first component was composed of nine items. Seven of those nine items had loadings greater than .60. I qualitatively labeled the first component School Specific as the items all came from that theme from the meta-analysis. The School-Specific construct explained 39.28% of total variance.

The second component was primarily composed of six items from the Community Minded theme and one item from the School Specific theme. However, all of the items commented on the idea of community so I retained the Community Minded label for the grouping. All seven of those items loaded higher than the absolute value of .60. This component explained 12.58% of the total variance.

The third component was made up of two items from the School Specific theme and one from the Self-Focused theme. The three items all loaded higher than .60 upon the construct. I labeled the component Equity Perspective. The component explained 7.11% of the total variance.

The last component was made up of seven items from the Self-Focused theme. This component retained the Self-Focused label and six of the items loaded greater than .60. The Self-Focused component accounted for 5.59% of the total variance. The factor loadings for the Four-Component solution can be seen in Table 6. The component correlations of the Four-Component solution can be seen in Table 7.

Table 6

SJBS Items Factor Loadings for Four- Component Solution

Item	1	2	3	4
I pose solutions to structural injustices in education.	0.81	-	-	-
I dismantle barriers that hinder the practice of social justice in my school.	0.78	-	-	-
I provide students with greater access to their culture.	0.78	-	-	-
I empower marginalized student groups through collaborative strategies.	0.76	-	-	-
I nurture socially conscientious teacher-leaders.	0.74	-	-	-
I enact a vision for my school focused on equity.	0.73	-	-	-
I prepare students to confront the challenges that face historically marginalized communities.	0.63	-	-	-
I contextualize professional development in a way that tries to make sense of race, ethnicity, class, gender, sexuality, and disability.	0.55	-	-	-
I embed professional development in collaborative structures.	0.47	-	-	-
I engage in community advocacy work.	-	-0.91	-	-
I act as a catalyst for advocacy work within the community.	-	-0.87	-	-
I engage in community organizing work.	-	-0.82	-	-
I utilize parent networks to strategically recruit teachers, parents, and other community leaders with social justice agendas.	-	-0.78	-	-
I access community cultural wealth to benefit my school.	-	-0.73	-	-
I participate in political and policy-related advocacy work on behalf of marginalized student groups.	-	-0.66	-	-
I raise awareness to advance the school communities' levels of understanding about social inequities.	-	-0.63	-	-
I provide equitable access to learning for all students.	-	-	0.89	-
I provide equitable learning opportunities for all students.	-	-	0.87	-
I demonstrate moral courage.	-	-	0.63	-
I actively work to understand my own bias so I can better counteract inequity within my school.	-	-	-	0.78
I continuously reflect to avoid making unjust decisions.	-	-	-	0.77
I engage in self-reflective, critical, and collaborative work relationships.	-	-	-	0.73
I work to develop a reflective consciousness.	-	-	-	0.69
I am transparent about my practice as a school leader.	-	-	-	0.69
I consciously account for and resist my personal biases.	-	-	-	0.64
I extend cultural respect to individuals from diverse backgrounds.	-	-	-	0.60

Rotation Method: Oblimin with Kaiser Normalization. 64.561% of Variance Explained.

Table 7

SJBS Four-Component Solution Correlation Matrix

Component	School Specific	Community Minded	Equity Perspective	Self-Focused
School Specific	1.00	-	-	-
Community Minded	-0.46	1.00	-	-
Equity	0.23	-0.11	1.00	-
Self-Focused	0.52	-0.21	0.26	1.00

Extraction Method: Principal Component Analysis.

Three-Component Solution

In addition to the four-component solution, a three-component solution was investigated. Part of the reasoning for this choice was the initial scree plot. The other part of the reasoning for this choice was the conceptual disconnect between items in the Equity Perspective component. Sometimes items can load together that don't conceptually fit together. In these cases, the researcher has to make a determination on whether to retain or eliminate the component.

Following the deletion of the Equity Perspective component, the three-component, 23 item solution accounted for 62.16% of the total variance (Table 8). The School Specific component was still composed of nine items. Seven of those nine items had loadings greater than .60. The School Specific construct explained 42.35% of total variance. The Community Minded component still had seven items, all of which loaded higher than the absolute value of .60 on the component. This component explained 13.55% of the total variance. The Self-Focused component still had seven items. All seven of the items loaded greater than .60. The Self-Focused component accounted for 6.26% of the total variance. The component correlations of the Three-Component solution can be seen in Table 9.

Table 8

SJBS Items Factor Loadings for Three- Component Solution

Item	1	2	3
I pose solutions to structural injustices in education.	0.82	-	-
I provide students with greater access to their culture.	0.81	-	-
I dismantle barriers that hinder the practice of social justice in my school.	0.80	-	-
I empower marginalized student groups through collaborative strategies.	0.78	-	-
I nurture socially conscientious teacher-leaders.	0.74	-	-
I enact a vision for my school focused on equity.	0.74	-	-
I prepare students to confront the challenges that face historically marginalized communities.	0.64	-	-
I contextualize professional development in a way that tries to make sense of race, ethnicity, class, gender, sexuality, and disability.	0.53	-	-
I embed professional development in collaborative structures.	0.50	-	-
I engage in community advocacy work.	-	-0.91	-
I act as a catalyst for advocacy work within the community.	-	-0.88	-
I engage in community organizing work.	-	-0.81	-
I utilize parent networks to strategically recruit teachers, parents, and other community leaders with social justice agendas.	-	-0.79	-
I access community cultural wealth to benefit my school.	-	-0.74	-
I participate in political and policy-related advocacy work on behalf of marginalized student groups.	-	-0.66	-
I raise awareness to advance the school communities' levels of understanding about social inequities.	-	-0.64	-
I continuously reflect to avoid making unjust decisions.	-	-	0.77
I engage in self-reflective, critical, and collaborative work relationships.	-	-	0.76
I actively work to understand my own bias so I can better counteract inequity within my school.	-	-	0.75
I am transparent about my practice as a school leader.	-	-	0.75
I consciously account for and resist my personal biases.	-	-	0.71
I work to develop a reflective consciousness.	-	-	0.65
I extend cultural respect to individuals from diverse backgrounds.	-	-	0.62

Rotation Method: Oblimin with Kaiser Normalization. 62.155% of Variance Explained.

Table 9

SJBS Three-Component Solution Correlation Matrix

Component	School Specific	Community Minded	Self-Focused
School Specific	1.00	-	-
Community Minded	-0.48	1.00	-
Self-Focused	0.54	-0.22	1.00

Extraction Method: Principal Component Analysis.

Selection of the Three-Component Solution

In choosing between whether to retain the Four-Component or Three-Component solution, the choice came down to whether to keep or remove the Equity Focused component. The following sections will detail my reason for removing the Equity Focused component from the final solution.

When interpreting components, one must consider statistical and non-statistical criteria (Pett et al., 2003). The researcher must also account for the theorized relationship between items, conceptual meaning of the components, and overall parsimony of the final solution.

Given that, it does become easier to qualitatively analyze, interpret, and assign a label that approximates what that component represents when one has: a large number of items that possess related characteristics and high loadings (Comrey & Lee, 1992). The School Specific (9 items), Community Minded (7 items), and Self-Focused (7 items) components all had at least seven items that loaded at greater than .60. While the items that loaded on to the Equity Perspective component did so at $> .60$, the component was only comprised of 3 items.

Moreover, the items for the components in the Three-Component solution appeared to be conceptually related around the component names. This was most apparent by the hypothesized

items loading on their hypothesized component with like items, but also in the language of the items themselves. In contrast, the Equity Perspective items were: I provide equitable access to learning for all students, I provide equitable learning opportunities for all students, and I demonstrate moral courage. While the first two seem to have an obvious relationship tied to equity and learning, the connection to demonstrating moral courage seem conceptually disconnected.

Other factors I assessed included the relationship between behavioral intentions and behavior as theorized in the TPB (Table 10). Equity Perspective was the only SJBS component to not have a statistically significant positive relationship with the SJS Behavioral Intentions subscale. The Equity Perspective component was also the only component to have a positive relationship with the GBJWS. In additional support of a Three-Component SJBS, the correlation between the SJS Behavioral Intentions subscale and the SJBS increased from .48 to .56 with the removal of the Equity Perspective component. Lastly, the Equity Perspective component was the

Table 10

Correlations Between SJBS Solutions and SJS Subscales

	Three- Component SJBS	Four- Component SJBS
Three-Component SJBS	1	.98**
Four-Component SJBS	.98**	1
Attitudes (SJS)	.49**	.43**
PBC (SJS)	.32**	.34**
Subj Norms (SJS)	.44**	.39**
Behavioral Intentions (SJS)	.56**	.48**

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

only component that did not differentiate between individuals who self-identified as social justice leaders and those who did not in a statistically significant manner. This evidence lends support to the notion that the component may be a byproduct of items loading together randomly rather than conceptually related items loading together due to their nature.

Due to the aforementioned evidence and reasoning, I removed the Equity Perspective component from the final solution and chose the Three-Component solution as the final SJBS. The final SJBS included 23 items whose creation and wording was directly derived, influenced, and informed by the literature (Appendix Q). In the following section, I will answer my second and third research questions by providing the validity and reliability statistics for the SJBS.

Reliability

Cronbach's Alpha was used to determine the reliability of each subscale and the Three-Component solution. Gliem and Gliem (2003) noted that "Cronbach's alpha is a test reliability technique that requires only a single test administration to provide a unique estimate of the reliability for a given test. Cronbach's alpha is the average value of the reliability coefficients one would obtained for all possible combinations of items when split into two half-tests (p.84)."

The reliability of the three subscales ranged from .872 to .916 (Table 11). These values were considered to be good ($> .8$) to excellent ($> .9$) per the guidelines set forth by George and Mallery (2003). The reliability of the Three-Component solution was .933 demonstrating excellent internal consistency. Supplying further evidence to the reliability of the majority of the factors was Guadagnoli and Velicer's (1988) perspective that components with four or more loadings above .60 in absolute value were reliable regardless of sample size. All of the components exceeded that criteria by having at least seven items that loaded above .60.

Table 11

Reliability Statistics for Three- and Four- Component Solutions and Subscales

	Number of Items	Cronbach's Alpha
Three-Component Solution	23	.933
Four-Component Solution	26	.933
School Specific Subscale	9	.914
Equity Perspective Subscale	3	.809
Community Minded Subscale	7	.916
Self-Focused Subscale	7	.872

Validity

Convergent validity refers to the extent of which two scales, instruments, or constructs that are hypothesized to have a relationship end up displaying the theorized relationship (Campbell & Fiske, 1959). Divergent validity is similar but refers to the lack of a relationship with a construct that is hypothesized to be unrelated (Holton III, Bates, Bookter, & Yamkovenko, 2007).

Convergent Validity

Correlations between the SJBS subscales and each of the SJS subscales were calculated to measure for convergent validity. The scores for the items in each component were first averaged to create a composite score for the component. I chose to average the scores rather than sum them so that the composite scores could be understood against the original Likert-type ranking scale. This would more easily allow for comparisons across components despite the difference in numbers of items on components (Appendix R). The correlations between the Self-

Focused, School Specific, and Community Minded subscales and all of the SJS subscales ranged between .26 - .55 and were statistically significant at the $p < .01$ level (Table 12). The values primarily demonstrated a moderate positive relationship (falling within the range of .40 - .59) between the components of the SJBS and the subscales of the SJS (Evans, 1996). Of particular importance is Ajzen's (2012) perspective that even when the measures for behaviors are carefully constructed the correlations between behaviors and intentions rarely exceed .80 due to theoretical limitations. The percentage of variance explained by the linear relationship between the SJBS Components and SJS Subscales (r^2) ranged from .063 to .301 (Appendix S).

Divergent Validity

Correlations between the SJBS subscales and the GBJWS were analyzed to assess for divergent validity. The Self-Focused Component ($r = -.19$, $r^2 = .036$), School Specific ($r = -.23$,

Table 12

Correlations Between SJBS Components and SJS Subscales

	SJBS Self Focused	SJBS School Specific	SJBS Comm Minded	Att (SJS)	PBC (SJS)	Subj Norm (SJS)	Beh Int (SJS)
SJBS Self-Focused	1						
SJBS School Specific	.63**	1					
SJBS Comm Minded	.34**	.60**	1				
Attitudes (SJS)	.41**	.48**	.35**	1			
PBC (SJS)	.36**	.32**	.26**	.47**	1		
Subj Norms (SJS)	.25**	.42**	.40**	.40**	.29**	1	
Behavioral Intentions (SJS)	.37**	.55**	.43**	.73**	.45**	.57**	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

$r^2=.053$), and Community Minded Component ($r=-.05$, $r^2=.003$) all displayed negative relationships. The Self-Focused and School Specific Component correlations were statistically significant at the $p < .05$ level. The Community Minded component was not statistically significant. However, the statistically significant values indicated weak to very weak negative relationships between the SJBS components and the GBJWS (Evans, 1996).

Demographic Variables/ Group Differences

Finally, I tested for group differences among the sample participants using a series of one-way between subjects ANOVAS. I did not expect any differences on SJBS scores due to these categorical variables. If there were any, I would have had concerns that the SJBS might be biased for membership in one of these groups. There were no statistically significant mean differences based upon age [$F(5, 207) = 1.379$, $p < .282$], gender [$F(2, 209) = 1.503$, $p < .225$], highest degree completed [$F(3, 207) = .308$, $p < .820$], and school urbanicity [$F(2, 210) = 1.399$, $p < .249$].

I also checked for differences on SJBS scores and those that did and did not self-identify as social justice leader in hopes that the SJBS showed promise in differentiating between the two groups. Logically, it makes sense that those that self-identified as social justice leader would demonstrate a proclivity to engage in social justice behaviors at a higher frequency than those that did not. There were statistically significant differences on SJBS scores between individuals who did and did not self-identify as social justice leaders on the three-component solution [$F(1, 212) = 22.15$, $p < .000$]. There were also statistically significant differences between individuals who did and did not self-identify as social justice leaders (Table 13) on the Community Minded [$F(1, 222) = 24.12$, $p < .000$], School Specific [$F(1, 217) = 21.85$, $p < .000$], and Self-Focused [$F(1, 222) = 5.46$, $p < .020$] components.

Table 13

Average Scores by SJBS Component

	Self-Identify as a Social Justice Leader?	n	Mean	Std. Deviation	Std. Error Mean
Community Minded**	Yes	151	3.75	1.34	.11
	No	73	2.80	1.39	.16
School Specific**	Yes	147	4.73	.75	.06
	No	72	4.13	1.15	.14
Self-Focused*	Yes	151	5.11	.62	.05
	No	73	4.86	.98	.12

** Group difference is significant at the 0.01 level (2-tailed).

* Group difference is significant at the 0.05 level (2-tailed).

Summary

Chapter Four outlined the results from the various statistical procedures run on the dataset. A Four-Component and Three-Component Solution were both computed and analyzed. Reasons for the selection of the Three-Component Solution were provided. In addition, reliability, validity, correlative, and group mean statistics were computed and analyzed. In Chapter Five, I will discuss my findings, their implications, and make recommendations for future research.

CHAPTER 5

DISCUSSION

The final chapter of the study provides discussion regarding the three components of the SJBS. The findings of negative factor loadings and negative component correlations will also be addressed. Lastly, the theoretical implications, practical implication, limitations, and future directions for this study will be discussed.

The Three Components of the SJBS

The final solution for the SJBS is composed of three components. In this section, I will describe each component. Specific examples of behaviors for the component and its importance in the literature will be noted.

School Specific

The School Specific component encapsulated those social justice behaviors aimed at addressing issues of social justice within the schools themselves. As schools continue to have a growing number of students from traditionally underserved and marginalized groups, school leaders need to actively develop ways to provide equitable educational opportunities within these challenging and dynamic contexts (Jean-Marie, 2008). Scholars have encouraged principals within these contexts to engage in the behaviors under the School Specific component to promote social justice. In fact, the literature has suggested that educational leaders should foreground context in many of the behaviors that they engage in within the school including professional development (Cooper, 2009; DeMatthews, 2014, 2016; Jean-Marie, 2008; Theoharis, 2007; Theoharis & O'Toole, 2011; Rivera-McCutchen, 2014), the nurturing of socially conscientious teachers (Cooper, 2009; DeMatthews, 2015; DeMatthews et al., 2016; DeMatthews & Mawhinney, 2014; Jean-Marie, 2008; Kose, 2009; Place, Ballenger, Wasonga,

Piveral, & Edmonds, 2010; Rivera-McCutchen, 2014; Theoharis, 2007, 2009; Theoharis & O'Toole, 2011), and merging student culture with school processes and operations (Cooper, 2009; DeMatthews et al., 2016; DeMatthews & Mawhinney, 2014; Theoharis, 2009). Leaders should promote a vision of equity and proactively work to identify and remove barriers that threaten their work towards that end.

Community Minded

The Community Minded component examined behaviors that expanded beyond the walls of the school and out into the surrounding community. The behaviors within this component were primarily concerned with engaging families and community members, forging collaborative relationships, advocating for the school, and leveraging community and cultural wealth. Cooper's (2009) notion of the role of the principal being that of a "cultural worker who views demographic change and cultural difference as being enriching and educative, not threatening or deviant" is particularly relevant to the spirit of this component (p. 720).

DeMatthews (2018) echoed this sentiment in his case study on successful community engagement by stating that principals must recognize the "innate value and resources within parents" and be able to utilize the cultural capital in their communities to benefit their schools *and* to develop networks of trust where they might not have existed in the past (p. 190). The essence of the Community Minded component really is an added element of social awareness (DeMatthews, 2018; Theoharis, 2007; Wasonga, 2010), connectedness to community (DeMatthews, 2016, 2018) responsibility to the students' network of people (DeMatthews, 2018; Wasonga, 2010), and being engaged at a grassroots level in community organizing issues. These behaviors include political advocacy, interrogation of unjust circumstances, and coalition

building that go far beyond the scope of what is traditionally considered good leadership (Theoharis, 2007; Wasonga, 2010).

Self-Focused

The Self-Focused component was different than the other two components in that the behaviors emanated from and occurred within the principal themselves. While there is some measure of objectivity with behaviors that are outwardly and, to some degree, observable, most of the items making up the Self-Focused component were more subjective in nature. In their study on rural school principals' perceptions of LGBTQ students and social justice, Bishop and McClellan (2016) adamantly posited that:

school leaders must be able to recognize and resist personal biases—despite contextual parameters. Until they are able to do so, creating a school climate geared toward the just treatment of all students is unlikely. Nonconsciousness and the inability to question personal assumptions may result in upholding community norms...School leaders must be prepared to foster inclusivity of diverse student identities. They must resist internal and external communities, and they must learn to question the socialized, conventional norms that shape their own thinking and leadership. (p. 147)

Similarly, the literature is ripe with calls for leaders to actively work to interrogate their own bias (Bishop & McClellan, 2016; Cooper, 2009; Jean-Marie, 2008; Shields, 2010; Theoharis, 2007, 2009), engage in self-reflection (Bishop & McClellan, 2016; DeMatthews, 2014, 2018; DeMatthews et al., 2016; DeMatthews & Izquierdo, 2017; Jean-Marie, 2008; Theoharis, 2007) and demonstrate transparency in their work (DeMatthews, 2016; DeMatthews et al., 2016; DeMatthews & Izquierdo, 2017; Theoharis, 2007).

While schools are composed of a variety of people, school leaders play vital roles in creating culture, developing processes, and making decisions that affect all of those under their purview. Ajzen's (2012) model reminds us of the importance of attitude towards the performance of a behavior so conscious reflection and interrogation of bias is needed by those committed to social justice work.

Negative Correlations Between Components

The Community Minded component negatively correlated with both the School Specific ($r = -.48$) and the Self-Focused ($r = -.22$) components. The negative correlation with the School Specific component was statistically significant ($r > |.32|$). This was an unexpected finding and warrants an expanded discussion.

With the identified relationship, the scores of the Community Minded component and the other components will move in opposition to one another; that is, the higher a principal scores in the Community Minded component, the lower their score in the School Specific component would be and vice versa. Reverse-coding the items to achieve a positive relationship between components would not make conceptual sense since the items were not negatively worded to begin with, were based on a frequency response scale, and would serve to obscure the true nature of the component (Angelle & DeHart, 2016). However, this unanticipated finding may shed light on the competing demands on principals' time as it relates to engaging in social justice behaviors across multiple domains.

Negative correlations between constructs should be interpreted cautiously given the exploratory nature of the work. Principals' time is finite so the negative correlations may simply indicate a preference of engaging in behaviors in one domain leading to the reduction of time spent in another.

However, the results could suggest possible tensions between the different domains/capacities that principals must operate in to enact social justice. Perhaps, principals see the community outside of the school as problematic and limit their behaviors in that arena accordingly. In turn, principals may be consciously reducing their time spent on community-related endeavors and instead focusing it within their school and increasing the time spent on those specific behaviors.

While the majority of the literature on social justice leadership suggests that the community and school interface is a place for a positive exchange of ideas and rich collaboration, a small number of studies have identified tensions at the intersection. Flood and Oldham (2016) found that principals in their quest to enact social justice within their schools feel they must sometimes subvert community values or go as far as creating a buffer between the school and the outside community to achieve their goals. Bishop and McClellan's (2016) notion regarding the importance that principals "resist internal and external communities" when community norms go unquestioned, unchallenged, and unconsciously reproduced to the detriment of certain student subgroups (LGBTQ students in their study) should be given deeper consideration given the results. In this light, this finding is certainly interesting and demonstrate that more consideration be given to the uncomfortable idea that communities and principals may be at odds regarding social justice causes at least for certain student subgroups (Bishop & McClellan, 2016; Flood & Oldham, 2016).

Theoretical Implications

This study directly addressed many shortcomings in the educational leadership literature. First, this study helped to fill an informational void regarding social justice leadership behaviors. This was accomplished in a variety of ways including a meta-analysis specifically focused on

understanding and compiling the behaviors that educational leaders undertake to achieve social justice within schools. This meta-analysis led to a novel, working framework/taxonomy for classifying those behaviors into one of three domains: School Specific, Self-Focused, and Community Minded.

Secondly, this study filled a methodological gap in the literature by utilizing a nationally distributed survey to capture quantitative results from as diverse and representative of a sample as possible. The literature is full of heroic principals doing amazing things in challenging contexts (Bogotch, 2000), but the underlying aim of this study was to hopefully capture a snapshot of normal principals doing their best in a variety of contexts to devise a way to better understand how principals lead for social justice. The quantitative results should be useful to a variety of researchers in moving investigations of social justice and social justice leadership behaviors forward.

Lastly, the study resulted in a methodological tool, the SJBS, which can be used to reliably measure three components of social justice leadership. This answers the calls of a number of scholars in the field of educational leadership (Jean-Marie et al., 2009; Nilsson et. al., 2011; Otunga, 2009) and, hopefully, cracks the door open for other important work to be done from a variety of methodological perspectives on the specific behaviors school leaders engage in to advance and effect their social justice agendas in schools.

Practical Implications

From a practical perspective, this study has a number of implications. The most important involves the coupling of the SJBS and the SJS with the TPB. The positive correlation between intentions and behaviors has far-reaching implications for leadership preparation programs. According to the TPB, the creation of subjective norms in support of social justice, creation of

positive attitudes towards social justice, and increasing the perceived behavioral control around social justice would lead to an increased intention to engage in social justice behaviors (Ajzen, 2012). Through continued study using the SJBS and SJS, principal preparation programs that espouse, desire, or propose to achieve social justice outcomes could investigate that linkage for actual results. I believe that by first interrogating the connection between social justice education/intention formation and the enactment of these behaviors that we might begin to work towards actually understanding the true impact of social justice leadership on a variety of student outcomes. However, I think the strategic way to begin to establish this linkage is by first making the connection through principals and then connecting those principals who are enacting said principals to a variety of changes and outcomes within their contexts.

Furthermore, the SJBS is the first real glimpse into how principals prioritize certain behaviors related to social justice. While the main purpose of the study was to develop an instrument, the results might act as a baseline of sorts for district-level administrators to understand to what extent school-level leaders engage in behaviors related to social justice leadership and how these different domains may compete for their limited time. In the same vein, the SJBS could serve as an equity audit tool to understand the social justice leadership focuses of their principals to help determine professional development or coaching needs on a district or school basis.

Limitations

All research is subject to limitations and this study was no exception. The Delphi technique used to refine the items of the SJBS posed a number of limitations related to access and control (Donohoe, Stollefson, & Tennant, 2012). Issues of access involved Internet coverage, reliability, and ease with which respondents utilized the digital response tools. Limitations

related to control were more concerning to this study and involved concerns that arose from the lack of physical interactions between the individual expert panel members and myself during the process. Due to this lack of physical interaction, I had to be aware of concerns about participant distraction (Donohoe et al., 2012). While I do not think these affected the study, it is difficult to know because the interactions occurred digitally.

Furthermore, the composition of the expert panel influenced the creation of the items on the SJBS. Because it was impossible and impractical to include every expert in the Delphi technique, the possibility exists that the items may be influenced by the panel's collective viewpoint and bias regarding the nature of social justice as it relates to educational leadership.

Following the Delphi technique and the creation of the SJBS, there were limitations to the administration of the SJBS. The SJBS required that individuals responded in a truthful and accurate manner. Additionally, survey instruments are subject to a sample bias in that those individuals who respond may be more inclined to demonstrate social justice behaviors and, thus, provide a glimpse into the phenomenon that is reflective of a particular set of individuals within the sample and not a true reflection of principals in general. Future research into different demographic groups can help to ease concerns related to sample bias and help to provide evidence on whether or not the sample for this study influenced the findings. Those wishing to use the SJBS should do so with the full knowledge that this was an exploratory study based upon one administration of the instrument. While the findings are encouraging, they are by no means definitive and could change depending on the context that the instrument is administered in.

The length of the survey was a major limitation to the study as well. While I do not know the reason why every person who started the survey and did not finish dropped out, a number of participants contacted me to comment on the perceived lengthiness of the survey. Survey length

was the primary issue for drop-out cited by those participants who contacted me. While one of the goals of the study was to reduce the length of the SJBS for future research endeavors and, in turn, help address that concern, I am aware that my ambition may have gotten in the way of collecting more data.

Lastly, there existed a vast number of statistical procedures and programs that could have been used to examine the data. The procedures and programs used in this study were selected because of the researcher's expertise and perception of appropriateness with each.

Future Directions

The Social Justice Behavior Scale has undergone item development, refinement, principal components analysis, and validity/reliability testing that provide strong initial evidence for its use as a meaningful research instrument moving forward. However, this study was exploratory in nature and should be viewed as the beginning of a research process rather than the culmination of one. The procedures utilized in this study are generally considered as "theory-generating" and would hopefully lead into "theory-testing procedures", like confirmatory factor analysis, to better understand the relationships between the items and components of the SJBS (Stevens, 2002, p. 411).

Future research should explore looking at larger samples of principals from various contexts. While the principals in this study were relatively diverse, the number of participants was comparatively miniscule given the number of individuals that I attempted to recruit. Perhaps, the now streamlined version of the SJBS would aid in completion rates or relationships that other researchers have established would enable them to collect data from principals that didn't participate in this study.

Additionally, researchers should investigate contexts outside of the United States to determine if the SJBS is a valid and reliable measure outside of the US context. If it proves to be, international comparative data on social justice has shown to be a fruitful avenue for inquiry and the SJBS could open new doors for large scale, quantitative comparative research on social justice.

Lastly, researchers who are already doing or on the verge of pursuing qualitative work on social justice leadership in schools should consider using the SJBS to expand their research designs. Similarly, those considering solely using the SJBS should weigh the merits of collecting the stories of educational leaders so we can better understand their lived realities and how they implement their visions for equity, fairness, and social justice through their leadership behaviors.

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APPENDICES

APPENDIX A

META-ANALYSIS – SOCIAL JUSTICE BEHAVIOR CODE MAP

THEMES		
A. School Specific		
B. Self-Focused		
C. Community Minded		
CATEGORIES		
A. Addressing social justice through school mechanisms	B. Appreciating diversity	C. Engaging families and community members meaningfully
A. Focusing on staff development	B. Affirming cultural differences	C. Forging collaborative relationships
A. Sharing Leadership	B. Reflecting critically	C. Advocating beyond the school walls
A. Communicating open and honestly	B. Developing networks of support	C. Building relationships
A. Dismantling barriers	B. Acknowledging and exploring power and privilege	C. Leveraging community and cultural wealth
CODES		
A01. Combatting inequity	A10. Promoting efforts to build on the strength of students' diversity	B10. Engaging in self-reflective, critical, and collaborative work relationships
A01. Cultivating cultural capital among culturally and linguistically diverse students and families	A10. Providing more instructional time and development programs for low-performing students	B10. Exercising democracy in their leadership practices that ultimately led to their quest for developing equitable and democratic cultures in their schools
A01. Developing cross-cultural alliances	A10. Providing opportunities for teachers to come together and discuss best practices for addressing the needs of all students	B10. Embracing the differences in people
A01. Enacting progressive change	A10. Providing support programs or structures to	B10. Embracing the diversity of one's student population

A01. Ensuring greater representation of diverse families within the leadership and governance structures	assist students with their academic goals, educational planning, and instructional leadership practices A10. Recruiting teachers who were interested in her African-American, Latino, and Asian students—all students	B10. Recognizing and embracing the diversity of their students' demographic
A01. Empowering marginalized groups through collaborative strategies	A10. Restructuring school programs into new designs to support their students' learning and professional communities	B11. Reflecting constantly to ensure one does not inadvertently make unjust decisions
A01. Revealing inequity	A10. Speaking to all of the different student groups present in schools	B12. Developing a supportive administrative network
A01. Serving as a cultural worker	A10. Telling the positive stories about what my students are doing	B12. Developing reflective consciousness
A01. Striving to be a freedom fighter	A10. Treating each other with mutual respect	B12. Keeping their eyes on the prize
A01. Taking risks to advance social justice	A10. Working to create a climate, culture, and community that exemplified values they espoused	B12. Prioritizing their work
A01. Making decisions that exemplify their commitment to equity and cultural responsiveness	A11. Attempting to access untapped resources	B12. Seeking out other activist administrators who can and will sustain her or him
A01. Nurturing conscientious teacher-leaders	A11. Attempting to access untapped resources, knowledge bases and areas of expertise	B12. Knowing that building community and differentiation are tools to ensure that all students achieve success together
A01. Providing teachers with culturally relevant PD	A12. Communicating purposefully and authentically	B12. Knowing that school cannot be great until the students with the greatest struggles are given the same rich opportunities both academically and socially as their more privileged peers
A01. Developing professional learning communities that use intergroup dialogue, collaborative inquiry, and critical multicultural education strategies	A12. Demanding that every child will be successful but collaboratively addresses the problems of how to achieve that success	B12. Placing significant value on diversity, deeply learns about and understands that diversity, and extending cultural respect

A01. Sharing leadership	A12. Eliminating pullout models of special education or English as a second language	B12. Seeing all data through a lens of equity
A02. Encouraging stakeholders to develop their voice and reconsider existing power dynamics and dominant beliefs	A12. Embedding professional development in collaborative structures and a context that tries to make sense of race, class, gender, and disability	B14. Remaining reflective and transparent about practice and shortcomings
A02. Demonstrating tireless effort using her school as mechanism to address injustices affecting children and families	A12. Ending segregated and pull-out programs that prohibit both emotional and academic success for marginalized children	B14. Challenging the status quo
A02. Enhancing the capacity of parents, families, students, and communities to understand and address their own issues	A12. Engaging in professional learning	B15. Exploring their own views, experiences, and values
A02. Expressing dissatisfaction with the status quo on numerous fronts	A12. Improving school structures	B15. Recognizing and resisting personal biases—despite contextual parameters
A02. Developing individuals to meet their unique needs	A12. Raising student achievement	B15. Valuing longevity and stability
A02. Meaningfully engaging them in the school improvement process.	A12. Recentering and enhancing staff capacity	B15. Reflecting on the community and self
A02. Organizing people and programs in the short term	A12. Strengthening core teaching and curriculum and insures that diverse students have access to that core	B16. Acknowledging power and privilege
A02. Catalyzing change through leadership that maximizes available resources and assets	A12. Strengthening school culture and community	B16. Balancing critique and promise
A02. Ensuring that the school simultaneously meets the needs of parents and students	A12. Working together for change	B16. Deconstructing and reconstructing social and cultural knowledge frameworks that generate inequity
A02. Leading in the midst of challenging circumstances	A13. Addressing deficit perspectives of faculty	B16. Demonstrating moral courage and activism
A02. Posing solutions to structural injustices	A13. Building capacity	B16. Effecting deep and equitable change

A02. Recognizing how learning opportunities and policies can address multiple equity issues	A13. Creating structures that would better support all students	B16. Focusing on liberation, emancipation, democracy, equity, justice
A03. Building Schoolwide Support for Change Decisions	A13. Engaging faculty with the idea of inclusion	B18. Demonstrating love for the students
A03. Creating Formal Learning Teams	A13. Establishing a committee to oversee the development of a more inclusive school	C01. Drawing upon the interconnectedness of people and their convergent interests
A03. Fostering Teacher Development for Social Justice	A13. Moving students from more restrictive placements into more inclusive classrooms	C01. Forging collaborative relationships with school community members
A03. Maximizing External Resources and Opportunities for Professional Learning	A14. Communicating enthusiasm and passion for social justice issues.	C01. Forming alliances with those who hold a similar vision of equity and inclusiveness
A03. Organizing Common Work, Students, Time, and Space	A14. Engaging in collective inquiry	C01. Gaining collegial support
A03. Promoting Organizational Learning Development for Social Justice	A14. Listening to others	C01. Having the moral and political will to collaborate and help build progressive, affirming, and diverse educational communities
A03. Promoting subject matter expertise and social identity development	A14. Supporting the district in advocacy at the state level	C01. Inspiring and mobilizing others to cross or deconstruct borders that keep school community members divided
A03. Structuring an Inclusive Service-Delivery Model	A15. Advocating for students	C01. Maintaining political clarity
A03. Determining who initiates change	A15. Being accessible to students	C01. Negotiating mainstream systems and subcultures
A03. Developing and Communicating a Transformative Vision	A15. Knowing each student	C01. Rejecting separatist politics
A03. Differentiating professional learning	A15. Leading in such a way that retained teachers	C01. Striving to be a coalition builder
A03. Distributing Internal Resources	A15. Leading with an attitude of care and concern for the individual students	C02. Accessing community cultural wealth
A03. Encouraging job-embedded learning through alignment	A15. Showing love and support for all students	C02. Balancing purposes of schooling (e.g., academic, economic, political, socialemotional) so that academic achievement does not overshadow

A03. Establishing and Monitoring Concrete School Goals	A16. Emphasizing both private and public good	community engagement, a culture of respect and tolerance, challenging dominant ideologies, and the social and emotional
A03. Establishing reasons for change	A17. Identifying and addressing inequities in schools	C02. Building family and community trust and rapport
A03. Evaluating professional learning	A17. Implementing inclusion at a school-wide level	C02. Developing communities and networks to address larger and more systemic issues
A03. Building program coherence	A17. Maintaining a heightened sense of awareness related to the marginalization of students	C02. Developing policies and programs to address multiple community and school-based challenges
A04. Attending to both academic excellence and social justice principles	A17. Reorganizing schools to foster inclusive cultures and values	C02. Developing tools and leadership practices to encourage family and community engagement in school governance and educational decision-making
A04. Creating a vision of equity of excellence	A17. Using equity audits	C02. Empowering parents
A04. Providing substantive equality to marginalized groups	A18. Addressing real instances of prejudiced behavior	C02. Engaging in community organizing and advocacy work to help families and communities proactively address their own challenges and barriers to academic, social, and emotional success
A05. Challenging social power	A18. Addressing staff when the vision of equitable schooling was not being achieved	C02. Identifying and building partnerships with community organizations that can provide adult learning opportunities
A05. Using moral power	A18. Advancing the vision of fighting injustice by making it clear to their teachers that one of the roles of the school was to fight “feeling too sorry” for the students	C02. Investing in parents because they are most important to student success
A05. Intervening and interrogating institutional	A18. Articulating the role of the teacher as being mindful	C02. Joining with others in complex problem-solving processes
		C02. Learning about the lived experiences of marginalized

norms that are barriers to practices that insulate children from unjust burdens	of the academic and social problems their students faced	communities paired with a willingness to consider how multiple inequities inside and outside of the school interact with implications on student achievement and well-being
A05. Negotiating barriers to justice	A18. Calling out deficit mindsets and tendencies	C02. Promoting socially just family engagement through school–community partnerships that draws upon cultural community wealth and prioritizes the needs of students, families, and communities
A06. Collaboratively planning and delivering inclusive ELL services	A18. Communicating and reinforcing the belief that students could do well, provided that they were given the appropriate supports	C02. Recognizing how community cultural wealth could be burgeoned through a school–community partnership
A06. Committing to the stance that all learners can succeed with appropriate and adequate support	A18. Communicating expectations around social justice behaviors of all the teachers and staff	C02. Taking collective action
A06. Creating a a focused plan and implementation of home language support for ELLs at school	A18. Communicating openly with staff	C02. Valuing families
A06. Creating service delivery that keeps all students in general education and maximizes human resources and staff expertise	A18. Creating a school environment where open and honest communication was a normal part of the schools’ processes	C03. Balancing inside and outside expertise
A06. Facilitating a collaborative planning and implementation process	A18. Creating an institution that was committed to providing students with equitable access to and opportunities for acquiring a first-class education primarily through being responsive to the needs of the community	C03. Building political support for change
A06. Facilitating and planning for change by creating a sense of urgency and leading collaboratively	A18. Developing teachers’ orientation towards community and fighting injustice	C05. Creating relations

A06. Planning, leading, and integrating distinct initiatives into an overarching vision and reform	A18. Developing the leadership skills in their students	C05. Developing common interests with stakeholders
A06. Preparing themselves and their staffs to critically examine student services	A18. Enacting the values through messaging about the importance of caring and loving the students	C05. Enhancing collaboration with stakeholders
A06. Securing necessary resources and support to be able to make and sustain change	A18. Equipping students with the skills they would need to navigate the challenges facing historically underserved and marginalized communities	C05. Facilitating the use of deep democratic processes
A06. Setting up and maintaining systems of communication with families whose home language was not English	A18. Explicitly communicating expectations for teacher behavior	C05. Increasing understanding of issues with stakeholders
A06. Supporting their staff learning new roles	A18. Gathering information via observation of instruction, and conversations with students and other staff members	C05. Inviting the participation of voices that would otherwise be silenced or left behind
A07. Participation in political and policy-related advocacy work at all levels of education policy	A18. Insisting teachers be committed to helping their students be successful	C06. Deepening home-school connections with ELL families
A07. Working together to collectively address or adapt policy, budget, and other technical problems	A18. Making clear their expectations that the child and the family were valued and important	C06. Maintaining communication with all stakeholders
A08. Combining an equity lens with staff development, hiring, and supervision	A18. Modeling the value of providing equitable access and opportunities to learn	C06. Managing time to be visible in classrooms and community
A08. Combining structures that promote inclusion and access to improved teaching and curriculum within a climate of belonging	A18. Monitoring that the values of the school were being honored	C07. Acting as a catalyst for advocacy work within a community
A08. Connecting issues of schooling and the principles of justice that undergird them	A18. Organizing school to help students learn that they have agency and their own positive identity	C07. Building capacity, leadership, and ownership throughout the school community and all equity issues that impact students and families

A08. Creating a climate of belonging	A18. Organizing the school's human and material resources to meet the needs of the learners	C07. Supporting the development of a school and community social movement that can further promote the needs of schools and diverse student groups
A08. Creating a climate that deeply respects and values the racial, cultural, and economic diversity represented in many public schools	B01. Accepting of diverse ways of knowing	C08. Incorporated community partnerships as a way to enhance the climate of belonging
A08. Creating a vision that demonstrates that a school cannot be great until the students with the greatest struggles are given the same rich academic, extracurricular, and social opportunities as those enjoyed by their more privileged peers	B01. Affirming cultural difference	C08. Collaboratively addresses the problems of how to achieve that success
A08. Developing a focused plan where all learning ties to larger equity and justice issues	B01. Appreciating cultural identities	C08. Building a climate in which families, staff, and students belong and feel welcome
A08. Embedding professional development in collaborative structures and a context that tries to make sense of race, class, gender, sexuality, and disability	B01. Appreciating the complexity of diversity	C08. Building a climate of belonging
A08. Empowering staff	B01. Participating in activities that prompt them to critically reflect on their biases and express their concerns, needs, and reform ideas	C08. Building and leading coalitions by bringing together various groups of people to further agenda (families, community organizations, staff, students) and seeks out other activist administrators who can and will sustain her or him
A08. Ending separate and pullout programs that block both emotional and academic success for marginalized children	B01. Gaining cultural capital	C08. Building networks of support
A08. Examining all aspects of schooling from a social justice perspective.	B01. Demonstrating courage	C08. Building relationships between students, between staff members, and family by family

A08. Giving responsibility to teachers	B01. Demonstrating the courage to facilitate and engage in hard dialogue about race, culture, class, language, and inequality	C08. Committing to reach out and listen to families
A08. Having high expectations for their staff to ensure equity	B01. Hiring and retaining a more culturally diverse faculty	C08. Connecting with diverse students, staff, families, and community members
A08. Improving the core learning context	B01. Implementing a celebratory approach to multicultural education	C08. Finding ways to meet individual needs in an inclusive, community-oriented manner
A08. Improving the core learning context-both the teaching and curriculum.	B01. Implementing culturally relevant instruction across grade levels	C08. Incorporated specific outreach to historically disconnected families as a way to enhance the climate of belonging
A08. Improving the quality of the teaching staff	B01. Maintaining of the self	C08. Increasing inclusion and access,
A08. Incorporated a welcoming school atmosphere as a way to enhance the climate of belonging	B01. Recognizing inequity	C08. Increasing inclusion, access, and opportunity
A08. Incorporated classroom community building as a way to enhance the climate of belonging	B01. Uncovering his or her blind spots to view, understand, and counteract inequity	C08. Understanding families' lives and beliefs
A08. Incorporated social responsibility as part of the curriculum as a way to enhance the climate of belonging	B01. Validating and drawing on knowledge that is critical, multicultural, and interdisciplinary	C09. Ensuring that schooling reflects the community's cultures and values
A08. Placing tremendous trust and power in the hands of the professionals at their schools	B01. Working within the social and cultural chasms that physically and ideologically present themselves	C09. Building community
A08. Raising student achievement is possible	B02. Co-constructing and understanding the complexity of marginalization	C09. Learning about the needs of students, families, and teachers
A08. Relying on the professional decision-making power of their teachers	B02. Demonstrating a nuanced understanding of leadership as advocacy and the importance of socially just family engagement	C09. Serving students, parents, and communities

A08. Relying on the professional judgment of others	B02. Recognizing that leaders do not have all the answers	C10. Aggressively communicating strong, equity-focused values inside and outside of school boundaries
A08. Strengthening core teaching and curriculum and ensures that diverse students have access to that core	B02. Thinking in multiple dimensions	C10. Conducting an in-depth multicultural training
A08. Trusting staff	B02. Understanding the limited role a school can play without the full participation of engaged, empowered, and supported parents able to act in solidarity	C10. Contextualizing diversity through relationship building
A08. Trusting teachers	B04. Recognizing past disadvantages and existence of structural barriers embedded in the social and political systems that may perpetuate systemic discrimination	C10. Demonstrating an ethic of care towards students
A08. Using persistent, diverse, and native language communication	B05. Recognizing challenges complicated by inflexible federal, state and local requirements	C10. Developing an authentic relationship between themselves as school leaders and their students
A08. Weaving a determined message of equity and justice into all aspects of the school	B06. Believing that they were responsible for ensuring that all students received an equitable, excellent, and inclusive education	C10. Developing educational programs that attracted and retained students
A09. Closing achievement gaps	B06. Possessing an asset-based orientation toward differences	C10. Encouraging leadership practices among many actors
A09. Closing the academic achievement gap	B07. Bringing a personal vision of every child's being successful.	C10. Encouraging staff members to view the school and society through the eyes of students and the communities they served
A09. Developing tools that would support them in addressing student needs	B07. Recognizing they cannot do everything	C10. Focusing on developing students' talents and gifts to contribute to their community and society
	B08. Developing resilience	

A09. Improving teaching practice	B08. Developing self-care strategies	C10. Raising awareness to advance the school communities' levels of understanding about social inequities
A09. Incorporating individual student data into bi-weekly meetings	B08. Developing their own strategies to effectively deal with that formidable resistance.	C11. Addressing problems existing outside of their schools but directly impacting students
A09. Individualizing education for every student	B08. Enacting their vision without martyring themselves in the process.	C11. Connecting with families and communities
A09. Managing pressures while acting to create more socially just schools	B08. Humbly admitting mistakes	C11. Recognizing community cultural capital or funds of knowledge
A09. Maximizing benefit for marginalized groups while attempting to minimize negative unintended outcomes	B08. Not judging families' lives and beliefs	C11. Working closely with families and community organizations in ways that can address equity issues
A09. Promoting an inclusive environment	B08. Placing significant value on diversity and extending cultural respect and understanding of that diversity	C12. Becoming intertwined with the life, community, and soul of the school
A09. Providing students with greater access to their culture	B08. Seeking out networks of support	C12. Building relationships
A09. Seeking out professional development opportunities that would be meaningful to teachers	B08. Sharing self-care strategies with their supportive network.	C12. Facing resistance from within and outside of their schools and communities
A10. Addressing issues of social inequity	B08. Sustain oneself in the process	C14. Navigating the politics of social justice reforms within a community and district.
A10. Advancing the conversations of issues related to diversity, equity, social justice, and ethics in school practices	B08. Sustain their social justice work	C14. Cultivating and utilizing parent networks to strategically recruit teachers, parents, and other community leaders with social justice agenda
A10. Dismantling barriers that hindered the practice of social justice	B08. Believing that equity is possible.	C15. Committing to the school and community and to the recognizing that one is embedded in the other.
A10. Engaging issues of social justice through various study groups with her staff	B08. Rejecting the dangerous ideology of individualism that purports that people acting on their	C15. Knowing students and parents on a personal level

A10. Fostering and enhancing social justice through ongoing professional development in their schools A10. Helping students break some of those cycles A10. Improving access and opportunity for children historically marginalized by mainstream public schooling A10. Prioritizing recruiting and retaining staff members with cultural and ethnic backgrounds similar to those present in her school A10. Promoting dialogue about pivotal moments in society that had an impact on students' access to education A10. Promoting discourse on various aspects of social justice	own accord are responsible for themselves and for change. B09. Displaying the courage to publicly recognize mistakes B09. Investigating the negative fallout from previous B09. Evolving priorities to find balance when social justice dilemmas emerge B09. Reflecting about one's personal practice and shortcomings B09. Learning about their own practices, strengths, and shortcomings B10. Being aware constituents—students and parents—is important in our efforts to work with them	C18. Addressing the needs of the family in the interest of supporting the child C18. Conducting open and honest dialogue with school community members C18. Developing their schools to be more community oriented C18. Expanding the role of the school beyond its walls C18. Having open dialogues about the daily challenges and trials their communities faced daily
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APPENDIX B

CODE MAP AND ITEM WORDING CONCORDANCE

1. Cooper, C. W. (2009). Performing cultural work in demographically changing schools: Implications for expanding transformative leadership frameworks. *Educational administration quarterly*, 45(5), 694-724.
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APPENDIX C

DELPHI RECRUITMENT EMAIL

Greetings,

Hello, my name is Lee D. Flood, and I am a doctoral candidate at the University of Tennessee in the College of Education, Health, and Human Sciences. You are invited to participate in a research study that will inform the creation of a new instrument used to understand the social justice behaviors of principals.

Your participation would consist of four phases of feedback using an online survey platform. Each round of feedback would require a minimum of 10 minutes of your time. Your involvement in each round would be as follows:

- Phase One: You will be sent a preliminary list of items and the construct to which each item is theorized to represent for the SJBS. You will have the opportunity to provide feedback on these specific items in regards to readability, wording, clarity, content specificity, construct alignment, cultural appropriateness, researcher bias, and any other issue you may notice. Following this round, an initial version of the SJBS will be created that accounts for the feedback provided by you and the other participants.
- Phase Two: You will have the opportunity to review the initial version of the SJBS and rate the quality of each item on a 5-point Likert scale (1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent). You will also have the ability to qualitatively comment on items.
- Phase Three: A revised version of the SJBS will be sent to you where items with a mean rating below a cutoff point of 3.7 have been removed. For items that have been retained, you will be provided the mean ratings and standard deviations from the entire panel of experts for each item. You will have the opportunity to qualitatively comment on items that you rated significantly different from the group's ranking or revise your opinion on those items.
- Phase Four: If consensus hasn't been achieved at the end of Phase Three, you will be asked to participate in an additional round. In Phase Four, you will receive the list of remaining items, their ratings, minority opinions, and items that achieved consensus. You will have a final opportunity to amend or maintain your opinion on items. If there is a wide range of disagreement, there may be the need for an additional round of item revision and review.

Your participation would be confidential and is completely voluntary. I have attached a copy of the informed consent form for you to look over. If you are interested in participating or have any questions, please email me back at lflood@vols.utk.edu.

Sincerely,

Lee D. Flood

APPENDIX D**SURVEY RECRUITMENT EMAIL**

Hello,

My name is Lee D. Flood, and I am a doctoral candidate at the University of Tennessee in the College of Education, Health, and Human Sciences. First and foremost, I'd like to thank those of you that have already taken your time to take my survey and help move my dissertation work forward. For those of you have not taken the survey, I humbly request that you consider taking the survey. Your perspective is critical to being able to validate this new instrument, the Social Justice Behavior Scale (SJBS). This instrument is the first of its kind to specifically investigate the social justice behaviors of principals. It will take approximately fifteen minutes to complete the survey.

Your participation in this study is completely voluntary and anonymous. Results will only be reported in the aggregate. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. If you have questions at any time about the study or the procedures, (or you experience adverse effects as a result of participating in this study) you may contact the researcher, Lee D. Flood at (931) 561-2853 or lflood@utk.edu or his faculty advisor Dr. Pamela Angelle at (865) 974-4139 or pangelle@utk.edu. If you have questions about your rights as a participant, contact the Office of Research Compliance Officer at (865) 974-7697. Thank you very much for your time and support.

INSERT LINK

Sincerely,
Lee D. Flood

[illegible]

Instructions: Indicate your level of agreement that the following items support you in social justice leadership in your role as a school principal:

	Strongly Disagree	Disagree	Moderately Disagree	Neither Agree Nor Disagree	Moderately Agree	Agree	Strongly Agree
Reciprocal communication between teachers and students at my school supports social justice leadership.	☐	☐	☐	☐	☐	☐	☐
Communication among stakeholders at my school supports social justice leadership.	☐	☐	☐	☐	☐	☐	☐
The level of trust between students and teachers at my school supports social justice leadership.	☐	☐	☐	☐	☐	☐	☐
Principal and teacher focus on students' best interest at my school supports social justice leadership.	☐	☐	☐	☐	☐	☐	☐
Valuing student voice in my school supports social justice leadership.	☐	☐	☐	☐	☐	☐	☐
School policy documents that guide decision-making are supportive of social justice leadership.	☐	☐	☐	☐	☐	☐	☐
School-level decision-making processes are supportive of social justice leadership.	☐	☐	☐	☐	☐	☐	☐
Local guidance/control of decision-making is supportive of social justice leadership.	☐	☐	☐	☐	☐	☐	☐
The extent of the principal's autonomy to make decisions for the school supports social justice leadership.	☐	☐	☐	☐	☐	☐	☐
Parents at my school support social justice leadership.	☐	☐	☐	☐	☐	☐	☐
Collaboration between teachers and parents in my school results in increased support of social justice leadership.	☐	☐	☐	☐	☐	☐	☐
Principal and parent connections at my school result in increased support of social justice leadership.	☐	☐	☐	☐	☐	☐	☐
Principal involvement in the community results in increased support of social justice leadership.	☐	☐	☐	☐	☐	☐	☐
The extent of values cohesion between the community and school results in increased support of social justice leadership.	☐	☐	☐	☐	☐	☐	☐

Instructions: Indicate your level of agreement that the following items act as barriers to social justice leadership in your role as a school principal:

Instructions: Indicate your level of agreement with respect to how well each statement applies to others and yourself using the following scale:

	Strongly Disagree	Somewhat disagree	Slightly disagree	Slightly agree	Somewhat agree	Strongly Agree
I feel that people get what they are entitled to have.	☐	☐	☐	☐	☐	☐
I feel that a person's efforts are noticed and rewarded.	☐	☐	☐	☐	☐	☐
I feel that people earn the rewards and punishments they get.	☐	☐	☐	☐	☐	☐
I feel that people who meet with misfortune have brought it on themselves.	☐	☐	☐	☐	☐	☐
I feel that people get what they deserve.	☐	☐	☐	☐	☐	☐
I feel that rewards and punishments are fairly given.	☐	☐	☐	☐	☐	☐
I basically feel that the world is a fair place.	☐	☐	☐	☐	☐	☐

What is your age?

1. 18-24
2. 25-34
3. 35-44
4. 45-54
5. 55-64
6. 65-74
7. 75 or older

Are you of Hispanic, Latino, or of Spanish origin?

1. Yes
2. No

What would best describe you?

1. American Indian or Alaska Native
2. Asian
3. Black or African American
4. Multiracial
5. Native Hawaiian or Other Pacific Islander
6. White
7. Other

Which gender do you identify most with?

1. Male
2. Female

3. I would prefer not to comment

What is the highest degree or level of school you have completed? (If you're currently enrolled in school, please indicate the highest degree you have received)

1. Bachelor's degree (e.g. BA, BS)
2. Master's degree (e.g. MA, MS, MEd)
3. Professional degree (e.g. EdS)
4. Doctorate (e.g. PhD, EdD)
5. Other _____

What state is your school located in?

1. Alabama
2. Alaska
3. Arizona
4. Arkansas
5. California
6. Colorado
7. Connecticut
8. Delaware
9. Florida
10. Georgia
11. Hawaii
12. Idaho
13. Illinois
14. Indiana
15. Iowa
16. Kansas
17. Kentucky
18. Louisiana
19. Maine
20. Maryland
21. Massachusetts
22. Michigan
23. Minnesota
24. Mississippi
25. Missouri
26. Montana
27. Nebraska
28. Nevada
29. New Hampshire
30. New Jersey
31. New Mexico
32. New York
33. North Carolina
34. North Dakota
35. Ohio
36. Oklahoma
37. Oregon
38. Pennsylvania
39. Rhode Island
40. South Carolina
41. South Dakota

42. Tennessee
43. Texas
44. Utah
45. Vermont
46. Virginia
47. Washington
48. West Virginia
49. Wisconsin
50. Wyoming

How many years have you been a head principal?

How would you describe your school?

1. Urban
2. Rural
3. Suburban

Rounded to the nearest hundred, how big is the enrollment of your school?

BEFORE you became a principal, how many years of elementary, middle, or secondary teaching experience did you have?

Would you consider yourself a social justice leader?

1. Yes
2. No

APPENDIX F

STUDY DEMOGRAPHICS FOR ETHNICITY COMPARED TO NATIONAL PUBLIC SCHOOL PRINCIPAL DEMOGRAPHICS FROM 2011-2012

Ethnicity	Current Study	2011-2012
American Indian or Alaska Native	1.76%	*
Asian	0.44%	*
Black or African American	14.54%	10%
Multiracial	2.64%	*
Native Hawaiian or Other Pacific Islander	0.00%	*
White	72.69%	80%
Other	5.29%	3%
Black or African American & Native Hawaiian or Other Pacific Islander	0.44%	*
American Indian or Alaska Native & White	1.32%	*
Multiracial, Native Hawaiian or Other Pacific Islander & White	0.44%	*
White & Other	0.44%	*
Hispanic	**	7%

*In the 2011-2012 dataset, Other included American Indian/Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, or Two or more races.

**There was no question regarding Hispanic, Latino, or Spanish origin in the Trends in Public School Principal Demographics Data. In the current study, 11% of respondents indicated that they were of Hispanic, Latino, or Spanish origin on that question.

APPENDIX G

STUDY DEMOGRAPHICS FOR GENDER COMPARED TO NATIONAL PUBLIC SCHOOL PRINCIPAL DEMOGRAPHICS FROM 2011-2012

Gender	Current Study	2011-2012
Male	39.2%	48%
Female	58.1%	52%
I would prefer not to comment	1.8%	n/a
Missing	.9%	n/a

APPENDIX H

STUDY DEMOGRAPHICS FOR HIGHEST DEGREE EARNED COMPARED TO NATIONAL PUBLIC SCHOOL PRINCIPAL DEMOGRAPHICS FROM 2011-2012

Highest Degree Earned	Current Study	2011-2012
Master's degree (e.g. MA, MS, Med)	51.5%	62%
Professional degree (e.g. EdS)	13.7%	36%
Doctorate (e.g. PhD, EdD)	32.6%	*
Other	.9%	2%
Missing	1.3%	n/a

*In the 2011-2012 dataset, degrees higher than a master's degree included EdS or professional diploma degrees, EdD, PhD, or equivalents, and/or first professional degrees.

APPENDIX I

SAMPLE DEMOGRAPHICS BY ETHNICITY

Ethnicity	n	Percentage of total
American Indian or Alaska Native	4	1.76%
Asian	1	0.44%
Black or African American	33	14.54%
Multiracial	6	2.64%
Native Hawaiian or Other Pacific Islander	0	0.00%
White	165	72.69%
Other	12	5.29%
Black or African American & Native Hawaiian or Other Pacific Islander	1	0.44%
American Indian or Alaska Native & White	3	1.32%
Multiracial, Native Hawaiian or Other Pacific Islander & White	1	0.44%
White & Other	1	0.44%

APPENDIX J**SAMPLE DEMOGRAPHICS BY AGE**

Age	n	Percentage of total
25-34	4	1.8%
35-44	65	28.6%
45-54	97	42.7
55-64	50	22.0%
65-74	9	4.0%
75 or older	1	.4%
Missing	1	.4%

APPENDIX K

SAMPLE DEMOGRAPHICS BY HISPANIC, LATINO, OR SPANISH ORIGIN

(Are you of Hispanic, Latino, or Spanish origin?)	n	Percentage of total
Yes	25	11.0%
No	197	86.8%
Missing	5	2.2%

APPENDIX L**SAMPLE DEMOGRAPHICS BY GENDER**

Gender	n	Percentage of total
Male	89	39.2%
Female	132	58.1%
I would prefer not to comment	4	1.8%
Missing	2	.9%

APPENDIX M

SAMPLE DEMOGRAPHICS BY EDUCATION

Highest Degree Earned	n	Percentage of total
Master's degree (e.g. MA, MS, Med)	117	51.5%
Professional degree (e.g. EdS)	31	13.7%
Doctorate (e.g. PhD, EdD)	74	32.6%
Other	2	.9%
Missing	3	1.3%

APPENDIX N

SAMPLE DEMOGRAPHICS BY LOCATION OF SCHOOL

State	n	Percentage of Total
Alabama	11	4.8%
Alaska	2	0.9%
Arkansas	2	0.9%
California	50	22.0%
Florida	15	6.6%
Georgia	5	2.2%
Kansas	4	1.8%
Kentucky	10	4.4%
Massachusetts	7	3.1%
Michigan	13	5.7%
Minnesota	10	4.4%
Mississippi	1	0.4%
Montana	4	1.8%
New Hampshire	1	0.4%
New Jersey	9	4.0%
New Mexico	4	1.8%
New York	1	0.4%
North Carolina	10	4.4%
Ohio	2	0.9%
Oklahoma	3	1.3%
Oregon	1	0.4%
Tennessee	28	12.3%
Texas	21	9.3%
Utah	1	0.4%
Virginia	1	0.4%
Washington	5	2.2%
Wisconsin	4	1.8%
Missing	2	0.9%

APPENDIX O**SAMPLE DEMOGRAPHICS BY SCHOOL'S URBANICITY**

Urbanicity of School	n	Percentage of total
Urban	77	33.9%
Rural	63	27.8%
Suburban	86	37.9%
Missing	1	.4%

APPENDIX P**SAMPLE DEMOGRAPHICS BY SELF-IDENTIFICATION AS SOCIAL JUSTICE
LEADER**

Would you consider yourself a social justice leader?	N	Percentage of total
Yes	152	67.0%
No	75	33.0%

APPENDIX Q

ITEM INFLUENCE

Item	Supported by Article # in Meta-Analysis Concordance (bold denotes direct and primary influence on item wording)
I actively work to understand my own bias so I can better counteract inequity within my school.	1, 8, 10, 12, 15, 16
I extend cultural respect to individuals from diverse backgrounds.	1, 6, 8, 10, 12 ,
I engage in self-reflective, critical, and collaborative work relationships.	1, 2, 8, 10 , 12,
I work to develop a reflective consciousness.	1, 8, 10, 12 , 15
I continuously reflect to avoid making unjust decisions.	1, 2, 7, 10, 11 , 12, 14, 15
I am transparent about my practice as a school leader.	1, 2, 8, 9, 14
I consciously account for and resist my personal biases.	1, 8, 10, 12, 15, 16
I empower marginalized student groups through collaborative strategies.	1 , 2, 6, 8, 10, 12, 13
I nurture socially conscientious teacher-leaders.	1 , 2, 3, 4, 6, 8, 10, 12, 13, 17, 18
I pose solutions to structural injustices in education.	1, 2, 3 , 5, 6, 8, 9, 10, 12, 13, 17, 18
I enact a vision for my school focused on equity.	3, 4, 6, 8, 18
I provide students with greater access to their culture.	1, 2, 8, 9 , 10, 17
I dismantle barriers that hinder the practice of social justice in my school.	2, 5, 6, 8, 10 , 12, 17, 18
I embed professional development in collaborative structures	1, 6, 7, 9, 10, 12 , 18
I contextualize professional development in a way that tries to make sense of race, ethnicity, class,	1, 3, 9, 10, 12 , 17, 18
I participate in political and policy-related advocacy work on behalf of marginalized student groups.	1, 2, 3, 7 , 14
I prepare students to confront the challenges that face historically marginalized communities.	2, 8, 18
I engage in community organizing work.	1, 2 , 3, 5, 7, 8, 9, 11, 14, 18
I engage in community advocacy work.	1, 2 , 3, 5, 7, 8, 9, 11, 14, 18
I raise awareness to advance the school communities' levels of understanding about social inequities.	1, 2, 3, 5, 7, 8, 9, 10, 11, 14, 18
I utilize parent networks to strategically recruit teachers, parents, and other community leaders with social justice agendas.	1, 2, 5, 6, 8, 11, 12, 14

I act as a catalyst for advocacy work within the community.	1, 2, 3, 5, 7, 8, 9, 11, 14, 18
I access community cultural wealth to benefit my school.	1, 2, 5, 6, 7, 8, 9, 11, 12, 14

APPENDIX R

DESCRIPTIVE STATISTICS FOR COMPONENTS

	N	Minimum	Maximum	Mean	Std. Deviation
School Specific Component	219	.00	6.00	4.53	.94
Equity Perspective Component	226	3.00	6.00	5.26	.69
Community Minded Component	224	.00	6.00	3.44	1.42
Self-Focused Component	224	.00	6.00	5.03	.77

APPENDIX S

PERCENTAGE OF VARIANCE EXPLAINED BY THE LINEAR RELATIONSHIP BETWEEN SJBS COMPONENTS AND SJS SUBSCALES (r^2)

	SJBS Self Focused	SJBS School Specific	SJBS Comm Minded
Attitudes (SJS)	.168	.230	.123
PBC (SJS)	.130	.102	.068
Subj Norms (SJS)	.063	.176	.160
Behavioral Intentions (SJS)	.137	.301	.185

VITA

Lee D. Flood was born in on Grissom Air Force Base in Peru, Indiana. The son of members of the Air Force, he spent his childhood split between Indiana, Wyoming, Texas, and Tennessee. He graduated from Wichita Falls High School in 2002 where he was a 1st Team Academic All-State Fullback. Lee temporarily attended TCU before, much like John Muir, he heeded the call of the mountains and moved to Gunnison, CO. He attended Western State College where he double majored in Business Administration and Recreation. Following graduation, Lee used his two degrees to fly fish, snowboard, coach football, and work seasonally at the airport and doing landscaping. While cutting grass one day, he had the epiphany to go back to school for his Master's in Education so he could teach high school. Lee earned his Master's from Western State College and student taught at Salida High School. Following his student teaching, Lee obtained a job as a teacher and head football coach at Center High School. After three years at Center High School, Lee moved to Knoxville to pursue a Ph.D. in the Department of Educational Leadership and Policy Studies at the University of Tennessee. While at the University of Tennessee, Lee worked in various graduate research roles including positions at the Center for Sports, Peace, and Society, the Student Success Center, and in the Educational Leadership and Policy Studies Department. In 2018, Lee was hired as a psychometrician at the University of Tennessee's College of Veterinary Medicine. Lee received his Doctor of Philosophy in 2019. He also graduated with a minor in Statistics, a graduate certificate in Evaluation, Statistics, and Measurement, and earned his principal licensure for the state of Tennessee.