A LEADER'S PROCESS: EDUCATIONAL, SOCIAL, AND COMMUNITY VALUE

A Dissertation

by

Esther Aletta Hattingh

Approved by Dissertation Committee:

Dr. Caroline Turner

Dr. Crystal Martinez Alire

Dr. Andrea Misao Shea

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Student: Esther Aletta Hattingh

I certify that this student has met the requirements for format contained in the University format manual, and that this dissertation is suitable for shelving in the library and credit is to be awarded for the dissertation.

[Signature]
Dr. Caroline Turner, Graduate Coordinator

Date: 8/5/2016
DEDICATION

I dedicate this study to all sustainable leaders. Especially, I am dedicating this study to
Leader V. Your intellectual virtues and ethotic leadership qualities inspire me to aim
high and to be the best I can be. Thank you for being courageous and brave. Also thank
you for your deep empathy to all stakeholders that need role models so they may cultivate
their dreams. Thank you that you:

• Validate all stakeholders to grow trusting relationships
• Include all stakeholders to cultivate sustainable learning environments
• Collaborate with stakeholders and empower them so they can contribute
efficiently according to their strengths
• Share gen to inspire stakeholders to effectively have an impact for educational,
social, and community value
ACKNOWLEDGEMENTS

I see a little further because I could stand on the shoulders of the Giants.

(Isaac Newton, 1642 – 1726/7)

The doctoral journey has been successful because of the support from friends and family. Lynette Johnson, thank you for allowing me to stand on your shoulders. You are an amazing human being with a heart of gold. Your friendship is priceless! Also, thank you to Henschel & Fanie Kok, Retha & Johann van der Vyver, Lori Williamson, Lynn Ryan, Heather & Mallory Sellens, Ivone Larson, Mike Alie, Francie Dillon, Andrea & Phil Shea, Bob Grant, Michael Ward, Dennis Sarosik, Holly Grant, Amy Jackson, Mary Lewis, and last but not the least Nell Johnson for your guidance and backing. You all have left lasting thumbprints on my heart of gratefulness. Thank you!

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CURRICULUM VITAE

Education
Master of Arts, Educational Technology
California State University, Sacramento, 2006

Bachelor of Arts, Communication Studies – Multimedia
California State University, Sacramento, 2003

Professional Experience
Educational Technology Assistant 2013 – Present
College of Continuing Education, Sacramento State University, CA

Instructional Designer 2015 – 2016
Intel Corporation, Sacramento, CA

Doctoral Research Assistant 2015 – 2016
Sacramento State University, CA

Graduate Lecturer in Fundamentals of Online Instruction 2014
California State University, Sacramento, CA

Information Technology Consultant 2007 – 2012
California State University, Sacramento, CA

Software and Database Assistant 2002 – 2006
California State University, Sacramento, CA

Publications


Fields of Study
Educational Leadership, Public Policy, & Information Technology
Abstract

of

A LEADER’S PROCESS: EDUCATIONAL, SOCIAL, AND COMMUNITY VALUE

by

Esther Aletta Hattingh

The aim of this qualitative narrative is to discover the leadership processes of an educational leader who inspires, empowers, and collaborates with the sole focus to create a place for leaders of learning to develop their human, social, and cultural capital (Elmore R., 2014; Wheelan, 2010). This narrative inquiry is from a democratic constructivist frame to discover trustworthiness and authenticity through a hermeneutic lens utilizing a Creative Analysis Process (Denzin & Lincoln, 2005; Gadamer, 1960; Føllesdal, 1979, 2001). This study includes Theory Y, ethotic leadership, equity theory, and tipping points (Torne, Wattman, and Branham 2015; Gladwell, 2002; Hargreaves & Fink, 2000; Adams, 1963; McGregor, 1960). The research findings highlighted four themes of sustainable leadership practices. The first theme is to validate all stakeholders to grow trusting relationship. The second is to include all stakeholders to cultivate sustainable learning environments. The third is to collaborate with stakeholders and empower them so they can contribute efficiently according to their strengths. The fourth is to be transparent to share gen in an inspirational manner for educational, social, and community value.
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Chapter 1

INTRODUCTION

“It’s tragic because, by my reading, should we fail to radically change our approach to education, the same cohort we’re attempting to ‘protect’ could find that their entire future is scuttled by our timidity” (David Puttnam, Speech at Massachusetts Institute of Technology, June 2012).

In high school, I experienced a learning environment of memorization and regurgitation without learning the value of contextual information and the purpose to apply newfound knowledge in tangible ways. The educational system discouraged questioning beyond the scope of the status quo and the leaders’ framework. For example, when I was a junior in high school, a teacher made me sit in the back corner of her classroom for the entire semester right after an assignment to write a poem. I wrote a poem about how birds chirp with love songs. The teacher gave me an F for the assignment with the statement: Birds do not chirp. For the rest of that year, the teacher ignored me in class. The leadership paradigm in my high school was about rules, regulations, standards, and one system teaching method. As a result, I completed my education without exploring innovative ways of learning and even writing. Furthermore, I found the educational system’s leadership not inspirational to cultivate learning. I thought that real learning only took place beyond the system. Fortunately, in 2014, I was pleasantly surprised to meet an educational leader (Leader V), who inspires students to be inquisitive, to dream, and then to aim for their dreams by honing their knowledge and skill sets. Leader V encouraged students to find their rhythm of learning in a manner
with which to build their career skills. Walking the hallways of South Tahoe High School (STHS) with Leader V, I witnessed students join us to be with her. I observed then a leader who cares deeply about students’ successful learning journeys. I was in awe that the leader knew the students by name, and that she cares about what is important to the students. Observing her, I felt it vital to study her leadership process. Hence, I started my journey to tell the story of an inspirational leader’s process to refine students’ human and social capital. Since my meeting with Leader V, she became the assistant superintendent of South Lake Tahoe School District until July 2015. As of August 2015, she retired and now mentors other educational leaders at South Lake Tahoe.

**The Process of Sustainable Learning Environments**

The focus of this study is the consideration of a leader’s role in connecting all the components of developing the knowledge and competencies of high school students and other stakeholders. Most importantly, this study is an inquiry to discover a leader’s process of developing a learning environment for sustainability. On one hand, some may argue the bureaucratic system weakens radical changes. They may point out how a leader’s trepidation deters change and hampers sustainability in educational institutions. On the other hand, however, others maintain that radical change is forthcoming as visionary leaders assimilate innovative changes for developing students’ skill sets. In the words of Barber, Donnelly, and Rizvi (2013), a few of this view’s main proponents, “An avalanche is coming” that will uncover the existing educational structure and reshape the future of learning environments (p.3). According to this view, educational leaders are facing transformational waves of changes, changes that immerse rupture and restructure
existing learning spaces. For example, in the future students will demand to learn information through exploration and discovery such as utilizing Massive Open Source Courses (MOOCs) offered online from Ivy League institutions. Many MOOCs courses are free and include innovative, compelling learning techniques that teach students how to apply information in a practical manner, which they can utilize in real life situations.

Scholarly discourses (Barber, Donnelly, & Rizvi, 2013; Trone, Wattman, & Branham, 2015) claim educational institutions will have deep changes during the 21st-century. These scholars from the Institute for Public Policy Research (IPPR) claim that the next 50 years could be the golden years for educational change. They believe educational leaders need to seize the moment and capture the opportunities with ingenuity to promote a spirit of change.

Furthermore, the existing educational framework does not align with society’s cultural paradigm, particularly with the demands for competence in technology and employable skill sets. Consequently, future educational leaders are going to be required to provide elevated quality educational programs that will have a positive impact on the lives of the individuals they serve – students. Graduates will need skill sets that are employable because employers demand not just a graduation certificate, but for employees to have critical thinking skills to apply the knowledge they acquired. For instance, employers claim that 70% of high school graduates and dropouts cannot perform basic job skills because they do not have the necessary 21st-century skills (Barton, 2012). Employers think students’ skill sets are underdeveloped. These findings have important implications for the broader domain of society.
The Tipping Point of Visionary Leadership

The concept of the “tipping point” is significant, as it can happen in one moment. Everything changes because of a sequence of events; it becomes a defining moment of change (Gladwell, 2002). Hargreaves and Fink (2000) reason that the tipping point does not define whether or not something will last, but rather the development of particular initiatives without compromising the development of others in the present, and in the future (Fullan, 2005). The tipping point is about people connecting to one another and making a significant positive difference in the outcome because of their actions. Gladwell (2002) uses Paul Revere’s and Joseph Warren story to illustrate how Revere was connecting people for the benefit of future generations. Similarly, this narrative message mirrored the story of the former principal, Leader V, who connected people at South Lake Tahoe, and made a significant difference for the future of the high school students, as well as for the community. The South Lake Tahoe local news, South Tahoe Now (Community member, Paula, April 2014), reported the following about Leader V:

[Ms. Leader V] is unique in that she has extensive experience in program management, staff development, and technology, negotiations, teaching, and K-16 curriculum. Being multilingual and multicultural, Ms. [Leader V] has a keen awareness and appreciation for English language learners. What sets her apart is her “can do spirit,” her flexibility and creativity, her passion for equity and excellence, and how she approaches challenges as opportunities. Not only did the local community report on Leader V’s accomplishments, but it also caught the attention of radio and television personality Larry King. The success of the STHS featured nationally in King’s educational program In View April 23, 2016.

Even though In View focuses on STHS’s sustainable learning environment, the reason for the change is Leader V’s relentless aim to build a school for the students to be inspired to
achieve now, instead of having to take remediation courses later in their academic journey.

Leader V collaborated with agencies and individuals in South Lake Tahoe community to secure students safety and ability to learn in a sustainable environment. For instance, Leader V’s governance aligned with the California States and South Lake Tahoe District’s policies (BP/AR 5144.1) and law (AB 2537). The regulation is not to suspend a STHS student without first attempt other means of correction (Leader V). Leader V’s decision to first attempt to help students before suspending them adhere to AB 2537 that broadens school authority to determine when students are suspended or removed from school. In addition to the suspension and expulsion due process, Leader V governance adhered to AB 1909 to invite a foster youth’s attorney and a county welfare representative to any meeting in disciplinary measures, including expulsions. Thus, Leader V allowed STHS students due process if there was a need for disciplinary measures. Lastly, Leader V adhered to SB 1088 not to deny any foster youth to re-admittance to school after contact with the juvenile justice system.

STHS suspension and expulsion rates declined from 12.1 (2011-12) to 8.6 (2013-14) (California Department of Education, 2015). DataQuest includes suspensions and expulsions from the California Longitudinal Pupil Achievement Data System (CALPADS) indicate that in 2013-14 there were 16 White students and 14 Hispanic or Latino students suspended. The South Tahoe High School Accountability Report Card (2014) provided information about STHS site that maintain Incident Management Team and responds to emergencies according to the Incident Command System as per the
National Incident Management System. The Lake Tahoe Unified District’s Emergency Operational Plan is in partnership with the Bowmac REDI for School Emergencies and communicates with Blackboard Connect-Ed phone contact system and Internet access (South Tahoe High School Accountability Report Card (2014). The Lake Tahoe Unified District leadership performed discipline in partnership with the local and state law enforcement and fire agencies to ensure a safe and peaceful learning environment. The following figure report is on the suspensions and expulsions of STHS and Lake Tahoe Unified District (Figure 1).

South Tahoe High School maintains a designated Site Safety Lead Coordinator. The site maintains a trained Incident Management Team and responds to emergencies according to the Incident Command System as per the National Incident Management System. The Lake Tahoe Unified School District’s Emergency Operational Plan is updated regularly using the Bowmac REDI for School Emergencies website and communicates with the public through the Blackboard Connect-Ed phone contact system. The school and district work in partnership with local and state law enforcement and fire agencies in addition to the public and private sectors to ensure a safe and peaceful school.

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<th>Rate</th>
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<th>District</th>
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<tr>
<td>Suspensions</td>
<td>10.36</td>
<td>18.0</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0</td>
<td>.1</td>
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Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

Figure 1. South Tahoe High School Accountability Report Card: 2014

The Definition of Sustainability

Fullan’s (2005) expanded explanation clearly defines sustainable as:

Its definition is not straightforward. It is not how to maintain good programs beyond implementation. It is not how to keep going in a linear, sustained fashion. It is not how to keep up relentless energy. For the moment, let’s be satisfied with a general definition: “Sustainability is the capacity of a system to engage in the complexities of continuous improvement consistent with deep values of human purpose.” There is a lot packed into this definition. It is not just the outcome of continuous improvement we need to observe but we must also understand the key characteristics of systems that display dynamic sustainability (Fullan, 2005, p.ix).
Sustainability requires educational leaders with judicious values. Fullan points to the human relationship aspects within the educational framework. The argument is that educational leaders have to align every aspect of their core values to the learning institution’s values so that students are feeling secure to develop their skills in sustainable learning environments.

Unfortunately, there are few examples of sustainable learning environments that are steered by judicious leaders. Robinson (2010) refers to the judicious leaders as divergent thinkers. Divergent thinkers shine like a prism light illuminating a pathway of possibilities. Where others may see impossibilities, these leaders remove the “im” and see endless possibilities to sharpen learning prospects for students. Divergent thinkers do not “scuttle away with timidity” (Puttnam, Speech at Massachusetts Institute of Technology, June 2012). Rather, they make far-reaching positive changes in their approaches to secure opportunities for others to succeed.

The bullseye focus for this study is to discover a leader’s core and relationship building practices to crystalize learning processes within the scope of curricula and technology. The objective was to discover educational leadership with a benchmark to improve learning environments so the spaces will sustain and adhere to students’ learning needs. Importantly, this study focuses on the factors that contributed to a sustainable school and valuable leadership activities. The global inquest is to identify leadership processes that will create learning environments for educational, social, and community value.
The Purpose of this Narrative

The motivation for this narrative is to review the leadership processes of Leader V as the former principal, and her contribution to STHS sustainable learning environment in South Lake Tahoe School District, California. This study inquiry into leadership practices such as ethotic leadership. Torne, Wattman, and Branham (2015) define ethotic leadership as “the ability to inspire and the capacity to serve others by having a well-defined framework that integrates leadership, stewardship, and governance” (p. 21). For instance, Leader V focuses on collaboration with educational stakeholders and the community, and on finding grants to incorporate Career Technical Education (CTE) in the curriculum. Additionally, woven into this study is the process of organizational development, the practical application of equity theory, and Theory Y. The theories and development are foundational to the leadership discussion of intellectual virtues in this study.

Scholars stake about intellectual virtues. Concerning capturing the initiative to promote change, Schwartz and Sharpe (2012) refer to the value of possessing intellectual virtues, originating from Aristotle, and focusing on the character and wisdom of a person’s mindset and actions. Schwartz and Sharpe list intellectual virtues such as (p. 3 – 7):

- Love of truth – to have an analytical mindset and to respect others’ reasoning
- Honesty in recognizing one’s limitations and those of others
- Courage to stand up for one’s principles
• Fair-mindedness in evaluating conflict with others

• Practical wisdom in finding balance in one’s life

Educational leaders who have intellectual virtues are required to find the rhythm to “the dance of change” in developing sustainable learning undertakings (Senge, 2014, p.5). Senge claims, “Leaders are the few blessed with the capability for command and influence” (p.11). Therefore, there is the assumption that educational leaders are in the position to lead effectively in the midst of educational changes. Furthermore, leaders may avoid organizational stymie when they apply their intellectual virtues effectively.

The discourse of scholars captures the effectiveness of leaders, which sets the bar for society’s wellbeing. Senge details that Kotter at Harvard found that only 30% of leaders’ change efforts succeed within Fortune 100 companies (Kotter, 1999, 2007). Senge, founder of the Society for Organizational Learning, argues that if educational leaders do not change their mindsets, fundamental change will remain unaltered, and deliver unwanted results. Additionally, in regards to technological change, Denzin and Lincoln (2005) note that the importance is not “technology per se but rather the opportunity to pay close and systematic analytical attention to the structures of action” (p.829). When it comes to the topic of educational change, most will readily agree that collaboration is vital to finding balanced, secure, and efficient learning environments. This agreement usually ends, however, when it concerns what to change, how fast to change it, and who needs to lead the change.
The Focus of this Study

Discourse among American policy makers, legislators, and other educational leaders’ starts many hopeful conversations about ways in which leaders may affect change that will benefit students’ educational pathways. This study focuses on the positive changes a leader incorporates to affect students’ learning. Furthermore, the attention is on the changes to the school facilities. Additionally, the motivation is to discover what effect the changes had on the educational stakeholders and on the community. Wheelan (2010) argues social capital, human capital, and cultural capital adds value to society. Hence, the concentration is on the discovery of the value of one leader, who influences students, teachers, and the community to work together to develop a sustainable learning environment.

A Brief Overview

Sterling (2001), Mc Queen (Lecture/Communication, 2014) and Elmore R., (2014) highlight the importance of four elements to describe sustainable learning environments – sustainability, tenability, healthiness, and durability. The culmination of scholarly thought is simply:

- **Sustainability** – to be responsible and to sustain societies and ecosystems
- **Tenability** – to be ethical, have integrity, and act with respect toward all cultures
- **Healthiness** – to function within a viable system, nurture healthy relationships, be cognizant of the allocation of resources, and secure value for future generations
- **Durability** – to be vigilant and continue to engage collaboratively
Twenty-first-century citizens are growing up in a global learning environment where the lens of technology influences how they see, learn, and model their actions. Since technology is a constant ebb and flow, educational leaders have the opportunity to strategize and align their educational organizations with current economic and cultural development (Elmore R., 2014).

**The process and method of inquiry focus.** The selected method of inquiry is a postmodernist focus. Postmodernists assess meaningful occurrences with a sense of proliferation, rather than capturing meaning that “match word to world” to explain situations (as cited by Denzin & Lincoln, 2005, p.969). For instance, Richardson (2005) describes the context for qualitative researchers as sharing knowledge by linking “language, subjectivity, social organization, and power” that are open for further inquiry and analysis (as cited in Denzin & Lincoln, 2005, p. 961). This narrative inquiry process therefore does not reject any standard methods of inquiries, but also views the leadership of sustainability and values as mentioned beforehand from Fullan (2005) to align the leadership values, and the influence of students’ educational, social and community needs to develop significance. Furthermore, this study is an inquiry about what Sterling (2001) refers to the tenability of STHS’s learning environment to respect all cultures and, therefore, to have a sense of proliferation and focus on sustainability effectiveness practices. Sterling’s tenability element aligns with equity theory by Stacy Adams (1963) to cultivate students’ praxis. Trone, Wattman, and Branham (2015) states it well, is that leaders should cultivate stewardship to govern with inspiration.
In addition, the method of inquiry follows the narrative procedures of scholars’ Creative Analytical Processes (CAP) (Denzin & Lincoln, 2005). Denzin and Lincoln outline CAP as a method of inquiry that Richardson and St. Pierre explore as “new interpretive styles that follow from the narrative literary turn in the social sciences” (p.911). The reason for utilizing CAP is to focus on a crystallization process, which does not rely on triangulation. Thus, the study will not focus on fixed points of reference. Richardson suggests five criteria for evaluating CAP inquiry in which the research process focuses on “practical contributions, aesthetic merit, reflexivity, impact fullness, and ability to evoke lived experience” to gain knowledge (Denzin & Lincoln, 2005, p.912). St. Pierre draws from Derrida and Deleuze who focus on ethics within exceptional circumstances (Denzin & Lincoln, 2005, p.912). The CAP criterion is the chosen process to validate the narrative inquiry. At the same time, it follows the postmodernist deconstruction of traditional triangulation in order to crystallize the findings to establish validity.

**Discover the path to sustainable learning environments.** Part of the discovery procedure seeks to learn about “green” sustainable learning environments, which complement the learning curricula and the blend of coursework with practical application for the learning environment at STHS. Miller (2014) claims that to be aware of “green” sustainability is to have a keen awareness of the way people utilize resources and the impact on future generations (Miller, 2014, p.13).

At STHS, the sustainable buildings, designed and built by LPA Architects, have promoted green (sustainable) building design for educational institutions in America
since 1965. The United States Green Building Council claims that "green" or "sustainable" environments are important for healthy societies (LPA & Beaver, 2005, p.6-9). The study explores how "green" environments influence students’ learning pathways to cultivate and sustain their interest to learn in schools. These sustainable learning environments are commonly thought of as physical structures incorporating the use of raw construction materials and resources that are least damaging to the environment and the public health. Some scholars even insist "green" sustainable educational environments improve the ability to learn (LPA, 2005, p.12).

In summary, the purpose of this narrative is to discover all the possible elements of a sustainable learning environment. In order to accomplish the task, the choice is to delve deep into Leader V’s leadership processes, and the role of the stakeholders around her who were an integral part of the paradigm shift during her leadership at STHS.

Problem Statement

Too few educational leader processes build sustainable learning environments that are inspirational and give students the opportunities to thrive while developing their human capital. In contrast to inspirational learning environments, “mind-numbing” schools still focus on 19th-century frameworks. Instead of students thriving in educational institutions, a large percentage of students, regrettably, have to take remediation courses to gain the skills required by employers. According to the National Conference of State Legislators (2015), 28% to 40% of students enroll in at least one remediation course in higher education organizations. High school graduates who enter employment immediately do not have the basic skills required to be employable. Wagner
2008) maintains basic skill jobs require students to cultivate critical thinking and problem solving; collaboration and leadership; curiosity and imagination; initiative; entrepreneurship; effective oral and written communication; the ability to access and analyze information; as well as agility and adaptability to their environments.

The degree attainment rates below explain the percentages of the U.S. adults (ages 25 - 64) with at least an associate degree. In California, the U.S. Census Bureau (2013) reported there is a need to have skilled graduates to align with the economic needs for California and the national well-being (Lumina Foundation, 2013, Figure 2).

According to the 2013 Census figures, 39.6 percent of California’s 20.4 million working-age adults (ages 25-64) hold a two- or four-year college degree, a slight decrease from last year’s rate of 39.7 percent. The state’s rate of higher education attainment is slightly below the national average of 40 percent.

*Figure 2. U.S. Census Bureau working-age adults: 2008 – 2013*

The important implications for the broader domain of underrepresented low socioeconomic group rates are even larger. For instance, Hispanic adults’ degree attainment rates were only 17.14% and Native Americans rates were 27.58% (Figure 3).
The implications are even wider as even having a degree does not always align with the skillsets of what the employers need to compete in a global economic market. Sajan Pillai, CEO of IT CTS Global, states employers look for much broader skills than simply coding in HTML, and the ability to do calculus (Kurtzleben, 2013). Many students lack the expertise to ask good questions to solve pressing challenges that society faces in the 21st century.

Likewise, the magnitude of two-thirds of high school graduates entering employment without basic skills is crippling, diminishing this nation’s viability in an ever changing and demanding global economic structure. Schools should be learning environments inspiring students to explore and discover the wonderful world of innovative ideas and creations. The goal is reachable when leaders with intellectual virtues and agility create learning environments that care deeply about students and their

Figure 3. Degree-attainment rates among adults (ages 25-64) by population group: 2013
future. Reinman (2012) argues that through inspirational curricula; students may discover their rhythm in attaining the basic skills they need for a job or enrolling in higher education institutions.

There is urgency for human capital to sustain the United States economy. Alexander (2013) claims it is essential to have a value system that will maximize the wellbeing of underperforming groups and hence address distributive justice. Alexander points out leaders with a worldview of distributive justice prioritize programs that benefit the “most vulnerable members of the community” (p.10). For example, the U.S. Census Bureau (2013) reports that Californians need to reach 60% graduation attainment rates for socioeconomic efficiency by 2025 (figure 4). If the California educational leaders stopped to think about it, many of them might see the need to practice the mindset of distributive justice that embraces intellectual virtues to develop human capital.

![Image](image.png)

*Figure 4.* The path to 60% degree attainment in California by 2025: 2000 - 2010

**Importance for Career Technical Education (CTE)**

National Education Association (NEA) President Dennis Van Roekel states, “If our children are to excel in a fast-changing, global society, we must harness the
technology resources they need to function in a digital age. We must remember our commitment to their future as we set priorities and establish policies on their behalf” (as cited by Lindley, 2012). Furthermore, in 2009, President Obama and the U.S. Department of Education initiated science, engineering, technology, and mathematics (STEM) programs enabling U.S students to improve their skill sets. Leader V in 2008 worked diligently with educational stakeholders and the community to bring life to the vision of developing a sustainable learning environment at STHS. In 2008, many educational leaders, nationally, focused on the funding deficits for education, and the economic downturn in the United States. Leader V, however, encouraged STHS stakeholders and South Lake Tahoe community to dream big. As mentioned before community member Lindley (2012) wrote in the South Tahoe News about Leader V’s vision and skills to obtain funds for education, which secured $64.5 million. In addition to that, Leader V encouraged STHS teachers to apply for grants. Together they acquired $24.6 million in grant funds for STHS (Newsom, Davis & Leader V, PPT presentation at the Department of Education, 2014). The South Lake Tahoe Unified District used the funds to incorporate the curricula with technology and Career Technical Education (CTE) so that students might learn in a safe environment, and apply speculative information into real life situations on their high school campus.

The Purpose Statement for this Study

This study identifies Leader V’s leadership perspectives, strategies, and the influences on the decision-making processes at the STHS campus during 2006 – 2014. The definition for the study is to focus on Leader V’s leadership practices at STHS in the
midst of many challenges and changes. It also aims to conduct a thick description of the practices of Leader V’s leadership. Geertz (1994) claims full descriptions build on theory “not to generalize across cases but to generalize within them” (p.228).

**Inspiration and Relationships**

The motivation for this study is the exploration of leadership processes rather than leadership styles. The study concentrates on Leader V’s actions in not shying away from change or challenge. In the midst of adverse circumstances and economic challenges from 2006, Leader V concentrated to constructing a school environment of excellence where 53.5% of the students received free or reduced cost lunches (Leader V, Personal communication, 2014). This study is a contribution to scholarly work about the pathways of a leader’s legacy of boldness to secure a high school for students where they can develop as educated citizens for economic, social, and community usefulness.

**Dreams connect with education.** Participant H of California State University, Sacramento introduced me to Leader V in spring 2014. At that time, Leader V was the principal at STHS, then soon to be Assistant Superintendent at South Lake Tahoe Unified District. Participant H, a friend, and I toured the STHS for two hours with Leader V as our guide. STHS facilities are amazingly a state of the art learning environment. What immediately stood out to me was Leader V’s servant attitude in attending to the educational stakeholders. Leader V’s interaction with the educational stakeholders is what Bess and Dee (2012) would refer to as leaders that view others as “naturally energetic and are capable of and desire responsibilities,” a view that Douglas Mc Gregor (1960) coined as Theory Y (p.842). Leader V continuously reiterated the collaborative
relationships with the community to fulfill the dream to build "green" sustainable
buildings. As we entered one unique classroom after another, Leader V explained the
thinking behind the enriched curricula design. They aimed to give students hope to
blossom and the space to make their dreams grow wings for a future. We observed how
an entire campus structure is an opportunity to students to link theory and educational
standards to applied learning. STHS is an example of the Carl D. Perkins Career and
Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) with the purpose to develop
the academic, career, and technical skills of secondary and post-secondary education for
students (One Hundred Ninth Congress of the United States, 2006).

**Cross-systems are part of transformation.** Bess and Dee (2012), and Senge
(2014) assert it is indeed a daunting endeavor to change the educational cross-system in
society. The term cross-system originates from technology animation rhetoric, such as
Mega Man Battle Network 6 and the Rockman EXE Beast + (Shisutemu, 2015). A cross-
system is a transformation system, which involves collaboration between people that
share powers. The importance of a cross-system is that it highlights the shared schema
that works in an organization. Linking this with Leader V assists with analyzing how she
solves problems. The explanation of cross-system points to Leader V’s interactions and
the relationships she develops with educational stakeholders as she keenly observes their
skills, abilities, and passions. Gladwell (2002) points out that when organizations rely on
the strengths of their employees, the organizations’ successes soar on all levels and in all
aspects. He mentions how employees collaborate with other employees in their
organizations, and together they can explore innovative possibilities, solve problems, and
enrich the organization's experiences and earnings. In researching Leader V’s work, I found her strength to be the utilization of the cross-system of the educational stakeholders and South Lake Tahoe community to connect their *transactive memory* to share their knowledge and strengths to accomplish one collective goal (Gladwell, 2002). That goal is to help students succeed.

**The Creative Analysis Process (CAP) of Inquiry**

Denzin and Lincoln (2005) describe Richardson and St. Pierre’s CAP inquiry process as an approach to make sense of the world through the view of postmodernism. The inquiry process of this study utilizes the scholarly work to uncover Leader V’s pathways she follows to give students’ career opportunities and the foundation for an education beyond high school. I applied the five criteria of CAP with the intent to discover Leader V’s leadership process of influencing students’ growth.

**Five Disciplines and Dynamic Leadership**

Leader V championed an educational journey from facing adversity to sustainable learning environments at South Lake Tahoe. Moreover, Leader V has inspired a community to build “green” sustainable, safe, and academically stimulating learning environments with the students in mind. President Wendy David told *Lake Tahoe News* (2014), “[Leader V] is an incredible visionary. She has certainly been a gifted grant writer. We’re hoping she will continue to bring needed funds into our district. She has been a relationship builder. She is passionate about the opportunities we can give our kids” (Lake Tahoe News, 2014).
President David’s assessment of Leader V highlights Senge’s (1990) five
disciplines. The five disciplines, “personal mastery, mental models, shared vision, team
learning, and system thinking” are "pivotal for all stakeholders to master personally,
because organizational environments are too complex and dynamic to limit it to the basis
of individual knowledge" (Bess & Dee, 2012, p.697).

1. Personal mastery is defined as a pathway an individual follows in absorbing
   information to gain knowledge that is clear and has depth
2. Mental models are the learning momentum guided by behavior and risk that “new
   insights fail to get put into practice because they conflict with deeply held internal
   images of how the world works, images that limit us to familiar ways of thinking
   and acting” (as cited in Bess & Dee, 2012, p.697)
3. Shared vision, collectively holds a sense of commonality among stakeholders and
   “coherence to diverse activities” (as cited in Bess & Dee, 2012, p.697)
4. Team learning refers to a collective vision of numerous interactive behaviors
   among all stakeholders. The interactivity among stakeholders is deemed to be an
   aggregation of greater cognitive assets rather than what is attainable if individuals
   work alone
5. System thinking involves the cognitive frameworks by “seeing interrelationships
   rather than things, for seeing patterns of change rather than static ‘snapshots’” (as
   cited in Bess & Dee, 2012, p.697)

Senge’s disciplines correspond with Leader V’s processes, and her mental models of
sharing her vision of team learning and system thinking principles.
Dynamic Interactions

The nature of this study is on the discovery of Leader V’s dynamic interactions as a sustainability leader (Wolfgramm, Flynn-Coleman, & Conroy, 2015). The authors claim that when leaders seek to establish an environment of sustainability, they rely on the support of social and economic systems to structure the framework for an “ecological system” (p.650). Egri and Herman (2000) define leaders that aspire for sustainability as having the “ability to influence individuals and mobilize organizations to realize a vision of long-term ecological sustainability” (as cited in Wolfgramm, Flynn-Coleman, & Conroy, 2015, p.650).

Research Questions

Boudah (2011) posits that research questions are expressions of a researcher’s interest in a particular problem or a phenomenon. The questions relate to discovering the path of Leader V’s ability to influence stakeholders and the community in South Lake Tahoe in realizing the sustainability for STHS learning environments.

**Question One:** What factors, based on Leader V’s work, contributed to a Career Technical Education (CTE) sustainable school?

**Question Two:** What factors contribute to Leader V’s leadership process?

**Question Three:** How does Leader V’s career reflect her leadership process?

The Purpose of the Inquiry

The purpose of the inquiry is to identify Leader V’s: Decision-making practices that created the tipping point for STHS organizational changes; pathway and framework,
which embody her intellectual virtues; and what influenced her to be a relationship builder and inspirational leader.

**The Conceptual Framework**

Strauss and Corbin (1998) who define theories as “a set of well-developed concepts related through statements of relationship, which together constitute an integrated framework that can be used to explain or predict phenomena” form the foundation for this study (as cited in Bess & Dee, 2012, p.9). Bess and Dee’s claim is that organizational theory helps to show patterns of change. The challenge is to view leadership principles from multiple angles, and then to develop an effective strategic leadership model for organizational challenges within the construct of ever changing learning environments.

Bess and Dee (2012), as well as Khanna (2014), agree that researchers should consider their worldview in a study, as it is a "social construction paradigm.” Therefore, I need to consider the intellectual context of my lens and that of the participants to have "the ability to understand the limits of our knowledge, and to adapt that knowledge into an environment from the one in which it was developed" (Khanna, 2014, p.60). For instance, leadership approaches may incorporate a "social construction paradigm" that fits with the "social construction model of organizational effectiveness,” a cultural lens, that requires consideration to be an effective researcher (Bess & Dee, 2012, Vol I. p.774 - 776). In context, leaders collectively utilize and reshape their social construct in the midst of change (Cook & Yanow, 1993). From that standpoint, there exist “social construction" philosophy reflections of personal experience, beliefs, or ideologies of
individuals, all of which are important to weigh against "postmodern" perspectives on an organization and bureaucratic "positivist paradigms" to discover how and what interactions have worked best (Bess & Dee, 2012). Therefore, the task is to discover the multiplicity of scholarly research, and uncover how it links with Leader V’s frame. In sum, it views how Leader V’s leadership integrates like a piece in a puzzle to illuminate the pathway of inspiration rather than a pathway of student remediation.

**Identify leaders of learning quadrants.** Elmore R., (2014) structures leaders of learning in four quadrants. The focus of Elmore’s research is to review organizational development and identify the leaders’ modes of leadership preferences. Additionally, Vijay Kumar’s (2012), in *101 Design Methods: A Structured Approach for Driving Innovation in Your Organization* identifies leading ideals of organizations, which require leaders to think about the physical, cognitive, cultural and emotional experiences that will inspire learning (Elmore R., 2014). Elmore recommends that leaders consider the:

- Physical environment – Determine how people experience their physical interaction with things and other people
- Cognitive learning process – Consider how people associate meaning to things and people with which they interact
- Social environments – Analyze how people interact
- Cultural impact – Analyze how people experience and develop shared norms, habits, and values
- Emotional – Understand how people experience their feelings and thoughts while interacting with things and other people
The core is to identify sustainable leadership practices as well as Leader V’s leadership practices during her position as a principle at STHS.

Elmore’s (2014) guidelines help to direct the path to identify the leadership process of Leader V across horizontal and vertical alignment (Figure 5).

*Figure 5. MOOCS – Leaders of Learning, Dr. R., Elmore: 2014*

The leaders of learning modes deemed as an analysis approach to discover Leader V’s leadership preference of her horizontal and vertical agreements to lead educational stakeholders. Elmore R., (2014) states that a leader’s approaches of leadership with particular circumstances may be a traditional hierarchical process, collective process, and distributive individualistic or distributive collective. The interviews with the participants in this study highlight Leader V’s leadership preference in the collective and distributive collective quadrant when she interacted with stakeholders. However, Leader V also functioned in the traditional hierarchical process analyzing the big data and policies of the educational framework. Leader V furthermore encouraged students and teachers to operate in the distributive individualistic mode where they can determine their own pathway to seek meaningful knowledge that is applicable to their interest (Elmore R.,
Operational Definitions

Career Technical Education (CTE) is an active learning pathway. The purpose is to increase hands-on experiences that blend information and theories to develop the skills of the learners. Technology is an intra-part of the process to give the learners career skills.

Contextual intelligence is "the ability to understand the limits of our knowledge, and to adapt that knowledge into an environment from the one in which it was developed" (Khanna, 2014, p.60).

Creative Analysis Process (CAP) is a form of study to make sense of the world through the view of postmodernism.

Cross-systems are a transformational system, which entails collaboration between people that share powers.

Distributive Justice Leadership prioritizes programs that benefit the “most vulnerable members of the community” (Alexander, 2013, p.10).

Ethotic Leadership is the ability to inspire others, and the capacity to serve others by having a well-defined framework that integrates leadership, stewardship, and governance (Trone, Wattman, & Branham, 2015).

Intellectual virtues relate to the wisdom of a person’s mindset and actions.

Leaders of learning identifies an ideal structure for learning. Leaders of learning take into consideration the impact that the physical, cognitive, cultural, and emotional views may have on an individual who connects with the learning environments (Elmore R., 2014).
**Postmodernism meaning making** focuses on how meaning changes, how it proliferates rather than trying to contain meaning to “match word to world” (as cited by Denzin & Lincoln, 2005, p.969).

**Sustainability**, as defined by Fullan, (2005, p.ix) “is the capacity of a system to engage in the complexities of continuous improvement consistent with deep values of human purpose.”

**Sustainability Leadership**, according to Egri and Herman (2000), defines leaders that aspire to sustainability leadership as having the “ability to influence individuals and mobilize organizations to realize a vision of long-term ecological sustainability” (as cited in Wolfgramm, Flynn-Coleman, & Conroy, 2015, p.650).

**Theory Y** is a theory that is the core of problem-solving solutions in educational environments and when addressed will cultivate an understanding and trusting environment (McGregor, 1960).

**Tipping Point** is about certain circumstances that connect people in making a difference that cause a significant change in the outcome of their actions (Gladwell, 2002).

**Transactive memory** combines individuals’ knowledge to solve problems together because they know each other’s skills, their abilities, and their passions (Gladwell, 2002).

**Worldviews of bricoleur** “The theoretical *bricoleur* reads widely and is knowledgeable about many interpretive paradigms that can be brought to any particular problem” (Denzin & Lincoln, 2005, p.6).
Assumptions, Limitations and Scope

**Facts assumed true.** The assumption was that Leader V’s vision for STHS was to provide students with meaningful pathways that link rigorous academic coursework with student interests to help them build a solid foundation for success in college, career, and life. Another assumption was that Leader V was vigilant in spite of the constant tension of adopting and adapting 21st-century policies and educational governance. In addition, that Leader V championed and benefited the professional development for Advanced via Individual Determination (AVID), and University of California Curriculum Integration (UCCI) to secure a sustainable learning environment for STHS students (Advancement via Individual Determination, AVID, 2014).

**Identify potential weaknesses and bound for this study.** Certain biases exist in this study. I met Leader V in 2014 and toured STHS before my decision to study her leadership processes. I also asked Leader V to share data about STHS so that I may gain a better understanding of the structure at STHS. Additionally, I visited the LPA Inc., architecture firm to interview Steve Newsom regarding their process in designing the buildings at STHS because of my interest in sustainable learning environments and “green” buildings. All the before mentioned components influenced my frame of observation of Leader V’s leadership processes. Therefore, the limitation is that I am not neutral as I favor sustainable learning environments and leaders such as Leader V that seeks to inspire students to learn. Cicourel (1994), Dingwall (1997), Gubrium and Holstein (1997, 1998), Holstein and Gubrium (1995), Kvale (1996), Sarup (1996), Seidman (1991), and Silverman (1993, 1997a) agree that interviews are not “neutral tools
of data gathering, but rather active interactions between two (or more) people” (Denzin & Lincoln, 2005, p.698). Although I am not neutral in this study, I did follow a structured protocol to conduct the interviews (Appendix B).

Limitations of this study’s inquiry are leadership, practical application of educational policies, and practical application of informed decision-making developments. It is limited to a single geographical area and covers only one leader’s strong conviction that students have the right to dream and learn in a sustainable learning environment. It is about one leader’s effective processes for building relationships and collaboration among stakeholders and the community. Thus, the potential weakness is that this study does not consist of in-depth multiple calculable data sets and analysis for triangulation. The limitations of this study do not follow the status quo of the bureaucratic leadership process to promote systematic analysis. Rather it follows intellectual virtues and human relationships as the foremost focal point for leadership. Thus, there may be scholars who will not utilize the discoveries of this study because virtues and human relationships may not be an interest they wish to pursue. This study may be limited to a small percentage of educational leaders, as many educational leaders may not consider sustainable schools of importance to the promotion of CTE.

The Catalyst of Leader V’s Leadership Processes

The spark for this study is to discover Leader V’s leadership processes in the midst of numerous challenges during her leadership at STHS. The first such challenge occurred in 2007 with the Angora fire, and proved to be an important catalyst. The Angora fire burned within a few yards of the STHS library. STHS was the emergency operation center for
the firefighters during the wildfire. Following the Angora fire, Leader V, with her administrative acumen, convinced South Lake Tahoe’s Superintendent James R. Tarwater, the South Lake Tahoe community, and the educational stakeholders to plan and implement a learning environment based on strong values of human purpose. The visual timeline from the Angora fire to the completion of the STHS facilities is below (Figure 6).

The South Lake Tahoe community members and educational stakeholders held informational meetings and brainstormed together to construct a plan for LPA Inc., Architects. The ambition was to build a school that is safe, inspirational and allows exploration of career skills. A District Master Plan Committee observed and assessed strategies to set an operational structure to establish an effective plan to include all stakeholders’ learning pathways. The committee conducted one-on-one meetings with STHS staff to determine their needs and dreams for classrooms and the school environment. The district leadership held meetings, surveyed, and polled the needs for
STHS from the viewpoint of the educational stakeholders and the community. The committee members held meetings for collaboration brainstorming sessions (Figure 7).

Leader V spearheaded the implementation of the plan with long-term goals such as the engagement of technology, sustainability, and responsibility for social values. The plan included incorporating corporate standard technology environments for educational value (Figure 8). Likewise, the plan aims for an ecologically responsible footprint to sustain the environment for social value. Equally, it focuses on sharing STHS facilities to grow pride and community spirit.

Figure 7. “If you could dream” STHS: 2014

Figure 8. Value for CTE STHS: 2014
Additionally, Leader V administered a collaborative cross-functional team that formed a committee to oversee the funding process. The team membership was comprised of parents, the local hospital manager, South Lake Tahoe Unified District’s Human Resources Directors, Chief Financial Officer, Superintendent, Director of Facilities, local principals of the community’s schools, and small business owners. The committee members received training to enable them to be effective in their roles and responsibilities, which included legal contracts, facilities presentations, budget analysis, and financial reviews. Stakeholders, the community, and the committee, all actively participated throughout the changes at STHS.

In 2008, Lake Tahoe Unified School District voters approved the Measure G General Obligation Bond, which supported modernization, learning space relief, career technical education, and the joint use of the STHS facilities by the Lake Tahoe Unified District and community. The breakdown of the funds for Measure G bond is as follows (Figure 9):

![Figure 9. Measure G Projects Budgets: 2014](image-url)
The stakeholders at South Lake Tahoe considered all the aspects of students’ development, and together the educators and community gave their input in matters such as:

- Educational issues – address the drop-out rate of students, and how to innovate educational programs with the facilities that will support 21st-century learners
- Social issues – attract professionals to live in a tourist area with increasing amenities at STHS
- Political issues – build trust within the community by listening and supporting community members
- Environmental issues – discuss environment protection and provisions to support sustainability in the district, and how to utilize the buildings as an extension of the learning environment to create the sense that “learning happens everywhere”

The educational environment under Leader V’s leadership connected all the stakeholders, and together the focus became supporting the students and providing learning spaces for all pupils to have the opportunity to build their skills and achieve success (Figure 10).

*Figure 10. Architecture plans STHS: 2014*
Leader V helped staff members to write grants for programs for the Career Technology Education (CTE) programs. Staff members received one week paid time to dedicate to the success of the grant writing process. All the counselors, as well as the core faculty involved in the programs, contributed to recruiting students for the programs. Leader V and the educational leadership at STHS collaborated with Lake Tahoe Community College to offer evening college courses in the new state-of-the-art facilities. Every grant that Leader V and her staff members applied for was successful.

The STHS learning spaces are a place where students can learn to solve problems, and develop their critical thinking and communication non-cognitive skills. The programs incorporate specialized curriculum to prepare students for higher education or local workforce professions. The learning and social spaces on STHS campus have walls with surfaces to write on to reinforce the mantra that, “learning happens everywhere.” The focus throughout the interactions with the students is to support them and educate the whole student body in health, fitness, engineering, mathematics, science, design, and the arts. STHS curricula incorporate AVID (Advancement via Individual Determination), CTE, and the community culture and promote social gathering (Figures 11 – 21).

Figure 11 Smart Classrooms STHS: 2014
Figure 12. Business Model CTE success STHS: 2014

Figure 13. Media Design Arts CTE success STHS: 2014
Figure 14. Real-world CTE success STHS: 2014

Figure 15 CTE Collaboration & Cross-curriculum STHS: 2014
Figure 16. Mechanics CTE success STHS: 2014

Figure 17. Multimedia & Theater STHS: 2014
Figure 18. Film studio & Broadcasting STHS: 2014

Figure 19. Digital portfolio CTE success STHS: 2014
Figure 20. Student Union STHS: 2014

Figure 21. Environmental “green” strategies STHS: 2014
The fundamental construct of the STHS framework blends curricula and construction with technology. Leader V and the STHS stakeholders’ incorporated real-world environments to teach students the skill based knowledge that supports Career Technical Education (CTE). The CTE Initiative (SB 70) receives funding from the UCCI programs for CTE professional development in the “a-g” subjects (California Department of Education, Senate Bill 70 Program Summary, 2013). Although not every student may go to attend the University of California (UC) or even the California State University (CSU), every student at STHS can enroll in CTE classes regardless of their grade point average, ethnicity, or economic status (Leader V, Personal Communication, 2014). Leader V insists that the STHS learning environment be about “inspiration instead of remediation,” and with laughter in her voice says, “The cool thing about it is, it includes the voice of everybody.”

Leader V also established STHS campus as an "AVIDized campus, Advancement via Individual Determination" (AVID, 2014). STHS is fully accredited through Western Association of Schools and Colleges (WASC). Leader V and the educational stakeholders incorporate all elective instruction, which includes Career Technical Education (CTE) with “a-g” requirements. The “a-g” requirements are stipulations by CSUs and UCs to develop students’ skillsets needs for 21st-century job markets (California Department of Education, 2014).

STHS facilities are Leadership in Energy and Environmental Design (LEED) compliant. They have been constructed with "environmental conscious planning with well-ventilated useable spaces to cultivate learning" (LPA, 2005). For instance, the
lecture facilities have natural daylight and outdoor views, where possible, to enhance the learning environments (LPA, 2005). Bransford, Brown and Cocking, Eds. (2000), emphasize the importance of motivation to enhance human and social capital, which STHS leadership follows, as well as a learner-centered environment for career training with technology-integrated facilities, indicative inspirational of learning.

**Emphasis on learner-centered environment.** The above figures 11 through 21 were part of the vision with Leader V at the helm to develop a high school for students: Construction, Arts, and Transportation (CAT) facility, Tahoe Arts, and Design Academy (TADA); Student Union, and a Sports Medicine Center (South Tahoe High School Accountability Report Card, 2014). All of the building materials are graffiti and vandalism resistant to maintain a sustainable learning environment (LPA, 2014). STHS terrain maintains an in-district crime reporting system (South Tahoe High School Accountability Report Card, 2014). They also maintain partnerships with local and state law enforcement; fire agencies; and public and private entities to secure a learning environment that is peaceful and safe.

**Demographics for this study.** STHS is a comprehensive public school with "1,001 students, 56 full credential educators for grades 9 to 12," nestled in the Sierra Nevada mountains range near an alpine lake (South Tahoe High School Accountability Report Card, 2014). Students receive support from academic counselors, media librarian and staff services, counselors, a nurse, and speech, language, and hearing specialists, as well as other stakeholders. According to the 2013 – 2014 California Longitudinal Pupil Achievement Data System (CALPADS), STHS student population is "53% White; 35%
Hispanic; 5% Filipino; 7% Other; 19% English Learners; 13% Special Education population; 54% Free/Reduced Lunch receivers; and 36% are from households in which parents have a college degree" (South Tahoe High School Accountability Report Card, 2014).

**Conclusion to the Introduction**

Research is part of the educational change, which should influence policies and political maneuvers. Educational research has exploded since the digital age, creating an environment of information. The aim is to utilize scholarly research judiciously.

Jamieson (2015) points out in the article *Social Scientists’ Repetition Compulsion* that forthcoming peer review publications have a prestige element for academic scholars. However, Jamieson argues too few scholars utilize the research findings when it comes to their daily practices in decision-making. Therefore, this study is not presented as a prestige element. Instead, educational leaders who desire to lead educational stakeholders and their community in developing a sustainable learning environment. The lens through which this study is orchestrated is through Theory Y and equity theory. It is to highlight Leader V and the participants’ role as leaders of learning with the emphasis she gives to the sustainable learning environment, which focuses on educating the students. In conclusion, in reference to Gregory (2001) as cited by Ronald (2001) there is a difference between offering an educational curriculum and educating a person.

All teachers need to remember that exposing students to a well-thought-out curriculum is not the same thing as educating them, if educating them means, as I think it does, helping them learn how to integrate the contents of the curriculum into their minds, hearts, and everyday lives. Much of the time, academic considerations of
education bracket off to the side the all-important fact that teaching not only influences but often determines what students make of the curriculum . . . the effects of curriculum should never be considered in isolation from the kind of pedagogy that delivers that curriculum (as cited by Ronald, 2001, p. 69-73).
Chapter 2

REVIEW OF RELATED LITERATURE

This chapter speaks to what scholars say aligns with the three research questions for this study. Thus, the goal is to align the literature review in such a way as to discover what factors of Leader V’s leadership have contributed to sustaining the STHS learning environment. Additional discoveries include what her leadership process consists of and how her career reflects her leadership processes. This chapter includes the literature review of peer-reviewed articles nationally and internationally, as well as scholarly evidence to leadership practices. The peer-reviewed articles are from OneSearch databases from Sacramento State University Library, and Google Scholar. Additionally, the volume of the knowledge is from textbooks and scholarly authors.

The Framework of Leadership Models

O'Grady and Cottle (2015) argue no single educational leadership process should to be favored. They do, however think it is essential to understand the leadership processes in the context of the theories and models. This scholarly work includes content with context of leadership approaches for sustainable learning environments.

O'Grady and Cottle claim it is important for a potential leader to understand the history of leadership models in the context how it fits the vision and frame of educational leadership. Moreover, Swaffield and MacBearth (2009) think it is vital for leaders of learning to have factual analysis with a keen understanding about leadership intelligence (O'Grady & Cottle, 2015; Elmore, 2014). The scholars claim the need to grasp the contextual praxis to have “background knowledge to the extrinsic and particular context
of the organization” with “lots of enthusiasm and passion” and judiciously treat stakeholders with respect that reveal equity (p.187). Thus, if we are right, then major consequences follow leaders who neglect to inspire with a keen aptitude to do all they can to help students cultivate their providence. Therefore, it is prudent for educational leaders to know what fair leadership practices are, and follow these practices.

**Ethotic leadership.** Trone, Wattman, and Branham (2015) declare that ethotic leadership functions to serve others, to be stewards and leaders with a keen aptitude to govern, and create an environment that inspires others. They define an ethotic leader as having the ability to inspire others, and the capacity to validate and serve others by having a transparent framework that integrates leadership, stewardship, and governance (Figure 22).

![Ethotic Leadership](image)

*Figure 22 Ethotic Leadership: Trone, Wattman & Branham: 2015*

An ethotic leader continuum does not integrate; it is instead a full frame of unison. Don Trone and Wattman identified ten ethotic leadership processes. They measured the weaknesses and strengths of leaders using psychometric instruments. Psychometric instruments measure “knowledge, abilities, attitudes, and personality traits”
The researchers found 200 “discrete words” that define the behaviors of an ethotic leader (p. 22). Likewise, the researchers compared the leadership decision-making practices with the 200 “discrete words” from which they identify ten attributes that an ethotic leader follows, such as (p.22 – 25):

1. **Aligned** – Respect for others. The ethotic leader takes the time to understand the impact actions to have on the community and organization.

2. **Attentive** – Listen actively, be attentive, and include stakeholders so they feel part of the team. The leader also shares reflections with the stakeholders to strengthen the collaborative team spirit.

3. **Agile** – Be resilient and resist autocratic behavior. Thus, there is no entitlement to win every argument. Trust stakeholders and trust the process even though it may be a vulnerable place at times.

4. **Adaptive** – Flexible and develop intuitive wisdom in the face of change and challenges.

5. **Accepting** – Be inclusive and transparent, courageous and the ability to stay calm during uncertain times.

6. **Articulate** – The ethotic leader is genuine in words and actions, an effective communicator, and has a sense of humor.

7. **Ardent** – Keep perspective even when facing adversity.

8. **Action-oriented** – Positively a visionary, giving other stakeholders time to gather facts by sharing information to be comfortable with the vision.
9. **Accountable** – The ethotic leader focuses on controlling what is probable, rather than dwelling on missed opportunities.

10. **Authentic** – An ethotic leader is passionate to make positive contributions; purposeful in words and actions; creates an atmosphere of inclusiveness and security.

**Equity theory.** In equity theory, based on the work of Adams (1963), workers compare the reward potential to the effort they must expend. Equity exists when workers not only look at their rewards, but they study and acknowledge others’ rewards. The challenge occurs when people feel they are less rewarded for equal work delivered. They perceive it as injustice. Four elements may occur when employees feel that they experience injustice treatment, which includes:

1. Doing less in their jobs
2. Voicing their concern of injustice and asking for equitable treatment
3. Marketing their work and efforts in such a way as to receive due recognition
4. Quitting their jobs or transferring to another institution or department

Equity theory relates to the perceptions of stakeholders praxis. This discovery will have significant applications for educational leaders who wish to create an environment for educational stakeholders to experience job satisfaction. In the event rewards are unequal, it creates the precedent of employers’ job dissatisfaction, which leads to performance problems.

**Theory Y.** Trust among educational stakeholders points to Theory Y (McGregor, 1960). Theory Y is a theory that is the core of problem-solving solutions in educational
environments that when addressed will cultivate an understanding and trusting environment (McGregor, 1960). Theory Y relates to the employer and employee relationships in which employers view employees as trustworthy and self-motivated, erasing the need for a rigid, controlling, and centralized administrative structure. Theory Y is also a democratic approach to the learning environment. Nevarez and Wood (2010) underscore that the will and actions of leaders can transform the culture of organizations, creating a learning environment of respect and value added to each stakeholder’s life. Bess and Dee (2012) state collaboration and team building are "about engaging in an open process of mutual discovery where people can create a shared vision and identify commitments to guide their work together."

**Inclusive ethical leadership is transformational leadership.** Bass and Avolio (1993) relate transformational leadership characteristics when leaders are inspirational visionaries. Nevarez, Wood, and Penrose (2013) attribute ethics, effective communication skills, vision, multiple skillsets, problem-solving and the ability to encourage others to transformational leadership. Hansen and Sauer (2007) maintain, “transformational leadership is performance beyond expectations” (p. 549). In sum, transformational leadership is worth mentioning in this study because it is an aesthetic reflection to align with the shared vision of the leader and stakeholders rather than “analysis and accuracy” (p.550).

**Organizational development.** Nevarez and Wood (2010) reason that an organization’s mission is about the “how” goals and objectives, and the “what” aspects of an organization are needed to convey the framework for leaders. DuFour, DuFour, and
Eaker (2008) claim the benefits to an organization is bountiful when stakeholders have a shared vision, as it:

- Motivates and energizes
- Creates a proactive orientation
- Gives direction to stakeholders within the organization
- Establishes specific standards of excellence
- Produces a clear agenda for action

Follet (1923) points out leaders who prudently exercise principles of self-governance and establish democratic approaches in the workplace are the most effective. Webb and Norton (2003) define an organization’s mission as a guide for the organization’s decision makers to shape the values and goals of the organization to share with educational stakeholders. Furthermore, Bolman and Deal (2013) claim that an organization's mission is a vehicle for educational leaders to communicate to all stakeholders in their day-to-day activities, which point to the goals and objectives of the organization. For example, when leadership aims to improve students "access, persistence, retention and college completion" while giving all stakeholders voice in decision-making praxis, excellence is bound to be the tipping point to secure sustainability in an organization.

**Paradigm Lenses**

Paradigm is consistency with the beliefs that guide stakeholders’ actions (Denzin & Lincoln, 2005). Denzin and Lincoln argue that paradigms should be the first values that deal with human creations. The paradigm principle defines the researchers’ worldview as interpretive-bricoleur. Thus, paradigm “research is an interactive process
shaped by his or her personal history, biography, gender, social class, race, and ethnicity, and by those of the people in the setting” (p. 6). Denzin and Lincoln (2005) furthermore assert that the “beliefs can never be established regarding their ultimate truthfulness” as the *bricoleur* “stresses the dialectical and hermeneutic nature of interdisciplinary inquiry” (p.6 and p.183). Four terms relate to paradigms: “Ethics (axiology), epistemology, ontology, and methodology” (Denzin & Lincoln, 2005, p.183). These scholars claim a person’s moral beliefs and actions relates to ethical aspects of people’s behaviors. They claim that epistemology is involved with how a person knows the world. Thus, epistemology is about the things that influence a person’s view of the world. For example, Asian society’s ethical norms are associated with Confucian values, whereas Western society people’s ethical and moral world viewpoints veer toward Christianity. Ontology is about the nature of humans in the world; therefore, it reflects upon how the nature of a person’s reality unfolds. The focus of methodology is to find the best way of discovering knowledge about the world.

Additionally, the focus is to identify constructivist practices. Lincoln and Guba (2000) claim constructivism depends on how a human’s life unfolds their ontology. Hence, the emphasis is on the traditional positivist paradigm criteria of validity, both internal and external that are veering more to “trustworthiness and authenticity” (Denzin & Lincoln, 2005, p.184). The value of constructivist work relates to sharing knowledge, which further relates to the interactions between people and how they influence the broader community. The work will overlap with several participatory action approaches (Kemmis & McTaggart, 2005). The task is to uncover Leader V’s influences as a leader
that align with her effective leadership and professional skills, as opposed to only theorizing about leadership styles (Denzin & Lincoln, 2005).

**Hermeneutic Circle** – The study includes the hermeneutics to identify the leader’s practicing commensurability to understand how the multiple paradigms fit in one another to develop sustainable learning environments. The history of hermeneutics is the art of interpretation with Homer’s epics, such as Odyssey (disambiguation). The challenge of interpretation falls when a person has to interpret information involving a time or a situation that is strange to the interpreter. Throughout antiquity, into the Middle Ages and modern times, legal and religious scholars explored interpretation systematically. Dannhauer first introduced hermeneutics in 1654 in his book, *Hermeneutica Sacra Sive Methodus Exponendarum sac-rarum Litterarum*. The word hermeneutics arrived from Greek ἑρμηνεύω, which means to interpret. Schleiermacher (1768 to 1834) established hermeneutics, the study of literary and philosophical texts in addition to legal and religious work. Subsequently, the philosopher Dilthey expanded the expansion of the scope of hermeneutics during 1833 to 1911. Dilthey argued that hermeneutics apply to all aspects of a person’s human spirit and that the natural sciences are to clarify the humanities and social sciences (Teo, T., 2003; Wilhelm Dilthey, 1833-1911; & Eduard Spranger, 1882-1963). The difference, therefore, is whether we sought causal laws or an explanation of meaning. Ultimately, what is at stake here is to understand the hermeneutics of Leader V’s practices and to discover the intricacies by following the hermeneutic circular patterns and grasping the deeper understanding of the meaning of impeccable leadership praxis (Figure 23).
Utilizing the hermeneutic circle is to understand Leader V’s processes given her relationship with the educational stakeholders and the community. Both a leader’s words and actions curve the academic culture to reveal what influences decision-making practices and sustains learning environments. The hermeneutic circle reminds me of the chambers of a Nautilus. Similar to the contours of the Nautilus shells, Cook in *The Curves of Life* (1979) describes it as “the essential processes of life” (as cited in Elam, 2001, p.9).

**Issues that are confronting paradigms:** Lincoln and Guba (2000) affirm that all paradigms confront critical issues. The critical issues include (as cited in Denzin & Lincoln, 2005, p.183):

- Axiology (ethics and values), accommodation and commensurability (can paradigms be fitted into one another), action (what the researcher does in the world), control (who initiates inquiry, who asks questions), foundations of truth (foundationalism vs. anti- and nonfoundationalism), validity (traditional positivist models vs. poststructural – constructionist criteria), voice, reflexivity, and postmodern representation (single – vs. multivoiced).
Denzin and Lincoln claim that each paradigm takes a different viewpoint on the issues that confront paradigms, as mentioned beforehand. The framework of the confronting issues stems from Henon and Reason (1997) and the “positivist and postpositivists, critical theory et al., and constructivism paradigms” (as cited by Denzin & Lincoln, 2005, p. 193 – 196).

**Conclusion for the review of related literature**

In summary, the scholarly literature is a culmination of administrative leadership competence, which is valid to the study of sustainable learning environments. The idea that educational leaders can steward educational stakeholders and govern with policies and standards without an ethical countenance is non-sustainable. The argument in this study looks at the qualitative interpretive paradigms of leadership processes. Guba (1990), and Denzin and Lincoln (2005) argue that interpretative paradigms are essential to review so that educational stakeholders may understand. In other words is to view those paradigms question how a researcher “sees the world and acts in it” (Denzin & Lincoln, 2005, p. 22).
Chapter 3

METHODOLOGY

This chapter focuses on the methodology that will underline this qualitative research study. Creswell (2009) claims qualitative research is a process that relies on a strategic plan of gathering and analyzing data. According to Creswell, qualitative research consists partly of collecting text and visual data, which “draw on diverse strategies of inquiry” (p. 173). The method is a narrative inquiry. My approach applies a democratic constructivist focus (Denzin & Lincoln, 2005). Democratic constructivists, according to Guba and Lincoln (1994), adopt a methodology of “ontology (relativism), a transactional epistemology, and a hermeneutic, dialectic methodology” (as cited in Denzin & Lincoln, 2005, p.184). Denzin and Lincoln claim that the constructivist paradigm focus is to discover trustworthiness and authenticity, connecting “actions to praxis” (p. 184, Figure 24).

*Figure 24.* The Critical Reflection Process: Denzin & Lincoln: 2005
Thus, the process is to interview participants and to utilize the creative analysis process (CAP). My approach is to identify and interpret the interviews for crystallization validation and evaluation to structure a process of “antifoundational arguments while encouraging experimental and multivoiced text” (Denzin & Lincoln, 2005, p.184).

Denzin and Lincoln outline CAP as a method of inquiry that Richardson and St. Pierre explore as “new interpretive styles that follow from the narrative literary turn in the social sciences” (p. 911). Particularly, this chapter includes:

- A brief explanation of why the qualitative research method is appropriate for this study
- The researcher’s involvement with the participants and data
- The three research questions for this study
- A description of the setting in which the study is taking place and the part of the population of the participants, as well as the rationale for the sample
- How, when and where the researcher will collect the interviews to ensure validity/crystallization of the research design
- A description of the type of coding for each research question
- The measures used to ensure the protection of the participants

**Research Design for this Narrative**

Chase (2007) refers to narrative inquiry as a “burgeoning” research methods that cross into different disciplines, contributes to multiple methodologies, allowing opportunities to explore new ideas, approaches, and inquiries (as cited in Denzin &
Lincoln, 2005, p.651). Chase describes a narrative inquiry as explaining the “actions and praxis” of stakeholders who have lived and experienced a phenomenon (Denzin & Lincoln, 2005, p.184). Therefore, the focus is to explore the “ontology (relativism), a transactional epistemology, and a hermeneutic, dialectic methodology” to discover new approaches to educational leadership and develop sustainable learning environments (as cited in Denzin & Lincoln, 2005, p.184). The intent is to discover Leader V’s collaborative exchange among other stakeholders in awakening the community to develop “green” sustainable, safe, and academically stimulating learning environments with the students in mind. Leader V, the South Lake Tahoe community, and STHS stakeholders passionately put the students first to give them the opportunity to develop their career skills. Together, they developed a learning environment in which students have the chance to explore and discover the wonderful world of learning. Specifically, my approach is to use the lens of Senge’s (1990) five “disciplines” as guidelines to discover Leader V’s process, such as "Personal mastery, mental models, shared vision, team learning, and system thinking” (Bess & Dee, 2012, p.697).

Role of the Researcher

My role as a researcher is to identify Leader V’s contribution to the development of a sustainable learning environment at South Tahoe High School (STHS) in the South Lake Tahoe School District in California. I will analyze the politics and ethical themes that transpire from the research study to identify relevant leadership processes that have educational, social, and community value. My task is finding meaningful information
that has *trustworthiness* and *authenticity* of the leadership processes that connects with “actions to praxis” (Denzin & Lincoln, 2005, p.184).

**Research Questions**

**Question One:** What factors, based on Leader V’s work, contributed to a Career Technical Education (CTE) sustainable school?

**Questions Two:** What factors contribute to Leader V’s leadership process?

**Question Three:** How does Leader V’s career reflect her leadership process?

**Setting, Population and Sample**

I will interview six of the participants from South Lake Tahoe, California. The interviews with the participants are taking place at a location agreed upon by both parties. The participants are educational stakeholders who are part of a comprehensive public school in South Lake Tahoe School District. The focus is on STHS with "1,001 students, 56 full credential educators for grades 9 to 12" (South Tahoe High School Accountability Report Card, 2014). Another participant is a professor at California State University, Sacramento. The interview will take place as agreed by the researcher and the participant. All the participants have witnessed Leader V’s leadership processes between 2006 and 2014.

**Data Collection and Instrumentation**

Seven stakeholders contributed in this study. Six of the participants had 45 minutes of an one-on-one interview between December 2015 and February 2016. All participants had the opportunity to answer seven open-ended questions (Appendix A). Leader V was asked seven questions, which are different from the participants’ questions.
All the participants had the self-determination to answer the questions. The interviews were audio recorded with the permission of each participant.

Each participant received a transcript of their interview for their perusal and feedback. The acquisition of any feedback from each participant was imperative to secure the accuracy of this study. I had at least two communication opportunities with each participant. The reason was to secure accuracy of the data. The aim was to achieve reliability and justice; the interview questions will align with the research questions (Figure 25 & 26). Throughout this study, I was in contact with the participants via email and telephone for consent and approval of all data. My focus is to implement Richardson and St.Pierre’s creative analysis process (CAP) to crystallize the findings and establish validity (Denzin & Lincoln, 2005).

![Leader V’s Interview Questions Alignment with Research Questions](image)

*Figure 25. Leader V’s interview questions alignment with the research questions: 2015-2016*
The Creative Analysis Process (CAP)

The analysis process transcribes the interviews for crystallization of the practical contribution of Leader V as a leader, and the inferred meaning for alignment with the CAP validation process (Denzin & Lincoln, 2005; Spradley, 1979). Furthermore, the process includes identification of evidence of Leader V’s leadership processes as well as her sustainability leadership practices. The target objective is to identify Leader V’s authenticity as a leader, her stewardship, and her governance in securing a sustainable learning environment.
The CAP analysis involves sharing the practical contributions of Leader V and the impact of the aesthetic merit of the sustainable learning environment at STHS. The CAP analysis process includes interview transcripts, documents, literature, photographs, and Larry King InView program about STHS. The goal is to find the full impact of the lived experiences from the different sources and find consistency to build knowledge for justification to strengthen the validity for the CAP analysis process. Saldaña (2009) recommends that one first conduct a heuristic problem-solving process, which is part of the “cyclical act” in the analyzing process (p.8). The focus is not to only consider narrative coding, but to construct a matrix of scholarly research and align it with this study’s findings to discover the depth of what it entails for a leader to establish a sustainable learning environment (Figure 27).

![Table](https://example.com/table.png)

**Figure 27.** The intersection of the literature with the research questions: 2016
Freeman (2004) claims that narrative coding is “highly exploratory and speculative” (as cited by Saldaña, 2009, p.109). For example, this study is to analyze the participants’ experiences with Leader V, at the helm as a leader, during the change over which STHS became a state-of-the-art sustainable learning environment.

**How the data is Collected for this Study**

Six of the stakeholders participate in a 45-minute one-on-one interview. I met with Leader V for an hour via Skype and followed up with phone calls and emails. All participants had the opportunity to answer open-ended questions (Appendix A). The interviews were audio recorded with the participants’ permission. The face-to-face interview sessions was recorded with the LivescribeTM SmartPen3TM and the Skype sessions were recorded with Call Recording. I transcribed the audio files to a text format using Microsoft Office Word. Throughout this study, I was available to the participants via email and telephone for consent and approval of all data.

**Data Storage and Protection**

I am the only person who has access to the raw data. I used pseudonyms to maintain confidentiality of the participants that I have interviewed. The names of the participants that are used in this study are from the nationally aired video on Larry King InVie show. All the interview data will be kept in confidentiality to protect the participants from solicitation of their names, addresses, or other information that may harm the participants. All the data gathered will be safely stored in a locked location. Appropriate password and protocols are adhered to prevent any breach of confidentiality.
of the participants. All the research data will be destroyed after 36 months after the completion of this.

**Benefits and Risk of this Study**

Participants benefit from this study as it highlights the respect, generosity, and justice of the leadership practices of South Lake Tahoe stakeholders with Leader V at the helm. Using the procedures consistent with sound research design, it minimizes the risk to the subjects. The results of this study align with the goals of the U.S. Department of Education initiative to enable U.S. students to improve their skills in Career Technical Education (CTE) and Science, Engineering, Technology, and Mathematics (STEM). This study aims to identify and discover effective pathways that educational leaders can follow. The results of the discovery are guidelines to educational leaders to develop sustainable learning environments to secure educated citizens for 21st century educational, social, and community value.

The agreement assurance protects the participants’ information and the data gathered by the researcher is abiding by ethical principles. The participants have access to the data they provided the researcher during the interview process. All the interviewees have pseudonym names.

The risk is minimized, as the nature of this study is to use only relevant information to answer the research questions (Appendix A). Participants can terminate their participation at any time during this study. Participants provided their informed consent, and they had the option to refrain from being audio recorded.
Protection of Participants

All the participants in this study are voluntary, and the participants can withdraw at any time with no consequences. The following measures are in place to protect the participants:

- The researcher obtained consent from each participant in alignment with California State University, Sacramento Institutional Review Board (IRB) requirements
- The transcripts are a living autonomous document to be shared with the participants for their input and feedback to make the information equitable
- During the interview process, the participants had the right to opt out of the interview at any time

The Subjects Subgroups

The intent is to interview six partisans who knew Leader V during her leadership process in changing the South Tahoe High School learning environment. They include a counselor, Chief Strategy and Innovation Officer, former Assistant Principal, Program Director, Career Technical Education and Visual and Performing Art Director, and a professor at California State University, Sacramento, who introduced me to Leader V.

The Recruitment Process

The recruitment process of the participants is purposeful. All participants have a link to leadership that promotes sustainable learning. The criteria of selecting the participants ensure they all have extended knowledge of Leader V’s professional paradigm.
The Criteria for the Selection of Interviews

Five of the participants are directly connected with the development of the sustainable learning environment at STHS, and one participant has known Leader V for many years as a friend and colleague.

How to avoid perceived and real conflict

This study aims to conduct the interviews at an established or “commonly accepted educational setting, involving normal educational practices.” The interview procedures are “no more than minimal risk.” Thus, “’No more than minimal risk’ means the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests” (Protection of Human Subjects, 2009). None of the data gathered is of criminal or civil liability neither is the information to be damaging to the subjects’ financial standing, employability, or reputation. The data collected for this study are publicly available, except for the interviews that the researcher conducted.

The Length of the Interviews

Six of the interviews were between 30 to 45 minutes long at a location agreed upon by both the participants and the researcher. The interview with the Leader V interview was an hour and we met via Skype. The participants are contacted by email or phone asking for their participation in this study. The email read as follows:

My name is Esther Hattingh. I am a doctoral candidate in Educational Leadership and Policy at University, Sacramento. The reason for my contact is to ask for
your participation in my research study, which involves the leadership process of the former principal at South Tahoe high school (STHS) between 2006 and 2014. I would appreciate your favorable consideration to participate in this study. I believe that your previous direct contact as an educational stakeholder with will have vital nuggets for me to discover. Specifically, my question is to discover process and her role in the development of sustainable learning environment at STHS. Please let me know if you would be willing to meet with me for 45 minutes for an interview via Skype, face-to-face, or a phone interview. The interview will consist of seven interview questions that were approved by Sacramento State Institutional Review Board (IRB).

**The Interview Process**

When the participants agreed to participate, they received the consent form approved by the IRB to sign before the interview (Appendix B). The participants received the questions via email the day that the interview was scheduled. I have collected all the data. I also completed the training requirement to adhere to the IRB protocol policies (Appendix B).

**Conclusion to the Methodology**

This study requires of me to be cognizant in conducting narrative research. Dr. Caroline Turner (Personal Communication, 2014) advises qualitative researchers to make a mental shift from interviewer to being vigilant listeners. Thus, the researcher should allow the stories of the interviewees’ to steer the interviewing process. Czarniawska (1997) recommends allowing the interviewees to be the narrators “with stories to tell and voices of their own” (as cited in Denzin & Lincoln,
The interviewees shape the narrative with their authenticity. Gubrium and Holstein (2002) advise that one observe how the interviewees communicate, as well as what they say in response to the interview questions (Denzin & Lincoln, 2005). The methodology is to discover the interviewees’ stories with a keen sense of what influences their responses, such as a social frame, culture, and circumstances. The aim is to be flexible and allow the stories to shape both the listener and the narrator. Overall, the purpose of this study is to learn the “meaning out of, and some sense of order in, the material” and to develop my voice as I “construct others’ voices and realities” (Denzin & Lincoln, 2005, p.657). In essence, being a vigilant listener mandates that I be both an enabler and constrainer of the narrative research process.
Chapter 4

ANALYSIS OF THE DATA

This chapter captures the findings of the generated, gathered, and recorded data for this study, which Denzin and Lincoln (2005) deem as a critical reflection process. Notably the findings are about real-world enacted leadership, which engage learners and sustain educational processes. The reason is to seize leadership that emanates inspirational, practical learning moments.

Mindful of the participants’ words, scholarly works, public policy, and educational leadership pathways, this chapter highlights the findings and crystalize what a sustainable educational leadership frame may look like. Creative Analysis Process (CAP) is the preferred analysis progression that views data through a narrative lens to filter the gathered and recorded data through human perspectives for understanding leadership practices (Richardson & St.Pierre in Denzin & Lincoln, 2005).

The purpose is to answer three research questions of the underlining factors of Leader V’s contribution to Career Technical Education (CTE); what factors contributed to her leadership process; and how Leader V’s career reflects her leadership process. Hence, the charge is to produce meaningful occurrences of Leader V’s problem solving progressions, agility, distributive justice, and cross-system, and transactive memory that apply to the development of sustainable learning environments (Senge 2014; Bess & Dee, 2012; Gladwell, 2002). The analysis process follows the “antifoundational arguments while encouraging experimental and multivoiced text” (Denzin & Lincoln, 2005, p.184). This is an in-depth undertaking of an educational leader’s activity that is about all-
inclusiveness and empowerment of the students and other educational stakeholders, which they are all leaders of learning (Elmore R., 2014).

**The Analysis Process**

Strauss and Corbin (1998) define the strategic leadership model as “a set of well-developed concepts related through statements of relationships, which together constitute an integrated framework that can be used to explain or predict phenomena” (as cited in Bess & Dee, 2012, p.9). In validation of Strauss and Corbin’s explanation, this analysis process gathers and analyzes the data from multiple voices to form an effective link that points to the construct of Leader V’s leadership at South Tahoe High School (STHS).

Every participant received a consent form approved by Sacramento State Institutional Review Board (IRB) to sign and sent back to me before the scheduled interview. They received the interview questions via email the day of the interview.

I installed the *Call Recording* software as a plugin with Skype on my computer to record five participants with Skype, audio only. Sedgwick and Spiers (2009) states that Skype is an innovative synchronous method to do interviews in a geographical disperse situation (as cited in Deakin & Wakefield, 2014). Deakin and Wakefield contend that technologies such as Skype, with its increased bandwidth, are beneficial interview methods. Additionally, I think utilizing Skype is considerate of participants’ time schedules, as it is an increasingly sought-after interviewing method among stakeholders with busy schedules. However, scholars such as O’Connor et al., (2008) claim online interviews omit the subtle visual non-verbal cues “that can help to contextualize the interviewee in a face-to-face scenario are lost” (as cited in Deakin & Wakefield, 2014,
p.605). Opposing to O’Connor’s et.al, stance, Deakin and Wakefield argue that synchronous online interviews, without video, are efficient interview processes because it omits the cues such as age, gender, and ethnicity, which I deem as a benefit. Denkin and Wakefield reason that online interviews allows for reflective responses, which I have experienced in conducting my Skype audio interviews.

My coding process was focused on the words and tone of the participants instead of the externalities of the specific elements surrounding the stories to answer the research questions. I noticed the participants’ tones changed when they shared certain stories, which illuminated the hidden mechanism of the internal sequence of their words. Therefore, the importance of the participants’ stories gave me insight to Leader V’s leadership “actions to praxis” (Denzin & Lincoln, 2005, p.184). Utilizing Skype allowed me to focus on understanding what the participants said without any other visual distractions (Leff 1990,1988,1986). Leff highlights that the process of discourse is complex, and having the sole focus on what is being said reveals the creative density of rhetoric as well as the reason behind the words.

I conducted one face-to-face interview and audio recorded the participant utilizing the LivescribeTM SmartPen3TM at the participant’s residence. In comparison to the Skype participants’ reflective responses, I found that the face-to-face responses were short and pointed. Compared to the Skype interviews, I believe the one face-to-face interview gave me less data to incorporate in the analysis process.

The following purpose of the section is to share the findings through the lens and words of Leader V, and the six participants I have interviewed. Inclusive to the
interviewees is the Larry King *InView* documentary with Stephen Newsome, Architect, AIA/LEED Associate at LPA Inc., who designed STHS buildings, Dr. James Tarwater, South Lake Tahoe Unified District Superintendent, and STHS students, Daggs and Aminian.

**The Data Analysis Process**

I transcribed the audio files to text using Microsoft Office Word. After transcribing the audio files, I printed each participant’s transcript and used highlight pens to apply *In Vivo* coding. Strauss (1987) states the root meaning of *In Vivo* is “in that which is alive” (as cited in Saldaña, 2009, p.74). Thus, the purpose is to bring the words of Leader V and the participants to life. *In Vivo Coding* strengthens the narrative design of this study by using the direct words of the participants to code meaningful real experiences. I applied the *In Vivo* coding numerous times seeking corresponding themes for each research question, and wrote the code and themes on butcher paper (Saldaña, 2009). Each participant received a copy of their interview transcript via email to verify the accuracy of his or her words. Some of the information the participants shared is not in the transcripts, since they asked to keep certain information confidential.

During the first and second coding process, I listened to the recorded interviews with the intent to discover data from the findings that align with the research questions and the literature that accompany this study. Throughout the data analysis process, I critically reflected on how the data intersect utilizing the hermeneutic circle process, and Denzin and Lincoln’s constructivist paradigm focus to discover trustworthiness and authenticity of the data to connect the coding to the “actions to praxis” (Denzin &
Lincoln, 2005, Elam, 2001). The Skype audio recording was effective, as I could focus on the context of the participants’ intentions without having to reflect on any other visual distractions. The participants’ stories established a powerful rhetorical of the syntheses of style, form and content, which Lucas (2009) refers to as pragmatic communication (Burgchardt, 2010). Lucas strongly believes that the propositions within the sentence structures, phrases, words, and syllables, all work together to contribute to its rhetorical force. Hence, listening to the participants’ voices numerous times strengthen the InVivo coding with the scholarly literature to illuminate the life experiences of Leader V’s leadership processes (Saldaña, 2009; Denzin & Lincoln, 2005, Elam, 2001).

In addition, I installed HyperResearch software on my computer. Before I started coding the transcripts in HyperResearch software, I formatted the source files for readability. I applied the Values coding process to discover the participants’ “values, attitudes, and beliefs” to interpret their epistemology (how they know) by reading the transcripts numerous times (Denzin & Lincoln, 2005, Saldaña, 2009, p.89). Furthermore, the themes emerged from the findings as I reflected on how they aligned with the previously mentioned Figures 25, 26, and 27. Every angle of the data analysis has a sole focus – to find meaningful information to share the human perspectives and understanding from the lens of a sustainable leadership frame.

The Participants

The following letters are descriptors to identify the educational stakeholders I interviewed (Figure 28):
Findings

The findings illuminated Leader’s V’s axiology (ethics) moral beliefs, actions that paint a picture of leadership processes (ontology) based on the formation of the stakeholders’ perspectives (epistemology), and leadership practices (methodology), which point to the success of the sustainable learning environments at STHS (Creswell, 1994, Denzin & Lincoln, 2005). Four themes emerge, pointing to the sustainable leadership actions of stakeholders at South Lake Tahoe under Leader V’s helm (Figure 29):

1. Validate all stakeholders to grow trusting relationships
2. Include all stakeholders to cultivate sustainable learning environments
3. Collaborate with stakeholders and empower them so they can contribute efficiently according to their strengths
4. Share gen to inspire stakeholders to effectively have an impact for educational, social, and community value

**Figure 29.** Sustainable Leadership – Inspired by STHS & the creative direction of Mike Alie: 2016

**Question One: CTE Findings**

What factors based on Leader V’s work, contributed to a Career Technical Education (CTE) sustainable school?

**Validate all stakeholders to grow trusting relationships.** The data that emerged from the participants reveals that Leader V made connections with stakeholders and strategized with the broader community to develop CTE programs. Leader V was frustrated with the high level of failure at STHS when she became principal (Participant H). Leader V expressed that no student was a failure and that each student should have an equal opportunity to excel (Participant H). Participant H stated that Leader V believed that “All students in her high school had something to offer.” Leader V’s objective was to make STHS an integral part of the South Lake Tahoe community (Participant H).
Leader V values CTE as the “kenshin” the tip of the sword, connecting education as a meaningful pathway for each student (Participant A). Leader V saw the CTE program as the Renaissance so that each student may have the opportunity to “blossom” with the focus on each student’s interest (Participant A). Participant P says that Leader V supported each student to continuously “prompt and prod and celebrate” throughout his or her high school journey to “grow” South Lake Tahoe’s human, social, and community capital. Leader V and the educational stakeholders aimed to support and validate each student and to discover a unique niche to learn and develop marketable skills authentically (Participant A). Leader V’s contribution embodies deep empathy for others and she brings specific skillsets that embrace diversity without a locked ideological mindset (Participant S).

According to the South Lake Tahoe School Report (2004) and California Department of Education (2015), students’ dropout rate diminished from 6.6% to 0.8% during Leader V’s leadership at STHS. Moreover, the students’ eligibility to attend higher education institutions increased by 31%, which is phenomenal considering it, was during the 2008 – 2010 financial crises, which meant fewer funds for education. In addition, South Lake Tahoe had a natural disaster. However, Leader V instead of focusing the financial crisis, the natural disaster, and student discipline challenges she opted to promote dreams of people and inspirational unity among all stakeholders, which increased the academic achievements at STHS (Figure 30).
Participant T cites Leader V’s vision as the reason for the new facilities that incorporate the CTE programs at STHS. Newsome, Architect at LPA, Inc., discussed that the facilities encompass the CTE learning spaces for students to give them the opportunity for successful skill building (King, 2016). In Larry King’s words about STHS:

Plato once wrote, “Do not train a child to learn by force or harshness, but direct them to what amuses their minds so that you may be able to better discover with accuracy, the peculiar bent of the genius of each.” Setting our children on the path to a rewarding future begins in the home, and is encouraged in the classroom.

Participant A averred the students are “finding a home in a facility unequal to anywhere in California, and it is nothing more than her [Leader V] sitting down with a group of people talking about a vision, and putting it on paper. Now there was grant money, but you still had to find people to write these grants, and she [Leader V] was able to do that.”

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2015</th>
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<tbody>
<tr>
<td>Discipline problems</td>
<td>18%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Dropout rate</td>
<td>6.6%</td>
<td>0.8%</td>
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<tr>
<td>Free/Reduced lunch</td>
<td>30%</td>
<td>54.2%</td>
</tr>
<tr>
<td>Graduation rate</td>
<td>85%</td>
<td>94%</td>
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<tr>
<td>Graduation eligibility to apply to 4-year Universities, and certain Colleges requiring pre-requisites to enroll in the certain majors</td>
<td>26%</td>
<td>57%</td>
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(South Lake Tahoe School Report, 2014; California Department of Education, 2015)

*Figure 30. South Lake Tahoe Report: 2014 & CA Department of Education: 2015*
Include all stakeholders to cultivate sustainable learning environments.

“All anyone [students, teachers, and the community] who was interested was allowed to participate… that inclusiveness was one of her [Leader V] big strengths” (Participant T). In order for all students to be successful in CTE programs, students needed a support system to develop their skills (Participant C). Leader V helped students to develop study skills when they chose to be part of the AVID program (Participant C). Leader V deems that all students need to develop their strength, and she respectfully supports students to aim for the best he, or she, can be (Participant A). For example, English language learners receive financial aid such as the thirty percent of Latino families, AVID study tools, and other resources they needed to gain the skills for a career, or to proceed to college (Participant C). Participant C states that Leader V is effective in identifying culturally with families that need support to fulfill each student’s dream regardless of the student’s socioeconomic or aptitude situation.

Leader V’s reaches beyond the development of STHS to include non-traditional learners, encourage them to develop their human capital by building relationships with the leaders at the community college (Participant A). During 2014 and 2015, after building STHS CTE programs, Leader V worked with a team to develop an Adult Education workforce program between the school district and the community college at South Lake Tahoe, which included stakeholders who are not part of the high school but needed support to cultivate their skills (Participant S). The community college uses STHS CTE program facilities for the college courses (Participant H). The workforce program includes a Digital Media Arts curriculum at STHS to secure a college pathway
for the students, and other CTE programs, such as Auto Tech and Sports Medicine, to address not only the students’ needs at STHS, but to secure adult learning programs (Participant S). Participant S said that Leader V diligently worked with teams to secure a local bond and grants to finance the students’ CTE programs. “She [Leader V] would just sit down with them [teachers] and they would talk about what it is, where they want this [CTE] program to go, what are the key components they [the teachers] need to emphasize” (Participant A). A STHS student, Daggs, affirms that the diverse CTE programs at STHS render a wide selection for students to cultivate career interests with alignment to the academic curricula (King, 2016). Student Aminian says that STHS is not a traditional high school because there are limitless programs to combine academic programs and to immerse oneself with career training (King, 2016).

This study’s participants, and King’s documentary, point to the inclusion of all the stakeholders in developing the CTE programs. However, the participants shared repeatedly that it is Leader V’s inclusiveness, and her ability to select different teams, that propelled the CTE programs. Leader V would invite stakeholders who were interested, and inspire, as well as supported them to work on the CTE programs (Participants A, C, P, S, & T).

Consequently, students, teachers, and the community worked together to share their dreams for what they hoped to accomplish at South Lake Tahoe, and together they developed a master plan to accomplish learning spaces (Participants A and T). Leader V would listen to the stakeholders, and then set the process in motion to incorporate the CTE programs (Participant A). Participant A states, “ she [Leader V] would just select
different people and think ‘we can accomplish this,’ and we did. We were able to put together nearly $65 million of new buildings to propel CTE programs [on] eight different fronts.” It was interesting how the participants use “we” instead of “I.” Participant P mentions that Leader V always says “we” and never says “I.”

Facilities that stimulate physically, emotionally, and intellectually. Planning the facilities, Leader V, with Newsome, the architect, and the teams, adhered to the community’s dreams to keep South Lake Tahoe air clean and environmentally sustainable (Participant T). Every new building at STHS followed the Green Building Code with the emphasis to do the least amount of damage to the environment (King, 2016). Newsome’s, with his firm LLP Inc., architectural plans used green approved building materials to design the school facilities that “emanated the curriculum” (Participant T & as cited in King, 2016). The result is that STHS facilities won awards for their sustainable learning environment (Participant T). The participants echoed that the decision making process under Leader V’s leadership included environment sustainable buildings for every CTE program (Participants A, P, & T).

Leader V invited a collaborative spirit between Newsome’s team, the teachers, students, and community members in South Lake Tahoe that transcended the facilities now from building structures to learning spaces. Butz (2002), an architect and space planner for educational institutions, states a person can experience powerful environments, which can stimulate physically, emotionally, and intellectually (p. 53). Butz proposes that powerful environments only came about when there is collaboration among the planners of these spaces (p.53 -62). Butz writes it is only “…when the
collaboration works well, buildings function efficiently, are affordable, contribute to our communities, and provide inspiring environments” (p.53). The essence of Butz’s argument is that collaboration is required and a commitment is required from everyone involved, including from campus planners and users, in order to provide spaces where learning will transpire (p.62). He believes that when key irreversible decisions need to be made, the investment in relationships will pay off. Thus, Butz’s argument revealed to be true, as the rewards paid off for STHS and the South Lake Tahoe community to have spaces that have purpose as learning spaces for the students, the community members that attend college classes at STHS, as well as attendees of the civic events at STHS Union (p. 62).

**Collaborate with stakeholders and empower them so they can contribute efficiently according to their strengths.** Leader V campaigned vigorously, meeting with casino and business owners and inviting them to be part of developing the CTE program at STHS (Participant H). Similarly, Leader V built relationships with the educational stakeholders, which established the platform to invite the stakeholders who showed interest in a specific CTE program, to work together, to plan, research, and write grants (Participants A, H, P, S, & T). Participant T, says that Leader V’s leadership process was to empower, to let go of control and power, to allow teachers to show what they can do, and even allow them to be part of the decision making processes.

The economy was struggling during 2007, and the grants required bond passage (Participant T). The bond money to secure the grants all came about as Leader V built trusting relationships with the South Lake Tahoe community (Participants A, P & T).
Together the bond passed, which in turn created jobs for the people in South Lake Tahoe to build the STHS facilities (Participants S & T). When the need arose to hire contractors from outside, workers stayed in hotels at South Lake Tahoe, which “bolstered the economy” (Participant T). The endeavor resulted in securing adult education programs in the community (Participant T). Participant T said that it cost about $50,000 in grants to develop the CTE programs. Leader V, with participant T, also procured a $2.5 million endowment to sustain the CTE programs at STHS and the community. As noted by participant T, “she [Leader V] empowers you to be a part of those processes.”

Along with working on STHS CTE programs, Leader V was on the board of directors representing Lake Tahoe Unified School District (Participant S). Alongside with leaders from local business, government, educational entities, and non-profit organizations encompassing the entire Tahoe Basin, they worked together as a team. Leader V, with the board members, procured grants and worked collaboratively to found the Tahoe Prosperity Center to prosper the whole Tahoe basin economically (Participant S). As a unit, they foster positive change in the community, including the development and implementation of a comprehensive broadband network backbone with high-speed Internet connectivity (Participant S, Connected Tahoe Project, n.d). The committee strategically developed and implemented a comprehensive broadband network with high-speed Internet connectivity to secure that all stakeholders, even low socioeconomic stakeholders, have structured access to high-speed Internet (Participant S, Connected Tahoe Project, n.d).
The relationships that Leader V and the stakeholders have developed between the high school and college allows opportunities for students to enroll in courses to earn college units (Participant T). For instance, freshmen can have dual enrollment between the educational institutions and earn five units of college credit on a college transcript, which is the impetus to build their human capital (Participant T). Moreover, the dual enrollment is expanding and evolving into multiple disciplines, giving high school juniors and seniors the opportunity to earn college credit (Participant T).

Additionally, Leader V, with the college leaders, jointly applied for a hospitality grant, since South Lake Tahoe is a tourist area that needs a workforce in the hospitality sectors (Participant P). Before Leader V became principal, the community college leaders and high school leaders had minimal articulation with each other (Participant P). Leader V worked with college leadership to explore options leading to careers in the local area and worked to align the curriculum and take an active role in the district to promote the CTE education programs to enhance the tourist industry in South Lake Tahoe (Participant P). Participant P emphasizes the culture at STHS that “just because someone graduates does not mean you are done with a student’s educational journey.”

**Share gen to inspire stakeholders’ effective impact for educational, social, and community value.** Leader V would share her expertise generously with all stakeholders (Participant H). Some called her Google because she knows all the educational statistics pertaining to K-16, she knows the pressing educational needs, she knows how to develop the learning opportunities for educational stakeholders, and she knows where to find the money to coagulate the educational visions (Participant P).
Leader V shared information with the educational stakeholders from AVID and current information from the Department of Education pertaining to what may be in the planning stage for new educational pathways (Participant T). Besides sharing what she knows, Leader V invited others to attend training events, such as the University of California Curriculum Institute (UCCI), where the educational stakeholders developed the curricula for the CTE programs, and made the core high school courses relevant through the CTE programs (Participant T). Leader V was instrumental in convincing her peers to buy in to the CTE pathway so that students can develop their human capital (Participant C).

Question Two: Factors of Leadership Processes

What factors contribute to Leader V’s leadership processes?

**Validate all stakeholders to grow trusting relationships.** Leader V, together with participant S, aimed to establish a learning workforce initiative with Lake Tahoe School District and the community college to establish programs for English Language Learner adults who did not complete high school. In addition, they established a support system for students with disabilities who require pathways to secure their human capital (Wheelan, 2010). In response to question two, participant S says, “if you don’t mind I will answer it with something [Leader V] said to me.” He says, “she has put her hand over her heart, and said ‘these are my people.’”

Leader V’s story of her early years in the U.S. may highlight what sharpened her “fully inclusive leadership” process: As an English language learner who emigrated to the United States from Brazil with her Czechoslovakian parents, Leader V shared the following story:
As a kid, I came to the United States. I didn’t speak English. So they wouldn’t let me sit with the other students, and I had to face the back of the wall. This was in Los Angeles, and even though they had some bilingual programs, … they didn’t know what to do with someone who spoke Portuguese … basically I wasn’t allowed to join the class until I learned English. There is an effective strategy, and that stuck with me. It was so traumatizing, I was seven, I hated it, I hated being in the back of the class, and I was ashamed of speaking another language, which I would go home in tears. That experience, I think, was the foundation for why I ended up going into education so that no student should feel like that.

Leader V says that she felt like V’Ger who evolved from Voyager in the Star Trek series.

Leader V, with a laugh in her voice replied, “I think every life experience influences what you do, and some of the ones we are not even aware of, and they come into play later on.” Arriving in America from Brazil, Leader V could read and do mathematical problems that were more advanced than what was offered in her grade level in the U.S. Leader V conveyed how other educators shaped her leadership process:

In fourth grade, and we were doing divisions. I would do divisions in my head, the teacher called me up. I had acquired quite a bit of English, enough to communicate. I am up on the board doing a math problem, and the teacher like threw something at my head, the eraser hit at the back of my head because I was not doing the long division. ‘No you have to show all your work,’ but its so easy, two goes into twelve six times. Anyway, that experience… I just left the room in tears humiliated in front of the class. Those interesting experiences really standout. I have not forgotten. My parents took me out of that school, and put me into another school, and that experience was wonderful. Everything from the principal to the school it just was great, and I ended up kind of advancing.

I was influenced by the leaders that I had throughout my journey. Starting when I was in college, I became an instructional aid [it] was a continuation school that was in the evening, and it was the only one that was innovative, the only one of its kind for students. I thought that was absolutely brilliant. So, they could get jobs and have careers and finish up. I even remember one guy had a real tough time, he was Hispanic, he would come in, and he didn’t want the other gang kids to know he was in school. He would come in on his motorcycle, and hide his motorcycle so nobody would see him study. I was really impressed by what was going on. I was assigned to a master teacher and she was doing Special Ed, and at
that time we called them LD learning disabled, the name to Special Ed students continues to evolve. She taught me all kinds of things that I took for granted how to staple a packet, I kind [of] still laugh, where to put the staple right across so the papers would flip easy for the students, how to sit with them, how to talk to them, she had a delightful sense of humor. Just taking everything as it comes, addressing the needs as they came up. So, I learned quite a bit from her, and to this day still keep in contact with her.

Then again observing people that I most learned from, people that I thought were great, wonderful to work for, and learning from the people that I would never want to work for. People that were terrible bosses that were tyrants, unpredictable, it’s like … why are you treating people like that, that you work with like this? I had a couple of principals who were remarkable. The first principal I had for the first year, I still remember what he told me. I was a brand new teacher and he said ‘a teacher is like an artist with a blank canvas, some paint with oils, some paint with water, each one has his own, sometimes the picture comes out beautiful, sometimes it’s not exactly what you want. But it is your piece of art that you are doing and how you came about it, is going to be different.’ It stayed with me quite a bit and sometimes we’re not always happy with that canvas, the paints are a little bit dry and things need to be changed, but that image stayed with me for a very long time. He really opened up my eyes as to what a classroom should be like. Not a cookie cutter model, but how no teacher are machines. That was a big influence for me. That was followed by another principal who I remember cleaning my classroom, and he came in, and rolled up his sleeves, he was right alongside me cleaning the desks and just talking, and if we needed anything, he was just there, always positive, always inspirational. He ended up becoming the head of HR here. He was to me the consummate administrator, and I would just watch him. He was a natural. I enjoyed working for him. If he would ask you to jump, you would say how high. You would do anything for him. [Another principal was also a mentor]. He was doing [the] alternative Ed program, and I was drawn to students who didn’t fit the mold, who were different. Who were turned off [by] education, [because of] difficult situations. That is the students I was drawn to and try and reconnect them because I could see potential in some students ... if we could just tap into that, if we could just do that. Well this principal... He had a sense of humor. What I got from him [is that] we sometimes take things too seriously when it is immediate, then you kind of look back, and say wait a second you know this is why that happened. He probably taught me about patience, not giving up. Every opportunity I had it was the people I worked with, my colleagues, and the people I worked for my bosses that taught me, took me to where I’m at for whatever it is worth.

It would infuriate me when doors were closed for the students, I would say look, and how would I react to that? How do I change that? What is it in our system? We create artificial barriers. We segregate students. Our system likes to
compartmentalize students, and we have so much to gain from a diverse population.

Leader V wants stakeholders’ input, and she wants all stakeholders to be aware of what is going on in the school, and the school district (Participant A). “Speaking from my experience with her [Leader V] she had this subtle way of never criticizing what you did. She would question you, like democratic dialog” (Participant A). Both participant A and P’s avowed that Leader V never raised her voice at them, nor spoke down to them. Rather Leader V would ask supportive questions in a quiet tone. Participant P states that Leader V would ask teachers and students what they wish to do, and how she can help them to be successful.

The participants and Leader V shared the numerous challenges Leader V had to navigate. The U.S. financial crisis that influenced the funding of education, the Angora fire in South Lake Tahoe, and the students negative behavioral issues at STHS. One such challenge was the challenging gang activities at STHS in 2006. Participant A tells that there was an enormous gang problem when Leader V became principal at STHS. However, Leader V reached out to the students in the gangs and addressed the antagonistic atmosphere among the gangs. She treated them with respect and encouraged the students to find a way to have peace on campus (Participant A). Besides reaching out to the students in gangs, participant A says that Leader V would act immediately to help any student who had a problem, and she taught the teachers and administrative staff at STHS to foremost help students. The culture was to never miss an opportunity to help a student that is encountering problems (Participant A). Leader V shares a story about validating a student to change his focus from destructive behavior to constructive actions:
Got to know each one [student] individually. There was one in particular... it was my first year, it was crazy, and we had no security. We had no cameras it was wild from the moment I started. I think I had just signed the contract, and five minutes later, I am told I have to get a waiver. They were out of compliance on PE, and I had to investigate an embezzlement case. There was a field trip with a bunch of students, [and] they got intoxicated. The ink wasn’t even dry. I was finishing up another job at the time, and I was in San Diego doing some presentations. I looked at a colleague, and said, I made a big mistake. There were egg fights at homecoming. It was tradition for them to bring tons of eggs, and the place was disgusting. The place was full of eggs, and they had been doing this for years. I said this isn’t okay. The eggs have to stop and we looked around, and they said it was always this way, and the poor custodian having to clean all of it up, it was like a riot on campus. I said no, this is not going to happen. We cancelled homecoming and there was this big backlash. I had parents coming in saying: It is their right to have egg fights on campus. I said no this is disgusting. You want to clean it up you come clean it up. Well, that is why you have custodians. No, that is not their job. The kids retaliated. There was almost a riot. They tagged my car. We finally said we would bring peace. We will bring back the homecoming dance. It will be watched. At that point I was ready to walk off the job. I remember coming home, I said I’m done. I felt something in my backside. I was shot with a BB gun I didn’t even know it. I felt something I thought was a piece of glass, and I said that’s it we’ve got to change things. This is not acceptable, and this was just before the regular student body. They were furious, and that is when they painted up my car and stuff…. the school is crazy, this is out of control, and again this was before there was any security they had about twenty five expulsions the year before. Kids were going to jail once a week.

Gang activity had escalated, and then on November 20 2006, we had a huge brawl fight. There was a lockdown. There was a shooting we had the SWAT team, and it just went on and on. I said this had to change so we started going out and I said before the next event we were no longer having rallies, we would have an assembly. People were furious, very angry. I said no, not until we can learn to behave can we have those things back. I started meeting with everyone, students, families, community members getting to know [them], and getting to know the “gang kids” and started asking them about dream[s]. What do you want to be? Where do you see yourself? Evidently, that seemed to be an unusual question. We had Saturday school detention and one of the Saturdays, I said the heck with Saturday school, and I hired a security person, she was a tiny little woman who was extraordinary. I said please, please consider working here and she did. We took a whole group of students of these
gang kids to a movie on a Saturday, and we went to see the movie *The Freedom Writer’s Diary*. It was about a teacher based on a real story Erin Grunwell. I actually have met her since, and had the book signed. I got the book for all the kids who went and saw the movie. They were used to being punished so that is what they were expecting. Instead, we saw the movie then read the book.

One kid was wearing a hat that said Che on it. I said do you know who Che is. ‘Yea Che Guevara.’ I said tell me about him. ‘He is really cool.’ What do you know about him what has he done. I said, I’ll tell you what we’ll drop everything if you can write a five-page paper on Che Guevara. He said ‘what.’ I said, just write. I want you to research. I don’t care what you do. Just write me a paper, because if you are wearing him on your head you need to know whom you are advertising. The good and the bad, and what he did. I got him the *Motorcycle Diaries* and he read it, and wrote a paper, and we ended up where he was checking with me every day.

One by one, I got to know all those kids in their bandanas, and worked closely with security, that one student but he in particular he said something to me that I am very proud of. I said, so what is it you want to do when you grow up and he said ‘I’m not sure what I want to do. But I do know that I want to make a difference.’ I think about that, and how the importance of making a difference. Who taught me that? The little gangster, he was a gangster then, and now I see him once in a while and he is off to college, but he is just one of many. You know, tie them to their dreams, and try to get to know them one by one.

When students have an academic or personal need, Leader V would address the student’s need before she addressed the student’s discipline problem (Participant A). Leader V’s theme was, “Reach out, talk to the student, treat each student with respect, and find out what is needed in his or her day” (Participant A). Leader V acknowledges the value of validating each individual by always “praising and punishing in private” (Leader V). Numerous times the need of a student was not academic, but it was personal (Participant A). For instance, the student may be homeless, need clothing or food, whatever the need is the teachers were taught to go to outside agencies if it is needed, but help the student first (Participant A). Leader V taught the teachers to “make an
intervention so that it stops” and see the discipline issue as a secondary problem (Participant A).

**Include all stakeholders to cultivate sustainable learning environments.**

Leader V has a profound logic to include everyone in the community, including stakeholders of color and undocumented citizens working in the service sectors (Participant S). Participant S said that everybody who has worked with Leader V probably would say that she is a “fully inclusive leader” embracing the diverse segment of the community, and seeking to include every citizen with a presence of “non-egocentric acceptance of others.” All the participants communicated Leader V’s diligence to support all educational stakeholders (Participants A, C, H, P, S & T). The sense of “let’s do a good job, let’s do our best work all the time. That was critical for her. You owe it to the students, you owe it to the district, you owe it to the taxpayers” (Participant A). Furthermore, there was joy and the educational stakeholders knew they were part of a team that makes a difference (Participant A). Importantly, participant A says that he, and the other teachers, never felt alone while reaching to accomplish their tasks. He says that he felt he could ask for help anytime from Leader V, as well as from the other teachers. There was an open-door policy. He says, when the educational stakeholders need help the answer is always “yes” (Participant A). Participant T confirms what Participant A said. Participant T said, that he wanted to institute the four by four schedule that allows for flexible lecturing scheduling to meet the students’ needs, because he wanted the students to have the opportunity to take electives. Leader V supported Participant T to go into the community and accomplish his dream to change the
school schedule. Hence, Leader V challenged all teachers to institute change and had an open policy for both teachers and students (Participants A & P).

The culture that Leader V cultivated at STHS was to include each individual, and to support and train others to collectively help each other (Participants A, C, P & T).

Herewith is Leader V’s story of how she changed the status quo of the Advanced Placement Classes (AP) at STHS:

We are human and it is important to recognize and to remedy and apologize when things go wrong. I get what they are saying when things go wrong with life. There are people who don’t want to say anything. They are afraid to come forward, sometimes it did not work out like we planned, we are going to try things better, so what do we need to do? We need input from people as to how to make things better. This is critical. That can be a difficult thing to do. So how do we create that safe environment so people believe they can be authentic and not have [what they say] used against them. One of the things that I have done, I am a huge believer in I don’t know if you are familiar with advanced placement classes? Well, advanced placement, advanced college level classes are offered at a high school and they are very challenging, and we had many teachers that would give students a ton of work in June, and when they walked in the first day of class is September they would give them an exam. And if they didn’t pass the exam they were kicked out of the class. I said that is ridiculous, the class should start now. The colleges don’t have students do all this work before they start the class. Bio 101 they weren’t supposed to do all this summer work, and all this summer reading, and read half the chapter, and read half the book on their own. And here is what was happening, those students of excellence would get together [and] do all the work [and] get the lessons they need, but the students of poverty they had to work in the summer to help support their families. They didn’t have a structure to prepare for these classes, so by default they said they couldn’t do it, and dropped out. A big shift was to remove summer work. This is still controversial in the AP world. I made a lot of people very upset with that decision. I had a lot of teachers say, but we’ve always done it that way. I said then you’re not teaching. No wonder you teach these classes the students that you get in here that you are left with are the students that could do this on their own. They don’t need you at all. They are already passing the exam based on the work that they have done themselves. Just give them the rest of the book and call it a day. They don’t need to be in class, do they? They said we can’t possibly get through all the material if the students aren’t prepared. They don’t do it over the summer. I said summer is the time kids should play. Kids should enjoy summer, go ahead, and give them something, if they want to do some pleasure reading they
are welcome to it, but nothing is for extra credit. They cannot be held accountable for it. They cannot be penalized for not doing it. Let them all start the class on an even keel. That was a big shift for opening up all access for all students in our school.

There were some people who I really connected with who were on the other side, and I had to give them the freedom to see. One teacher spoke up and she said ‘I need to stand up here.’ To this day, I still remember the moment she did that, she said ‘I was one of those kids,’ and you know what you don’t need the summer work to get through the class, and we need to give every student a chance. It took one brave person to go against them and say let’s just try this. It shifted. Was it going to be more work for you guys? Yea, but think of the type of students you are going to get that you have never had before, it is going to be more challenging, and so much more rewarding.

Participant C thinks that Leader V’s ability to communicate effectively in multiple vocabularies to the teachers, parents, and students set the precedent of trust and an inclusive relational learning atmosphere. Leader V had set a precedent of all-inclusiveness. The culture at STHS was to meet regularly with families to learn what was important to them, to reach out to understand their struggles, to meet with teachers and find out their needs to be successful (Participant C). The open door policy seems to be a huge factor that contributes to Leader V’s leadership process (Participants A & C).

Collaborate with stakeholders and empower them so they can contribute efficiently according to their strengths. It was Leader V’s “inspirational ability” and her ability to communicate effectively with individuals as equals that inspired stakeholders to work together in unity (Participant A). Together the stakeholders, as a learning community, developed learning spaces so students can safely explore, experiment, and learn how the curricula is applied practically. As participant A puts it, “it was just her abilities, just spectacular.” The South Lake Tahoe community trusted Leader V’s leadership and they overcame their doubts about passing a bond to pay for the
proposed changes at STHS. They voted yes because of who Leader V is (Participant S). Leader V’s leadership was described as dynamic such that people would gravitate towards her, how capable she is working with the community, teachers, governance to “a unified common goal to reinvent education” (Participant S).

**Share gen to inspire stakeholders to effectively have an impact for educational, social, and community value.** Participant A marveled at Leader V’s dexterity to attract a team of eight leaders at STHS, meet with them weekly for 90 minutes, with the goal to nurture them to replace her. Leader V solicited the team of eight to share their different perspectives; she would share what she knew about what is going on in the high school and in the district, and ask the teams to contribute about the matters at hand (Participant A). Participant P said Leader V will have the attitude of a “can do” spirit, and with the message that “we can do it” collectively, as together they have the ability (Participant P). Then, the culture was to include the community in what is going on at STHS (Participants A, C, P, S, & T). Participants A and P said Leader V taught them to establish a personal connection with each student. Leader V would teach them to first ask the student what their interest is, and what they want to do, before talking about the reason why they were sent to the office (Participant A & P). Participant P stated that Leader V taught her that when meeting with a student, it was vital to focus on the student’s goals. In that way, the meeting would focus on the positive aspects of the student’s development and relate the unification message of support. At the same time, Leader V taught the teachers to create a collective distributive culture to support each other (Participant A). Participant T mentions that STHS is an AVID demonstration
school and that people from all over the United States have visited STHS to see the facilities and observe the programs offered. I have asked Leader V to expand on how the AVID award evolved. Leader V told the following story about the AVID award:

In the mid 90’s I was teaching at a continuation school and I had some really incredibly bright students again. One particular young lady just really stuck out, but she had been in alternative education since she was fourteen, basically kicked out of everything. She was really, really tough, but she was so smart, and I would tell her every day you know you have tremendous potential, we failed you, but you will get bored if this is all you do, you need to go to school forever, and I helped her to [pass] the high school equivalency test. This young lady continued on and passed the high school proficiency exam and about a year ago, she got a doctoral degree in psychiatric nursing! When you take a look at those kinds of students I’m like what is our system doing? One of my colleague’s heard about the AVID program in San Diego, he brought back a video tape, showed the video tape, and we all thought that this is kind of a cool program. At the time the Administrator called me into the office and asked, well who do you think will be a really good teacher for this, and I am going through the list of everyone, and he is looking at me, and said ‘you don’t get that we think it is you.’ So I went, are you kidding? I would love to give this a try. So we started with a single class. It allowed me to work with independent study, cleared the whole system so I was able to develop this program. Started with a single ninth grade class then went to tenth, eleventh and twelfth. AVID is a program designed by Mary Catherine Swanson you can look it up. A little team went down. We took a look, and we said we are putting a group of students into a College prep program in a school where they were basically separated out, and in fact when we started with that we had so many challenges to overcome. The school was changing; it was predominately affluent white, middle class. We were seeing an increase in Hispanic, lower income the socioeconomic changes were starting to happen and this was happening in the 90’s. So with this first group I had to pull one class all year, and I put them in regular classes. I realized when my group of students would go home their conversations around the dinner table were basically taking care of the siblings while their mom, single mom, was working two or three jobs. So we really started getting involved with programs … providing them with tutorial support, and connecting them with the community. I recruited from the top of the students of the school to become tutors in the program. Students from a different demographic, students that they never would have spoken to at school because these weren’t visible students, and all of a sudden here they are getting all excited about helping them [students] tutoring them, they are getting through geometry, algebra saying you can do this, we will help you through it.
One of these students went to her Dad and said we need to do something to help these students. [The student says] ‘I have everything, and I know I’m going to College.’ My parents can support me and they can provide me everything I need to go.’ These students are struggling day-to-day and can [not] even get to college even with financial aid it is very difficult. Of course, some of the students were undocumented, another challenge; her father started a scholarship called the Hero Scholarship - Honoring Excellence and Rewarding Optimism.

At the same time, we [were] going to talk to organizations about the AVID program, [and] give presentations to various organizations. The soroptimists went ‘this is wonderful what can we do?’ It is hard for these students to compete with the other student populations for scholarships. [The criteria for AVID was that] they [students in the AVID program] have to do volunteer work. I said well this little girl over here; you know what her volunteer work is? When she gets home, she has to take care of five siblings. She does [not] have time to be the Candy Striper at the hospital, because she is taking care of her family. I started working with them [the underprivileged students] and they were so moved that they said what if we set up a scholarship that says you have to be an AVID to get it, and they awarded four students and they started with that. [Therefore] they set up this AVID scholarship. This scholarship was set up in the 90’s. Then I moved away and continued working with AVID in Sacramento. Our school [STHS] became an AVID national demonstration school and our community got known for it. The support continued and they were moved year after year of what the AVID students accomplished, and how extraordinary they are, and what they can do.

Got them [the top students and underperformed and low socio economic students] connected and it really developed a whole new awareness for these students, and what they had to overcome to reach their highest potential, and to see them launching off to some incredible schools and universities was huge. I was principal then. I would go every year, [and] they would give me the task [to write about the students who received the AVID rewards, and I will present the rewards to the students at the annual event]. They always give the lunch. I get there, and all of a sudden, I look on the paper work the AVID scholarships had been changed to __________ AVID Scholarships. It was a complete surprise, I was just in tears, I was just so honored, they said we just want to recognize all the work you’ve done, and all the lives you’ve changed with the program. I was overwhelmed.

Influences such as the AVID program align Leader V’s knowledge with her actions to embody a community of learning through unification and growth for South Lake Tahoe economy and the students at STHS (Participants A, C, H, P, S, & T).
Question Three: Career Reflections

How does Leader V’s career reflect her leadership process?

**Validate all stakeholders to grow trusting relationships.** Leader V forms relationships that matter, and contributes to the relationships by establishing a “bond trust” (Participant S). Participant S said, “you experience it every time you are in her presence. I know that, I can trust her [Leader V] because she operates from trust” (Participant S). Participant S says, more than anything, even above her empathy, her good education, her good verbal skills, as well as all the many other attributes, the attribute that trumps it all is – Leader V personifies trust. Participant A said what stood out to him about Leader V is that she connects with him and others as equals always respect their contributions and value their input. Thus, he said each encounter with Leader V is with the knowledge that you as a person matter to her. In fact, Leader V would always give credit to the people who worked to develop the programs, and never mentioned her contributions (Participant P). Participant P admits that at times she was frustrated with Leader V because there were certain things that could be different. She learned later that Leader V did address the things that needed to be different, but had to gain permission to make the changes from other decision makers. “I later learned [that] she [Leader V] was being told no from above, but she never told us she was being told no from above, she took the responsibility for it, she took the hit” (Participant P). Leader V never put a limit on what educational stakeholders can accomplish (Participant P).

Leader V seems to impart the awareness that STHS and the community are a unified society (Participants A, S, & H). Dr. James Tarwater confirmed that the
community supports STHS and said, “We believe … the schoolhouse is the wheel house” (King, 2016). For example, the community attends the athletic games and art plays and they are actively involved with the school’s activities (Participants A, C, H, P, S, & T).

An important point that participant P made is that Leader V taught the teachers to align their dreams with the educational policies, rules and regulations, while focusing on positive change (Participant P). Participant C said that as a counselor, many educational stakeholders forget about her role at the high school, but not Leader V. Participant H attributes Leader V’s leadership process to her ability to learn other stakeholders’ strengths and weaknesses. She states that Leader V is a good listener and aim to help other people to do their best, and she does that with a virtuous attitude and humor.

**Include all stakeholders to cultivate sustainable learning environments.**

Participant H mentions that bullying is widespread in US schools, and it was no different at STHS. Participant H says Leader V was cognizant to design the areas in the school where bullying notoriously took place to create a safe environment. For example, the cafeteria, now called the *Union*, is a place where students can eat their lunch in a contemporary food court with seating that has private seating areas where students cannot be bullied (Participant H). Leader V describes how the cafeteria was and what the *Union* is now:

> We had a cafeteria and it was two cafeterias together, and I hate to put it this way but the kids said it. We have a white cafeteria, and a brown cafeteria that is what it was, and the brown cafeteria at the time is where they got their free lunch, it was horrid. There was a cafeteria where you brought your own lunch, then the other cafeteria where you got your food. Well when we built the student Union it was a big thing, we put it in the center of campus. We followed seating patterns. We looked at seating patterns for students. [We] designed the seating patterns that would accommodate all kinds of students so they all felt included, a
place where they could feel safe in the cafeteria because a lot of the interaction, a lot of the bullying happens in the hallways, it happens in the lunchroom, and the bathrooms. That is when the stuff happens to kids. By removing that [and] minimizing [it] … they have by creating a lunchroom where everyone is comfortable. Changing the physical plan changes, the environment [and] changes how students feel about themselves. They take pride in where they go all of this ties them in together.

The building of the Union cost $10 million (Participant A). Participant A explained that Leader V said “hey you know we can get [a] special grant by going [to] the city and seeing if they will sign on the dotted line, and they can use this facility.” Leader V and the STHS stakeholders completed the paperwork for the grant and took it to South Lake Tahoe and they signed the grant application. It did not cost the city of South Lake Tahoe anything to have now access to the Union for their needs (Participant A). Leader V just reached out to the community at South Lake Tahoe and did it (Participant A).

**Collaborate with stakeholders and empower them so they can contribute efficiently according to their strengths.** The participants credit leadership, stewardship, and governance skills to Leader V such as:

- Inspirational leadership processes and therefore attracts stakeholders to her vision with courageous actions. She has pursued grants and funds industriously to help all students gain marketable skills (Participants A, C, H, P, S, & T)
- Acceptance of others, and ardent actions to solve problems (Participant A, C, H, S, & P)
• Deep respect for others with relentless authentic actions, and her pursuit to make a positive difference in the lives of the students, teachers, and community, and the “… belief to be a leader takes much more than a credential” (Participant H)

• Agile with a resiliency to create a sustainable learning environment for all students (Participants A, C, H, P, S, & T)

• Resists controlling others (Participants A, C, H, P, S, & T)

• Gives educational stakeholders the freedom to make decisions (Participants A, C, H, P, S, & T)

• Guides educational stakeholders to meaningful changes at STHS for the benefit of all students and other stakeholders (Participants A, C, H, P, S, & T)

• Consistently reaches out to all students, even the underprivileged, and other stakeholders to develop a safe place to dream and build on their dreams (Participants A, C, H, P, S, & T)

• Accountable and focuses on what is probable in order to have a physical, cognitive, social learning environment that aligns with a positive culture and emotional excellence (Participants A, C, H, P, S, & T)

• Attentive by listening actively to stakeholders’ voices and developed trust relationships (Participants A, C, H, P, S, & T)

• Face change and challenges to empower others (Participant T)

• Courageously changes the status quo to give all students the opportunity to participate in AP courses and found money to help underprivileged students succeed (Participant T)
• Continuously displays wisdom in solving problems (Participant T)
• Transparent and shares her knowledge and expertise about the most current aspects of the pathways of the educational frame (Participant A, C, H, S, P, & T)

Leader V shares the following about her collaborative leadership processes:

The first strategy is we talked about the relationship of trust. People need to believe with you, so you have to journey, and you need to have them believe their dream is possible. You have to believe it yourself. Belief is huge, it takes time, and it doesn’t happen overnight. I am reminded of the phrase fall down seven times stand up eight times, fall down eight stand up nine because you are going to fall along the way, things aren’t going to go right. I go back to Edison, how many times did he try the light bulb before it finally worked. The number one is if you believe in it don’t give up on it. But how do you do that? You start working with the people around you that can share that belief, work together and listen to them. There again, nothing is ever accomplished alone and there is always someone supporting you. In turn your job is to always support someone else for [him or her] to continue. It is reciprocal. I don’t know if I am answering your question, but I know that it is that tangible. People can see if you believe in it or if you’re lying.

Share gen, reveal pathways, and inspire stakeholders to hone their effectiveness for educational, social, and community value. Leader V’s career reflects her leadership process as a change agent to sustain STHS learning environment. The stories of the participants validated the transparency of sharing information between Leader V and the South Lake Tahoe stakeholders to make changes that will sustain the students and community. Leader V actions reflect the following elements about her leadership process. Leader V:

Cultivates eight teachers and administrators every week to discuss the issues at STHS, which established the frame where eight educational stakeholders could take
over the principal duties at any time during Leader V’s principal position (Participant A)

Encourages all stakeholders to share their perspectives, which changed how people connect, making a significant positive difference in the culture at STHS and South Lake Tahoe community (Participant A)

Shares her experiences openly in probation, AVID, leadership literacy, administration practices, and principal acumen, which empowered educational stakeholders to use the knowledge in their own lives (Participant C)

Seeks out learning opportunities and shares the acquired knowledge freely with others, so they could develop their skills (Participant H). For example, Leader V’s interest in technology compelled her to learn how to assemble and repair computers, which she then taught to her students so they could get jobs in the community fixing computers (Participant H)

Seeks out data and grants and encourages all stakeholders to work together to present the information to the school board and decision makers with the direction to develop particular initiatives without compromising the development of other events or other stakeholders positive enterprises (Participant T)

Leader V’s shared that her highlight of being a principal at STHS is:

The connections I made with students and staff [are] I call those invisible highlights. It is the day-to-day, the laughing, [and] the connections. Those are the things to me that kind of jump out, and appreciation of the day-to-day things, and I know that sounds strange but that were a highlight for me. The transformation of the high school was huge, obviously, you don’t do that alone, and I did it with all those wonderful people.
**Conclusion to the Findings**

The findings in this study point to important implications for the broader domain of educational leadership deliberation. Moreover, the innovative technology developments set a forceful frame that demands change on how the curricula in schools shape students to cultivate their leadership skills. As mentioned by the participants, Leader V’s leadership process of empowerment allows teachers to share the vision, which empower them to share their *transactive* knowledge (Gladwell, 2002). The culmination of the empowerment and trust with allocated funding all are part of a democratic constructive process that Leader V infuse to make the dreams of the students and the other stakeholders come true. At the helm of the changes was Leader V’s leadership for educational, social, and community value.

Leader V shares the importance of building meaningful relationships of trust. She also emphasized the importance to be an example to others. In essence, she demonstrated how to carry the torch of hope and vision so that educational stakeholders will journey together to make dreams possible. She notes the importance of believing in oneself and to be relentless – never give up. In addition, she reaches out to stakeholders by supporting them within the construct of trust relationships. Leader V asserts the importance of reciprocal actions. Actions of reciprocity transform organizational cultures, which require participatory action in validating all stakeholders’ culture by including all stakeholders when making decisions, and using structures to dispel negative or racist assumptions (Borunda, 2013).
The findings are a reminder that STHS is on the opposite spectrum of the banking method (Freire, 2000). Freire’s banking method explicates that some educators look at students as empty containers. When the banking method is utilized in educational institutions, educational leaders require from students to regurgitate according to the status quo of the educational leaders’ framework. According to the banking method, instructors have to deposit knowledge into students. The banking method encourages a form of passive learning where instructors are at the center of learning instead of the students. Leader V’s leadership advocates freedom, which Freire (1970) refers to as a balance between theory and practice. The participants (A, C, H, P, S, & T) reiterated Leader V’s processes to give freedom to them to explore information in safe learning environments so they may have the opportunity to make a change for human, social, and cultural capital and therefore, be leaders that contribute to learning environments (Wheelan, 2010). Unfortunately, there are the paradigms of educational leaders who practice cultural-ecological injustice, which resolve to be a disservice to educational stakeholders and inspirational learning moments (Ogbu & Simons, 1998). The result is that too many educational stakeholders choose to follow a one-way pathway of working which promotes oppression in educational environments without the respect for their frame of reference and experiences. The banking method is the opposite of sustainable learning. When students, teachers, parents, and the community are not part of the learning process, their learning processes instead:

Lack both the necessary epistemological curiosity and a certain conviviality with the object of knowledge under study, it is difficult to create conditions that increase their epistemological curiosity in order to develop the
necessary intellectual tools that will enable him or her to apprehend and comprehend the objective of knowledge (Freire, 2000, p.19).

The culmination of leadership practices requires that educational stakeholders to learn practical 21\textsuperscript{st} century skills. Unfortunately, there are still, too many leaders who follow the status quo of the transmission model of education with lectures and textbooks in the didactic communities, trying to teach 21\textsuperscript{st} century skills with 19\textsuperscript{th} century tools. This results in rote and regurgitated information without the knowledge to be effective to implement the necessary skills for careers and higher education courses (Rosefsky Saavedra & Opfer, 2012).

The findings produce meaningful data of Leader V’s processes of problem solving progressions, agility, distributive justice, and cross-system and transactive memory of the stakeholders with the goal to unite to sustain learning for all stakeholders (Senge 2014; Bess & Dee, 2012; Gladwell, 2002). The analysis process followed the “antifoundational arguments while encouraging experimental and multivoiced text,” which gives an in-depth undertaking of an educational leader’s activity that is all-inclusiveness and empowering to the students and other educational stakeholders (Elmore R., 2014; Denzin & Lincoln, 2005, p.184).

In sum, the findings indicate that Leader V’s leadership influenced the paradigm of learning for all educational stakeholders at South Lake Tahoe. The influences of learning paradigms are a well-researched topic. Many cognitive theorists researched the construct in which the social context influences learning. Anthropologists, sociologists, and cultural theorists questioned the assumptions about the nature of knowledge, and
neuroscientists and evolutionary biologists studied the physical processes and the impact on education (Bruning, 1994; Cassaza & Silverman, 1996; Jarvis, Holford & Griffin, 1998; Marchese, 1997; Merriam & Caffarella, 1999; Stage, Muller, Kinzie, & Simmons; Svinicki, 1999; Tennant & Pogson, 1995). These cognitive theorists questioned, explored, and argued across their disciplines. Together, they enumerated ten principles, which this study discovered were part of Leader V processes, such as:

1. A frame of continuous connections
2. Contextual weekly meetings with stakeholders to discuss compelling situations
3. Active search for meaningful learning experiences for all stakeholders
4. The aim to influence the whole person for both the students and the educational stakeholders
5. A social framework that is part of each individual’s life
6. Positive responses from all stakeholders to be involved in the learning processes
7. A relaxed atmosphere while stakeholders explored subject matters
8. An established foundational frame of unity and positive growth relying on individual stakeholders experiences
9. The freedom for individuals to monitor their own learning processes
10. A safe educational environment with an atmosphere of humor among stakeholders to secure a unified community of learning
The findings of the cognitive scholars and the findings in this study have important implications for the broader domain of the key components or characteristics to construct sustainable learning environments for present and future educational institutions.
Chapter 5

SUMMARY AND CONCLUSIONS

The objective for this chapter is to deliver a culmination of leadership practices for sustainable learning environments. It is a culmination to present the discoveries that highlight effective leadership practices and share Leader V’s processes that cross the boundaries of official goals (mission) and operational goals (output and process goals) that is as an exemplary purposeful divergent thinking (Robinson, 2010; Perrow, 1961). Leader V’s visionary practices and her “can do” spirit motivated South Lake Tahoe stakeholders to build a school during a time when the nation and South Lake Tahoe faced multiple challenges (Participant A, C, H, P, S, & T). Together the stakeholders with Leader V collaboratively changed the learning environment at STHS, which when equated removes the “im” from impossible.

STHS’s leadership example is not the norm for administrative practices. Educational frameworks have too few educational leaders such as Leader V who creates sustainable learning opportunities for students to develop their human capital (Wheelan, 2010). Fortunately, the findings give us a glimpse at the results of intellectual virtues, as well as ethotic leadership attributes (Torne, Wattman, and Branham, 2015; Schwartz & Sharpe, 2012). The narratives from Leader V, the participants, as well as King’s (2016) documentary, highlight the steps needed to influence to aim for excellence. The stakeholders collectively collaborated in the construct of “axiology, epistemology, ontology, [and] methodology” (Denzin & Lincoln, 2005; Ellington, 2009, p.52). The tip of the sword (kenshin) carries each educational leader’s actions that set tipping point
moments in motion, which ultimately shape STHS and broadly influence the U.S.
workforce (Participant A; Fullan, 2005; Gladwell, 2002; Hargreaves & Fink, 2002). The
findings highlight pathways where educational leadership seizes opportunities to develop
students technology and employable skills (King, 2016; Participants A, C, H, P, S, T,
Leader V).

Notably, the American culture has change dramatically. An example, of change
is the heartache of 9/11, the 2008 economic volatility, global terrorist attacks, and
bullying in schools, all influenced the change in the American culture. Moreover,
emerging technology advancements have set an artificial maturity of assumptions
(Elmore T., 2012). The ancient Greeks have two words for to know: Ginosko is “to be
aware of; be informed; to become acquainted with” and oida that is “to fully perceive and
understand through experience” (Elmore T., 2012, p. 4). Elmore argues that some
students assume they have experiential knowledge (oida) when they only have
informational knowledge (ginosko). It is the latter, which produce “judgmental attitudes,
bullying, and arrogance” (Elmore T., 2012, p.5).

Therefore, educational leaders with vibrant insights find value in collaborative
endeavors between stakeholders to show intuitive wisdom, agility, and distributive
justices to form cross systems of sharing knowledge (Gladwell, 2002). Together with
their transactive memory strength, they are all able to accomplish the goal collectively to
sustain effective learning environments to develop oida knowledge (Elmore T., 2012;
Elmore R., 2014; Gladwell, 2002). However, it takes courage, and absolutely no
egocentric leadership practices (Leader V; Participants A, H, & P).
Interpretations of the Findings

As mentioned in chapter one, forthcoming peer review publications have positively influenced academic scholars with too few scholars utilize the research findings in their daily practices of decision-making (Jamieson, 2015). Instead, the goal for this study is to be a guide for educational leaders who desire to lead educational stakeholders and their community in developing sustainable learning experiences that will result in positive influences on society’s human capital. These learning experiences for students will have many opportunities to develop human and social capital (Wheelan, 2010). In view of capturing and reporting the discoveries, the considerations are to view the data through a lens to answer the research questions; second, to align the data with the distinctive bodies of scholarly knowledge; and third, to cumulatively view and report on possible effective pathways that educational leaders can consider and implement.

Accordingly, this study is to illuminate pathways for educational leaders who may want to discover their authentic rhythm of leadership practices to cultivate their dreams and those of others. Leaders who collaboratively, with other stakeholders, follow pathways to assist students’ aspirations could set up a safe, well-thought-of, and valued environment for all students.

Below are the three research questions following with the bullet points organized in alignment with the scholarly research theories to crystalize valuable points for leader practitioners:
**Question One:** What factors, based on Leader V’s work, contributed to a Career Technical Education (CTE) sustainable school?

**Questions Two:** What factors contribute to Leader V’s leadership process?

**Question Three:** How does Leader V’s career reflect her leadership process?

The bullet points are to illuminate the findings with the constructive schema of the theories and scholars’ contribution as beforehand mentioned (Figure 27):

- Theory Y displays Leader V and South Lake Tahoe stakeholders deep embedded trust relationships that resulted in the stakeholders’ self-motivation, eliminating rigid and controlling administrative structure (Participants A, C, H, P, S, & T; Leader V; Bess & Dee, 2012; McGregor, 1960)

- Equity theory highlights Leader V’s attributes of actively listening, respecting others, and including stakeholders as team members, which contributed in educational stakeholders satisfaction and gratification to be leaders of learning (Kings, 2016; Elmore R., 2014; Adams, 1963)

- Tipping point narratives illuminate Leader V’s work for long-term ecological sustainability (Fullan, 2005; Gladwell, 2002; Hargreaves & Fink, 2002; Wolgramm, Flynn, Coleman & Conrey, 2015). For example, there is a continuous search for funds to maintain CTE programs for students in high school and in college at South Lake Tahoe Connector practices of Leader V formed meaningful relationships with the stakeholders at South Lake Tahoe, which resulted in the cooperation of the citizens’ approval of the bond measure to benefit STHS and the community. Leader V, together with the teams that she formed, wrote grants to secure the CTE programs,
college adult education, hospitality training for the tourist industry, and the strategic economic plan to prosper the whole Tahoe basin (Newsome as cited in King, 2016; Senge, 2014; Bess & Dee, 2012; Participants A, H, P, S, & T;)

Hermeneutic circular patterns discovered the intricacies of the data gathered and the analyzed scholarly work with the transparency of my lens to discover deeper understanding of the meaning to illuminate leadership views (Denzin & Lincoln, 2005; Scott, 1988). As mentioned before the analytical discovery that I followed may be liken to a Nautilus shell, as in Cook in The Curves of Life (1979) describes it as “the essential processes of life….” (as cited in Elam, 2001, p.9).

CAP crystalized and validated the participants’ viewpoints as they shared their experiences about Leader V’s leadership. In addition, the five criteria: Practical contributions, aesthetic merit, reflexivity, impactful practices, the ability to evoke lived experience, form a construct of moral beliefs resulted in positive learning experiences at STHS (Elmore T., 2012; Ellingson, 2009; Richardson & St.Pierre in Denzin & Lincoln, 2005)

Ethotic leadership threads link Leader V’s leadership processes that signify how the changes have unfolded at STHS, the community college, and within the community (Trone, Wattman, & Branham, 2015). Leader V’s respect for others, her attentiveness, her flexibility, and intuitive wisdom of accepting others, are evident. All the participants shared Leader V’s vision to utilize big data with timely policies with a keen focus to passionately pursue a sustainable infrastructure of learning at South Lake Tahoe’s (Participant A, C, H, P, S, & T)
Leaders of learning discovered the processes of the educational stakeholders with leader V – their strategic collaborative learning practices and information sharing the construct to align the STHS curricula with AVID and CTE programs (Elmore, R., 2014)

The CTE programs with learning spaces “emanated the curriculum” (Newsome as cited in King, 2016). Newsome, with his LPA Inc., team, championed by Leader V, and the teams at South Lake Tahoe, designed “green” facilities to secure safe learning environments. The culture at STHS is to collectively, with personal mastery, share the mental models of educational excellence, and then to reach to organizational sophistication as a unified community (Participant T, Senge, 1990 as cited in Bess & Dee, 2012). Leader V’s leadership processes support programs for students at STHS such as the following CTE programs:

- Provide a business atmosphere with a Wall Street ticker to teach students business acumen
- Offer culinary academy to teach students hospitality and cooking skills
- Create real-world experiences in a dental laboratory to give students hands on training for dental careers
- Establish a workforce example with a science laboratory with a green environmental space for forest studies and research
- Sanction hands-on media and art studios with state of the art furniture and technology tools
• Provide the opportunity for architecture and construction learning space to apply the process from theory to practice

• Make available a mechanic shop with green fuel management for students to blend theory with hands-on practices

• Offer a state of the art theater with a wall gallery for students to display their work and therefore give students a glimpse to the world of art and culture

• Offer a broadcasting studio, which develops students skills for possible media and entertainment career pathways

• Provide a media recording studio has multiple functions that develop students’ skills in audio careers

• Provide a medicine sports facility with access to wide variety of applications such as medical professions, for instance in the medical fields such as kinesiology, physical therapy, nursing, and physicians and many other pathways in the medical field

Program Objectives

The discoveries are reflective of scholarly work, and the participants’ educational framework, including my own. Senge (1990) endorses to link a personal rhetorical lens, mental model perspectives, and lucidity of a shared vision to discover others’ views. Senge’s view aids in discovering the educational stakeholders collaborative practices and their approach to embrace systematic thinking. With Senge’s perspective in mind, this study focuses on sustainability for students learning to develop productive marketable skills. Woven through the rhythm is “the dance of
change" among leadership decision making, which highlight the *tipping point* of what transpires at STHS (Senge, 2014, p.5).

The findings present Leader V’s intellectual virtues through the lens of ethotic leadership that underscores her social, human, and cultural capital (Trone, Wattman, & Branham, 2015; Wheelan, 2010). Ellington (2009) points to the importance of conveying the findings from a lens that interlaces with the essence of research findings. In addition, Ellington endorses an approach to highlight the underpinning of a constructive narrative theory, which leads to discovering the spirit of why studies such as this underpin the importance for sustainable educational leaders. In this study, I have learned how Leader V consistently and relentlessly developed authentic learning opportunities to inspire all students and other stakeholders.

Thus, the program objectives are to embrace the keen sense of ontology (relativism) of the nature of the participants, and observe their reality unfolds for all students at STHS (Ellington, 2009). Second, the participants’ share their perspectives and view of the cultural world at South Lake Tahoe. Third, the hermeneutic dialectic methodology highlights Leader V’s leadership processes in the midst of the worldview of “theoretical *bricoleur*” in view of the many educational paradigms (Denzin & Lincoln, 2005, p.6).

**Recommendations for Future Study**

It will be a tragedy if we as educational leaders are too faint-hearted to make radical changes to impart educational value to sustain effective career pathways for students (Puttnam, 2012, Robinson, 2010). We will rob an entire generation from agile
learning experiences, and the opportunity to contribute as human capital (Putnam, 2012, Wheelan, 2010). The opportunity to make the positive differences for learning environments are imminent as scholars from the Institute for Public Policy Research (IPPR) concede that we live in the golden years for educational change (Barber, Donnelly, & Rizvi, 2013). Hence, we as educational leaders are accountable to students, parents, and taxpayers to create the best possible educational pathways for students and educational stakeholders. As educational leaders of learning, we can create frames that will sustain the structural, political, symbolic, and human construct (Bess & Dee, 2012; Elmore T., 2012; Elmore R., 2014; Elmore T., 2015). Then students may have the opportunities to develop as authentic adults with a well-designed educational compass. The principle of the findings provide us with a view of how educational leaders of learning can frame long-term ecological sustainable learning environments that indeed have educational, social, and community value (Wolgramm, Flynn-Coleman, & Conrey, 2015; Elmore R., 2014).

Regrettably, too few educational leaders model sustainable education practices where students can learn how to grow their own educational journeys as leaders of learning (Elmore R., 2014). The National Conference of State Legislators (2015) report there is 28% to 40% and some even claim 50% of students that need to enroll in at least one remediation course at higher education organizations. Thus, students enter higher education colleges and universities without the knowledge and skills to take the courses they need to graduate, which cost $2.3 billion annually for remedial education (National Conference of State Legislators, 2015).
Furthermore, high school graduates who immediately enter into employment do not have the basic skills that are required to be employable (Wagner, 2008). Additionally, researchers predict that the number of jobs not requiring these basic-skills will decline in the 21st century (Carnevale, Smith, Stone III, Kotamraju, Steurnagle, & et. al., 2011). Currently, American society has too many people who only qualify for too few unskilled jobs. Therefore, the supply of workers is larger than the number of jobs available, depressing the pay rate, if they are even available at all. How big are the externalities? The magnitude of this problem has staggering results. The middle class has shrunk from 60% to 45% over the past two decades because unskilled jobs are not available anymore, and if the jobs are available, they do not pay sufficient wages to maintain middle class lifestyles (Hanushek, 2005).

Thus, to deny the externalities is to deny the existence of the problem, and denying the issue tramples on any discourse as to whether sustainable learning environments have an influence on whether students’ gain functional knowledge. Through a structural lens, the alternative for high school students is to receive the training in 21st century skills to qualify for the jobs that pay a living wage. The fact is, that basic-skill jobs are more susceptible to poverty level wages, experience large layoffs during recession times, and have a greater possibility of being outsourced (Carnevale, Smith, Stone III, Kotamraju, Steurnagle, & et. al., 2011). Wagner (2008) argues students need skills that will deem them employable. The findings from this study validate the positive outcomes when an educational leader at the helm validate, include, collaborate, and share information with other stakeholders. The outcome at STHS has created a feeling of
respect within the educational frame inspiring to contributions to society as human, social and community capital (Wheelan, 2010).

Educational leaders, and other stakeholders, should care about students’ learning to develop their skills to sustain society. Employers want graduates to couple knowledge with experiences with agility and to develop their skills within the ever-changing organizational frames (Wagner, 2008; Elmore, T., 2012). Earlier we looked at the U.S. Census Bureau (2013) report stating that California has a need for skilled graduates so they are able to align their skills with the economic needs for California and the viability of the United States (Figure 2 & 3). The 21st century education must align to the national and global frameworks. Educational leaders have the responsibility to set the tone for future societies with actions that positively shape the culture of their educational institutions.

The take away that surprised me from this study is the deep meaning and the actions of empathy of Leader V. The findings compel me to recommend for us as educational leaders to cultivate multicultural competence, which is a key to promoting holistic empathy to transpire among all stakeholders. The scholarly stance is that multicultural communication competence is valuable knowledge to possess (Chhokar, Brodbeck, House, Eds., 2013). Scholars’ ongoing discussions are noteworthy concerning cultural awareness as a platform to engage society in understanding and knowledge about cultural diversity to interact with multinational entities. Hence, the position is to assess cultural responsiveness through data gathering and to engage the stakeholders to share their cultural experiences. However, the most important recommendation, aside from
having empathy, is to reach out to all educational stakeholders including one’s community to listen attentively, to be flexible, and to develop intuitive wisdom including multicultural communication practices.

Flackes (2007), in his book, “Label jars not people” claims some people’s perceptions about themselves stem from the labels others have put on them. I recognize from the scholars and participants conversations that greater in-depth understanding of cultural differences is priceless for successful interactions. The students’ interactions with educational stakeholders offer the opportunity to unify the enjoyment and beauty of people, and their diversity, as well as learning opportunities. Pedagogical cultural guidance will gift stakeholders to interact with people through a culturally inclusive lens. As Participant H shares, it takes much more than a credential to be an effective educational leader.

Moreover, there is a need for skills in multiculturalism such as inclusion, diversity, and equity as the demographics change in the U.S. McClellan and Larimore (2009) claim we are living in a society with diverse demographics, which requires sophistication and competence in cultural awareness (as cited in Wallace, 2011). During the past generations, the society in the U.S. has grown more heterogeneous. The U.S. Census Bureau estimates by 2023 half the students will be from multiple cultures, and there will no longer be one majority homogenous population in the United States (Wallace, 2012). Likewise, globalization among nations economic and social conduct is an important position for future human and social capital (Wheelan, 2010).
The recommendation for further study is to assess data such the studies of the Global Leadership and Organizational Behavior Effectiveness (GLOBE). The recommendation is to gather data from project GLOBE and then invite stakeholders to collaborate and share information with the premise of developing programs to implement multiculturalism awareness, policies, and ethics. In essence, practically apply ethotic leadership attributes and cultivate leaders of learning communities (Trone, Wattman, & Branham, 2015; Elmore R., 2014). In addition, to cultural responsiveness, the recommendation is to do a mixed method research to discover the implications of leaders such as Leader V’s stance to leverage failures, as well as the factual data of the outcomes of their leadership processes.

**Description of Culturally Responsiveness.** What is culture? Some may say culture is race and the ethnicity of people. Others may say race and ethnicity are only a part of individuals’ culture. In the three most important studies of differences between cultures, by Hall, Hofstede, and project GLOBE, researchers express that culture has multi-facets and multi-components (House, Hanges, Javidan, Dorfman, & Gupta, 2005; Hofstede, 2001; Hall, 1996). So much so, GLOBE scholars gathered data from 170 plus researchers in 62 societies to study national cultures, and the importance of cultural responsiveness. The scholars represent regions throughout the world, and they engaged in long-term cross-cultural studies. The scholars measured cultural practices (as is) and cultural values (should be) to examine relationships between societal culture, organizational culture, and organizational leadership (House, Hanges, Javidan, Dorfman, & Gupta, 2005).
The U.S. will have a shortage of globally conscious leadership in the future (Nuño, 2011). The future shortages foreseen are the need for globally minded persons and leaders with adaptability, cultural empathy, acceptance of ambiguity, and knowledge of cultural relativism (Nuño, 2011). At the same time, future leaders need to know their own roots, and cultural biases. Why would cultural responsiveness be an issue? I wish to posit with Baba Dioum (1968), who stated during his speech in New Delhi, India, to the general assembly of the International Union for Conservation of Nature, "In the end we will conserve only what we love; we will love only what we understand; and we will understand only what we have been taught.” Dioum’s words reverberates meaningful thoughts when I ponder cultural responsiveness. I theorize about the potential, which may present itself where cultural diversity creates strenuous intercultural communication, and in some instances impossible circumstances. For example, many westerners do not have an understanding about Middle Eastern cultures and beliefs, which causes strained relations between the west and the Middle East. When stakeholders do not know, or even have any understanding of another’s cultural differences, it can create problems for individuals in society. The opportunity is timely, as we prepare students for the future, there is the need to be aware of cultural differences and responsiveness. Therefore, I recommend further study in multicultural responsiveness to cultivate cultural awareness and cultural empathy among all stakeholders.

**Reflections and Experiences**

When I think of the organization of the structural coding analysis process in this study, I think of my relentless path to go back and forth to the theories, and the scholarly
work, which I lean on greatly as my guide. I reflected on what the participants’ data has conveyed, as well as the practical applications of leadership practices, and the power of sharing knowledge (Gladwell, 2002). Moreover, I think of the strength to accomplish meaningful entry points to educational stakeholders, and my biases to create sustainable learning environments for all educational stakeholders.

Entering this study, I know that I was deeply biased towards Leader V’s leadership practices because I identify with her stance of agility and vision to help the underprivileged and underrepresented educational stakeholders. I relate to students and teachers who experience rejection from educational leadership circles, who do not receive respect, and therefore do not have the opportunity to contribute to the educational framework. I also relate to Leader V, as I have an entrepreneurial viewpoint to educational design. It is my opinion that organizational systems status quo should not exclusively dictate the future of the educational framework.

This study has changed my frame of reference as an educational stakeholder to seize opportunities because I want to care about others, to not give up, and to dream and work to develop sustainable leadership practices. In addition, this study highlights issues about educational paradigms that have influenced my perspective (Denzin & Lincoln, 2005). Paradigms such as:

- Approach the axiology problems through the lens of ethics and cultural values
- Accommodate and practice the commensurability to understand how multiple paradigms fit in one another
• Be aware of current research about sustainable learning environments and align my rhetoric and actions accordingly
• Focus on stakeholders inquiries, and thus be sensitive to others’ educational needs and dreams
• Be keenly aware of how my truths may influence my decision-making and cultivate understanding of other people’s truths
• Be respectful, yet voice my axiology with agility and invite others to share their epistemology so together we can have a community of leaders or learning (Denzin & Lincoln, 2005, Ellington, 2009, Elmore R., 2014)

Conclusion

First, I am thankful for all the guidance of the multiple stakeholders and scholarly work that influenced my penmanship to complete this dissertation. In addition, I am so thankful for the contributions of the participants and other scholars that has directed and guided me to share this work with you. This study reveals the value of educational sustainability, to be all-inclusive, to collaboratively learn, and take the opportunities to teach the next generation of stakeholders and educational leaders. I am thankful to have discovered the highlights in this study, which show that there is an imminent need for a paradigm shift to a collective leadership approach instead of an individualistic, hierarchical approach when dealing with students and teachers (Elmore, R., 2014).

We have learned from the participants and leader V that stakeholders’ experiences leave deep impressions from a young age. We also learned the adage that as educational stakeholders we have our own canvas to paint, an authentic painting that only we can
Similarly, we learned that each student and each stakeholder has dreams. For example, as Leader V shares, address a person’s dream before addressing his or her actions. In order to give the opportunity for students and educational stakeholders to make a difference we cannot miss an opportunity to be fabulous. Leaders should never miss an opportunity to look beyond the discipline issues, the problems, cultural differences, and find at a solution to help each person to be his, or her, utmost best. The aim is to dream like an entrepreneur, to seek solutions with a “can do” spirit, to work diligently, and to accomplish excellence with agility and intellectual virtues (Participants A & P; Leader V; Schwartz & Sharpe, 2012).

Furthermore, this study illuminates that the axiology of learning is significant to our theory of leadership (Elmore R., 2014; Ellington, 2009). Woven within these stories are the undertones of cultural dimensions that part of the human construct; they are not only the experiences themselves, but also the strategic structure of communication patterns. In actuality, this study highlights how individual experiences explain and present different paths and different principles. Thus, this study illuminates sustainable leadership approaches to educational environments and the development of students’ skill sets. In addition, the piercing significance is to explore the need for diverse cultural principles to eliminate indifference towards stakeholders’ dreams.

The accumulative principle I walk away with leaves me with more questions. Questions such as what could happen in educational frameworks where the goal is for students to select their own learning pathways. I wonder what the statistics and data will show if we allow students learning journeys where they can hone their multicultural
understanding. I wonder what the data would reveal when students have the opportunity to develop authentic learning pathways in high school and higher education to cultivate career skills in alignment with the theories they learn. This study leaves me wondering what qualitative and quantitative studies will report in the future if we as educational leaders recognize that each student has his or her own canvas and each stroke on their canvas is in direct relationship with what we as educational leaders do. Lastly, this study solidifies the need for educational stakeholders and leaders to reach for a disposition to construct a curriculum that has practical applications for students to sharpen their human, social, and community capital for educational, social, and community value (Wheelan, 2010).
APPENDICES

Appendix A

Interview Questions to Participants

1. How long have you known or worked with Leader V?

2. What stood out to you about Leader’s V leadership practices at STHS?

3. What role do you think Leader V had in the CTE’s development at STHS?

4. How has Leader’s V leadership been inclusive of cultural responsiveness?

5. How do you think Leader V’s leadership influenced the students, staff, and community in South Lake Tahoe during the process to develop a sustainable education, social and community values?

6. How do you think future educational leaders can replicate Ivone’s leadership process?

7. What leadership attributes do you value, and which of these qualities have you observed in Leader V?

Interview Questions for Leader V

1. How have your life experiences influenced your leadership practices?

2. What is the AVID Awards and how is it that it is named after you?

3. Please share your highlights as a principal at STHS.

4. What are you most proud of in your career?

5. Please share how you have collaborated with staff, students, and the community to establish educational social, and community value. Please share how you addressed cultural awareness and relations in the student population.
6. What do you think constitutes an effective leader?
Appendix B

IRB Approval Letter

September 29, 2015

IRB PROTOCOL #15-16-010

Ms. Esther Hattingh
Educational Leadership and Policy Studies
Education

RE: IRB Approval

Dear Ms. Hattingh:

On September 25, 2015, Sacramento State’s institutional Review Board (IRB) reviewed the proposal entitled “A leader's process: Educational aim, social value, and community value.” Your project received an Expedited (45 CFR 46.110(j)) review and was approved on September 29, 2015.

This approval is effective through September 26, 2016. This research is to be conducted according to the proposal that was approved by the IRB. Procedural changes or amendments must be reported to the IRB, and no changes may be made without IRB approval except to eliminate apparent immediate hazards. For additional information, see Modification Request on the website.

If you wish to collect additional data beyond the expiration date, you will need to request an extension. For additional information, see Annual/Semi-Annual Protocol Report on the website.

This IRB approval is with the understanding that you will promptly inform the IRB if any unanticipated adverse reaction should occur while conducting your research (see Adverse Event/Unanticipated Problem on the website). Adverse reactions include but are not limited to bodily harm, psychological trauma, and the release of potentially damaging personal information.

Should you need further information about the protection of human subjects, please consult our Human Subjects Website or contact the Research Integrity and Compliance Analyst, Leah Vargas, at 916-278-5674 or leah.vargas@csus.edu.

Thank you and best wishes for continued success.

CC: IRB file

Dr. Caroline Turner
REFERENCES


King, L. (2016, January 26). South Tahoe High School special on Larry King InView. Retrieved February 19, 2016, from https://www.youtube.com/watch?v=Ki-_4fYpANg South Tahoe High School is highlighted in this edition of Larry King InView. It shows why this school is such a highlight in the community. You can also see it on the Lake Tahoe Unified School District home page:
http://www.ltusd.org/


*Reforming remedial education.* Retrieved at


