

DISSERTATION

THE GLASS CEILING FOR LATINOS IN K-12 EDUCATIONAL LEADERSHIP

Submitted by

Jerry M. Martinez

School of Education

In partial fulfillment of the requirements

For the Degree of Doctor of Philosophy

Colorado State University

Fort Collins, Colorado

Fall 2016

Doctoral Committee:

Advisor: Heidi Frederiksen

Donna Cooner

Pamela Coke

Gene Gloeckner

Copyright by Jerry Michael Martinez 2016

All Rights Reserved

ABSTRACT

THE GLASS CEILING FOR LATINOS IN K-12 EDUCATIONAL LEADERSHIP

The purpose of this study was to examine the lived experiences of male Latino educational leaders in K-12 public education and examine how culture/ethnicity affects ascension into educational leadership. This study contributes to the body of research concerning the glass ceiling for male Latinos in educational leadership. The research highlights the disproportionately low number of Latinos in educational leadership positions in K-12 schools in the United States compared to that of Latino students, the fastest growing minority population in the U.S. Included in this study is literature supporting initiatives to diversify school leadership by means of decreasing cultural mismatch. The literature also contains the historical progression of educational leadership research in the last 25 years, the phenomenon of the glass ceiling and how culture has impacted Latino educational leaders of the past. In further exploring why there are so few Latinos in educational leadership in K-12 schools, this study seeks to understand the lived experiences of male Latino educational leaders with increased focus on how culture/ethnicity affects ascension into educational leadership. Through a phenomenological inquiry focusing on constructs within Critical Race Theory, this study examines the shared experiences of meaning in male Latino educational leaders. Together, the findings suggest that culture can both hinder as well as facilitate ascension into educational leadership depending on the specific circumstances. Focus in future studies should pertain to the several themes within the findings of this study; such findings could be the solution to increasing the number of Latino educational leaders in K-12 education.

ACKNOWLEDGEMENTS

I would like first to give thanks to my Lord and Savior, who has been with me every step of the way through this amazing journey of life. When I once doubted myself and questioned my goals, or even when I was at my darkest moments in life, I was reminded by God that He has plans to prosper me, to give me hope, and to give me a future. This accomplishment would not have been possible had God not given me the wisdom and the perseverance to achieve what I once thought was the impossible. I can never give enough thanks to God, as he's blessed me with the most amazing life I could ever ask for.

I also want to give thanks to all of the people who impacted my life in the most positive of ways- in ways that made this dream become a reality. None of this would have been possible had I not had my mother, Domenica Martinez, who is my absolute biggest champion in life. From my primary years up until present day, my mother still reminds me that I can achieve anything that I put my mind to in life. At times, achieving the doctorate is not about having the technical guidance from one who has accomplished the Ph.D., but instead, this accomplishment is possible when we are reminded that we can do what we put our minds to and we are in charge of our own narrative. Thank you Mom, for all that you've done for me in this life!

A special thanks also goes to my wife, Flora Martinez. Since 2009, the year that I began this dissertation journey, you have constantly supported and encouraged me to stay focused and not lose sight of my dreams. You've demonstrated the utmost patience and support for me to see this Ph.D. program to its completion. I thank you from the bottom of my heart for always being there for me and taking on this journey right alongside me.

I would like to thank a woman and a university program that changed my life. Had I not met Ms. Kim Black who introduced me to the McNair Scholars Program back in my early college years at the University of Northern Colorado, I never would have been able to gain the skills necessary to achieve such a dream. Kim, you saw something in me many years ago, you gave me a chance, you believed in me, you allowed me the opportunity to become a McNair Scholar, and as a result, I am now Dr. Jerry Martinez. Thank you for believing in me! If people ever wonder if McNair makes the difference; here I am, first hand, a first-generation college student who just became a doctor!

And last, but not least, I would like to thank Dr. Heidi Frederiksen, Dr. Gene Gloeckner, Dr. Pamela Coke, and Dr. Donna Cooner. You have all been an absolutely huge support as I took on the PhD! Dr. Frederiksen, you have been with me every step of the way through this dissertation and this truly would not be possible had you not been in my corner. I sincerely thank you from the bottom of my heart for being my champion! To the rest of my committee, thank you for believing in me and supporting me on this journey. You all have been amazing!

DEDICATION

I dedicate this dissertation to my wife Flora Martinez, who has provided endless support through this entire PhD journey. You've demonstrated an unsurmountable amount of patience and encouragement for me and I can't ever thank you enough. I would also like to dedicate this dissertation to my mother, for always being my biggest cheerleader in life.

TABLE OF CONTENTS

ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	iii
DEDICATION.....	v
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
CHAPTER 1: INTRODUCTION.....	1
Background and Context of the Problem.....	1
A Shift from Teaching to Leading.....	5
Statement of The Problem.....	7
Research Questions.....	8
Definition of Terms.....	9
Researchers Perspective and Context from A Postmodern Lens.....	10
Limitations.....	11
Introduction of Author.....	11
CHAPTER 2: LITERATURE REVIEW.....	14
Educational Leadership in The Last 25 Years.....	14
Educational Leadership, Specific to The Principalship.....	19
Path into Educational Leadership.....	21
History of Minorities in Educational Leadership.....	25
The Glass Ceiling for Latinos in Educational Leadership.....	26
A Critical Race Theory Lens.....	35
Summary.....	38
Need for The Present Study.....	39
CHAPTER 3: METHOD.....	41
Research Design.....	41
Theoretical Framework.....	42
Population and Sample.....	43
Participants.....	44
Instrumentation.....	45
Data Collection.....	45
Data Analysis.....	46
Trustworthiness.....	50

Conclusion.....	51
CHAPTER 4: RESULTS.....	52
Demographic Data.....	54
Main Themes.....	56
Ethnicity and Ascension into Educational Leadership Positions.....	56
Ordinariness.....	57
Social Construction.....	62
Summary.....	66
Barriers to Ascension in Latino Educational Leaders.....	67
Material Determinism.....	67
Summary.....	72
Facilitators of Ascension in Latino Educational Leaders.....	73
Unique Voice.....	73
Summary.....	77
Evaluation of Findings.....	77
Summary.....	79
CHAPTER 5: DISCUSSION.....	81
Summary.....	81
Research Question One.....	82
Research Question Two.....	89
Research Question Three.....	93
Recommendations	95
Conclusion.....	97
REFERENCES.....	99
APPENDIX A: Consent to Participate in A Research Study.....	110
APPENDIX B: Verbal Recruitment / Consent Template Email.....	112
APPENDIX C: Research Instrument Questions.....	113
APPENDIX D: Interview / Notes Protocol Form.....	114

LIST OF TABLES

TABLE 1- Summary of Participant Demographic Information.....	55
TABLE 2- Summary of Findings for Theme 1: Ordinarity.....	58
TABLE 3- Summary of Findings for Theme 2: Social Construction.....	63
TABLE 4- Summary of Findings for Theme 3: Material Determinism.....	69
TABLE 5- Summary of Findings for Theme 4: Unique Voice.....	74
TABLE 6- Summary of Themes.....	78
TABLE 7- Summary of Themes and Subthemes in Participant Interviews.....	79

LIST OF FIGURES

FIGURE 1- Educational Leadership Focuses Dating 1979 to 2009.....	17
FIGURE 2- Career Flow of School Administrators.....	22
FIGURE 3- Essence of the Phenomenon.....	47
FIGURE 4- Themes Observed in Research Question 1.....	67
FIGURE 5- Theme Observed in Research Question 2.....	72
FIGURE 6- Theme Observed in Research Question 3.....	77

CHAPTER 1: INTRODUCTION

Background and Context of the Problem

The demographic makeup of the United States is rapidly changing. From 2000 to 2010 the Hispanic population increased by 15.2 million people, accounting for over half of the 27.3 million person increase in the total population of the U.S. (Humes, Jones, & Ramirez, 2010). As of 2010, the United States Census Bureau brief reported there were 50.5 million Hispanic people living in the United States. It is important to understand that the term Hispanic has been defined by the United States Census Bureau as being of heritage in which Spanish is spoken. The term Latino, as used in this study, focuses on the geographic location of Latin America.

Demographically, the U.S. has been in a continual state of evolution since populated. With an ever-changing national demographic comes the need for an ever-changing focus in K-12 public education.

In understanding the achievement gap between Caucasian students and ethnic minorities (African American and Latino students), the researcher reviewed the need for quality teachers in every school. As an aspect of quality teachers for every school, especially those schools predominantly consisting of ethnic minority students, this research gives special attention to the cultural divide that is present among teachers and their students. Cultural mismatch is a prevalent circumstance in education, which is due to many factors, one that is explained as being a direct result of the lack of ethnic minority leaders in K-12 schools (Ladson-Billings, 2006). It is here, that this study warrants further examination of the current state of Latino educational leaders in America's K-12 public education system.

The attention of educators and educational researchers across the country focuses more than ever before on the persistent achievement gap that exists for white and ethnic minority students. Inequities within our schools have fostered an “achievement gap,” separating the performance between the haves and the have-nots (Ladson-Billings, 2006). Often times, the “haves and the have-nots” is a direct correlation to socio-economic status and ethnicity of students. Commonly agreed upon by educators today, the achievement gap that is often times talked about refers to the differences in scores on state and national examinations between various demographic groups; most commonly between white and ethnic minority students. (Anderson, Medrich, & Fowler, 2007).

According to survey data collected by the Office of Civil Rights in 2008 and 2009, disparities in everyday school practices have led researchers and policy makers alike to the conclusion that persistent inequities in education for poor, minority children are continuing to take place. The Office’s findings further indicated that poor, minority children face harsher discipline, limited access to rigorous course offerings, grade retention, less experienced educators, and a lack of funding in their schools (Office of Civil Rights Data Collection, 2010).

Unfair treatment and inequitable circumstances among disadvantaged students has led to dim futures for many minorities (Stillwell, Sable, & Plotts, 2011). With 66% of Hispanic students graduating from high school within four years of starting ninth grade (compared to 82% of white students), it is no surprise to learn Hispanic children are nearly three times as likely to be poor as white children (Stillwell et al., 2011). These disparities and trends in graduation rates are related to increased rates of unemployment, incarceration, teen pregnancies, violence, and poorer health (Lopez, 2012; Murphy, Xu, & Kochaneck, 2012; Ogden, Carroll, Kit, & Flegal, 2012).

Our nation's disadvantaged students—those needing the most skilled professionals before them—are set up for failure when they are paired with inexperienced staff who are ill equipped to deal with the many needs of ethnic minority students living in poverty. Our nation's highest needs schools receive those teachers with little to no teaching experience; this is a direct result of lower salaries than higher-income schools, fewer resources, poorer working conditions, and a lack of support and preparation in working with families and students who have greater needs. These factors all contribute to higher rates of attrition, something higher income schools face much more seldom (Darling-Hammond, 2010). Nonetheless, this inequity goes beyond the dilemma of inexperienced teaching staff. Hispanic students face the daily barriers resulting from a cultural mismatch with their teachers (Dee, 2005).

As Dee explained (2005), cultural mismatch often leads to both “passive” and “active” teacher effects. Passive teacher effects, related to a teacher's racial or ethnic identity, are not explicit behaviors, but instead portray themselves in a “stereo-type threat”. Such a threat results in students perceiving stereotypes might exist, thus experiencing apprehension, which greatly hinders any subsequent academic achievement. The other barrier, active teacher effects, “includes teachers having an unintended bias, which manifests itself in the presence of negative perceptions and lower expectations for their ethnic minority students” (Dee, 2005, p. 3-4). To put this problem into context, national demographic data is important to consider. “At the national level, students of color make up more than 40 percent of the public school population. In contrast, teachers of color—teachers who are not non-Hispanic white—are only 17 percent of the teaching force” (Boser, 2011, p. 1).

Although it is just one of the many important targets within the spotlight on the achievement gap, researchers such as Torres, Santos, Peck, and Cortez (2004) support the need

for more diversity among educators to start closing the achievement gap between white and ethnic minority students. With the focus on the cultural mismatch spreading through the nation's education system, it is important to understand proposals aimed to recruit minority teachers are not the greatest concern, instead it is the topic of poor retention for ethnic minority teachers in U.S. K-12 public schools. U.S. Secretary of Education, Arne Duncan, launched a national initiative to recruit the "next generation" of teachers (Bireda & Chait, 2011). In the past 20 years, the number of ethnic Black and Latino teachers has nearly doubled, thus outpacing the growth in the number of white teachers (Ingersoll & May, 2011). However, taking into account the low retention of minority teachers and further examination of the ethnic make-up of public schools, Arne Duncan's efforts to recruit more minority teachers will not suffice in eliminating the cultural mismatch that exists between ethnic minority students and their teachers.

Duncan's full approval of the Teach Campaign supports the recruitment of more Black and Latino men becoming teachers (Bireda & Chait, 2011). The campaign aimed to recruit ethnic minorities, specifically males, to enter careers in the classroom; the campaign achieved this through a series of public service announcements given across the country by Duncan and other national senior leaders. Although accompanied by other variables outside of the control of the school, students' teachers are one of the most influential factors of student academic success, hence the successful rollout of the Teach Campaign. The Teach Campaign has made a difference in recruiting more ethnic minorities into education; however, retention of those staff members remains an issue (Bireda & Chait). In 2010, 40.7% of public school students were minority, while only 14.6% of the teaching workforce were minority (Bireda & Chait). In over 40% of public K-12 schools in the U.S., there was not a single recorded minority/teacher of color (Bireda & Chait). These statistics speak to the great cultural mismatch present in our education system.

Latino students not only need the most equipped, best staff in front of them, they also need teachers who exhibit a cultural match. Diversity among teachers in schools continues to be a struggle. Some researchers have argued for the past decade, dating back to the early 2000s, that recruitment of Latino teachers is not the issue. Instead, researchers believe the need to increase attention to factors that either facilitate or inhibit retention of Latino teachers. Two key factors affect teacher retention: 1) how supportive the environment is for teachers and, 2) the building principal. Transforming a school into one where students and staff alike feel valued while at the same time are expected to attain high levels of performance is often determined by the building principal (Gandara, 2010). Ingersol and Smith's research also focuses on the importance of relationships (2004). As found in their study, supports in the first year of teaching (i.e. a mentoring relationship), greatly reduced the level of turnover for new teachers. Researchers found this to be a direct result of regularly scheduled meetings focused on planning support and collaboration (Ingersol & Smith, 2004).

A Shift from Teaching to Leading

Torres et al. (2004) claim "education as a career for minorities has not been as attractive as other fields; it has been viewed as a modest one where the opportunity to advance is seldom. Further, many teachers in different pipelines or teacher preparation programs shared they felt silenced by having to function in a system where philosophy and content alike was driven by a monocultural perspective" (2004, p. 84).

Torres et al., (2004) have claimed for over a decade that, "the lack of cultural and social supports within buildings has resulted in lower rates of minority teachers entering and staying in the field" (p. 16). If researchers and educators alike are going to close the achievement gap by means of decreasing cultural mismatch in our schools, then public school officials must retain

Latino teachers. Researchers have shared, “the percentage of Latinos in administration is the most important variable determining the presence of Latino teachers” in our schools (Leal, Martinez-Ebers, & Meier, 2004, p. 1242). To retain Latino teachers, there must be a focus on the training, hiring, and retaining of Latino leaders in education.

Several studies have provided evidence that Latino teachers and administrators bring great advantages to Latino students; including a cultural awareness of the growing student body, an understanding of socioeconomic issues, the challenge of language barriers, and the ability to build bridges to student learning (Dee, 2005; Torres et al., 2004; Ochoa, 2007; Villegas & Irvine, 2010). With increased cultural awareness and in many cases commonalities in language and culture, Latino working professionals bring positive impact to a social relationship. Additionally, in understanding language and the language barriers, such commonalities can also bring academic benefit when working with students and families.

Day (2007) claimed, “Second only to the classroom teacher, a school principal has the most significant impact of student success” (p. 15). As Arne Duncan, U.S. Secretary of Education, has referred to education as the civil-rights issue of our generation (Pluviose, 2011), it is evident the large and persistent inequities within the field of education continue to serve as a main point of discussion and scrutiny alike. Although likely presumed, the cultural mismatch between Latino students and educational leaders along with the neglect to focus on racial equity among educational leaders is a prominent civil rights issue of our generation (Pluviose).

Ingersoll and May (2011) claim the growth in the number of minority teachers is no longer the focus of reform efforts. In 2008-2009, minority turnover was 24% higher than that of white teacher turnover” (p. 19). The importance of having a diverse teaching staff and the direct

impact educational leaders can have on the retention rates of teachers leads to the closer examination of Latinos in educational leadership.

While there is no doubt there is a great disparity in the number of teachers of color to students of color, there is an even greater disparity in educational leaders of color. This is especially true when we focus our attention on the number of Latino principals in the U.S. K-12 schools.

As the student population continues to become more diverse, the population of school leadership has not changed. 90% of principals are white. According to statistics gathered from the National Center for Education Statistics (Bitterman, Goldring, & Gray, 2013), of the 115,540 principals at K-12 schools in the United States, 7% (8,087) are Hispanic (Bitterman et al., 2013). Additionally, with over 14,000 school district superintendents across the U.S., Latino superintendents lead just 250 of them. This equates to less than 2% of the superintendent population.

Statement of the Problem

It is concerning that the prevalence of Latino superintendents at the national and state levels is almost non-existent. Kowalski (2005) acknowledges the representation of persons of color in the superintendency has been “shamefully small” (p. 321). This research contributes to the argument that the numbers of Latinos in educational leadership are low and research pertaining the positive impacts that ethnic minority leaders can bring to schools is limited. As a starting point, it is suggested that research pertaining to the glass ceiling for Latinos in educational leadership continue to be studied (Aceves, 2013; Ceja, 2013; Tamez, 2011; Hughes, Horner, & Ortiz, 2012; Jackson and O’Callaghan, 2011). Defined early on in gender studies by Morrison, White, and Van Velsor (1987), the glass ceiling phenomenon kept women from

reaching top levels of organizations. These researchers define the glass ceiling as being a “transparent barrier that kept women from advancing simply because of their gender as opposed to ability. According to Powell and Butterfield (1994), the U.S. Department of Labor later defined the glass ceiling as “artificial barriers based on attitudinal or organizational bias that prevents qualified individuals from advancing upward in their organization (1994).

To understand the glass ceiling for Latino administrators in K-12 schools, one must begin by understanding their experiences as they pertain to the impact culture has had on their ascension into and through educational leadership. Horak (2012) articulates this need well in reviewing the work of Parker and Villalpando (2007), by stating there is a critical need to identify and examine the perceptions of race and racial barriers in educational leadership. Our society cannot ignore the statement that there is a critical need to identify and examine the perceptions of race and racial barriers in educational leadership in the attempt to achieve racial equity.

Research Questions

The following research questions will seek to understand the phenomenon of the glass ceiling via the experiences of Latino educational leaders in K-12 schools:

1. Does ethnicity affect the ascension into educational leadership for Latino educational leaders?
2. What are the experiences and barriers Latino educational leaders encounter while seeking and ascending into educational administration?
3. What are the factors that facilitated ascension into educational administration positions in the K-12 school districts?

These research questions will address the participants' ascension into educational leadership to understand the glass-ceiling phenomenon for Latino males. Below, the researcher includes definitions for key terms used throughout the paper:

Definition of Terms

1. **Latino Educational Leader:** A current or former principal or administrator of Mexican American descent who continues to work either as a current principal or as a central office administrator in a K-12 public school district.
2. **Latino/Hispanic/Mexican American:** A descendent of individuals who are of Mexican descent.
3. **Glass Ceiling:** An invisible but real barrier to advancement in a profession for both women and ethnic minorities (Hymowitz & Schellhardt, 1986).
4. **Expectation Gap:** The difference in both perception and expectations set forth as it relates to performance of ethnic minorities, Latino and Black students, and white students.
5. **Ascension:** moving upwards within a professional setting to attain a higher-level position; oftentimes associated with a leadership/management position.
6. **Ethnicity:** a socially/societal-defined group of people who identify with one another often grouped as such by common ancestral and cultural heritage – emphasizing shared physical appearances.
7. **Chicano:** an individual who identifies as Latino, but prides themselves on their cultural upbringing and their social activist stance in addressing the injustices and fighting for additional opportunities for the Latino people (Acuna, 1998).

8. **Transformational Leadership:** a topic of educational leadership research focused on indirect leadership moves and stances found to have significant impact on academic achievement in the schools. This body of research was focused on school culture etc., which if addressed, would then impact academic achievement (Kowalski, 2005).
9. **Instructional Leadership:** a topic of educational leadership focused on direct correlations between instructional foci and subsequent academic achievement in the schools (Robinson, Lloyd, & Rowe, 2008).

Please note this researcher uses the term culture interchangeably with ethnicity; the specific culture of study here is that of the Latino ethnicity/culture, or more specifically Mexican American.

Researcher's Perspective and Context from a Postmodern Lens

Postmodernism supports the view that contributed knowledge to the world today builds upon the varying perspectives of race, gender, class, and multiple other lenses (Creswell, 2007). This research will seek to understand how ethnicity/culture has affected a specific marginalized population, male Latino educational leaders. Focusing on the importance of different discourses and the importance of seldom-heard stories of marginalized people, postmodernism provides a framework in understanding the glass ceiling for male Latinos in educational leadership.

The glass ceiling is often times defined as a set of impediments and invisible barriers to the career advancement of both women and people of color; composed of many variables, such career practices result in both conscious and unconscious discriminatory practices against women and ethnic minorities (Jackson & O'Callaghan, 2011). Quoting the work of Martin (1991), Ceja (2013) further explains "the glass ceiling oftentimes stems from attitudinal organizational bias, which prevents qualified individuals from advancing upward in their

organization into management-level positions” (p. 192). This study will seek to understand the glass ceiling phenomenon as described by the career experiences specifically focused on ascension into educational leadership among male Latino principals and administrators.

Limitations

As the primary researcher of this study and being a Latino educational leader, bias in this research exists. I cannot completely separate myself from the topic of study. My lens of the world is consistent with the belief that a counter narrative pertaining to the shortage of Latino educational leaders exists and needs to be further recognized. Further, this approach supports the belief that there are stories among this marginalized population.

The subjects/participants in this study are all current Latino educational leaders in Denver, Colorado or Los Angeles, California. This potentially limits the ability to generalize results to other locations. For example, would a Latino education leader in the Southwest or Northeast United States have similar experiences? In addition, participants self-reported, potentially resulting in self-report bias.

Introduction of Author

I was born and raised in a small, predominantly Caucasian town in southwestern Colorado. As the son of a single mother and youngest child of three, I was the first in my family to go on to college. I solidified my educational trajectory when my high school counselor took me under (his) wing. Having a counselor as a mentor and champion propelled me to be the first in my family to venture into the world of higher education. With the mentorship and guidance from a few key people in my life, I learned first-hand the importance of advocacy and mentorship. This was true for me, as it is for those historically marginalized students who are new to higher education. I learned how to navigate college rather quickly, but it was only a result

of the work done through a TRIO program, the McNair Scholars Program, at the University of Northern Colorado. It was there that the director of the program at the time, Ms. Kim Black, taught me that my voice did matter and that I could serve as the advocate for future generations of students of color.

With a passion to serve students, students of color, and students who historically did not have a voice in education, I pursued a career in the public school system. I started my career as a school psychologist, held multiple professional roles spanning the full K-12 spectrum before pursuing education leadership. I most recently served as a high school principal in far northeast Denver. There, our leadership team led a transformational school model with the goal of turning around on of the district's top five highest need schools. During the 2015/2016 school year, I was part of a small cohort of selected principals enrolled in the RELAY Graduate School of Education in NY, NY; a highly rigorous principal training program focused on data driven instruction and student culture.

Prior to accepting my principalship, I served at Kunsmiller Creative Arts Academy (K-12) as the Principal Resident. During my residency, I co-led the school, with special emphasis on designing a new instructional leadership team focused on providing culturally responsive education for all students. Before joining DPS in the fall of 2014, I worked as an assistant principal, dean of students, school psychologist, and special education department chair, in Adams 50 School district in Westminster, CO. In Westminster, I served at both the middle and high school levels. Prior to joining Adams 50 in 2009, I also spent a couple of years in Glendale, AZ working as a psychologist and special education coordinator leading the district's 17 schools with various practices in the field of special education.

With the ultimate goal of empowering young people, I have created and successfully implemented student centered cultures across multiple campuses. As a Latino who needed help in discovering my full potential, I understand the importance of a strong school community. That is why I always strive to create an engaged and involved school community. I believe in public education and its role as the great equalizer in our society. I am a product of what can be possible when given the opportunities that all students deserve. My passion lies in improving the lives of all children through education and holding all students to high expectations.

CHAPTER 2: LITERATURE REVIEW

To provide context for this study, a review of the literature explains the history of educational leadership, minorities in educational leadership, and the glass ceiling for minorities in educational leadership.

Educational Leadership in the Last 25 Years

The majority of research in educational leadership in K-12 schools over the last 25 years has been on transformational and instructional leadership. This section will review the shifts in educational practices and focus within educational leadership research in order to highlight the fact that there has not been enough focus given to equity as it relates to the disproportionate number of Latinos in educational leadership positions.

From 1980 to 1990, schools focused on instructional leadership; learning more about interdisciplinary teaming and teaching, cooperative learning, writing across curriculum, and authentic assessment (Leithwood & Poplin, 1992). Although the focus was on instruction, Leithwood and Poplin argued for a shift to “choice, vision, and community within the schools” (p. 10) as opposed to a sole instructional approach. As research focus shifted, so did school-based practices. For example, Leithwood and Poplin and Hallinger (2003), as the seminal studies of the previous two decades, highlighted how the field of educational leadership had been changing to meet the needs of public schools.

Researchers used to take strong stances toward an instructional focus (Edmonds, 1979) or that of a transformational approach (Bass, 1991). Other researchers later claimed, “Much like other areas of education, leadership too is subject to faddism, and the focus on instructional leadership at the time was one” (Hallinger, 2003, p. 330). However, as Hallinger explained,

research dating back to the 1980s and prior, (Edmonds, 1979; Hallinger, & Murphy, 1986) “sought to find answers for how to effectively work in poor urban schools that needed substantial change” (p. 331). As poor urban schools were the majority of those with failing ratings, educational leadership researchers sought to discover any causal relationship between leadership approaches and student outcomes. Although school performance and what constitutes “failing” now takes into account external factors and emphasizes growth made by students, during the turn of the century, from the 90’s to the 2000’s, a rather simplistic method to calculate all students’ academic achievement per a standardized test that could either lead to a failing or passing rating for schools (Downey, Hippel, & Hughes, 2008).

Hallinger (2003) went on to study the evolving topic of educational leadership as he reviewed and reflected upon the two main approaches that dominated the field of study. From the early 1980s, instructional and transformational leadership had already earned different research advocates who believe one approach led to higher rates of academic achievement than did the other. Studying the different contexts of different schools and the approaches that various principals took, Hallinger noted, “One resolution of the quest for an appropriate model of leadership in education would be to link the appropriate type of leadership to the needs of the school context” (p. 347). However, with this claim, he explained one could choose from the two approaches, to design what made sense for the given situation. Specifically, Hallinger suggested that if school performance data indicated a strong need for academic attention, then one would focus on instructional leadership approaches. If a school demonstrated cultural needs at an organizational level, then transformational leadership was the best approach.

Other researchers suggested the need for transformational and instructional leadership as a combined approach (Day, Harris, & Hadfield, 2001; Jackson, 2000; Lambert, 1998; Leithwood

& Louis, 1999; Marks & Printy, 2003). Transformational leadership brought a focus of shared and distributive leadership among administrative teams and teacher leaders, “a focus on relationships, and a focus that sought to generate second-order effects that would increase capacity in others therefore impacting students’ performance” (Hallinger, 2003, p. 338).

As research started to demonstrate how an alternative approach to leadership could be beneficial for increasing student outcomes, opposing studies changed the focus. These studies focused on empirical methods as an alternative to sharing anecdotal information correlated with increased academic achievement. Such researchers demonstrated methodical, quantitatively focused studies (Marzano et. al, 2005; Leithwood & Sun, 2009; Robinson, Llyod, & Rowe, 2008) that demonstrated how instructional leadership had a much greater direct impact on student performance than did transformational leadership.

Through a meta-analysis, comparing the effects of transformational and instructional leadership on student academic and non-academic outcomes, Robinson et al. (2008) found the average effect of instructional leadership was three to four times greater than that of transformational leadership. As depicted in their 2008 publication, Robinson et al. shared results from an analysis of twenty-two studies; results indicated instructional leadership had an effect size of .42, other types of leadership had an effect size of .30, and transformational leadership had an effect size of .11 (p. 657). With such findings, they claimed an instructional leadership focus from the principal lead to far greater outcomes for students than did any other type of leadership approach.

As quickly as the aforementioned researchers inspired a resurgence of interest in instructional leadership, proponents of transformational leadership (Certo & Fox, 2002; Thoonen, Slegers, Oort, Peetsma, & Geijssels, 2008) continued to examine how second-order

could bring great benefit to schools. Second-order change has commonly been referred to as the intentional changing and modification of school structures which would allow teachers to be more effective thus leading to greater levels of student achievement. But, most recently, with regard to these two approaches, researchers are now supporting the claim to be effective and to bring about positive change with student and staff performance, school leaders must use a combination of transformational and instructional leadership behaviors to improve teaching and learning' (Thoonen et al., 2011). As described in Figure 1, leadership over the last 30 years have mostly focused on the two approaches; however, it was not until 2007 that educational leadership began to entertain a different discourse.

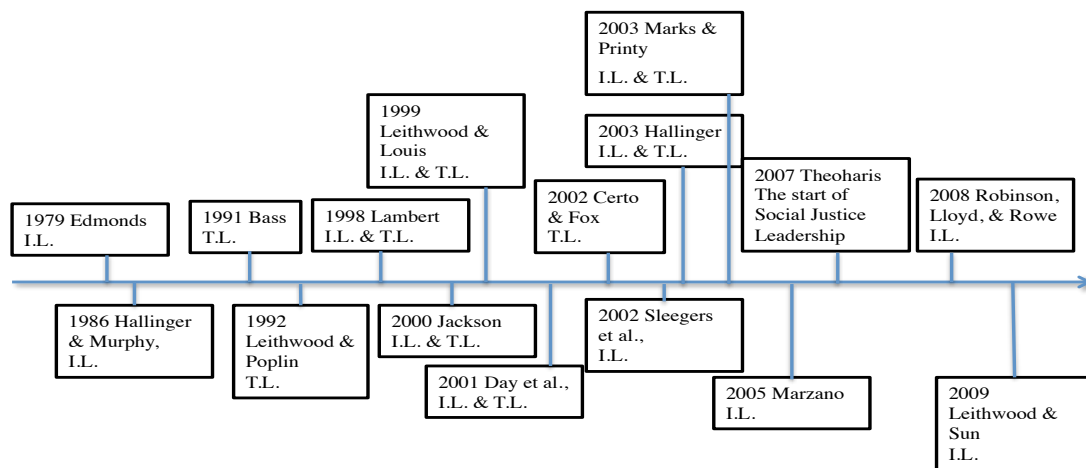


Figure 1. Educational leadership focuses dating 1979 to 2009.

Note: Time line from 1979 to 2009, used to highly different educational leadership studies which demonstrate a focus of that period of time as it pertains to instructional leadership, transformational leadership, and/or social justice leadership.

Although taking an approach focused both on instructional and transformational leadership appears to be logical, it has not had the effect of significantly raising Latino graduation rates. Further, many of the studies conducted have solely focused on approaches taken and the impact they had on annual assessment scores, but not on longer-term impacts pertaining to graduation rates, nor with specific focus given to Latino students. According to Simon, Lewis, Uro, Uzzell, Palacios, and Casserly (2011),

In 2008 Hispanic students were two and a half times more likely to drop out of high school as white students; and almost twice as likely as Black students. Furthermore, in 2007, six out of ten Hispanic students graduated from high school on time compared with eight out of ten White students completing 9th through 12th grade in four years. (p. 6)

Instructional and transformational leadership studies have clearly demonstrated the divide when discussing decreasing dropout rates and increasing graduation rates. Instead, such studies looked to solely focus on the result or desired outcome merely being a student's test score or a schools overall academic achievement score. These studies have failed to examine the growing disparity between student demographics and that of educational leaders. Over the last 25 years, the lack of focus on male Latino leaders is concerning considering the obvious change in demographics that have led to a rapidly growing Latino student body. Further, it is even more concerning that the most recent shift in educational leadership research, one toward social justice leadership, has continued to neglect this matter.

Citing Gewirtz's (1998) definition of social justice, Theoharis (2007) shared "social justice is the idea of disrupting and subverting arrangements that promote marginalization and exclusionary processes" (p. 223). As this definition is somewhat similar to that of other social justice researchers in education, Theoharis used this and other concepts to further develop his own definition of social justice. Theoharis's definition of social justice is,

...grounded in the daily realities of school leadership; principals 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. This definition centers on addressing and eliminating marginalization in schools. (p. 223)

From the turn of the century (Gewirtz, 1998) to seven years ago (Theoharis), researchers have challenged the status quo in the education system by shifting educational structures and practices such as the culture, curriculum, and pedagogical practices to benefit the marginalized population. Research thus far has focused on that shift in classrooms, but seldom in a manner where we examine systems at the administrative/educational leadership levels.

Because there are few Latinos in educational leadership, it is difficult to study the positive impact of having Latinos in educational leadership roles (Dee, 2004, 2005; Shah, 2009). Thus, it is here we attempt to understand why there are so few male Latinos in educational leadership positions in the K-12 schools.

Educational Leadership, Specific to the Principalship

With a heightened sense of urgency to turn around failing schools, policy makers and others alike have focused their attention on district educational leaders and specifically, the school principal (Papa, Lankford, & Wyckoff, 2002). Prior to learning about the increased focus on today's school principals, it is essential to understand the role from a historical context.

The principalship, along with the expectations of the position, has changed over the years. It was not until the mid-19th century that local leadership within the school (the principalship) became standard. Before this time, teachers who served in the capacity as instructors as well as the building managers, operated from the guidance of a school superintendent (Papa et al., 2002). The school principal or any local leadership within the building was non-existent at the time. Additionally, even the roles of the school superintendent

were very different, as many of the directives from the community and the governing school boards operated in a direct manner with teachers of the school. The superintendent's role was more as a representative or assistant to the school board at this time.

Conducting facility management such as ringing bells and conducting the school discipline protocols while still serving as a teacher, early school leadership in the late 1800s consisted of a wide variety of roles (Pierce, 1935). Although, as time passed, so did the limited responsibilities of the school administrator. In the 1920s, the role of the school principal became recognized in education (Burks, 2014; Grogan & Andrews, 2002), and within a few years, assistant principals, deans, and many other educational leadership positions (administration) were being created within schools. At the time, most principals' roles had changed from performing their teaching responsibility while simultaneously managing the school facility. Over the years, principals were relieved of some of their duties while gaining other responsibilities. Of these major changes in responsibilities, eventually came the focus on test scores and accountability measures to which to adhere (Kane & Staiger, 2002). By 2001, every state in the country was issuing school report cards to their schools, and one of the indicators making up this report was the school's performance on the state standardized test (Kane & Staiger)

Because of the shortage of principals, the early 1900 proposal for each state to have educational administration certificates resulted 30 years later with 27 states offering a specific certification for administrators (Campbell, 1987; Papa et al., 2002). Similar to such calls for increased attention and changes to practices in educational administration, policy makers in the 1960s had already requested a call for action with regard to the creation of newly equipped principals who could address the turnaround needs of specific schools in the U.S. (Burks, 2014; Culbertson & University Council for Educational Administration, 1969). Over the years,

principal training programs more commonly began to train school leaders to operate in outcome-based accountability systems with heightened expectations centered on student growth and achievement (Hess & Kelly, 2005).

Echoing these calls for action, policy makers, education institutions, and school districts across the country, continued to discuss school principals and their preparation, which led them to affect “turn around” or underserved public schools (Rainwater Leadership Alliance, 2010). Many believe the principal is the best-suited person in every school to ensure successive years of quality teaching for each child, thus positively changing the outcomes for children (Rainwater Leadership Alliance). Major findings from research on school leadership indicate school leadership is second only to the effects of the quality of curriculum and teacher instruction for increasing student achievement (Leithwood & Riehl, 2003; Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004; Robinson et al., 2008; Waters, Marzano, & McCulty, 2003, Witziers, Bosker, & Kruger, 2003) This is a commonly held belief which has led to the magnifying glass being placed on the educational leaders across the country.

Path into Educational Leadership

Researchers are critically analyzing the commonly taken steps to becoming a principal, especially as they relate to the discrepancies among urban and suburban schools and the level of qualifications principals possess (Béteille, Kalogrides, & Loeb, 2012). In Ringel and Santibanez’s (2003) career flow framework for educational administrators, the researchers define career moves as moves into and out of the school administrative career field. See Figure 2 for the career paths.

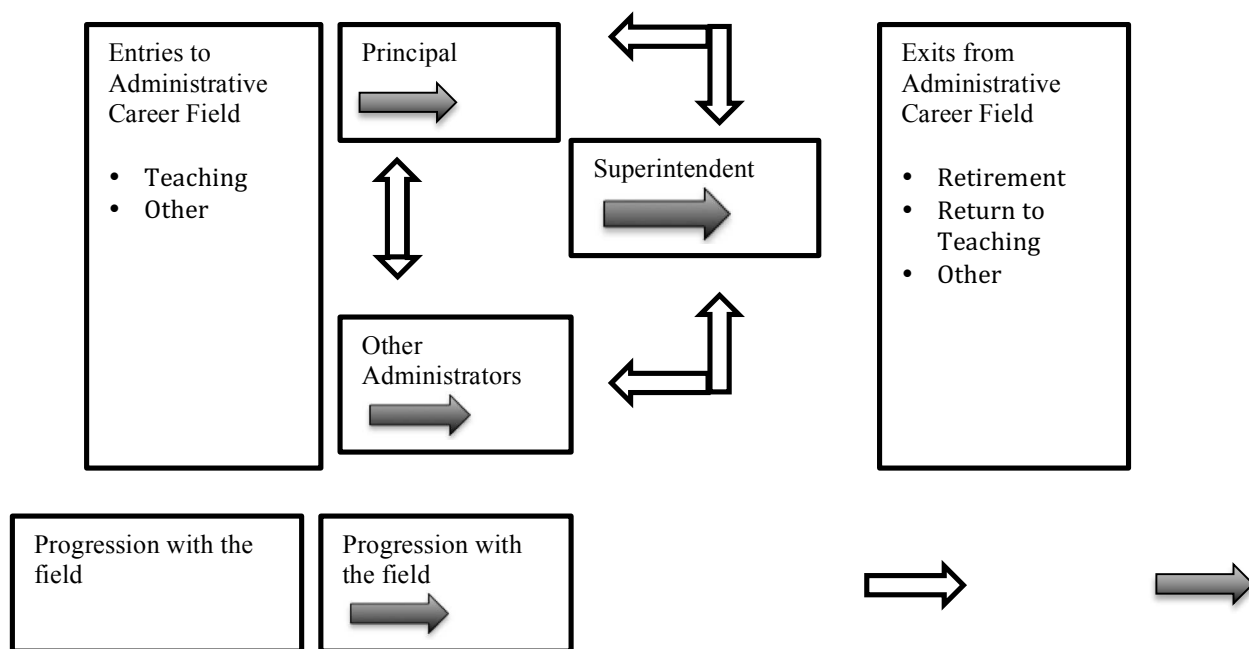


Figure 2. Career flow of school administrators.

Note: Taken from Ringel and Santibanez's career flow framework (2003), career moves into, within, and out of the field of educational administration, are framed above.

Although vastly different from today, during the years of 1983-1999, the career workflow research indicated entry and exit rates from administrative positions tended to be somewhat similar to one another as they fell within the 15-33% range, meaning this percentage of individuals would be entering and exiting administration in a given year). Interestingly, upon examining the entries into educational administration in general, approximately 50% of new hires came directly from having taught in the classroom. Even more specific, when examining the principal entry process, during the 1999-2000 academic year, of those entering the principalship, 99 had an average of 14 years' classroom teaching experience (p. 26).

Much different from in the early 2000s, efforts to reform school administration/building level principals have more recently included the school of thought that supports moving away from licensure and have been welcoming new leaders from all backgrounds by expanding the talent pipeline (Hess & Kelly, 2005). In the past, in order to become a principal, one had to first

go through the traditional master's degree in educational administration/leadership program and pass the state certification test to obtain a principal license. In the last ten years, more and more public school districts have begun hiring alternatively licensed principals, which include those individuals coming from both within and outside of education, none of which having to go through a master's degree in educational administration program. These trends have been a direct result of the combined shortage of qualified administrators in K-12 schools and the increased scrutiny traditional principal preparation programs have received as a result of reportedly being laid-back and non-rigorous, thus not adequately training principals (Kufel, 2007).

Interestingly, of the population of individuals who go into superintendency, 49% obtained their first principalship before the age of 30 (Glass, Bjork, & Brunner (2000). Taken from the *American Association of School Administrators*, this 10-year compilation of data includes a great deal of superintendent and building level administrator information. However, what has been difficult to track are those true numbers of alternative licensed principals who are currently working in K-12 public schools.

Many states require prior teaching experience in order to complete principal licensure programs, so many principals have teaching experience. As this is oftentimes the natural progression to principalship, it is no surprise to learn very few administrators are administrators of color. Given the population demographics of teachers, the pool for administrators looks similar. Achinstein, Ogawa, Sexton, and Freitas (2010) highlight the findings from Ingersoll and Conner's (2009) national study, which found teachers of color suffered greater job dissatisfaction and higher turnover than white teachers did. With these trends and with the understanding that most principals follow this natural progression from teaching to leading, it is easy to gain insight into another reason why fewer educational leaders are Latino.

However, as mentioned above, many states also allow alternatively licensed principals to work in their school districts; this has resulted in increased numbers of individuals in leadership positions with varying degrees and types of training.

In a recent longitudinal study that examined distributions of principals ($n = 360$) from a large school district, Loeb, Kalogrides, and Horng's (2010) research further supports accusations specific to the obvious discrepancies between urban/suburban, and white/minority schools. Findings indicate less experienced principals (whom are often in their first year of principalship), principals with less average experience, those without at least a master's degree, and those who went to less selective colleges, are the same educational leaders who work in schools serving low-income, ethnic minority students. This research shares that these principals are considered to be of less quality when taking into consideration the aforementioned attributes and are also the most likely to have higher turnover (Branch, Hanushek, & Rivkin, 2009; Loeb et al., 2010).

The above findings support other claims that urban schools are more likely to have principals with fewer qualifications, specifically principals who have earned only a bachelor's degree, which is likely from a lower ranked university (Papa et al., 2002). Many principals report interest to work in easier-to-serve schools with more favorable working conditions. Data trends indicate while less experienced principals initially serve in schools with more poor, minority, and low achieving students, they tend to be using this experience as a stepping stone to what they truly desire, which is to serve in more affluent, easier to serve schools (Béteille et al., 2012).

However, these career flows do not align to everyone. As discussed later in the literature, many qualified, ethnic minority principals desire to work in urban, poverty schools primarily serving ethnic minority students. Research indicates a typical progression into educational administration and superintendency does not apply to all.

History of Minorities in Educational Leadership

This research focuses specifically on how culture has affected Latinos in their ascension into educational administration. Before understanding how ethnicity/culture affects the ascension to educational leadership, one must understand the historical milestones of the research leading up to present day.

Thirty-two years ago, McCarthy and Zent's (1982) article became a source of controversy when the two openly questioned whether Affirmative Action had actually ensured more women and minorities were obtaining educational administration positions. Researchers claimed even large governmental mandates, such as Affirmative Action, were not enough to address the disproportionately low number of women and minorities in higher-level administrative positions.

As a response to discriminatory practices that existed in businesses and education, the research thereafter started to focus not only on sexism in the workplace, but more comprehensively on internal (personality and perceived self), and external factors (gender and ethnicity) that influenced obtaining higher-level positions (Leonard & Papalewis, 1987; Criswell & Betz, 1995).

Internal factors either inhibiting or facilitating an individual's ascension into leadership positions included personality, confidence, and ambition. External factors over which a person had no control included ethnicity, race, and gender. Understanding how external factors facilitated or inhibited ascension into a leadership position was critical if necessary changes were to follow; however, later research pertaining to such factors was categorized into the common phenomena of the 'glass ceiling' that was introduced to the larger society in the 1980s. The glass ceiling became a more prominent term as it related to both internal factors (an individual's sense

of self in society) as well as external factors (the individual's gender and ethnicity and society's view of such).

A key article published in the March 24, 1986 edition of the *Wall Street Journal* by Hymowitz and Schellhardt (1986) brought the term 'glass ceiling' to the larger audience as they courageously spoke of the invisible barrier blocking women from obtaining higher-level positions. This article caught the attention of researchers and government alike as it aggressively questioned the societal status quo in one of the most read newspapers in the United States. After the article's appearance in the *Wall Street Journal*, research pertaining to the glass ceiling and minority career advancement later followed (Cox & Smolinski, 1994; Glass Ceiling Commission, 1995; Ibarra, 1993). Among all of these researchers, the glass-ceiling phenomenon proved to be present in the workforce for both women and ethnic minorities.

Cited by the Federal Glass Ceiling Commission (1995), a 'Corporate Woman' column discussed the invisible barrier preventing people from reaching the highest-level positions regardless of qualifications. At the time, the invisible barrier pertained more often to gender, but as time went by, the Glass Ceiling Commission included a second variable: race/ethnicity.

Established in adherence to Title II of the Civil Rights Act of 1991, the Glass Ceiling Commission (1995), comprised of 21 members, was charged to further study the barriers preventing advancement for minorities and women within corporate hierarchies. Additionally, the Commission created recommendations that would eliminate the effects of such inhibiting factors otherwise known as the glass ceiling.

The Glass Ceiling for Latinos in Educational Leadership

There has been minimal focus solely on the effects of race/ethnicity and the glass ceiling for educational leaders (Jackson & O'Callaghan, 2011). Instead, a major portion of the research

includes gender inequities along with ethnic barriers present in the ascension to educational leadership for ethnic minority women. The majority of research looking into Latinos in educational leadership is not only specific to Latinas, but predominantly consists of unpublished works (Aceves, 2013; Ceja, 2013; Gonzales, 2007; Horak, 2012).

Researchers have categorized several factors as being items that 1) facilitate one's ascension into educational leadership or 2) factors inhibiting one to ascend into higher-level positions. Both categories of items seek to understand how ethnicity/culture affects their ascension into leadership positions (Horak, 2012; Ceja, 2013).

Other researchers have focused their efforts in studying the pipelines and mentoring opportunities that exist for Latinos and minorities at the K-12, higher education, and the professional level (Jackson, 2003; Ortiz, 2000; Santiago, 1996). One of the common themes within the literature serving as a factor facilitating Latinos in their ascension into K-12 leadership was mentoring (Aceves, 2013; Ceja, 2013; Gonzales, 2007). These researchers discuss the importance of a mentoring relationship for Latinos in education. Rueda's findings suggested the presence of a mentor is critical for ascending into K-12 leadership, but his research demonstrated the need for aspiring Latino leaders to have Anglo mentors. Findings suggested that not only were Latinos resistant to helping fellow Latinos ascend to leadership, but the presence of Anglo mentors served as a tool to open more doors and boost one's credibility (Rueda).

Rueda's (2002) findings are congruent to that of earlier researchers who found significant correlations between a mentor's power/status and outcomes of mentees or protégés specifically as they relate to career advancement (Dreher & Cox, 1996, Ragins & Cotton, 1999). Ragins and Cotton (1999) studied over 600 male and female protégés in education and claimed that because white male figures in organizations hold power and status, white male mentors could provide

more career outcomes than their female and minority mentor counterparts. Additionally, as it pertains to effectiveness of a mentoring relationship and increased career outcomes, they also found the type of mentoring relationship also mattered. They learned that for a variety of reasons, the informal mentoring relationship brought more positive outcomes to the mentee than did one that was of formal status (Ragins & Cotton, 1999). They learned organically grown relationships lasted longer and included sincerer psychosocial development and discussion, a factor that is crucial for ethnic minorities advancing in the education profession. Such findings in this study focused on the two outcomes defined in the earlier research of Kathy Kram (1983).

Kram's empirical study, which included 18 biographical interviews of mentor/mentee relationship, found mentors played a significant role in the career advancement and psychosocial development of adults whom were in the early as well as mid stages of their careers (1983). However, as it relates to career ascension for Latinos, not only is the type of relationship and mentor's status is important, but a focus on the psychosocial development of the mentee is key to career ascension. Allen et al. (2004) refer back to "social learning theory (Bandura, 1977) to explain the importance of veterans' modeling behaviors, teaching about the effective behaviors in an organization, and instilling a sense of professional competence and self-esteem" (p 128). In a career field that is often unknown for Latino educational leaders, one that dominated by white working professionals, it becomes essential for Latinos to learn from others with regard to the most appropriate methods to navigate such a political realm.

Clayton, Sanzo, and Myran (2013) continued to build upon the importance of mentorship as it pertains to district administrators and aspiring leaders in education. While carefully examining exemplary leadership preparation programs within the literature, they cited the earlier work of Darling-Hammond, LaPointe, Meyerson, & Orr (2007) by sharing a common

component of successful programs that produced successful leaders was that of a “well-crafted mentoring” component (Clayton et al., 2013, p. 80). Mentoring relationships were said to be beneficial “because they fostered continuous feedback and support, increased levels of confidence, and served as an opportunity to discuss best practices in the field” (Clayton et al., 2013, p. 80). Within their review of the literature, they also gave mention to the importance of leadership preparation and the variety of delivery modalities that are now present for one to become an educational leader. As they share in their findings, much of the recent changes to preparation programs have come from the effectiveness of traditional educational administration programs continually being challenged (Clayton et al., 2013).

Following the scrutiny educational administration preparation programs have received, researchers continue to claim that preparation programs must prepare our newer leaders to face political, economic, cultural, and social pressures, with hopes they will in turn create environments that advocate for advancement of all children (Jean-Marie, Normore, & Brooks, 2009). However, much like in the past, this repeated focus on equity, culture, and socioeconomic status of our learners, this strong stance to advocate for all students—specifically those historically marginalized—continues to exclude the inequities within both our historical and present-day training and hiring practices. In an attempt to address such inequities, the next set of researchers focused their efforts on the intentional recruitment of aspiring leaders into educational administration pipelines.

Nonetheless, it is other fields of study, particularly the fields of science, technology, engineering, and mathematics (STEM) that directly claim pipeline programs need to be given more attention (Chapa & De La Rosa, 2006). STEM researchers claim that if society is to address inequities, we must give recognition to the demographic trends in our country. Society

must be intentional and thoughtful to intervene via pipeline programs in order to get more Latino students into college so they can become contributing members in varying fields of discipline (Chapa & De La Rosa, 2006). Additionally, Chapa and De La Rosa claim, “such massive leaks in the educational pipeline, combined with the concentration of Latinos in the younger age groups, could indicate a future in which Latinos are largely locked out of positions of influence and leadership” (2006, p. 220).

Other fields, such as medicine, have acknowledged and been addressing these inequities for the last decade. They specifically address the current issues within the pipeline for minority physicians, and consider how to appropriately modify and develop the program to recruit ethnic minorities (Johnson, Jayadevappa, Taylor, Askew, Williams & Johnson, 1998). However, similar practices have not been present in the field of educational administration. When research pertains to Latinos and education, the majority of present day educational research focuses on creating just and fair practices that eliminate blatant racist acts. These include reducing higher rates of disciplinary action taken against Black and Latino students, eliminating educational tracking practices, changing the mindset of lower expectations that result in Black and Latino students repeatedly not being exposed to content and opportunities (Fowler, 2011; Heitzeg, 2009; McNeil, 2000). Society must address the aforementioned practices; they are extremely important to discuss, but it is questionable how much progress the field of educational administration has made as it pertains to these injustices, let alone the ‘advancement’ of both minority students and minority staff.

In reviewing educational leadership/administration pipelines, there are various articles and studies that address the growing need to create more and further develop the existing principal pipelines and training programs that exist (Darling-Hammond et al., 2007; Gajda, &

Militello, 2008; Hale & Moorman, 2003; Myung, Loeb & Horng, 2011). Nonetheless, within all of these studies, the majority of which discuss addressing present-day inequities, not one gives mention to intentionally extending the educational leadership pipeline to ethnic minority candidates.

This does not go to say educational leaders have not recognized this to be a dilemma in our field. In her early study, Whitaker (2001) conducted in-depth interviews with ten school district superintendents of varying sized school districts. A major question her study posed was regarding the efforts leaders in the field of educational leadership are taking to recruit more ethnic minority principals. In her study, one superintendent discussed the significant shortage of minority candidates and he went on to explain that it is not a question of quality minority candidates, rather a question of quantity. This superintendent shared, “I’m very concerned about the minority candidates, especially Hispanic, because that’s where we have so many students and there are very, very few role models” (Whitaker, 2001, p. 4).

Although some school districts have created leadership pipelines, due to the newness of such efforts, research is yet to support this factor as being a factor facilitating ascension into educational leadership. Pipeline programs are continuing to address equity and diversity matters within the schools, but there is much work to do if one considers that the majority of research has yet to focus on the recruitment of ethnic minority principal candidates. Thus, pipelines, specific mentoring programs, and individual mentors, or the lack thereof, can serve as both barriers and contributing factors influencing ascension for Latinos in educational leadership.

Jackson and O’Callaghan’s (2011) research makes an important contribution to understanding the glass ceiling. Although it focuses on institutions of higher education rather than K-12 schools, it attempts to understand employment disparities using glass ceiling effect

criteria. The research took into account the career field in which they were studying, whether the research was empirical or versus non-empirical, level of position, type of diversity, research design, implications and type of glass ceiling effect, they studied how race/ethnicity and the potential affect this variable has on senior-level position obtainment in the academic workforce (Jackson & O'Callaghan, 2011). In a comprehensive data collection, involving 19,813 survey questionnaires sent to faculty and instructional staff across 960 U.S. post-secondary institutions. Eighteen thousand people responded, equating to an 83% response rate. They explored how social capital, human capital, ability, and motivation played a role in the shortage of people of color in senior-level positions in the academic workforce (Jackson & O'Callaghan, 2011). Particularly interesting, they claimed 'in the theoretical sense' senior-level positions were as accessible to people of color as they were white people, given the individual's qualifications were appropriate (Jackson & O'Callaghan, 2011, p. 93).

With the aforementioned findings, the researcher suggests that no matter one's culture, if the applicant had the knowledge, experience, ambition, and overall skill set for the position, the individual ought to have equal chance of progressing in his/her career in academia. However, importantly noted was the learned notion that social closure does exist; data demonstrated extreme difficulty for people of color to obtain even entry-level positions in the academic workforce (Jackson & O'Callaghan, 2011). Thus, Jackson and O'Callaghan perceived the glass ceiling to be more at the point of entrance for people of color trying to enter the academic workforce, but still acknowledged a glass ceiling does exist to some degree, no matter where one is in their ascension.

Similarly, Leal et al. (2004) further illustrate this notion of social closure in their national study of over 1,750 K-12 school districts. In an effort to influence policy decisions that affect the

future of Latino students, they examined the bias of at-large elections for K-12 school boards; the study implied that an evident glass ceiling that exists. Their findings demonstrate as the percentage of Latino representation increased on the school boards, so did the number of Latino administrators, and with the presence of Latino administrators came the correlated increase in percentage of Latino teachers. Therefore, when the percentage of Latinos in higher-level positions in public school districts decrease, so do the number of Latino administrators throughout the district (Leal et al., 2004; Ortiz, 2000; Shah, 2009; Shah & Marschall, 2007).

Others have approached the glass-ceiling topic by demonstrating the positive and direct correlation between student outcomes and parental involvement. Further, Dee's and Shah's research revealed how a principal's Latino ethnicity could serve as an influential factor in increasing Latino parent school participation (Dee, 2004, 2005; Shah, 2009). This approach is more in line with seeking the evidence to break the glass ceiling. Shah (2009) demonstrates how the ethnicity of an educational leader or teacher can affect student outcomes.

From the stance that parental involvement in school increases student achievement, which has been supported by researchers (Hill & Craft, 2003; Hoover-Dempsey, Battiato, Walker, Reed, DeJong, & Jones, 2001; Jeynes, 2007), Shah (2009) sought to answer whether or not minority representation at the administrative level and higher would impact the rate of involvement of minority parents. After analyzing the findings in over 300 surveys given to Latino parents, this study demonstrated Latino representation at the administrative and/or teaching level could lead to increased school involvement among Latino parents (Shah, 2009).

In understanding how culture affects the ascension into educational leadership for Latinos, hearing their stories is critical. An earlier study, Campbell-Jones and Avelar-Lasalle (2000) are among one of the few published works specifically examining factors inhibiting and

facilitating successfully reaching obtainment being and retained for Hispanic and African-American K-12 superintendents. Through multiple, in-depth interviews with each of the five superintendents (three whom were Hispanic and two whom were African American), findings were put into major themes which were either categorized as factors inhibiting or facilitating a successful superintendency and the journey to get there. As barriers to success, all five participants reported, “prejudice was a constant reality in regard to having one’s ability, leadership, effectiveness and qualifications questioned by the larger organization and community at large” (Campbell-Jones & Avelar-Lasalle, 2000, p. 18). Along with such findings, each participant spoke of the most common barrier impacting minorities in educational leadership, and that was the temptation to see oneself as the victim of all ills of society and therefore not worthy of the position (Campbell-Jones & Avelar-Lasalle, 2000).

Campbell-Jones and Avelar-Lasalle (2000) learned the most influential factors contributing to the success of Hispanic and African-American education leaders was “understanding the inertia of oppression in society and the effects this can have on their effectiveness and career advancement – this includes an awareness of external barriers of white privilege as well as the internal forces of self-doubt” (p. 22). Campbell-Jones and Avelar-Lasalle share it is critical for minority leaders to understand the oppressive systems in society to know how to successfully navigate and combat such barriers (2000).

Continually shared throughout the literature on Latinos in educational leadership is the barrier of first being judged by skin color, and second being questioned on whether or not one is capable to perform the job duties (Ceja, 2013; Horak, 2012; Gonzalez, 2007). As the literature demonstrates, having an awareness and understanding of the injustices and white privilege that exist actually serves as a facilitating factor toward achieving a leadership position. Further,

having a mentor, knowing how to cope with obstacles that may follow, and staying determined and committed to one's goal, all serve as factors that have facilitated other Latinos in achieving their dreams of obtaining educational leadership positions (Aceves, 2013; Ceja, 2013; Horak, 2012).

A Critical Race Theory Lens

As presented in the aforementioned literature, some view education in a two-pronged manner; for some, education is the door for opportunity – for others, education is a social construct of inequity leading to the oppression of people of color. In Enrique Aleman Jr.'s 2009 study focusing on Latinos in educational leadership, he showed how numerous scholars in the field of education have demonstrated that education settings systemically oppress, exclude, and damage students of color (Guajardo & Guajardo, 2004; Kozol, 2012; Ladson-Billings, 2004; Parker, 1998; Pizarro, 2009; San Miguel & Valencia, 1998; Valencia, 2004; Villalponda, 2003; Yosso, 2006). With the claim that education systemically oppresses students of color, one can assume that working professionals of color face the same social constructs of oppression in the United States education system.

Delving deeper into the social fabric of our society, researchers and theorists over the years have devoted a great amount of time to understand how race plays a critical role in one's life. Critical Race Theory (CRT) focuses theoretical attention to race and how society embeds racism within the framework of America (Parker & Lynn, 2002). As Creswell (2007) explains, "CRT has three main goals 1) to present stories about discrimination from the perspective of people of color, 2) to argue for the purge of racial suppression while simultaneously recognizing that race is a social construct, and 3) CRT addresses other areas of difference, such as gender, class, and any inequities experienced by individuals" (p. 28). In understanding the historical

context of the United States K-12 education system specifically pertaining to Latinos in educational leadership, CRT lends itself to this study in shedding light on a counter narrative. In understanding the counter narrative or the stories and experiences of ethnic minorities in education, researchers often use CRT to place the marginalized participant at the center of analysis (Fernández, 2002). Language focused on a “counter narrative” can be further explained as a great deal of research addresses the lives of students of color as they are often times the objects of educational study, yet their voices and stories are often absent from the research (Fernandez, 2002).

In placing the marginalized participant at the center of analysis, CRT serves as an interpretative tool by guiding what one hears and how one can make sense out of the information shared. In DeCuir and Dixson’s 2004 study, “an in-depth analysis of several CRT tenants: (a) counter-storytelling (Matsuda, 1995), (b) the permanence of racism (Bell, 1992), (c) Whiteness as property (Harris, 1993), (d) interest convergence (Bell, 1980), and (e) the critique of liberalism (Crenshaw, 1988) was utilized as a tool for analysis of racism in education” (p. 27).

Delgado and Stefancic (2001) defined counter-storytelling as, “a means of analyzing normalized narratives that further perpetuate racial stereotypes; as a result such narratives infer an invalid dominant discourse or story” (p.144). The permanence of racism, according to Bell (1992) requires realizing an American societal structure lending itself to the permanence of racism further suggesting that racist hierarchical structures govern all political, economic, and social domains – it’s these same structures (i.e. education) that benefit white people at the expense of people of color. CRT also focuses on the notion of Whiteness as property. DeCuir and Dixson (2004) summarize Harris’s (1993) definition of whiteness as property in that:

“property functions on three levels: the right of possession, the right to use, and the right to disposition. Furthermore, the right to transfer, the right of use and enjoyment, and the

right of exclusion are essential attributes associated with property rights. These functions and attributes of property historically have been deployed in the service of establishing Whiteness as a form of property” (p. 280).

One can easily observe such property rights when thinking about educational access and opportunity. An example is to explore which demographic groups of students receive high quality education, honors education, etc. CRT’s tenant, interest convergence, is what Bell describes as superficial opportunities provided to ethnic minorities (i.e. early civil right legislations) that come only inasmuch as they coincide with the self-interest of white people (Bell, 1992). In present day society, this concept can commonly be observed when elite, white institutions of higher education seek out black athletes to improve their sports programs, yet these students will often be placed into less prestigious academic tracks/programs.

The last tenant of CRT is the critique of liberalism. The critique of liberalism involves the understanding of colorblindness, neutrality of law, and incremental change. Colorblindness and neutrality are simply equality for all. DeCuir and Dixson (2004) argue that given the history of racism in the U.S. whereby rights and opportunities were both conferred and withheld based almost exclusively on race, the idea that the law is indeed colorblind and neutral is insufficient to redress its harmful effects. In examining the notion of incremental change, equality rather than equity is sought – this concept falsely implies that all people are provided with the same opportunities and experiences rather than recognizing that opposite.

The use of the above CRT framework across a great deal of research assists in understanding the oppressive societal structures that have been at odds with ethnic minorities. Furthermore, the tenants and new terminology created from CRT has allowed researchers to challenge the discourse and instead, provide a new story and a new light as voices and the experiences of those considered the marginalized are now heard.

Summary

The main research question guiding this phenomenology is whether culture/ethnicity affects the ascension to educational leadership positions for Latinos in the K-12 academic workforce. This review pointed out the trends in research pertaining to leadership over the last two decades, provided a brief synopsis of ethnic minorities in educational leadership, and presented information as it specifically pertains to culture and the effects of the glass ceiling on Latinos at an institutional and individual level. The literature review approach attempts to piece together relevant information with the goal of obtaining a clearer picture of Latinos in educational leadership.

Though there is a fair amount of research pertaining to ethnic minorities in educational leadership at the post-secondary level, as well as Latinas in educational leadership at both the post-secondary and K-12 level, there is limited research specific to Latino males in educational leadership in K-12 education. Thus, to answer the research question, this review uses both published and unpublished work. Furthermore, literature focusing on Critical Race Theory shed light on race as it pertains to the social constructs within society that can either inhibit or facilitate Latinos and their advancement in the education system.

The review of literature revealed Latino administrators face hidden barriers in their advancement into leadership positions. From external prejudices related to others questioning their qualifications to the internal obstacle of questioning and seeing oneself as a victim of a racist society, the literature supports the idea that a glass ceiling exists. Lastly, those whom successfully ascended not only possessed the qualifications, but also needed to and did understand not only oppression in society, but also how to combat self-doubt and external variables such as white privilege.

Need for the Present Study

For over a decade the same handful of researchers (Dee, 2004, 2005; Shah, 2009) have demonstrated through empirical research the positive impacts that follow when ethnic minority administrators and teachers are working with ethnic minority students. Additionally, Leal et al., (2004), Ortiz (2000), and Shah and Marschall (2007) demonstrated the systematic exclusion of minorities that takes place upon the point of entry into the academic workforce when upper level educational leaders/administrators are not Latino. Many researchers have followed suit and duplicated this work (Aceves, 2013; Ceja, 2013; Gonzales, 2007; Horak, 2012; Escobar, 2009; Goffney, 2011).

Research over the last eighteen years has suggested the need for further study and immediate action in the academic workforce to address the topic of mentoring and pipelines to administration for ethnic minorities (Jackson, 2003; Mendez-Morse, 2004; Ortiz, 2000; Santiago, 1996). Although pipeline/administration and teacher preparation studies have been conducted, more at the higher education level, the vast majority of initiatives to increase diversity in the academic workforce remain at the teacher level (Bireda & Chait, 2011; Ingersoll & May, 2011; Irizarry & Donaldson, 2012; Lau, Dandy, & Hoffman, 2007; Torres et al., 2004).

The research from the literature review focusing on pipelines, mentoring, and barriers to career advancement for ethnic minorities is primarily at the post-secondary level. School districts and researchers within should focus on the work at the post-secondary level, as it is still generalizable and applicable to the K-12 setting. Jackson and O'Callaghan's (2011) research pertaining to social closure and career advancement can assist public education in reflecting on the current practices in K-12 schools.

National trend data (Humes et al., 2010; Office of Civil Rights Data Collection, 2010; Stillwell et al., 2011) demonstrate large and persistent inequities; it would serve beneficial for the U.S. Department of Education and other research laboratories to look further into these statistics and learn why these numbers are the way they are. Finally, the field of public K-12 education could benefit from additional research specifically focused on administrators of color. Similar to the work of Torres et al., (2004), research laboratories and alliances alike can bring great benefit to the practices in K-12 education by producing published work on Latinos in educational leadership. The aforementioned body of research on educational leadership can also influence public school districts by educating them on best practices with regard to this subject.

CHAPTER 3: METHOD

The purpose of this study is to explore the glass ceiling phenomenon as shared by male Latino principals and central office administrators in three urban and suburban K-12 public school district settings. Included in this chapter are the following: 1) research design; 2) theoretical framework; 3) population and sample; 4) participants; 5) instrumentation; 6) data collection procedures; 7) data analysis; and 8) trustworthiness for the study. The results of this study will provide a better understanding of the Latino experience when seeking and ascending to educational leadership positions.

Research Design

Qualitative research is the thoughtful effort to understand situations in their uniqueness as part of a specific context and the interactions therein (Patton, 1985). In an attempt to understand the lived experiences of male Latino educational leaders, and examine how culture impacts ascension into educational leadership, this research stresses the importance of exploring and understanding the experiences as they relate to the glass ceiling phenomenon. Similar to Patton's (1985) description of qualitative research, others emphasize exploring, understanding, uncovering, all in the name of creating more knowledge, definition, and clarity with regard to a specific aspects of the world we live in (Creswell, 2012; Marshall & Rossman, 2010). To build meaning from the exploration of the glass-ceiling phenomenon and explore the experiences as they relate to male Latino educational leaders, this study lends itself well to an inductive, exploratory framework offered by qualitative inquiry. The inductive exploratory framework for this study explores the glass ceiling in an open ended manner in which the research aims to discover and understand themes and meaning in what is shared (Creswell, 2012; Merriam, 2002).

Through a qualitative inquiry, this phenomenological study describes and gives clarity to the lived experiences of male Latino administrators in K-12 schools (Creswell, 2012). “The basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence” (Creswell, 2012, p. 58). This approach allows for a deep understanding and meaning of people’s everyday experiences (Vagle, 2014). The focus on the description of the lived experiences of the participants herein is important to this phenomenological approach. Focusing on the description of the lived experiences or stories of participants provides the qualitative data needed to understand the glass phenomenon.

Theoretical Framework

This phenomenological approach supports the postmodern view based on contributed knowledge on varying perspectives of Latino principals and central office administrators in K-12 public education. The subsequent analysis will explore the following research questions:

1. Does ethnicity affect the ascension into educational leadership for Latino educational leaders?
2. What are the experiences and barriers Latino educational leaders encounter while seeking and ascending into educational administration?
3. What are the factors that facilitated ascension into educational administration positions in the K-12 school districts?

This research supports the importance of understanding the counter narrative from a population, Latinos, who are typically the center of analysis in studies, yet rarely the voices included and learned from within research.

In this study, Critical Race Theory (CRT) (Bell, 1980, 1992; Crenshaw, 1998; Harris, 1993; Matsuda, 1995) guides the learning that takes place from a qualitative phenomenological

approach. Bracketing the researcher's personal experiences as a Latino educational leader, the researcher approaches this research from the perspective that racism can and does play a role in the social structures present in modern day society.

In this paper, the researcher examined the lived experiences of male Latino K-12 educational leaders in order to learn how they navigate social structures present in today's public education system. In line with CRT, if present in the findings, it is a goal of the researcher to bring to light the struggles as they relate to the glass ceiling in the stories of male Latino education leaders as well as stories and struggles likely to be a result of the racist and discriminatory practices that exist in public education.

Population and Sample

Purposeful sampling was used in this design with the intent that each participant can purposefully inform further understanding of the stories and lived experiences of Latino educational leaders as they bring light to the 'glass ceiling' phenomenon as it relates to ascension into educational leadership in K-12 public education (Creswell, 2007). Due to the scope of study, participants for this study all met the following criteria:

- 1) Being at-least 25 years of age,
- 2) Being and identifying as a Latino male,
- 3) Working as a building level principal or central office administrator for any given amount of time, and
- 4) Working in either an urban/inner city or suburban K-12 public school district.

The researcher used a purposeful sampling approach in selecting participants. The concept of purposeful sampling in qualitative research means that the inquirer selects individuals for the study because "they can purposefully inform an understanding of the research problem and central phenomenon of the study" (Creswell, 2007, p. 125). This study used purposeful sampling because participants had to meet specific criteria (purposeful) and each participant was

intentionally hand selected by the researcher. After an initial email contact to five different Latino principals and educational leaders, three respondents met the study's inclusionary selection criteria.

With a limited number of Latino principals and central office administrators in Colorado, purposeful selection was not enough for this study, thus for the last participant, a snowball sampling strategy was used to identify one more potential participant meeting the criteria after the first three participants were selected. With three individuals, and three meeting the criteria, the researcher not only needed an additional participant, but also wanted to eliminate trust factors, and build the participant base. Snowball sampling strategies, or using current participants to refer the researcher on to additional participants, is effective as a method for obtaining participants, specifically when there are few in number or there is some degree of trust required to initiate contact (Atkinson & Flint, 2001). This strategy resulted in the researcher acquiring four total participants for the study.

In studying the glass-ceiling phenomenon as it relates to male Latino educational leaders, the goal for this research study was to provide adequate answers to the guiding research questions. Although 'adequate' can be subjective in nature, especially as it relates to an adequate sample size, when saturation among themes has become evident and newly gained knowledge from participants begins to diminish, an adequate sample size has been achieved (Marshall, 1996).

Participants

Once potential participants met inclusionary criteria, email communication followed with the consent to participate (see Appendixes) in the study forms and calendaring requests for possible interview dates. With focus and emphasis on open-ended questions that result in

gathering rich qualitative data, prominent phenomenological researchers suggest obtaining sample sizes that range from one to ten individuals (Dukes, 1984; Riemen, 1986).

Instrumentation

Using a semi-structured interview protocol (see Appendix D), this study allows for a phenomenological approach that encourages a dialogic and conversational progression that explores and highlights the lived experiences of male Latino principals and central office administrators as they relate to the glass ceiling phenomenon (Vagle, 2014). With a clear sense of the phenomenon, this research has parameters to ensure rich data gathering was present; pre-set, open-ended questions are used to evidence and support the process. The guiding questions making up the interview were as follows:

1. Tell me about your experience of being—or becoming—a principal/administrator thus far.
2. What has enabled you to ascend into principalship?
3. In addition, what may enable you to ascend into a higher position in education?
4. How has race/ethnicity influenced your ascension into a principalship?
5. Tell me the positive impacts you have had that have followed by being a Latino principal.
6. Tell me the positive impacts that have followed by being a Latino principal.
7. Tell me how being Latino has inhibited or slowed your attaining your career goals.
8. How would you advise other aspiring Latino administrators to navigate the world of education to achieve administrative positions?

Data Collection

Prior to individual interviews with the four selected participants, the researcher emailed the interview questions to each participant a week prior to the scheduled interview occurring.

The researcher conducted interviews at three local university libraries that served as mutual locations for the participant and the researcher. Following the semi-structured interview protocol, each interview ranged between 60 and 90 minutes in length.

During the interviews, the researcher recorded the interview using an audio recording device and used a predesigned interview protocol form to gather additional information (see Appendix D); the researcher used this form to capture the interviewee's responses if appropriate to the study (Asmussen & Creswell, 1995). After interviewing participants, the audio tapes were transcribed to accurately reflect participant sharing. Following, the researcher gave each participant their specific transcribed section to ensure the data reflected what was discussed. After member checking, the researcher coded and analyzed the transcripts using the Nvivo 11 software program.

Data Analysis

Qualitative data analysis is highly structured and common in its generalized process of organizing data for analysis, using the process of coding to reduce the data into common meaningful themes, and finally representing the data in figures and discussion (Creswell, 2007). Fairly consistent with this generalized process, qualitative researchers have altered the process and in some cases built onto existing ones when the study called for more complex or differing progressions depending on the research approach (Moustakas, 1994; Ollerenshaw & Creswell, 2002; Strauss & Corbin, 1990).

Specific to phenomenology, several researchers have developed commonly used procedures for data analysis (Creswell, 2007; Moustakes, 1994; Riemen, 1986). For this study, the most practical of approaches is that of the Creswell method, which consists of five commonly followed segments, which ultimately assist the researcher in capturing the true essence of the

phenomenon being studied (Creswell, 2007). Outlined in Figure 3, this approach shares many features to that of Moustakas (1994) approach, with fewer steps required. Creswell's (2007, p. 170) approach is below:

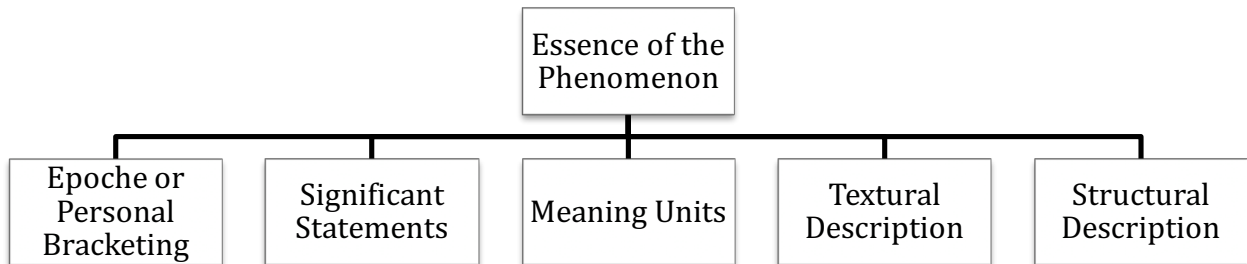


Figure 3. Essence of the phenomenon.

The major elements of Creswell's approach consist of bracketing personal experiences with the phenomenon under study, identifying significant statements about how individuals experienced the phenomenon, grouping these significant statements into meaning units or themes, using verbatim examples of what participants experienced with regard to the phenomenon (which is known as textural description), providing context as to how the phenomenon occurred, and lastly, to bring it all together by writing a description of the what and how of the phenomenon (Creswell). Serving as the last component of this process, although not charted above, the gathering of textural and structural data allowed for the creation of the essence of the phenomenon.

In empirical, transcendental, or psychological phenomenology, the concept of bracketing is when the researcher sets aside his or her experiences as much as possible to ensure a fresh perspective toward the phenomenon of study (Creswell, 2012). Bracketing was a necessary step taken in this study. This does not mean researchers may not have their own experiences and/or perceptions of a certain phenomenon; but instead, researchers bracket out their experiences, all with the goal of having a fresh lens to take in the experiences of others (Moustakas, 1994).

In the identification of significant statements, first, the researcher imported data into Nvivo 11 coding software. Transcripts were coded manually, then stored and analyzed using Nvivo 11 software. With Nvivo, the researcher organized the interview responses based on the three research questions. After grouping interview questions and responses under the appropriate larger research question headings, the researcher began to analyze responses. Prior to the use of Nvivo, the researcher began hand analyzing the transcribed data – the two processes (by hand transcription and using Nvivo) were very similar, although the researcher transferred the analysis solely over to Nvivo because it was far less cumbersome in categorizing the data for the researcher.

When solely transferring the research analysis to Nvivo, the researcher used the same techniques in highlighting the data with the intention of looking for themes. The researcher highlighted responses to research questions and then categorized into tree nodes in which the researcher labeled general categories as parent nodes and the researcher labeled specific subcategories as child nodes. In this data analysis, the researcher sometimes identified parent nodes first, at which point the researcher found even more specific child nodes after combing the data. In other cases, the researcher highlighted sections that contained very specific information that made up a child node; the researcher then identified the appropriate parent node that this information fit with.

In some cases of the data analysis, when participants were encouraged to speak on those factors that facilitated their ascension into education leadership, the researcher identified topics that actually consisted of inhibitors to ascension. In these cases, the researcher highlighted the text, labeled it as an “inhibitor”, and then comb the data specifically to identify the specific node where it fit best. Throughout the categorizing of the various nodes, the researcher simultaneously

highlighted textural data or specific quotes that spoke well to the node. For example, while categorizing information into the “ordinariness” parent node and “hybridity” child node, the researcher would identify sentences such as, “You have to show that you can walk in both worlds. You hate all politicians, well, I challenge them, why don’t you learn to play their game.” Quotes such as the one above were then categorized (via a specific color and heading) so that the researcher could use the data in the dissertation at a later point.

Both Nvivo word frequency and word search coding tools assisted with analysis as well. First, they helped the researcher learn if there were commonly used words that could assist in identifying a meaning unit. For example, commonly found words after such frequency queries included, “help”, “facilitate”, “success”, “successful”. Lastly, once identifying all of the meaning units and textural data, the researcher wrote up such findings with the intent of emphasizing the textural data or specific information from the participants, as it is, this data that enriches the study.

The researcher read transcripts three times to gain a general understanding of the data, and then extracted significant statements. Significant statements included textual data that provided detailed descriptions of experiences with the phenomena addressed in the study. Using the significant statements, the researcher created preliminary codes, centering on the participants’ life experiences, factors facilitating ascension, factors inhibiting ascension, and the role of ethnicity in ascension. The researcher then categorized the codes, and identified patterns among codes using Critical Race Theory frameworks. The researcher formalized the themes and subthemes based on the categorical organizations of codes, to address tenets of Critical Race Theory. The researcher documented frequencies of themes and subthemes for each meaning unit and participant. The researcher interpreted the data based on the frequencies and significance of

themes and subthemes according to the participants. Finally, textural data was extracted for inclusion in the final report, and data was organized by theme and research question.

Trustworthiness

This researcher followed Guba and Lincoln's (1994) constructs for Trustworthiness. Although Guba suggests researchers address criteria for credibility (internal validity), transferability (external validity), dependability (reliability), and conformability (objectivity), this researcher addresses trustworthiness as follows (Shenton, 2004). The first step of addressing trustworthiness was for the researcher to engage in frequent debriefing sessions taking place between the researcher and advisor. In these meetings, the advisor served as a sounding board to share his expertise from prior experiences with similar studies. Debriefing sessions occurred once a week and walked through each step of data gathering.

The second action taken was reflective journaling. Guba and Lincoln (1994) support the concept of reflective commentary; this step allowed the researcher to continually reflect on and evaluate the project through its entire progression with the understanding that adjustments should have followed if deemed appropriate. This occurred immediately after any research work occurred. After every single step of the research process, whether it was interviews, analyzing, writing, etc., the researcher would always provide a very in-depth summary.

This summary was key to assisting the researcher in accurately coming back to the study exactly where it ended at the previous session. Initially, when not engaged in reflective journaling throughout the beginning of the literature review process, the researcher wasted time each time in coming back to the work. Thus, learning the importance of such a practice and how reflective journaling can assist with efficiency, it was used with fidelity throughout the remainder of this study. Further, this step allowed the researcher to remain unbiased throughout the data

gathering to ensure that personal experiences did not interfere with the study. This step in the process also lent itself to increasing trustworthiness in the study.

The third method to ensure trustworthiness was that of member checks. Member checking allowed participants to review their data after transcription to ensure the accuracy of collected information (Guba & Lincoln, 1994). During the transcription phase, it is possible to unintentionally alter data; it was especially important for participants to be given the chance to review data to ensure accuracy. Last, this researcher kept a complete audit trail that included a systematic process of the entire methodology along with all notes, audiotapes, interview questionnaires, and transcriptions (Shenton, 2004). This was different from member checks in the sense that this served more as the hard evidence trail of all data. Finally, after analyzing all data,, a write-up in a sequential order that tracked logical themes followed.

Conclusion

The purpose of this chapter was to discuss the methodology of my study. The qualitative data gathered by the researcher directly related to the research questions in an effort to interpret the lived experiences of Latino educational leaders. Specifically, this study seeks to understand how ethnicity affects ascension into educational leadership positions and the perceived impact of the glass-ceiling phenomenon for male Latino educational leaders.

CHAPTER 4: RESULTS

The purpose of this study was to examine the lived experiences of male Latino educational leaders in K-12 public education and examine how culture/ethnicity affects ascension into educational leadership. The researcher used a phenomenological protocol and Critical Race Theory frameworks to examine the shared experiences of male Latino educational leaders. A phenomenological approach allowed for the examination of meaning as described by the participants in the study, the investigation of ethnicity as a phenomenon of human experience, and a description of the essence of experience and how participants experienced the phenomenon. The research questions of this study asked:

- Does ethnicity affect the ascension into educational leadership for Latino educational leaders?
- What are the experiences and barriers Latino educational leaders encounter while seeking and ascending into educational administration?
- What are the factors that facilitated ascension into educational administration positions in the K-12 school districts?

Critical Race Theory framed the analysis of this study. Researchers often use Critical Race Theory (Bell, 1992) to reexamine intersections of race, law, power, and society using a critical lens. This study contained several attributes of Critical Race Theory, as it invokes narrative storytelling approaches to provide an ideological critique of racial privilege, microaggression, institutional pedagogy that favors dominant racial hierarchical relationships over others, and empathic fallacy. Racial privilege refers to receiving certain social advantages based on racial hierarchies due to socially constructed norms. Microaggression involves reflection on

explicit and implicit racialized transactions that occur on a daily basis. Institutional racism involves shared practices and behaviors that more often promote interests of dominant racial hierarchies. Finally, empathic fallacy is the belief that empathy is not enough to transform society. During the study, the researcher consulted Critical Race Theory discourse to interpret participant responses and compare literature findings with empirical findings.

During data analysis, the researcher used Creswell's (2010) method to examine the phenomenological impact of ethnicity on Latino educators in K-12 public education. The researcher used bracketing to ensure personal biases and preconceptions about the study did not interfere with data interpretation

This research explores whether or not such experiences suggest that the glass-ceiling phenomenon exists. Four meaning units, or themes, emerged in the exploration of the lived experiences of the four male Latino educational leaders interviewed. Observed themes include: (1) Ordinarity, (2) Material Determinism, (3) Social Construction, and (4) Unique Voice. Subthemes observed include: (1) work ethic, (2) support, (3) social interest, (4) networking, (5) commonality, (6) hybridity, (7) hegemony/norms, and (8) connection/belonging.

This chapter includes a summary of the four participants and their individual path that lead to their current educational leadership position. Participant demographic data provided substantial contributions to filling out the structure and character of the experiences being investigated (Polkinghorne, 2005). The addition of contextual information pertaining to each educational leader gives the reader a better understanding of each individual's story and his lived experience. Lastly, taken together, the themes and structural information provided an explanation of how ethnicity can affect one's ascension into educational leadership, a better

understanding of the glass ceiling phenomenon related to male Latino educational leaders, and key advice given to younger educational leaders as related to navigating the world around them.

Demographic Data

This study focused on the lived experiences of four Latino males, each of whom are between the age of 32 and 44 years of age. Each of the participants worked the vast majority of their professional careers in metro Denver public school districts. Three of the four participants are still currently working in metro Denver public schools; one participant recently moved to Los Angeles, California where he is now working. As shown in Table 1, two of the participants are currently working as school principals, one is working as an educational site director, and the last participant is serving in the role of a deputy director. Although slightly varying in their titles and roles, participants have worked in the position of a school principal. Additionally, all four participants have worked their entire careers in high-need schools and school districts. These high-need settings included work with schools historically graded on the school report card or school performance framework as being turn around and/or priority performance schools. Additionally, these schools and school districts contain high percentages, eighty and above, of students receiving free and reduced lunch. Contributing to the “high-need” status of these schools and districts is the fact that such schools and districts also serve a large portion of students receiving special services such as English language acquisition services and special education. Lastly, within these districts, principals reported that large portions of students are “transient”, meaning that students would move from school to school throughout any given year.

Table 1
Summary of Participant Demographic Information

Participant	Age	Location	Positions Held	Current Position
1	32	Denver	Teacher, Academic Advisor, Assistant Principal	Principal
2	38	Los Angeles	Teacher, Department Chair, Dean of Students, Principal	Educational Site Director
3	44	Denver	Teacher, Dean of Students, Assistant Principal, Principal,	Deputy Director
4	39	Denver	Teacher, Dean of Students, Assistant Principal	Principal

Of the four participants in the study, each one earned a bachelor's and master's degree, and two of the participants are continuing their education. One of the participants is pursuing a doctorate degree, and the other participant is attending a national superintendent academy.

Among the four participants, an early similarity, which arose, pertained to how each individual went into educational leadership.

Participant three shared:

“Throughout most of my life as a young man, as a student in school and college, and then eventually becoming a teacher, I was always kind of thrust into leadership roles or expected to do things like that”. This participant elaborated on this comment by explaining that he initially never sought out nor had the goal of progressing past teaching; instead, he was repeatedly approached by his supervisors and encouraged to take on leadership roles.

Similarly, Participant one shed light on how he was encouraged to take on additional roles that eventually led him into educational leadership. He stated that his dream job was always to be a teacher; but then, his assistant principal encouraged him to become an academic advisor, and then his principal encouraged him to become an assistant principal. Participant four explained that his assistant principal also transitioned him into administration.

Participant four shared that his assistant principal at the time stated:

“Hey, you have great classroom management. When the dean leaves – and we had two deans – when they leave, we’ll put you in there.”

Participant four then went on to share: “so, that’s what I did. I loved it and I enjoyed it and my principal saw potential in me and she nurtured me.” Participant two participated in as many committees as he could when he was younger in his career, which had led him on the path of becoming an educational leader.

Main Themes

The following sections discuss the main themes and associated subthemes. These themes include: (1) ordinariness, (2) material determinism, (3) social construction, and (4) unique voice. In order to identify these themes, the researcher analyzed narrative accounts of experience, obstacles, and factors of success related to ascension and ethnicity. The researcher identified the themes by examining the shared essence of experience in the four participants. Each section discusses the definition of the theme, frequency, and major components of the theme.

Ethnicity and Ascension into Educational Leadership Positions

In this section, I discuss the findings for Research Question 1. Research Question 1 asks, “Does ethnicity affect the ascension into educational leadership for Latino educational leaders?” This research question aimed to uncover perceptions and experiences associated with racial hegemony and career development in educational fields. Participants described their experiences as Latinos when navigating fields of educational leadership, and offered advice for other Latino educators interested in ascending into administrative and leadership positions in education. Themes that emerged in analysis include: (1) ordinariness and (2) social construction. Observed subthemes include: (1) hegemony/norms, (2) hybridity, (3) work ethic, and (4) commonality.

Ordinariness

Ordinariness includes formulated perceptions of everyday experiences, shaped by individuals' conceptions of equality and ethnicity. This theme centers on Critical Race Theory, which indicates hierarchical race perceptions and treatment influences ascending into society (Bell, 1992). Participants repeatedly shared their beliefs about racism and inequalities; one participant shared, "I think it's society norms, I mean, things have been like that for a long time. And like I said, racism is clearly so prevalent throughout society, I mean, I see it happen all the time". The aforementioned stance to racism contributed to the belief that some view racism and racist societal structures as an ordinary or typical part of life. Participants described how hegemonic social systems, as well as their strategic choices in navigating hegemonic social systems has affected their ascension into educational leadership. The participants indicated their career paths formed by the historical impacts of racism and a lack of equity, which resulted in fewer educational opportunities and economic advantages. For example, one participant shared that he was never encouraged to think strategically about universities, which could later propel him more easily into leadership positions. Instead, this participant attended one of the local colleges that he learned about through a school field trip. The participants in this study indicated that race was still a prevalent issue in society and in educational settings. However, the participants emphasized agency, learning outcomes, and social advocacy to combat racism. The participants believed that they were the most impactful and significant drivers of change, and, therefore, they perceived their roles as educational leaders and the hybridity between multiple cultures and perspectives to be important in altering hegemonic societal norms.

Table 2 displays the number of occurrences and percent of occurrences for this theme. The subthemes of hegemony/norms and hybridity emerged during analysis. Hegemony/norms

was more prevalent in discussions. Ordinariness occurred the most often in discussions with Participant two, and Participants two and three discussed hegemony/norms and hybridity subthemes the most often.

Table 2
Summary of Findings for Theme 1: Ordinariness

	Number of Occurrences (n=23)	Percent of Occurrences (n=23)
Ordinariness	23	100%
<i>Subtheme: Hegemony/Norms</i>	13	56.5%
<i>Subtheme: Hybridity</i>	10	43.5%

Hegemony/Norms

This subtheme centered on participant experiences and perceptions with social dominance and racialized norms pertaining to Latinos. In this subtheme, the researcher examined educational experiences associated with cultural ascendancy and privilege. The participants found that experiences with hegemony and dominant cultural norms caused them to reflect on the personal impacts of implicit behaviors and attitudes instilled within societal interactions. All of the participants mentioned that cultural dominance played a role in shaping the lives of Latinos, and these experiences influenced their ambitions and career paths. During interviews, this subtheme occurred the most often in discussions with Participant two. In addition, this subtheme was one of the most significant subthemes described by Participant two.

Participant one mentioned that he strove to serve the Latino community in his region, but he also discussed perceptions of feeling pigeonholed and expected to work with Latino communities because of his ethnicity:

I'm not sure if it has slowed down my goals. I think that because I work at a 90% Hispanic school it has actually helped in that regard. I think where it slowed down is that because of my experience in being Hispanic/Latino that when I did want to move maybe to another school when I was ready to. It felt like they—the district higher ups—felt like maybe it wasn't a good choice right now because they needed me in this position. So I

felt a little pigeonholed, a little bit – you know being Hispanic only in Hispanic schools – and I think that’s what has slowed me down – maybe once or twice – in my tenure.

Participant two stated that experiences with cultural dominance and structural racism impacted his ascension into education:

And just the hegemony code of society. It has made me pivot in that regard. Like I mentioned, I grew up blue collar. I was taught to keep my head down and not to speak Spanish in public. I was taught not to do those things. So from the cultural perspective, and how it was presented to me, I was taught to keep my head down kind of. So I would say it’s kind of slowed me in getting my education in that way. I had a lot of existential issues, I would say. As a youth coming up and going to college. It took me nine years, it took a lot of doing to get that.

Participant two also stated that people of color experience discrimination, racism, and violence due to societal norms that favor Whites:

I think it’s society norms, I mean, things have been like that for a long time. And like I said racism is clearly so prevalent throughout society, I mean, I see it happen all the time. In south LA there were 40 shootings in the past few months and there has been very little follow up or oversight. These things happen to people of color. And that’s just one example, there are many other things that go on in other communities that don’t lead to the due diligence of crimes and – just – and people of color – and just overall the treatment and opportunities and stereotypes associated with being a person of color is a huge challenge. And that’s something that will break your confidence, I know that from experience. But you have to fight through that.

Participant four similarly discussed societal norms. Participant four indicated that Latinos have fewer opportunities for ascension but are also often required to work harder in order to be valued:

I think as a Latino or Latina you have the ability to ascend, but, it’s kinda like what I thought about when Barack Obama was hired: I really believed once he became president, he had to prove himself twice. First of all, he had to prove himself because he was president, and then he had to prove himself because he’s black. And I’ve actually believed that in my career as an administrator, that I think if you’re a minority, if you’re a woman, if you’re a second language learner, and you ascend into these positions, sometimes you have to work twice as hard because you have to prove people, twice as much, as opposed to the dominant culture. I think that’s something that isn’t discussed much or viewed.

Within a hegemonic system, a system that for many years has included only the dominant culture being in positions of power, sends a discreet and undiscussed message to society stating that this is the norm. Normalizing the fact that a dominant culture controls such positions simultaneously sends a message that those from other cultures are not suited for such positions. These shared experiences are powerful examples of what some Latinos experience both on their journey to becoming an educational leader as well as what they experience when they achieve leadership positions. It is the stories from each participant that provide validity to the fact that we live in a hegemonic system that benefit some, but not all. Hearing their stories and perceptions gives us a better understanding of the ‘glass ceiling’ they face.

Hybridity

This subtheme centered on perceptions of multiple forms of identity and experiences with moving between multiple realms of societal norms and values. This subtheme consisted of participant accounts of challenging hegemonic norms and the embodiment of multiple cultural realities. The participants revealed that they often incorporated their cultural heritage into their work roles, and they believed that having multiple perspectives allowed them to navigate in their educational leadership ascension experiences. The participants also described instances where aspects of their cultural identities informed their decision-making. For the participants, hybridity allowed them to bridge their social experiences with their ambition. Being able to use what they know, or use their lived experiences and knowledge gleaned from their culture and upbringing, allowed for and served as a support to being able to serve ethnic minorities in a professional setting. This theme occurred the most frequently in interviews with Participants two and three.

When discussing ethnic experiences, Participant two emphasized the need to challenge and confront societal standards that create glass-ceilings for Latinos:

If you want the power, you have to go and take it. That doesn't have to compromise who you are. You have to show that you can walk in both worlds. You hate all politicians, well, I challenge them, "why don't you learn to play their game. Why don't you learn to be able to read in that realm?" And then you can take control. Then you have the reigns. And you can help people who don't get any help.

Participant two described his experiences with balancing aspects of his work and personality within his role as an educational leader:

Vendido is a word that means sellout. Most people know that word. You know that word? I got called that a lot. You know my life in general, I've been having success throughout my life. But, mostly when I was working with a lot of Latino schools, the students would make fun of me saying, "You're always writing in your diary." What are you talking about? And here was my planner, my prep and things like that. And they would give me slack for that. But after a while if you actually focus and build on relationships as you should do as an educator, they come around. So they realize, you can do this as well. They see me on the weekend with my steel toe boots and my flannel shirt. And they look at me like, "Wow, he's not always wearing a suit and tie."

So you have to present that realness to them, too. A commonality that you have in those relationships and let them see that you are like them. From there, you know, you build a bridge and they're more willing to trust and more willing to open up. And more willing to learn that they can walk in two worlds, which I think is key especially being Latino in America and working as an administrator. That's the gift I have for being Latino: I know how to walk in two worlds.

Participant three found that his hybrid identity allowed him to better relate to students of color:

I know, at least about myself, with regard to race and ethnicity, is that I identify as Latino and also I could identify as Hispanic, as Chicano, as Mexican, as Mexican-American, and I just embrace the entire idea of me being a bi-cultural, bi-lingual person. Ya know? And I want to serve schools that reflect who I am and that I look like the students and that I understand their struggles. I understand their heritage, their culture, their strengths, and that I want to work in a context where, ya know, I'm developing systems that put them on a success trajectory...

Participant three further elaborated on cultural aspects of decision-making that impacted his views on career ascension. Participant three humbly indicated that the opportunities he had were valuable, but he felt that it was not in his nature to ask for them or for certain types of compensation:

That you just kinda go through the steps and next year I'm at a higher step, and next year I'm a higher step, and next year I'm a higher step. And because of reflection of *I* would have never asked for it, every time I said that it made me feel like because I'm Latino. Because I'm humble. Because, ya know, that's not something that I was taught to do.

This stance is rather common within Latino culture; students are indeed taught to not speak up as it can be a sign of disrespect. Further, others could interpret speaking up and continually advocating for oneself as "entitled". Thus, this trend requires attention, as there is a difference between advocating for oneself and being entitled. In alignment with the recommendations for aspiring Latino educational leaders, a factor facilitating successful ascension into leadership is one's ability to advocate for himself.

Social Construction

The theme of Social Construction centers on experiences with racial constructs and the creation of cultural understandings of purpose as a response to hegemonic social relationships. The Critical Race Theory frameworks that indicate racial categorizations formed by social thoughts and discourse (Bell, 1992) support this theme. As shared by Participant three,

I've actually believed that in my career as an administrator, that I think if you're a minority, if you're a woman, if you're a second language learner, and you ascend into these positions, sometimes you have to work twice as hard because you have to prove people, twice as much, as opposed to the dominant culture. I think that's something that isn't discussed much or viewed. We have to inform society that we are worthy of these positions, that we are the positive things you and I see, and that we're not what the negatives that some believe we are.

The participants indicated that many Latinos experience hardships because of cultural expectations, stereotypes, and discourse. Hardships most commonly observed in today's educational realm consist of a lack of opportunities and resources for students of color. The participants also found they acquired a sense of meaning and purpose in assisting students of color in academic achievement and career development. Participants suggested developing moral integrity and a strong work ethic as a way for the individuals to overcome challenges

associated with barriers and racial discourse. The participants in this study indicated that racial concepts were products of social thought. However, they had the ability to address racial discourse in their educational leadership positions. The participants additionally noted their experiences as Latinos were unique, as they often had to address language barriers and obstacles for second-language learners in school districts. Participants also found their cultural heritage and cultural influences influenced how they perceived their roles in educational leadership.

Table 3 displays the frequencies for this theme. This theme occurred the most often in interviews with Participants four and two, and this theme was the most significant of the four in discussions with Participant four. The subtheme of work ethic was the most prevalent during interviews with Participant four, and commonality occurred during all participant interviews.

Table 3
Summary of Findings for Theme 2: Social Construction

	Number of Occurrences (n=35)	Percent of Occurrences (n=35)
Social Construction	35	100%
<i>Subtheme: Work Ethic</i>	23	65.7%
<i>Subtheme: Commonality</i>	12	34.3%

Work Ethic

The subtheme of work ethic involves participant perceptions of professionalism, integrity, and working to create change in order to readdress racial discourse. In this subtheme, participants elaborated on experiences of agency and how they worked to confront the glass ceiling. The participants noted that racial constructs inhibited opportunities for Latinos, but they indicated that they worked diligently to challenge and redefine stereotypes. The participants also felt inhibited by self-efficacy and self-perceptions of their capabilities. Therefore, participants suggested that individuals interested in becoming educational leaders should not feel intimidated or pressured by societal hegemonic standards.

Participant one indicated that future educational leaders should not compromise on their goals:

Don't take no for an answer. If you feel you're ready, go for it. If I would have listened to my principal who said, "You're not ready, you're too young." I think I would have stayed as a teacher, had a great career there. But oftentimes we're told that we're not ready, were too young or that we don't have the experience. Well, hell, if we did that, we'd still be at the bottom of the barrel. So I would say, if you have the passion for it, go for it [...] So I think it's very important to not hit the ceiling when someone else is telling us, "that's your ceiling." We make our own ceiling.

Participant two noted that work ethic can allow Latino educators to transcend a lack of confidence:

Work ethic – which I learned from my blue collar parents – is the one thing that has put me above the rest because I will openly admit I'm not the smartest man in the room but I will out work any of them. I put that to the test. And that's the key, I mean, you have to have that work ethic. You have to put in the time and the hard to work to do it – you know, that's what's necessary. And I will say about Latinos, I think that we always undersell ourselves. We're under-confident, as I mentioned before, in our approach to just how we present ourselves and go after jobs and our aggressiveness from time to time. And sometimes we undersell but we over-perform. And I think we need to try harder to have the confidence. Those perspectives on equal playing field – it's critical to success.

Participant four stated that having Latino role models can motivate individuals to develop a stronger work ethic and drive for ambition:

When I was growing up as a young boy, and then I think becoming a college student, and then a teacher in my early years, when I would hear stories where somebody Mexican or Chicano had made it in terms of success, maybe I would like sit up a little bit more or pay more attention to their story. And it made me feel good- seeing there is this pathway you can take. And so, I think, I've heard from colleagues and friends from the past and people that I don't know very well, that a lot of people have been motivated by leadership or influenced by it. And I've spoken with teacher leaders in the past and current APs where they've said *I'm inspired to become an administrator because I worked with you at Lincoln or I worked with you in this, that or other.* So, I think you can have definitely a positive impact/influence on people within your own ethnicity. I think it's just like in any other career- We need more doctors. We need more lawyers. We need more dentists. We need more police officers in communities of color, and the more that we can develop professionals in those areas, then it's going to provide, I think, this carrot for people to reach for because they can say *Hey if that person can be a doctor, or lawyer, or police officer, or principal, or teacher, or superintendent maybe someday, then why not me?*

Participant four also emphasized the importance of self-advocacy in Latino educational leaders:

It's up to the responsibility of the individual Latino that is trying to navigate to becoming an administrator- that they have to do their research. They have to look at best practices. I think the biggest thing that we, aspiring administrators have to figure out is, is how to... navigate...no... what's the word I'm looking for...acquire...no...you have to be able to advocate. You have to be able to advocate for yourself!

All participants agreed that the work ethic of aspiring (and current) administrators must be emphasized and highlighted so that others (and Latinos themselves) can see and view Latino educational leaders as being hard working, ambitious and as worthy as the next person.

Commonality

The subtheme of commonality focused on participant perceptions and experiences with communicating shared cultural experiences. This subtheme included perceptions of cultural recognition, approachability, and compassion portrayed in educational leaders. The participants noted that their Latino ethnicities made them more approachable to Latino students and student families. For instance, the participants in the study stated that being able to speak Spanish greatly assisted second language learners and their families. In addition, students were able to discuss specific cultural concerns with which the participants had personal experience. Participants described this as a benefit, as Latino educators could set examples for students and relate to them on a cultural level. Participants also noted that they were able to build relationships and create mentoring networks through shared cultural experiences. Participants considered this subtheme to be a significant component of Latino educational leader experiences.

Participant one described the importance of being able to relate to students and understand the impacts of their cultural experiences on their education:

You know, one of the things we don't talk about is Hispanic/Latino administrators in the district that haven't come in these position. I think for me, initially, my first part of it,

really, just hinged on I wanted kids who look like me to have a principal who looked like them. I saw myself in them only because I was a second language learner – I am a second language learner. Grew up in Denver poor. Just like my kids and I felt like I could make a very, um, I had inroads to our student population [...] And it's frustrating sometimes that there aren't enough other principals that reflect the community they serve.

Participant one also found that being Latino made him more accessible and approachable due to cultural competency and language abilities:

The first part is parents. I can speak the language. A lot of the times it's almost too much because they come and see me rather than going to the secretary. Or seeing the parent liaison. Because they know that I'm approachable and they can really talk shop with me right away. And so I think that parent support is very helpful to them. Having a Latino principal who can speak Spanish because they don't have to go through any other hoops or have someone else translate.

Participant three revealed that building trust and relationships through shared cultural meanings can positively impact students, teachers, and educational leaders:

I think one of the things that is positive about me, being Latino, at this specific school that I'm at, is that, (and our relationships with kids specifically), is not like many other school leaders and their relationships with kids. And I think the kids know that we can connect, and they know that I'm the principal, and they know that I love them. They know that we look like each other, and that I can relate to them, and so do their parents.

Summary

Research Question 1 addressed Latino educational leader ascension experiences and the impacts of ethnicity. The themes of ordinariness and social construction emerged during data analysis (Figure 4). Subthemes of hegemony/norms, hybridity, work ethic, and commonality also emerged from these themes. Ordinariness was the most significant in discussions with Participant 2, while social construction was the most significant in discussions with Participant 4. Hegemony/norms was the most frequent during interviews with Participant 2, hybridity was most frequent with Participants 3 and 2 work ethic occurred the most often during interviews with Participant 4, and commonality was a significant subtheme among all participants.

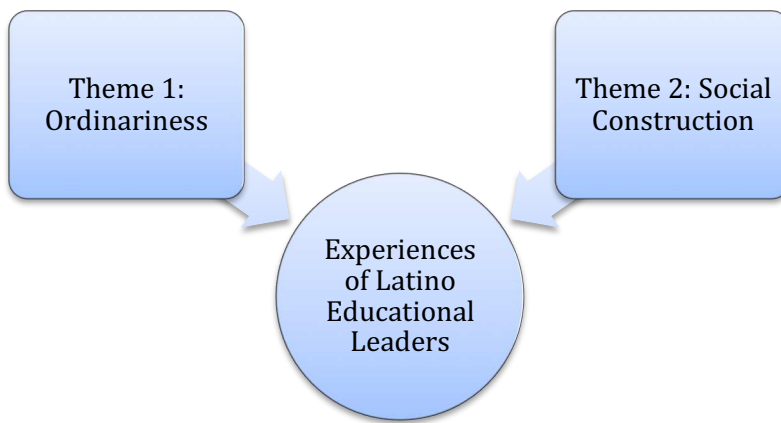


Figure 4. Themes observed in research question 1.

Barriers to Ascension in Latino Educational Leaders

This section addresses Research Question 2. Research Question 2 asks, “What are the experiences and barriers Latino educational leaders encounter while seeking and ascending into educational administration?” The researcher used this research question to assess challenges and difficulties in career advancement for Latino educational leaders. Participants described factors that slowed or negatively affected ascension and to discuss whether ethnicity played a role in barriers encountered during the ascension process. Another term examined was material determinism. Material terminism emerged as a common theme during analysis. Observed subthemes include: (1) social interest and (2) support.

Material Determinism

Material determinism centers on participant perceptions and experiences with interest convergence, defined by Critical Race Theory frameworks as the lack of incentive to remedy racial discrimination due to the self-interests of the dominate racial class (Bell, 1980). This theme includes perceptions about the ways in which participants believe they needed to create incentives for change and promote social advocacy. The researcher identified this theme as

participants commonly spoke to the societal structures that seemed like barriers. For example, participants shared that when they acquired positions and ascended into educational administration it was a benefit not only to them but seen as an advantage to the school district at large too. Participants also shared the negative experiences they encountered which were due to the social discourses created in society. This study speaks to the importance society places on individuals who come from wealth, and who come from the most prestigious universities. Participants revealed that developing support systems and working toward social advocacy benefitted the communities where they worked. The participants stated they encountered obstacles pertaining to competitive educational affluence, socioeconomic status, and a lack of support groups. Participants actively work to remedy constraints, but find they need more support for educational leaders striving to make an impact on the community. The participants indicated barriers to ascension were related to tokenism (or expecting educational leaders of certain ethnicities to serve particular communities), a lack of formalized support systems, and barriers to furthering education.

Table 4 displays the frequencies of the theme and subthemes. The theme described most frequently in discussions with Participants three and four was material determinism. Furthermore, this theme was one of the most significant themes of the four in discussions with Participants one and three. Social interest occurred the most often during interviews with Participants three and four, and support occurred the most frequently during interviews with Participants three and one.

Table 4

Summary of Findings for Theme 3: Material Determinism

	Number of Occurrences (n=40)	Percent of Occurrences (n=40)
Material Determinism	40	100%
<i>Subtheme: Social Interest</i>	20	50%
<i>Subtheme: Support</i>	20	50%

Social interest

This subtheme focuses on perceptions about the impacts of social change on society and barriers in implementing change as educational leaders. Experiences with motivation to make a difference in student lives and difficulties in ascending as an educational leader emerged in this subtheme. The participants stated that they had a desire to serve the needs of their communities and assist students of color in confronting educational obstacles. However, participants noted that underserved communities and difficulties in obtaining educational opportunities negatively affected the communities they worked in. This subtheme was the most significant in interviews with Participants three and four. Furthermore, this subtheme was one of the most prevalent subthemes in Participant three's interview.

Participant one stated that making decisions in underserved school districts can be challenging, but he felt that his experiences and desire to change lives were important in providing stability for the school:

I think what pushed me to become the principal was when Kristin left, I could have said, "you know, I'm going somewhere else," but I loved the decision-making, the power that you have in making lives—changing lives. And I didn't feel constraints on making those decisions happen. So I felt like.... it just felt weird that someone else was going to come in and know what's best for the community when I was there for five years prior to that. So I felt I needed community. I could make the instructional decisions. I had exposure with a lot of different things, I just needed to improve my instructional leadership.

Participant two also elaborated on the challenges of working in underserved school districts:

The community that I work in, that I serve, in south LA (I work in Watts) has some of the worst public schools in America. I work with students who have not made it in the traditional school setting. Then the alternative setting in their district they haven't made it there either. And most of them are out of incarceration and what not. Before that I worked in [X School] which is a highly Latino area as well. So all these areas now are primarily Latino. And it's been – you know, challenging but the fact that it means a lot to me. It's a positive support for, I think, the community.

Participant four faced challenges in transitioning from a teacher to an educational leader, but found that the incentive for change drove him to pursue his career path:

The principal that I worked for at the time said, *“Hey, ya know have you ever thought about becoming a principal some day?”* And I said, “Well maybe. I don't know- I love working with my kids and changing their lives.” And she said, “Why?” And I said “Because I can impact 120 kids every day.” She says, “Well, what do think it'd be like to impact 1500 kids every day, or 1,000 kids every day, or 3000 kids every day, depending on the school?”

Participant four indicated that privilege and socioeconomic status are significant barriers to ascension in Latino educational leaders:

I don't know if it's tied to ethnicity or not, it could be- it could also just be tied to economic status of your family historically. I think in some positions of authority or positions of leadership in our district, but also I think in other districts across the country, many times you're valued or viewed based on your institution of education: Where you went for your undergrad, your graduate school, where'd you get your masters or where'd you get your PhD, or if you have one or not. I think that impacts perception. I think that impacts on how people view you as a person and as a leader. I think Latinos/Latinas have to be cognizant of that.

Support

The subtheme of support centered on the need for support systems, improved self-efficacy, and advocacy during the ascension process. Perceptions and experiences of support emphasized community involvement and assistance. The participants described the impacts of support systems in underserved communities, noting that they felt inhibited at times when they

felt that they did not receive adequate support in ascending to positions of educational leadership. The participants also emphasized the need for Latino mentors to push Latino educational leaders forward. In addition, participants described the lack of discussion and support groups about race and ethnicity as a barrier. This subtheme was the most significant in interviews with Participants one and three.

Participant one discussed the lack of support groups as a barrier in enabling ascension:

I don't think they've helped me intentionally. I don't think there are pathways or some PD around leadership or being a leader of color. There hasn't been any of that. I haven't seen it. They've asked that leaders of color to maybe meet and have a meet and greet – I don't know if there is a contraction around that. I KNOW there hasn't been a support group around race and ethnicity.

Participant two stated that the support he received was necessary for his career development, thus building the case for additional Latino mentors:

Without that network, I don't believe that I would have been able to have the success that I've had today. They taught me how to play the game, really, of the politics of being a principal or an administrator. And the politics of education in itself. I really can't say that I have a mentor, well I guess I've had some mentors in the teaching realm that were not Latinos. But most of my mentors as far as administration and leadership positions were definitely Latinos and those were the ones who really built me up to push me forward.

Participant three indicated that he did not necessarily have guidance in dealing with the political aspects of educational leadership, but he emphasized the need to recognize his value as an educational leader and feel valued in his role:

My parents never sat at dinner discussing negotiating contracts for themselves in positions and jobs. It's just not a skill I ever learned. And ya know, I know it now. And so when I told you earlier that I was my biggest advocate, I think it's [Mentor A] that followed me as a very close second, if not the first, because, and a lot of it just from learning that year, of ya know, that I am an asset. And if the district doesn't see it here, then I don't necessarily want to be here. Ya know? I want to be at a place where I am valued for what I bring to the table.

Participant four elaborated on the need for Latino mentors to assist people and the lack of diversity in administration:

I think school districts need to do a better job, specifically senior district leadership, they have to make it a priority to identify, develop, and retain Latino/Latina administrators. There's got to be a complete strategy for that. Second, I think key Latino/Latina administrators, either principals or district administrators, have to be willing to help people and mentor people. Sometimes it's a lonely road out there. If Latinos/Latinas don't feel that they should bind and unite to help others, then it's never gonna happen, right?

Summary

Research Question 2 focused on barriers to ascension in Latino educational leaders. Material determinism emerged as a theme identified in this study (Figure 5). The researcher observed the subthemes of social interest and support. Material determinism was the most prevalent in interviews with Participants three and four. Out of the four themes, material determinism was a significant theme in discussions with Participants one and three. Social interest was the most significant for Participants three and four, and support was the most significant for Participants one and three. Social interest was one of the most prevalent subthemes in discussions with Participant three, and support was one of the most prevalent subthemes in discussions with Participant one.

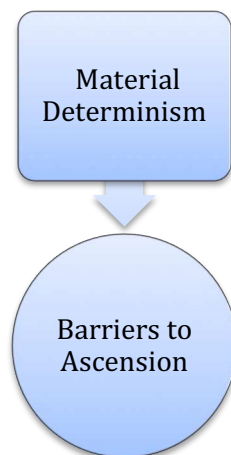


Figure 5. Theme observed in research question 2.

Facilitators of Ascension in Latino Educational Leaders

Research Question 3 seeks to determine, “What are the factors that facilitated ascension into educational administration positions in the K-12 school districts?” This research question focused on analyzing the factors that assisted participants in obtaining their goals and becoming educational leaders. The researcher examined the theme of unique voice during data analysis. In addition, the subthemes of (1) networking and (2) connection/belonging emerged in the study.

Unique Voice

The theme of unique voice centered on positive cultural experiences and facilitators of ascension experienced by Latino educational leaders. This theme included perceptions on building relationships, community engagement, and confidence-building opportunities. As defined by Critical Race Theory Frameworks, the unique voice theme centers on the unique experiences and histories of minority groups. Participant 2 shared the importance of focusing on the attributes that Latinos bring, but that in some cases, “we make our own ceiling”.

Participants discussed how becoming involved in their schools, interacting with other mentors, educators, and educational leaders, and participating in professional development opportunities allowed them to transition into educational leadership positions. The participants noted that the development of mentoring relationships, especially with other Latino administrators and leaders, was crucial to success. Participants in this study acknowledged the difficulties of educational leaders but more often emphasized the importance of assisting students in their academic and career paths. For the participants, the idea of implementing social change could begin to happen within school settings. Participants described their experiences in their roles as leaders and mentors as motivators for demonstrating compassion and relating to students than as inhibitors of success.

Table 5 displays the number of occurrences and percent of occurrences for this theme. Subthemes of (1) networking and (2) connection/belonging were included in this theme. This theme occurred the most frequently during interviews with Participants two and three. Out of the four themes, Unique Voice was one of the most prevalent themes in discussions with Participant one. Networking occurred the most often in interviews with Participants two and three, and connection/belonging was equally prevalent among all of the participants. Networking was one of the most significant subthemes discussed in the interview with Participants one, two, and three.

Table 5
Summary of Findings for Theme 4: Unique Voice

	Number of Occurrences (n=34)	Percent of Occurrences (n=34)
Unique Voice	34	100%
<i>Subtheme: Networking</i>	21	61.8%
<i>Subtheme: Connection/Belonging</i>	13	38.2%

Networking

The subtheme of networking focused on participant experiences and perceptions of relationship building and professional development during the ascension process. In this subtheme, participants perceived having the ability to consult other educational leaders, ask for advice, build relationships, and learn about the job position, positively facilitated the ascension process. The participants believed that networking allowed them to more easily develop network connections and seek out career development opportunities. Participants stated that involvement in mentoring programs and skill-building opportunities also assisted in the transition into educational leadership. This subtheme was the most significant in discussions with Participants two and three and was one of the most prevalent subthemes in discussions with Participants one, two and three.

Participant one described the importance of networking and obtaining professional allies to assist in professional development and provide support for aspiring educational leaders:

If you have the passion for it, go for it. The other part of it is, try to get allies who can help you around that. I had an assistant principal who when I told her what I felt around being denied, she said, “go for it, you’re gonna go to UCD, go for it.” Achieve that. But we have to find those allies who can help us push that. Otherwise we’re alone and we don’t know, what we don’t know.

Participant two indicated that taking initiative in building relationships and learning how to succeed in educational leadership roles could assist aspiring educational leaders in ascension:

I mean networking has been key with me moving up in positions and meeting people. Asking those people questions, asking them for advice. Asking them to help you out, to volunteer, to serve with them, serve under them. Seeing what opportunities they have for you. I would say networking is key. In addition to that, just taking part as much as I possibly can... Like, I recall going to school board meetings and not a lot of people did that in my position at the time. Teachers at the time. People see you at those meetings they start seeing your face and wondering who you are. Since then I’ve been a union rep –I forgot about that one earlier - for the building. That’s just part of the networking part. Meeting other people. People who are trying to aspire to new heights, people who are trying to do the right thing.

Participant three elaborated on the benefits of participating in professional development and support programs:

My first year, I networked with a lot of people, including assistant superintendents and the instructional superintendent, and those relationships I’ve continued to build on. I’m also one of the participants in RELAY, and that’s made a difference for me because A) the training is incredible, B) because all of the leadership team including [X], go to the RELAY sessions, and that’s been an opportunity for me to connect with them and get to meet some of them and talk to them and let them see what some of my strengths are, and hear about what my plans are and so my network, I think with district wide leadership has expanded a lot this year through RELAY and being that close with them.

Connection/Belonging

In this subtheme, the researcher examined participant perceptions and experiences with community engagement and a sense of belonging. Beliefs about cultural belonging, mentorship for Latinos, and trust building within communities were included in this subtheme. Participants

described experiences with connecting to other Latino leaders, promoting sponsorship, promoting advocacy, and appreciating ethnic identity. The participants indicated that creating a sense of camaraderie and engagement within school communities could facilitate opportunities to further career development. This subtheme was equally prevalent among all participants.

Participant two discussed how mentoring relationships with Latinos facilitated the ascension process:

The organizations that I associated with – the mixers and what not that I went to were almost primarily Latinos. That's just where I felt comfortable and those were the people who sponsored and mentored me and asked me to go to those. Those organizations and mixers were other Latino professionals that held assistant principal jobs, dean jobs, jobs, principal jobs, even beyond that some district level jobs.

Participant three elaborated on the sense of belonging experienced with other Latino leaders:

And so I think that being Latino specifically has given me an opportunity to connect with other Latino leaders, because there's so few of us. I think it's just kinda this unspoken bond and camaraderie and care for each other, to have that special interest.

Participant four described the importance of relationship building to promote career achievement:

I think I'm a people person; I liked to develop relationships with my team, but also with principals as well as assistant principals, when I was a principal, and now principals that report to me...I value that quite a bit. I think relationship building is at the root of what we do: you've got to build trust, you've got to build loyalty, but at the same time you've got to be able to have that relationship where when you're pushing somebody they know you're serious, right? But at the same time know that they can rely on you: tell you things if they're struggling and so forth.

Participant four stated that he felt a sense of connection and belonging with his community and valued his experiences in his role:

I'm honored and proud that my ethnicity has helped propel me into positions. And if someone says *hey, I think Antonio would be great for that position, and he's Latino or Chicano*, and I think that that's another indicator to help me get to that next level, so be it. I'm going to be Chicano for the rest of my life, right? So I want that to be a component

of who I am, and if they view that as an indicator of success or maybe that's someone we want to hire because he is that, then cool. I'm all for that.

Summary

Research Question 3 centered on the facilitators of ascension for Latino educational leaders. The theme of unique voice emerged as a theme, and subthemes included connection/belonging and networking (Figure 6). During interviews, unique voice was the most prevalent with Participants two and three. This theme was one of the most significant themes in discussions with Participant one. The subtheme of networking occurred the most frequently in interviews with Participants two and three. This theme was one of the most significant subthemes discussed with Participants one, two, and three. However, the subtheme of connection/belonging occurred equally among all of the participants.

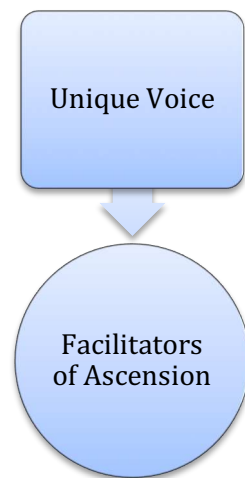


Figure 6. Theme observed in research question 3.

Evaluation of Findings

This research provided valuable insights on the experiences and perceptions of ascension in male Latino educational leaders. The themes observed in the study evolved from interviews with the four participants. Through qualitative data analysis, using the Creswell Method (2007), the researcher was able to compile the following themes. Themes that emerged included: (1)

ordinariness, (2) social construction, (3) material determinism, and (4) unique voice. Subthemes of: (1) hegemony/norms, (2) hybridity, (3) social interest, (4) support, (5) commonality, (6) work ethic, (7) connection/belonging, and (8) networking. This section discusses the prevalence of themes and subthemes observed in the study.

When examining the prevalence of themes and subthemes, ordinariness occurred the most often in discussions with Participant two, social construction occurred the most often in discussions with Participants three and four, material determinism occurred the most often in discussions with Participants three and four, and unique voice occurred the most often in discussions with Participants two and three (Table 6). Hegemony/norms was the most prevalent in discussions with Participant two, and hybridity was the most prevalent in discussions with Participants two and three. Social interest occurred the most often with Participants three and four, and support occurred the most often with Participants one and three. Work ethic was the most significant in interviews with Participant four. Networking was the most significant in interviews with Participants two and three. However, commonality and connection/belonging occurred equally among all participants.

Table 6
Summary of Themes

Theme	Participants
Ordinariness	2
Material Determinism	3, 4
Social Construction	2, 4
Unique Voice	2, 3

When examining the most significant themes and subthemes for each participant, material determinism and unique voice were the most prevalent for Participant one, ordinariness and social construction were the most prevalent for Participant two, material determinism was

the most prevalent for Participant three, and social construction was the most prevalent for Participant four (Table 7). Support and networking were the most significant subthemes for Participant one. Hegemony/norms and networking were the most significant subthemes for Participant two. Social interest, support, and networking were the most significant subthemes for Participant three. Work ethic was the most significant subtheme for Participant four.

Table 7
Summary of Themes and Subthemes in Participant Interviews

Participant	Themes and Subthemes
1	Material Determinism, Unique Voice; Support, Networking
2	Ordinariness, Social Construction; Hegemony/Norms, Networking
3	Material Determinism; Social Interest, Support, Networking
4	Social Construction; Work Ethic

Summary

Latino educational leaders undergo hardships from fewer educational opportunities, the prevalence of racial discourse and stereotypes, difficulties in maintaining competitive educational status and socioeconomic status, and a lack of support groups. The participants indicated they facilitated ascension into leadership roles by developing a sense of meaning and purpose, a sense of cultural belonging, building relationships and interacting with other educational leaders, and participating in professional development opportunities. The participants in this study discussed how hegemonic social systems negatively affect educators of color; however, the participants emphasized community engagement and social interest to combat race issues and improve success for students of color. The participants believed that their experiences, despite the hardships they faced, inspired them to make a difference in student lives and provided valuable tools to relate to the communities they serve.

Discussion included mentoring relationships and networking as major facilitators in this study. The participants indicated these strategies allowed them to participate in career development opportunities, understand particular phenomena affecting school districts, and reflect on their personal strengths and weaknesses. The inclusion of educational personnel in collaborative processes benefitted educational leaders, as they were able to actively work within their communities and participate in leadership development opportunities. The participants found that socialization into educational leadership roles could be challenging, but having structured approaches allowed them to learn how to serve as effective educational leaders.

Several of the participants expressed concerns about the obstacles in ascension resulting from hegemonic social systems and the challenges in working with underserved public schools. Participants noted that having a strong sense of integrity and work ethic assisted them in transcending barriers to ascension resulting from a lack of experience or educational opportunities. All of the participants indicated that they desired to serve as agents of social change in their communities. They also act/acted as their own facilitators of ascension by seeking opportunities to build skills and connect with Latino mentors and educational leaders. This study was able to demonstrate how ethnicity experiences, barriers to ascension, and facilitators of ascension affect Latino educational leaders in K-12 public school systems.

CHAPTER 5: DISCUSSION

Chapter five presents the summation of the study, a discussion of the findings in relationship to the current literature, recommendations based upon the themes and subthemes from each research question, and a conclusion. Provided within the discussion are key points for public school districts to consider implementing when trying to retain Latino educational leaders and recommendations for future research.

Summary

The purpose of this study was to examine the lived experiences of male Latino educational leaders in K-12 public education and examine how culture/ethnicity influences ascension into educational leadership. The data helped reveal some insight to the following research questions:

1. Does ethnicity affect the ascension into educational leadership for Latino educational leaders?
2. What are the experiences and barriers Latino educational leaders encounter while seeking and ascending into educational administration?
3. What are the factors that facilitated ascension into educational administration positions in the K-12 school districts?

Through a qualitative inquiry using a phenomenological approach and aspects of CRT frameworks to understand various social constructs, this study allowed for examination of meaning as described by four different Latino educational leaders. To gain a rich understanding of ethnicity as a phenomenon of human experience specific for Latino educational leaders, the researcher used purposeful and snowball sampling strategies to finalize the participant selection.

Research Question One

Findings from this study support the literature that ethnicity can serve as a factor for facilitating or inhibiting one's ascension into leadership, depending on the situation and context. Participants in this study and the literature support the idea that mentorship facilitates a Latino mentee's ascension into educational leadership by providing guidance, knowledge, and advocacy in the work place (Rueda, 2002). Other studies highlighted not only the significance of guidance in the workplace, but the importance of leadership programs consisting of well-crafted mentorship components which allow for mentees to receive feedback and support as it pertains to appropriate methods for navigating such a political realm (Allen et al., 2004; Clayton et al., 2013; Darling-Hammond, LaPointe, Meyerson, & Orr, 2007). However, when looking at the rates of Latino teachers who end up leaving the field while simultaneously looking at the three-year teaching requirement to become a principal, it is no wonder that Latino principals/ educational leaders are rare. Trends such as the aforementioned will continue to serve as a major challenge to mentorship for young, aspiring Latino educational leaders.

Furthermore, participants stated ethnicity contributed to one's ascension into leadership when the educational leader's ethnicity matches that of a school's demographic majority. A principal's ethnicity can serve as an influential factor in increasing Latino parents' school participation thus leading to increased academic achievement in their students (Dee, 2004, 2005; Shah, 2009).

Other studies describe ethnicity as a social factor closing off ethnic minorities from obtaining certain professional positions (Jackson & O'Callaghan, 2011). Further illustrating this notion of social closure, other researchers have found ethnicity serving as a factor facilitating one's ascension into educational leadership when there is a positive correlation with senior level

educational leader's ethnicity (Leal et al., 2004; Ortiz, 2000; Shah, 2009; Shah & Marschall, 2007). Lastly, literature also highlights the importance for minority leaders to understand the oppressive systems in society in order to know how to successfully navigate and combat such barriers – “this includes an awareness of external barriers of white privilege as well as the internal forces of self-doubt” (Campbell-Jones & Avelar-Lasalle, 2000, p. 22).

Although participants shared hardships, there were also significant benefit for Latino educational leaders to have mentors who not only provided guidance on their new role, but also advice pertaining to the politics of educational leadership. Latinos can also benefit from being in districts with senior leadership who identify as ethnic minority. Lastly, research has demonstrated that Latinos benefit greatly when they lead with their values and strive to be agents of social change to ensure that all students are receiving equitable educational opportunities.

Two major themes, each consisting of two subthemes emerged after reviewing the data. The first theme to emerge was that of ordinariness which includes the perceptions of everyday experiences resulting from the shaped concepts of equality and ethnicity. The researcher assigned the term ordinariness to this theme as the experience shared by the collective group of participants describing a typical part of life. As explained by DeCuir and Dixson (2004) in the Critical Race Theory's tenant of the permanence of racism, is the perception or idea of being a “typical part of life”. The idea that racism controls various social constructs in society such as educational, political, social, and economic realms is an inherent part of American civilization (Dicuir & Dixson, 2004). Participants shared that ethnicity did affect their ascension into leadership. For participants in this study, it was common to hear participants say that employers often overlook Latinos when they apply to certain jobs. Employers may easily overlook Latino applicants despite their years of experience and expertise if another applicant has, for example,

graduated from an impressive Ivy League school. Furthermore, respondents shared that employers did not consider them when they had applied for leadership positions in schools that were not predominately Latino.

The first subtheme to emerge within the ordinariness theme was that of hegemony/norms. This subtheme focused on individual experiences and how a hegemonic social system affected participants' career paths. Participants spoke to the social dominance and racialized norms, but in turn, also shared how such experiences influenced their ambitions and career trajectories. More times than not, participants were encouraged to wait and rethink if they were ready to go into educational leadership. Additionally, once a participant obtained an educational leadership position, respondents felt they (Latinos) continually had to prove themselves and prove they belonged there. This mindset can likely be a result of hegemonic views/norms that speak to the dominant narrative that people of color are not suited for such positions, but instead, for positions associated with blue-collar work.

The second subtheme to emerge centered on hybridity, or having multiple forms of identity and experiences that lent themselves to moving between multiple societal norms. For example, participants shared that it was of importance to have educational training and expertise acquired from schooling/training and having the expertise to navigate the professional arena, but there was a benefit of also understanding and bringing the lens of Latino culture to one's work experience, especially when serving majority Latino schools. Whether leaders fight to address what has become the norms in educational leadership or are seeing their ethnicity as an asset to serving certain communities, one can further explain this theme with CRT's tenant of interest convergence (Bell, 1992).

Bell's theory of interest convergence (1992) speaks to the fact that dominant hierarchical systems or those in power have agendas and such agendas often compete. As one respondent shared, "one would be naïve if they thought for a second that the district was hiring a Latino, solely because it would help that Latino and the Latinos in the schools in which they are serving". It is important for aspiring Latinos to understand that larger school districts also have motive/agendas when hiring Latino educational leaders. Sometimes this is because there is a sincere belief that by doing so will bring great benefit; sometimes it is because they were criticized in the past for not having leadership that reflects the population they serve, etc.

Participants believe that those individuals leading school districts sometimes see benefit to placing minorities in ethnic minority majority schools where there is high burnout and turnover because it: 1) assists in senior leadership meeting a quota, and 2) protects white people from serving in highly stressful environments, which often times leads to burn out which then leads to career changes. Bell describes such circumstances as superficial opportunities provided to ethnic minorities that come only inasmuch as they coincide with the self-interest of white people (1992).

The second theme to emerge is that of social construction. Social construction centers on experiences with racial constructs and cultural understandings of purpose. Participants shared that many Latinos experience hardships because of cultural expectations, stereotypes, and discourse. Additionally, participants shared an acquired sense of meaning and purpose in serving students of color. Delving deeper into social construction, the subtheme of work ethic emerged. Participants shared that racial constructs inhibited opportunities for Latinos –specific examples included leaders feeling as though they were underestimated, not educated, and constantly having to prove themselves multiple times in multiple ways. Work ethic emerged as a subtheme

here as participants warned other Latinos to avoid letting societal stereotypes damage one's self-efficacy and self-perception, but instead to use that acquired knowledge and experience instead, to redefine stereotypes of Latino educational leaders.

Critical Race Theory's tenant of counter-storytelling highlights the criticism of narratives that perpetuate stereotypes and highlights the counter story that infers an invalid dominant cultural narrative (Matsuda, 1995). Work ethic and the determination to create a new narrative and not allow the traditional story or glass ceiling phenomena determine one's destiny for Latinos served as a factor facilitating ascension into educational leadership. One participant shared his experience of working hard as a teacher, then as a dean of students, then as an assistant principal, and then was hired at 33 to be the principal of one of the largest, comprehensive high schools in the Denver metro area. His success as a high school principal led to the opportunity to lead a network of over fifteen schools as an executive director/instructional superintendent. Aspiring Latino educational leaders need to hear this type of narrative. When given opportunities, the Latino leaders in this study have proven themselves capable of leading schools. However, there remains a question of whether Latinos are capable to perform the job at hand because so few have had the opportunity to lead in such positions.

Commonality, or the sharing of cultural experiences, also emerged as a subtheme to social construction. Commonality served as a positive aspect in school settings when working with students and families. Latino educational leaders often share culture, language, and experiences with the population of students they are often serving, thus making their work with families more beneficial. Latino educational leaders had fewer barriers to communication with students and families and were more easily able to form relationships with mentor/mentees.

It is evident how our socially constructed systems such as education can create rather defeating, yet commonplace, expectations and traditions that hinder those from the non-dominant racial class. Yet, as gleaned from the experiences of the four participants, such factors in life can also be the driving forces of determination to create new narratives about Latinos, and reflections on how one's culture and experience can be beneficial for society and the students being served, especially in minority majority schools.

Based on the research findings that specifically examine whether ethnicity affects ascension into educational leadership for Latino educational leaders, participants had a strong focus on the themes ordinariness and social construction and the subthemes within hegemony, hybridity, work ethic, and commonality. As literature highlights, it's key for minority leaders to understand the oppressive systems in society in order to know how to successfully navigate and combat such barriers (Campbell-Jones & Avelar-Lasalle, 2000, p. 22). The researcher directs the following recommendations both towards future Latino educators who have interest in one day acquiring an educational leadership positions as well as public school districts interested in recruiting and retaining Latino educational leaders.

1. Understanding societal structures and the realities in which Latino educational leaders live in can serve as an opportunity for aspiring leaders to not be naïve and fall victim to the common factors found to inhibit ascension for Latinos. One may acquire this knowledge through reading similar dissertations and/or simply reading about the experiences from other Latino educational leaders who have been on the journey. It's important for aspiring Latino's to not let "ordinariness" or the fact that societies hegemonic systems which have historically hurt ethnic minorities to simply be interpreted and observed as a typical part of life. It's exactly these racialized norms

that can hinder the ambitions of Latinos and in turn create a negative self-fulfilling prophecy which in turn will limit the success and ambition of the individual. Instead, aspiring Latino educational leaders need focus to instead be on factors of hybridity and the subtheme of social construction, work ethic. As a way to resist giving in to a negative self-fulfilling prophecy, Latino educational leaders are suggested to be aware of the strengths and assets that they bring to employers as it's not commonplace for employees from the dominant culture to be able to relate as well to both white and Latino cultures and upbringing, whereas, many Latino educational leaders can do this. Second, Latino educational leaders are recommended to view the hegemonic systems in which we live and which for so long have created the narrative for Latinos to be a challenge and a narrative which needs to be broken, challenged, and rewritten. It's these aforementioned recommendations that Latino's can utilize their culture and the motivation that comes with to serve as a factor for facilitating one's ascension into K-12 educational leadership.

2. School districts should consider developing partnerships with local university teacher preparation programs, which can afford school districts greater success in recruiting minority candidates. This recommendation is aimed to address the factor of ordinariness, specially focusing on the hegemonic or racialized systems that have historically oppressed and limited ethnic minorities in their pursuit for professional success. In developing intentional partnerships with local universities, school districts are in turn, addressing a part of our societal system which for so long has served as a social closure for ethnic minorities to successfully obtain positions in K-12 schools.

3. School districts should consider 1) implementing a formalized leadership pipeline program, which can lend itself to a “grow your own” leadership model for Latino leaders, and 2) implementing a formal mentoring component to the program to reap the benefits that come with mentorship. Similar to the above recommendation, in implementing a strategic plan to challenge the hegemonic systems in which society lives, in the creation of formalized leadership pipeline programs, school districts will be creating a structure which will break the historical practice of social closure and instead, allow for Latino educational leaders to create their own narrative by means of shedding light on their knowledge and work ethic.

Research Question Two

The second research question sought to understand if ethnicity served as a barrier for ascension for Latino educational leaders. This theme, material determinism, included participants’ perceptions and experiences with interest convergence and as well as a critique on liberalism. A critique on liberalism involves the understanding of colorblindness and neutrality or the stance, “equality for all”. DeCuir and Dixson said it best, neutral or equality for all is insufficient to redress the harmful effects of our racist systems (2004). Interest convergence as related to this theme focused on a lack of interest in breaking socially unjust systems and beliefs because of a differing self-interest held by the dominant racial group (Bell, 1992). Latino educational leaders are sometimes viewed as ‘tokens’ and only capable of being in minority majority schools and not otherwise capable of serving educational institutions with differing demographics. These minority majority schools correlate with the highest rates of staff burnout. Leading these schools, which also tend to be the highest need schools, offer little, if any at all, formalized support programs to ensure their success. The participants in this study shared their

experiences of proposing formalized support programs for Latino principals serving in the absolute highest needs schools. Initially, they experienced similar backlash, ‘that such programs could not be offered as a result of the need not being present in all schools’. Such a response lends itself perfectly to Decuir and Dixson’s (2004) comments regarding institutions who feel it’s okay to take the stance that there must be equality for all – or the same for all, despite historical oppression of marginalized societies and the differing needs of specific schools.

When districts did respond to such concerns, minority leaders experienced unplanned and uninformed meetings. The lack of strategic planning of such meetings can be attributed to, in part, the fact that many school districts in the Denver metro area have no specific, strategic plan to recruiting nor retaining ethnic minority educational leaders.

The theme of material determinism also incorporated the emerging subtheme of social interest – a focus on perceptions of social change on society and the common barriers to implementing the needed changes as educational leaders. Although wanting to change the educational outcomes for students in the most positive of ways, participants shared the common challenge of having their hands tied as a direct result of the lack of support from district level officials and programs providing better educational opportunities.

Through Critical Race Theory’s tenant, critique of liberalism, colorblindness and neutrality of law can shed light on this topic. When discussing social change, often those in control of initiatives within districts is focus on equality for all students rather than special treatment based on the color of their skin. As DeCuir and Dixson share, given the history of racism in the U.S., the motion to provide neutral/same responses to all is insufficient to redress historically and prior harmful effects (2004).

Due to societal structures and differing agendas held by those in control, material determinism sheds light on the educational inequities and lack of support given to educational leaders. Furthermore, it is both the lack of incentive but also the priorities of the dominant racial group to further uplift and better the outcomes of the affluent class at the expense of minority students.

There is a common goal among the participants to provide the absolute best educational opportunities to our Latino students along with other historically marginalized ethnic minorities, especially in our educational structure. To summarize this, participants simply want to provide those educational opportunities that white, affluent students are already receiving. Such wants include lower class size, more experienced teachers, International Baccalaureate (I.B.) or other educational acceleration/advanced course options, exposure to arts, STEM, enrichment classes, athletics and other extracurricular opportunities; to name a few.

Critical Race Theory's tenant, whiteness as property, can provide further examination of this topic. Harris's (1993) definition of whiteness as property includes the understanding that property includes: a right to possession, right to use, and a right to disposition. Further, "the right to transfer, use and enjoy, and exclude are the essential attributes of such property rights" (Harris, 1993, p.80). In the context of racist hierarchical structures governing various social domains, there is no better way to maintain control in society than to inhibit the educational opportunities for Latino students and other ethnic minorities being educated in minority majority schools (Bell, 1992; Harris, 1993). In turn, excluding such property can guarantee the safety and stability of existing societal structures.

Based on the research findings that specifically examined the experiences and barriers that Latino educational leaders faced while seeking to ascend into leadership, the following

recommendation is based on the importance of support and mentorship for aspiring Latino leaders. Researchers have found mentoring to provide guidance and knowledge in the workplace (Rueda, 2002). Further, mentorship and mentorship programs offer the opportunity for advisees to receive feedback and guidance specific to learning how to navigate political realms such as educational leadership (Allen et al., 2004; Darling-Hammond, LaPointe, Meyerson, & Orr, 2007).

The researcher directs the following recommendation towards public school districts interested in recruiting and retaining Latino educational leaders.

1. It is necessary to provide a mentor so that aspiring Latino educational leaders can have someone who can teach them how to navigate the realm of educational leadership. This guidance can offer the aspiring leader a greater opportunity to 1) attain a leadership position, 2) be successful in the position, and 3) sustain the work, which often times lead other leaders to burnout. In addressing material determinism or the fact that those from the dominant culture can either continue the status quo or seek to find opportunities which can break such cycles, Latino educational leaders and school districts should focus on and understand the factor of social interest. For so long, social interest has benefited those from the dominant culture; through intentional mentorship and a path to now propel Latino educational leaders into leadership positions, Latinos can now challenge the dominant narrative which for so long has only viewed those from certain settings and upbringings as being worthy of and capable of taking on leadership positions.

Research Question Three

Last, the third research question sought to understand if and how ethnicity serves as a facilitating factor for Latino educational leaders in ascending in the K-12 education system. The first theme to emerge from this question is that of unique voice. As described by participants, some schools and districts see Latino educational leaders and their unique experiences and stories as a great asset for students coming from similar backgrounds and experiences. In this case, participants share that their individual stories and experiences serve as a facilitating factor to ascension. Because, in some cases, school districts are seeking equitable practices and in achieving such an outcome, they are beginning with learning from those who have come from similar backgrounds. In these circumstances, Critical Race Theory's tenant of counter-storytelling is a desired action and state for the benefit of ethnic minority students (Matsuda, 1995).

A subtheme of unique voice is that of networking. Focused on experiences and perceptions of relationship building, participants shared that having the opportunity to ask for advice, be given career guidance, and being mentored by other professionals all served as factors facilitating their ascension into educational leadership. The second subtheme in this category is that of connection/belonging. Participants described experiences with connecting to other Latino leaders, promoting sponsorship, promoting advocacy and appreciation for all cultures and ethnic identities. Specifically shared among the participants was the importance of establishing camaraderie and having support from others around them. It is evident that within this theme, Latino educational leaders are encouraged to share one's unique life experiences as they brings value. Furthermore, with this belief, this theme also highlights the importance of networking and support, all with the goal of retaining Latino educational leaders.

Based on the research findings that specifically examined the experiences and factors facilitating ascension for Latino educational leaders, the following recommendation came from the focus on networking. This recommendation is for school districts interested in recruiting and retaining Latino educational leaders.

1. School districts should consider implementing programs and/or initiatives within districts that would afford aspiring Latino educational leaders the opportunities to meet fellow ethnic minorities. As demonstrated in this study, a sense of belonging is critical to the success of Latino educational leaders. With this recommendation, school districts will allow for Latino educational leaders to 1) understand that their voices and experiences are unique while at the same time 2) understand that it's these unique experiences and stories which can serve as a factor to facilitate and motivate hundreds if not thousands of Latino students. Further, in fostering an atmosphere of networking, Latino educational leaders will hopefully come to understand that even though they are one of few, there are systems and people, which aim to retain them within school districts as it's commonly understood that Latino educational leaders bring great benefit to the school systems.

In examining these themes and subthemes in the context of the glass-ceiling phenomenon, it is evident that a glass ceiling for Latino leaders in K-12 public education does exist. Social construction, material determinism, and hegemonic views contribute to the glass ceiling, as these socially created constructs have systematically benefited white people while simultaneously oppressing Latino educational leaders. It is important for aspiring Latino leaders to take this knowledge and intentionally 1) create the counter narrative with a strategic plan for sharing one's success and 2) intentionally advocating for to hear Latino leader's voices to address the stance that equality for all is enough. Instead, Latino leaders must fight to address the

differing needs of leaders and the formalized support programs in order to 1) recruit Latino educational leaders and 2) retain Latino educational leaders in our K-12 schools.

Existing literature, as well as findings in this study, also highlight an added component of the glass ceiling phenomena. In addition to oppressive systems in society or external barriers for Latinos ascending in the professional setting, participants in this study highlight the internal barriers contributing to the glass ceiling. Internal barriers are those forces of self-doubt or a self-fulfilling prophecy, and/or a lack of awareness as it pertains to society's oppressive systems and how to navigate such socially created constructs (Campbell-Jones & Avelar-Lasalle, 2000). As a response, it is important for aspiring Latino leaders to understand that it can be a detriment to one's later success if they too fall victim to believing that because of the color of one's skin or the type of upbringing they came from, that they are less than or a victim of racist society – this mindset can subsequently create a negative self-fulfilling prophecy.

Further, other themes/subthemes in this study (i.e. work ethic, commonality, social interest, support, unique voice, networking, and connections) can and do all serve as such or those factors challenging the glass-ceiling phenomenon. The behaviors and responses of individual leaders/people fuel and encourage them to fight against the dominant story and allows them not to become victims of such oppressive systems.

Recommendations

Because of the findings of this study, the following recommendations for further research are proposed:

- 1. A replication study focusing on Latino educational leaders in public school districts with formalized mentoring and leadership pipeline programs aimed specifically at recruiting and retaining ethnic minority leaders.** Findings could

can help us learn about the efficacy of such programs as it specifically pertains to ascension for Latino educational leaders. The findings from this study can also demonstrate that a lack of such programs inhibits both a sense of belonging and a process of ascension for Latino educational leaders. In understanding the hierarchical structures that often times hinder Latinos, further research could also shed light on whether school districts, depending on their leaders, systematically terminate such structures that are traditionally prevalent and harmful but present in most school districts.

2. **A replication study focusing on Latino educational leaders who are solely in senior level and superintendency positions.** While this study predominantly included principals, participant shared responses that included experiences as being a result of senior leadership or district level decisions. It can be beneficial to interview these senior leaders to gain further information on their experiences and how and why they make such decisions at the district level, thus providing further insight into our societal structures specifically pertaining to race and racism.
3. **A replication study focusing on white educational leaders in senior leadership positions.** While this study seeks to acquire the counter narrative from a population of individuals who we seldom hear from, it can be beneficial to learn the viewpoints of white leaders and attain their recommendations to dismantle the structures that hurt ethnic minority students and educational leaders.
4. **A replication study focusing on Latino educational leaders who serve in affluent, majority white schools.** This study demonstrated Latino educational leaders often times overcome the negative impacts of the educational structure that is at odds with

them and minority students – this passion to serve Latinos was commonly referred to as the reason allowing these leaders to overcome the negative stereotypes and to still prevail in the face of adversity. In conducting this new study, one can learn if there are other factors facilitated ascension into educational leadership.

Conclusion

The findings in this study suggest the glass-ceiling phenomenon does exist for Latino principals. Latino educational leaders in the public schools do face barriers to ascension because of being Latino. Previous research provided by Bell (1992), provided further insight into earlier studies focused on the importance of realizing racist hierarchical structures govern all social structures that exist in society. Ethnicity served as a barrier in a two-pronged fashion: 1) the established and dominant discourse about Latino educational leaders being neither capable of succeeding nor leading. Not only has social thought hurt Latinos, but also society has created the structures to benefit whites at the expense of Latinos. An external factor could be this aspect of serving as a barrier. Latino educational leaders in this study, when one gives into a self-fulfilling prophecy that can become another barrier, an internal barrier.

Finally, participants also shared a series of factors that break the glass ceiling and afford Latinos the opportunity to be successful educational leaders. Participants demonstrated the desire to create their own narrative and provide the counter story for other Latino educational leaders; such a desire motivated the participants to want to do well and instead use their ethnicity/culture to their advantage. This strong passion for changing the story was a result of having the passion and determination to serve future Latino students and other ethnic minorities with the hope of providing these students the best educational opportunities – those opportunities they have historically been denied. In striving to acquire this goal, the participants shared how they used

their ethnicity/culture and language to their benefit in connecting with students and families and inspiring them to achieve their dreams, as they are living proof that it is possible. Lastly, the participants shared that they were afforded the opportunity to be successful because they understood how to navigate this educational structure and they surrounded themselves by others who provided guidance and mentoring in how to navigate this realm. The glass ceiling phenomenon does exist, but a portion of such destiny is in the hands of the individual, as they can learn how to use being Latino to their advantage.

REFERENCES

- Aceves, D. A. (2013). *Breaking the glass ceiling in the superintendency: La lucha of latina superintendents* (Unpublished doctoral dissertation). Texas State University, San Marcos, TX.
- Achinstein, B., Ogawa, R. T., Sexton, D., & Freitas, C. (2010). Retaining teachers of color: A pressing problem and a potential strategy for “hard-to-staff” schools. *Review of Educational Research*, 80(1), 71-107.
- Acuña, R. (2015). *Occupied america: A history of chicanos*. Boston: Pearson.
- Allen, T. D., Eby, L. T., Poteet, M. L., Lentz, E., & Lima, L. (2004). Career benefits associated with mentoring for proteges: A meta-analysis. *Journal of Applied Psychology*, 89(1), 127.
- Anderson, S., Medrich, E., & Fowler, D. (2007). Which achievement gap? *Phi Delta Kappan*, 88(7), 547.
- Asmussen, K. J., & Creswell, J. W. (1995). Campus response to a student gunman. *The Journal of Higher Education*, 66(5), 575-591.
- Atkinson, R., & Flint, J. (2001). Accessing hidden and hard-to-reach populations: Snowball research strategies. *Social Research Update*, 33(1), 1-4.
- Bass, B. M. (1991). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.
- Bell, D. A. (1992). *Faces at the bottom of the well: The permanence of racism*. NY, NY: Basic Books.
- Bell, D. A. (1980). Brown v. Board of Education and the interest-convergence dilemma. *Harvard Law Review*, 93(3), 518-533.
- Béteille, T., Kalogrides, D., & Loeb, S. (2012). Stepping stones: Principal career paths and school outcomes. *Social Science Research*, 41(4), 904-919.
- Bireda, S. & Chait, R. (2011). Increasing teacher diversity: Strategies to improve the teacher workforce. *Center for American Progress*, Nov, 2011. Retrieved from: <http://www.americaprogress.org>
- Boser, U. (2011). Teacher diversity matters: A state-by-state analysis of teachers of color. *Center for American Progress*, Nov, 2011. Retrieved from: <http://www.americaprogress.org>
- Branch, G. F., Hanushek, E. A., & Rivkin, S. G. (2009, January). *Principal turnover and effectiveness*. Paper presented at meetings of the American Economics Association, San Francisco.

- Burks, K. (2014). *An analysis of principal preparation programs at Pennsylvania state schools* (unpublished doctoral dissertation). Seton Hall University, South Orange, NJ.
- Ceja, J. (2013). *Barriers, resiliency, leadership, mentoring and networking: Factors influencing the ascension of Latino/as to the superintendency of public school districts in California* (unpublished doctoral dissertation). California State University, Long Beach, CA.
- Campbell, R. F. (1987). *A History of Thought and Practice in Educational Administration*. NY, NY: Teachers College Press.
- Campbell-Jones, F., & Avelar-Lasalle, R. (2000). *African American and Hispanic superintendents: Factors for success*. (ERIC Document Reproduction Service No. ED 44393).
- Certo, J. L., & Fox, J. E. (2002). Retaining quality teachers. *The High School Journal*, 86(1), 57-75.
- Chapa, J., & De La Rosa, B. (2006). The problematic pipeline demographic trends and Latino participation in graduate science, technology, engineering, and mathematics programs. *Journal of Hispanic Higher Education*, 5(3), 203-221.
- Clayton, J. K., Sanzo, K. L., & Myran, S. (2013). Understanding mentoring in leadership development perspectives of district administrators and aspiring leaders. *Journal of Research on Leadership Education*, 8(1), 77-96.
- Criswell, M. & Betz, L. (1995). Attitudes toward administrators among school board members: A current perspective. In B. Irby & G. Brown (Eds.), *Women executives: voices and visions* (pp. 28-35). Austin, Texas: The Texas Council of Women School Executives.
- Cox, T., & Smolinski, C. (1994). *Managing diversity and glass ceiling initiatives as national economic imperatives*. Report to the US Department of Labor Glass Ceiling Commission. Federal Publications Paper 117, Cornell University ILR School Digital Commons. Retrieved from: http://digitalcommons.ilr.cornell.edu/key_workplace/117 .
- Crenshaw, K. W. (1988). Race, reform, and retrenchment: Transformation and legitimation in antidiscrimination law. *Harvard Law Review*, 101(7), 1331-1387.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: SAGE Publications, Inc.
- Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: SAGE Publications, Inc.
- Culbertson, J. A., & University Council for Educational Administration (1969). *Preparing educational leaders for the seventies: Final report*. Columbus, OH: University Council for Educational Administration.

- Darling-Hammond, L. (2010). Recruiting and retaining teachers: Turning around the race to the bottom in high-need schools. *Journal of Curriculum and Instruction*, 4(1), 16-32.
- Darling-Hammond, L., LaPointe, M., Meyerson, D., & Orr, M. T. (2007). *Preparing school leaders for a changing world: Executive summary*. Stanford, CA: Stanford University, Stanford Educational Leadership Institute.
- Day, C. (2007). What being a successful principal really means: An international perspective. *Educational Leadership and Administration: Teaching and Program Development*, 4(3), 13-24.
- Day, C., Harris, A., & Hadfield, M. (2001). Challenging the orthodoxy of effective school leadership. *International Journal of Leadership in Education*, 4(1), 39-56.
- DeCuir, J. T., & Dixson, A. D. (2004). So when it comes out, they aren't that surprised that it is there: Using critical race theory as a tool of analysis of race and racism in education. *Educational Researcher*, 33(5), 26-31.
- Dee, T. S. (2004). Teachers, race, and student achievement in a randomized experiment. *Review of Economics and Statistics*, 86(1), 195-210.
- Dee, T. S. (2005). A teacher like me: Does race, ethnicity, or gender matter? *The American Economic Review*, 95(2), 158-165.
- Delgado, R., & Stefancic, J. (2001). California's racial history and constitutional rationales for race-conscious decision making in higher education. *UCLA Law Review*, 47, 1521.
- Downey, D. B., von Hippel, P. T., & Hughes, M. (2008). Are “failing” schools really failing?: Using seasonal comparison to evaluate school effectiveness. *Sociology of Education*, 81(3), 242-270.
- Dreher, G. F., & Cox, T. H. (1996). Race, gender, and opportunity: A study of compensation attainment and the establishment of mentoring relationships. *Journal of Applied Psychology*, 81(3), 297.
- Dukes, S. (1984). Phenomenological methodology in the human sciences. *Journal of Religion and Health*, 23(3), 197-203.
- Edmonds, R. (1979). Effective schools for the urban poor. *Educational leadership*, 37(1), 15-24.
- Fernández, L. (2002). Telling stories about school: Using critical race and Latino critical theories to document Latina/Latino education and resistance. *Qualitative Inquiry*, 8(1), 45-65.
- Fowler, D. (2011). School discipline feeds the “pipeline to prison”. *Phi Delta Kappan*, 93(2), 14-19.
- Gajda, R., & Militello, M. (2008). Recruiting and retaining school principals: What we can learn from practicing administrators. *AASA Journal of Scholarship and Practice*, 5(2), 14-20.

- Gates, S. M., Ringel, J. S., & Santibanez, L., Chung, C. H., & Ross, K. E. (2003). *Who is leading our schools? An overview of school administrators and their careers*. Santa Monica, CA: Rand Corporation.
- Gewirtz, S. (1998). Conceptualizing social justice in education: Mapping the territory. *Journal of Education Policy*, 13(4), 469-484.
- Glass Ceiling Commission. (1995). *A solid investment: Making full use of the nation's human capital*. Washington, DC: U.S. Government Printing Office.
http://digitalcommons.ilr.cornell.edu/key_workplace/120/
- Glass, T., Bjork, L., & Brunner, C. C. (2000). *The study of the American superintendency, 2000: A look at the superintendent of education in the new millennium*. Arlington, VA: American Association of School Administrators.
- Goldring, R., Gray, L., & Bitterman, A. (2013). *Characteristics of public and private elementary and secondary school teachers in the United States: Results from the 2011-12 schools and staffing survey* (NCES 2013-314). U.S. Department of Education. Washington, D.C.: NCES. Retrieved from: <http://nces.ed.gov/pubs2013/2013314.pdf>
- Guajardo, M. A., & Guajardo, F. J. (2004). The impact of Brown on the Brown of South Texas: A micropolitical perspective on the education of Mexican Americans in a South Texas community. *American Educational Research Journal*, 41(3), 501-526.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, 2, 163-194.
- Grogan, M., & Andrews, R. (2002). Defining preparation programs and professional development for the future. *Education Administration Quarterly*, 382, 233-256.
doi:10.1177/0013161X02382007
- Hale, E. L., & Moorman, H. N. (2003). Preparing school principals: A national perspective on policy and program innovations. *Institute for Educational Leadership, Washington, DC and Illinois Education Research Council, Edwardsville, IL*, 1(5), 8.
- Hallinger, P., & Murphy, J. F. (1986). The social context of effective schools. *American Journal of Education*, 94(3), 328-355.
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329-352.
- Harris, C. I. (1993). Whiteness as property. *Harvard Law Review*, 106(8), 1707-1791.
- Heitzeg, N. A. (2009). Education or incarceration: Zero tolerance policies and the school to prison pipeline. *The Forum on Public Policy*, 2009(2), 1-21.
- Hess, F. M., & Kelly, A. P. (2005). An innovative look, a recalcitrant reality: The politics of principal preparation reform. *Educational Policy*, 19(1), 155-180.

- Hill, N. E., & Craft, S. A. (2003). Parent-school involvement and school performance: Mediated pathways among socioeconomically comparable African American and Euro-American families. *Journal of Educational Psychology*, 95(1), 74.
- Hoover-Dempsey, K. V., Battiato, A. C., Walker, J. M., Reed, R. P., DeJong, J. M., & Jones, K. P. (2001). Parental involvement in homework. *Educational Psychologist*, 36(3), 195-209.
- Humes, K. R., Jones, N. A., & Ramirez, R. R. (2011). Overview of race and Hispanic origin: 2010. *2010 Census Briefs*. US Department of Commerce. Washington, DC: U.S. Department of Commerce, U.S. Census Bureau.
- Hughes, A. K., Horner, P. S., & Ortiz, D. V. (2012). Being the Diversity Hire: Negotiating Identity in an Academic Job Search. *Journal of Social Work Education*, 48(3), 595-612.
- Hymowitz, C., & Schellhardt, T. D. (1986, March 24). The glass ceiling: Why women can't seem to break the invisible barrier that blocks them from the top jobs. *The Wall Street Journal*. Retrieved from <http://pqasb.pqarchiver.com/wsj/doc/135185178.html?FMT=ABS&FMTS=ABS:AI>
- Ibarra, H. (1993). Personal networks of women and minorities in management: A conceptual framework. *Academy of Management Review*, 18(1), 56-87.
- Ingersoll, R., & Conner, R. (2009). What the national data tell us about minority and black teacher turnover. In *annual meeting of the American Educational Research Association, San Diego, CA*.
- Ingersoll, R., & May, H. (2011). Recruitment, retention and the minority teacher shortage. *Consortium for Policy Research in Education*, CPRE Research Report #RR-69. Retrieved from: http://repository.upenn.edu/gse_pubs/226
- Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter?. *NASSP Bulletin*, 88(638), 28-40.
- Irizarry, J., & Donaldson, M. L. (2012). Teach for América: The Latinization of US schools and the critical shortage of Latina/o teachers. *American Educational Research Journal*, 49(1), 155-194.
- Jackson, J., & O'Callaghan, E. M. (2011). Understanding employment disparities using glass ceiling effects criteria: An examination of race/ethnicity and senior-level position attainment across the academic workforce. *Journal of the Professoriate*, 5(2), 67-99.
- Jean-Marie, G., Normore, A. H., & Brooks, J. S. (2009). Leadership for social justice: Preparing 21st century school leaders for a new social order. *Journal of Research on Leadership Education*, 4(1), 1-31.
- Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement a meta-analysis. *Urban Education*, 42(1), 82-110.

- Johnson, J. C., Jayadevappa, R., Taylor, L., Askew, A., Williams, B., & Johnson, B. (1998). Extending the pipeline for minority physicians: a comprehensive program for minority faculty development. *Academic Medicine*, 73(3), 237-44.
- Kane, T. J., & Staiger, D. O. (2002). The promise and pitfalls of using imprecise school accountability measures. *The Journal of Economic Perspectives*, 16(4), 91-114.
- Kozol, J. (2012). *Savage inequalities: Children in America's schools*. New York: Broadway Books.
- Kowalski, T. J. (2005). Evolution of the school district superintendent position. In *The contemporary superintendent: Preparation, practice, and development* (1-18). Retrieved from https://www.corwin.com/sites/default/files/upm-binaries/6756_bjork_ch_1.pdf
- Kowalski, T. J., McCord, R. S., Peterson, G. J., Young, P. I., & Ellerson, N. M. (2011). *The American school superintendent: 2010 decennial study*. Lanham, MA: American Association of School Administrators and Rowman & Littlefield Education.
- Kram, K. E. (1983). Phases of the mentor relationship. *Academy of Management Journal*, 26(4), 608-625.
- Kufel, A. P. (2007). *Variation in the willingness of superintendents to recommend hiring alternatively licensed principals* (Unpublished doctoral dissertation). Virginia Polytechnic Institute and State University, Blacksburg, VA.
- Ladson-Billings, G. (2004). Landing on the wrong note: The price we paid for Brown. *Educational Researcher*, 33(7), 3-13.
- Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational Researcher*, 35(7), 3-12.
- Lau, K. F., Dandy, E. B., & Hoffman, L. (2007). The pathways program: A model for increasing the number of teachers of color. *Teacher Education Quarterly*, 34 (4) 27-40.
- Leal, D. L., Martinez- Ebers, V., & Meier, K. J. (2004). The politics of Latino education: The biases of at- large elections. *Journal of Politics*, 66(4), 1224-1244.
- Lambert, L. (1998) *Building leadership capacity in schools*. Alexandria, VA: ASCD.
- Leonard, P. Y., & Papa-Lewis, R. (1987). The underrepresentation of women and minorities in educational administration: Patterns, issues, and recommendations. *Journal of Educational Equity and Leadership*, 7(3), 188-207.
- Loeb, S., Kalogrides, D., & Horng, E. L. (2010). Principal preferences and the uneven distribution of principals across schools. *Educational Evaluation and Policy Analysis*, 32(2), 205-229.

- Leithwood, K., & Riehl, C. (2003). *What we know about successful school leadership*. Nottingham: National College for School Leadership.
- Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. New York: Wallace Foundation. Retrieved September 4, 2015, from <http://www.wallacefoundation.org/>
- Leithwood, K., & Sun, J. P. (2009). Transformational school leadership effects on schools, teachers and students. In W. K. Hoy & M. DiPaola.(Eds.), *Studies in School Improvement* (pp.1-22). Charlotte, NC: Information Age Publishing.
- Leithwood, K., & Poplin, M. S. (1992). Transformational Leadership. *Educational Leadership*, 49, 5.
- Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 370- 397.
- Marshall, C., & Rossman, G. B. (2010). *Designing qualitative research*. Thousand Oaks, CA: Sage Publications.
- Marshall, M. N. (1996). Sampling for qualitative research. *Family Practice*, 13(6), 522-526.
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.
- Matsuda, M. (1995). Looking to the bottom: Critical legal studies and reparations. In K. Crenshaw, N. Gotanda, G. Peller, & K. Thomas (Eds.), *Critical race theory: The key writings that formed the movement* (pp. 63–79). New York: The New Press.
- McCarthy, M., & Zent, A. (1982). Affirmative Action for School Administrators: Has It Worked, Can It Survive? *The Phi Delta Kappan*, 63(7), 461-463. Retrieved from <http://www.jstor.org/stable/20386401>
- McNeil, L. (2000). *Contradictions of school reform: Educational costs of standardized testing*. NY, NY: Routledge.
- Merriam, S. B. (2002). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco, CA: Jossey-Bass.
- Miguel, Jr, G. S., & Valencia, R. (1998). From the treaty of Guadalupe Hidalgo to Hopwood: The educational plight and struggle of Mexican Americans in the southwest. *Harvard Educational Review*, 68(3), 353-413.
- Morrison, A. M., White, R. P., & Van Velsor, E. and the Center for Creative Leadership. (1987). *Breaking the glass ceiling: Can women reach the top of America's largest corporations?* Beverly, MA: Perseus.

- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage Publications.
- Murphy, S. L., Xu, J., & Kochanek, K. D. (2012). National vital statistics reports. *National Vital Statistics Reports*, 60(4), 1.
- Myung, J., Loeb, S., & Horng, E. (2011). Tapping the principal pipeline identifying talent for future school leadership in the absence of formal succession management programs. *Educational Administration Quarterly*, 47(5), 695-727.
- Ochoa, G. (2007). *Learning from Latino teachers*. San Francisco, CA: Jossey-Bass.
- Ogden, C. L., Carroll, M. D., Kit, B. K., & Flegal, K. M. (2012). Prevalence of obesity and trends in body mass index among US children and adolescents, 1999-2010. *Jama Network*, 307(5), 483-490.
- Ollerenshaw, J. A., & Creswell, J. W. (2002). Narrative research: A comparison of two restorying data analysis approaches. *Qualitative Inquiry*, 8(3), 329-347.
- Office of Civil Rights Data Collection Survey, State and National Estimations (2009-2010) Retrieved on June 10, 2014 from http://ocrdata.ed.gov/StateNationalEstimations/Projections_2009_10
- Ortiz, F. I. (2000). Who controls succession in the superintendency: A minority perspective. *Urban Education*, 35(5), 557-566.
- Papa, F. C., Lankford, H., & Wyckoff, J. (2002). The attributes and career paths of principals: Implications for improving policy. *Teacher Policy Research*. Retrieved from http://cepa.stanford.edu/sites/default/files/Career_Paths_of_Principals.pdf
- Parker, L. (1998). 'Race is race ain't': An exploration of the utility of critical race theory in qualitative research in education. *International Journal of Qualitative Studies in Education*, 11(1), 43-55.
- Parker, L., & Lynn, M. (2002). What's race got to do with it? Critical race theory's conflicts with and connections to qualitative research methodology and epistemology. *Qualitative Inquiry*, 8(1), 7-22.
- Parker, L., & Villalpando, O. (2007). A race(cialized) perspective on education leadership: Critical race theory in educational administration. *Education Administration Quarterly*, 43(5), 519-524.
- Patton, M. Q. (1985). Quality in qualitative research: Methodological principles and recent developments. *Invited address to Division J of the American Educational Research Association, Chicago, IL*.
- Pierce, P. R. (1935). *The origin and development of the public school principalship*. Chicago, IL: University of Chicago Press.

- Pizarro, M. (2009). *Chicanas and Chicanos in school: Racial profiling, identity battles, and empowerment*. Austin, TX: University of Texas Press.
- Pluviose, D., (2011). The right to learn: Secretary of Education Arne Duncan seeks to attract more men of color into the teaching profession and promote access to a quality education as a fundamental civil right. *Diverse Issues in Higher Education*, 28(23). Retrieved from <https://www.questia.com/magazine/1G1-276517619/the-right-to-learn-secretary-of-education-arne-duncan>
- Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology*, 52(2), 137.
- Powell, G. N., & Butterfield, D. A. (1994). Investigating the “glass ceiling” phenomenon: An empirical study of actual promotions to top management. *Academy of Management Journal*, 37(1), 68-86.
- Ragins, B. R., & Cotton, J. L. (1999). Mentor functions and outcomes: A comparison of men and women in formal and informal mentoring relationships. *Journal of Applied Psychology*, 84(4), 529.
- Riemen, D. J. (1986). The essential structure of a caring interaction: Doing phenomenology. In P. M. Munhall & C. J. Oiler (Eds.), *Nursing Research: A Qualitative Perspective* (pp.85 - 105). Norwalk, CT: Appleton- Century- Crofts.
- Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635-674.
- Miguel, Jr, G. S., & Valencia, R. (1998). From the Treaty of Guadalupe Hidalgo to Hopwood: The educational plight and struggle of Mexican Americans in the Southwest. *Harvard Educational Review*, 68(3), 353-413.
- Santiago, I. S. (1996). Increasing the Latino leadership pipeline: Institutional and organizational strategies. *New Directions for Community Colleges*, 1996(94), 25-38.
- Shah, P. (2009). Motivating Participation: The Symbolic Effects of Latino Representation on Parent School Involvement. *Social Science Quarterly*, 90(1), 212-230.
- Shah, P. & Marschall, M. J. (2007). The Latino Student-Teacher Gap in Immigrant Gateways: Structural Constraints and Policy Solutions. In D. Leal (Ed), *Politics of Latino Education* (Chapter 5). New York: Teachers College Press.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2), 63-75.

- Simon, C., Lewis, C., Uro, G., Uzzell, R., Palacios, M., & Casserly, M. (2011, October). *Today's promise, tomorrow's future: The social and educational factors contributing to the outcomes of Hispanics in urban schools*. The Council of the Great City Schools. Retrieved from <http://www.cgcs.org/domain/27>
- Stillwell, R., Sable, J., & Plotts, C. (2011). Public School Graduates and Dropouts from the Common Core of Data: School Year 2008-09. First Look. NCES 2011-312. *National Center for Education Statistics*. Retrieved from <http://nces.ed.gov/pubs2011/2011312.pdf>
- Strauss, A., & Corbin, J. M. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage Publications, Inc.
- Tamez, A. E. (2011). Latina superintendents: A phenomenological study of superintendent-board relations. The University of Texas at Austin. Texas ScholarWorks. Retrieved from <https://repositories.lib.utexas.edu/handle/2152/ETD-UT-2011-05-2753>
- Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. *Educational Administration Quarterly*, 43(2), 221-258.
- Thoonen, E. E., Slegers, P. J., Oort, F. J., Peetsma, T. T., & Geijsel, F. P. (2011). How to improve teaching practices: The role of teacher motivation, organizational factors, and leadership practices. *Educational Administration Quarterly*, 47(3), 496-536.
- Torres, J., Santos, J., Peck, N., & Cortes, L. (2004). *Minority Teacher Recruitment, Development, and Retention*. Providence, RI: The Education Alliance at Brown University.
- Vagle, M. D. (2014). *Crafting phenomenological research*. New York: Routledge.
- Valencia, R. R. (Ed.). (2004). *Chicano school failure and success: Past, present, and future*. New York: Routledge.
- Villalpando, O. (2003). Self-segregation or self-preservation? A critical race theory and Latina/o critical theory analysis of a study of Chicana/o college students. *Qualitative Studies in Education*, 16(5), 619-646.
- Villegas, A. M., & Irvine, J. J. (2010). Diversifying the teaching force: An examination of major arguments. *The Urban Review*, 42(3), 175-192
- Waters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced Leadership: What 30 Years of Research Tells Us about the Effect of Leadership on Student Achievement*. A Working Paper.
- Whitaker, K. (2001). Where are the principal candidates? Perceptions of superintendents. *NASSP Bulletin*, 85(625), 82-92.

Witziers, B., Bosker, R. J., & Krüger, M. L. (2003). Educational leadership and student achievement: The elusive search for an association. *Educational Administration Quarterly*, 39(3), 398-425.

Yosso, T. J. (2006). *Critical race counterstories along the Chicana/Chicano educational pipeline*. New York: Routledge.

APPENDIX A: CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Colorado State University

TITLE OF STUDY: The Glass Ceiling for Latino Educational Leaders

PRINCIPAL INVESTIGATOR: Heidi Frederiksen, Ph.D., School of Education, Colorado State University

CO-PRINCIPAL INVESTIGATOR: Jerry Martinez, Ph.D. candidate, School of Education, Colorado State University, jerry.martinez9@gmail.com, cell: (970) 209-8179

You have been selected as a qualified participant of this study because you meet two criteria. The research participant requirements for this study are: 1) being a Latino male and 2) being a building principal in an urban school district. This research aims to learn about and understand the lived experiences, specific to career ascension, of Latino principals.

If you agree to participate in this study, please sign and return this form on or before January 5, 2015. Please include a contact phone number and the co-principal investigator will contact you with dates and times for individual interview participation. The interviews will last 1 hour. The overall time commitment for participants in the study is anticipated to be between 1-2 hours between now and March 19th.

During the time of the interview, participants will be asked the questions below. Upon the co-principal investigator asking questions, round-robin style sharing will take part among participants.

There are no known risks associated with the procedures of this study. There is no direct benefit to the participant in this study. Your participation in this research is voluntary. If you decide to participate, you may withdraw your consent and stop participating at any time without penalty or loss of benefits to which you are otherwise entitled. The researchers will keep private all research records that identify you, to the extent allowed by law.

This study is anonymous. For this study, we are obtaining your name so the research team will be able to identify you or your data. We may be asked to share the research files for audit purposes with the CSU Institutional Review Board ethics committee, if necessary. When we write about the study to share with other researchers, we will write about the combined information we have gathered. In order to build credibility within the data gathering, you will be contacted after the focus groups are held in order for you to review your section of the transcribed narrative that you shared.

Page 1 of 2 Participant's initials _____ Date _____

For this study, we will assign a code to your data (06) so that the code that will appear in our records is on the consent and in our data spreadsheet which links you to your code.

CSU#: xx-xxxxH APPROVED: x/x/2014 * EXPIRES: x/x /2015

Only the research team will have access to this spreadsheet and your data. The only exceptions to this are if we are asked to share the research files for audit purposes with the CSU Institutional Review Board ethics committee, if necessary.

Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions about the study, you can contact the investigator, Jerry Martinez at jerry.martinez9@gmail.com. If you have any questions about your rights as a volunteer in this research, contact the CSU IRB at: RICRO_IRB@mail.colostate.edu; 970-491-1553.

Your signature acknowledges that you have read the information stated and willingly sign this consent form. Your signature also acknowledges that you have received, on the date signed, a copy of this document containing 2 pages.

Signature of person agreeing to take part in the study

Date

Printed name of person agreeing to take part in the study

Name of person providing information to participant

Date

Signature of Research Staff

Street Address

City, State, Zip Code

Page **2** of **2** Participant's initials _____ Date _____

CSU#: xx-xxxxH
APPROVED: x/x/2014 * EXPIRES: x/x /2015

APPENDIX B: VERBAL RECRUITMENT/CONSENT TEMPLATE EMAIL

Hello, my name is *Jerry Martinez* and I am a doctoral candidate from Colorado State University in the *School of Education*. We are conducting a research study on Latino male principals and central office administrators in an effort to learn about how culture/ethnicity has played a role in their ascension into educational leadership positions in the K-12 public school setting.

We would like you to participate in one 60 - 120 minute long interview at one of the nearby university libraries. Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participation at any time without penalty.

When we report and share the data with others, we will combine the data from all participants. There are no known risks or direct benefits to you, but we hope to gain more knowledge on (*State overall, anticipated benefit for conducting the research*). (*Add compensation, if applicable*).

Would you like to participate?

If yes: Send email to jerry.martinez9@gmail.com

If no: Thank you for your time.

Should you have any other questions prior to agreeing or disagreeing to participate, please don't hesitate to contact me at your convenience.

If you have questions about your rights as a volunteer in this research, contact the CSU IRB at: RICRO_IRB@mail.colostate.edu; 970-491-1553.). This could be verbally or in the form of a study summary sheet/cover letter or contact card.

The title of is *The Glass Ceiling for Latino Educational Leaders*. The Principal Investigator is *Dr. Heidi Frederickson, School of Education* and I am the Co-Principal Investigator, *Jerry Martinez, School of Education*.

Sincerely,

Jerry Martinez
(cell: 970-209-8179)

APPENDIX C: RESEARCH INSTRUMENT QUESTIONS

Thank you for participating in this study. Please know that this interview should take between 60 and 120 minutes. If at any time you have questions for the researcher and/or would like to stop the audiotape, please let me know. Otherwise, we will begin if you are ready.

The following questions will be of use to guide the interview:

1. Tell me about your experience of being – or becoming? A principal thus far.
2. What has enabled you to ascend into principalship?
3. And, what may enable you to ascend into a higher position in education?
4. How has race/ethnicity impacted your ascension into a principalship?
5. Tell me the positive impacts that have followed as a result of being a Latino principal?
6. Tell me the positive impacts that have followed as a result of being a Latino principal.
7. Tell me how being Latino has inhibited or slowed your attaining your career goals.
8. How would you advise other aspiring Latino administrators to navigate the world of education to attain administrative positions?

APPENDIX D: INTERVIEW / NOTES PROTOCOL FORM

Time of interview:

Date:

Place:

Interviewer:

Position of interviewee:

Year in position:

Previous positions held:

Ethnicity:

(Briefly describe the project)

Record: Facial expressions/ notes that audiotape can't capture (such as raised voices for excitement etc.)

1. Tell me about your experience of being – or becoming? A principal thus far.
2. What has enabled you to ascend into principalship?
3. How has race/ethnicity impacted your ascension into a principalship?
4. Tell me the positive impacts that have followed as a result of being a Latino principal?
5. Tell me the positive impacts that have followed as a result of being a Latino principal.
6. Tell me how being Latino has inhibited or slowed your attaining your career goals.
7. What may enable you to ascend into a higher position in education?
8. How would you advise other aspiring Latino administrators to navigate the world of education to attain administrative positions?

(Thank individual. Assure him or her of confidentiality of responses/future interviews)