American High School Principals Create a Caring Professional Learning Community in Serving Students with Disability in the Mid-Western Schools: A Basic Qualitative Study

BY

Wei Zhang[1*], Tetyana Koshmanova[2]

[1,2]Department of Teaching, Learning, and Educational Studies, College of Education, Western Michigan University

Abstract

Principals play a significant role in addressing school issues of service for students with disabilities in multicultural school contexts. This basic qualitative study explores how the U.S. high school principals create a caring professional learning community in delivering a high quality of service for students with a disability of ableism in Mid-West Michigan. This study could provide a clue to the principals, policymakers, teachers, and parents in offering support to the students with disabilities of ableism in their growth for their learning outcome and personal life integration. The semi-structural protocols were used to conduct a one-on-one in-person interviewing with a total of 12 participants, including principal (N=1), vice-principal (N=1), teachers (N=4), parents(N=3), and students (N=3) in this study. Findings show that principals face three major challenges, including (1) insufficient resources and lack of confidence; (2) lack of systematic and professional training; and (3) poor teamwork. Also, principals play three major roles, including (1) coordinator, (2) supervisor and evaluator, and (3) creator. Principals further use the three major strategies in serving students with a disability, including (1) holding discipline of justice, equality, respect, and collaboration in service; (2) a trust-based professional team; and (3) self-discipline and administration by regulation. Therefore, the future study uses the sequential mixed-method research design to investigate, describe, and interpret the principals' experiences of leading students with disabilities in sustainable school growth.

Keywords: Communities of Practice, Disabilities, Principals, Qualitative Research, Special Education

Introduction

Principals play a significant role in addressing school issues of service for students with disabilities in multicultural school contexts (Authors, 2021). Their perceptions on service for students with disabilities are influenced by their understandings and experiences and the educational contexts in which they work. For example, Cain, Fanshawe, and Goodwin (2021) stated that principals' viewings on ableist and discriminatory attitudes impact their service effectiveness in school improvement. They also pointed out that their understanding of their service support could ensure that they work with teachers, parents, and other schools' stakeholders to provide an inclusive high quality of education to the students with disabilities, especially to the group of ableism. Chambers and Forlin (2021) also pointed out that principals could increase opportunities for students to be better prepared for schoolwork transitions and to become active members of society. Their attitudes, experiences, and understanding could surely provide a more solid foundation for enabling students with disabilities to access the community and the workforce when they leave school. For instance, principals could seek more opportunities and funding to enhance the school capacity in addressing the individual needs of students with disabilities. Their viewings show that principals need to work with teachers, parents, staff, and even students with disabilities in their requirements for their individual development (Authors, 2021). Also, they might build intervention activity centers for teachers to guide students with disabilities, such as ableism, to improve their self-efficacy and prepare them to work with others in the school (Chambers & Forlin, 2021). This viewing indicates that principals need to work with teachers and parents in addressing the students with disabilities (such as ableism) in needs by building a caring professional learning community and increasing their awareness of equal service for their growth.

In addition, principals need to always respond to the students with disabilities (such as ableism) needing improvement (Authors, 2021). Ableism is a set of beliefs that guide cultural and institutional practices ascribing negative values to individuals with disabilities while deeming non-disabled and able-minded individuals as normal, therefore, superior to their

disabled counterparts (Brown & Ramlackhan, 2021). In this sense, ableism is an "umbrella ism for other isms with disabilities being cast as a diminished state of being human" (Brown & Ramlackhan, 2021, p. 3). A recent study illustrated the way "ableist organizational space enables, and becomes dominated by, a routine employee practice that reflects and normalizes the way able-bodied employees can, and unconsciously do, interact with a space designed for them" (Brown & Ramlackhan, 2021, p. 4). Zimmer (2020) supported their viewings that principals, serving the students with ableism, need to treat them equally to develop their citizenship in contributing their talents for social improvement. He defined that ableism is always a risk in the governance of health, a system that does not disadvantage or exclude certain groups of people from the outset is more equipped to ameliorate the stark dualism (abled/disabled, insured/uninsured) perpetuated by capitalism, in which belong to one or the other side of the duality is governed by financial access (Zimmer, 2020, p. 757). Their viewings illustrate that principals need to support the students with disabilities, such as ableism, for their growth, such as by workshop, conference, and learning activity.

Furthermore, the previous studies show that principals creating a professional learning community (PLC) with a caring school climate could help students develop their confidence and skills in contributing their talents to the community (Authors, 2021). York-Barr and Duke (2004) suggested that principals build a teacher leader by creating a professional learning community with a caring mindset to promote learning and change. This viewing could help principals work with teachers to address the students with disabilities, such as ableism in need for their learning outcomes and personal integration. Leithwood and Jantzi (2008) supported their viewings that principals need to build a professional learning community to develop self-efficacy. It is because efficacy is vital for students with disabilities to understand their reality and reduce their pressure in discovering their talents and developing their skills for their life and learning needs (Authors, 2021). Lee and Kwan (2021) supported this viewing that principals build a PLC to promote teachers' focus on improving student learning.

However, few studies address how principals build a professional learning community to provide a quality of education in service to the students with a disability of ableism in the multicultural school contexts in Michigan (Authors, 2020). In their qualitative study, Johnson, Clegorne, Croft, and Ford (2020) claimed that principals need well-preparation to build a professional learning community. That is why I support that the U.S. principals need to have ongoing professional learning training to create a learning community for school effectiveness, teacher commitment, parental engagement, and student achievement. Thus, the professional learning community, social justice theory, and caring in service framework could adopt in this study for school principals to lead the school improvement. Also, these frameworks could effectively guide the principals to support

the students with disabilities of ableism in the multicultural school context.

To fill in the gap in the literature on how the U.S. principals build a caring professional learning community in providing service to the students with disabilities of ableism in the multicultural school contexts, this basic qualitative study, associated with using a semi-structural and open-ended interview protocol, is to explore how the U.S. high school principals create a caring professional learning community in delivering a high quality of service for students with a disability of ableism in Mid-West Michigan. This study could provide a clue to the principals, policymakers, teachers, and parents in offering support to the students with disabilities of ableism in their growth for their learning outcome and personal life integration. Specifically, the following three research questions were guided in this study.

1) What challenges or issues do the U.S. school principals face while working with teachers in delivering a high quality of service to students with disabilities of ableism in the Mid-West schools?
2) What are the roles of the U.S. school principals in creating a caring professional learning community in serving students with disabilities of ableism in the Mid-West schools?
3) What strategies or disciplines do the U.S. school principals create a caring professional learning community serving students with disabilities of ableism in the Mid-West schools?

Since the above research questions are descriptive, this study aims to use qualitative research to collect data from principals, teachers, parents, and students using the semi-structural and open-ended interview protocol to interview 12 of the participants in this study. Then, this study used descriptive and interpretative approaches to analyze the interview verbatim, followed by results, discussion, and conclusion with a brief limitation and future study recommendation.

Methodology

Overview Research Design

The basic qualitative inquiry was employed to explore and interpret the U.S. school principals' experiences, perceptions, and viewings on how they help the students with disabilities of ableism for their learning and personal growth. This study aims to build a caring professional learning community for school principals to work with teachers and parents in providing a high quality of service for students with disabilities of ableism in their growth. The basic qualitative study is appropriate because this study aims to help principals investigate what challenges the students with disabilities and principals face in the actual workplace. Merriam and Tisdell (2016) pointed out that the qualitative study focuses on meaning in context. Crotty (1998) and Creswell and Poth (2018) also illustrated that qualitative inquiry investigates the meaning and principals' experiences in this study.

This study is to understand the principals' viewings on how they could serve the students with disabilities of ableism. Thus, the descriptive and interpretative approaches would be used to analyze the interview data in emerging the significant themes for principals to guide and implement the school pedagogical teaching and learning designs for students with disabilities of ableism in their whole-person growth (Silverman, 2013; Smith, Flowers, & Larkin, 2009). This viewing is supported by Lincoln, and Guba (1985) confirmed that principals need to build a learning community within their experience reflection and daily life practice in serving the students with disabilities of ableism for their growth. Therefore, the basic qualitative inquiry was employed in this study and guided me to collect the data from the 12 participants in the multicultural school contexts in Mid-West Michigan.

Participants

Twelve participants were employed in this study. The participants include the principal, vice-principal, teacher, parent, and students in this study, shown in table 1 below.

Table 1
Participant Information

Identifier pseudonym	Number of years teaching or administration	Number of years in special education	Most recent role	School type
1.Eric	10	5	Principal	Public School
2.Flore	6	5	Vice Principal	Public School
3. John	15	7	Teacher	Public School
4.Kasper	12	10	Teacher	Public School
5.Lucy	11	8	Teacher	Charter School
6.Mike	9	5	Teacher	Christian School
7. Pike		19	Parent	Public School
8. Rose		15	Parent	Charter School
9. Thomas		8	Parent	Christian School
10. Vivian		9	Student with disability	Public School
11. Lily		8	Student with learning disability	Charter School
12. Flower		7	Student with disability in wheelchair	Christian School

Table 1 above shows the participants' basic characteristics. I described all the participants in detail. Eric, a white American, is a public-school principal who has ten-year administration and five years working with teachers to offer a service to the students with disabilities of ableism. Before becoming a principal, he taught science as a classroom teacher for five years. Flore, an African American, is a vice-principal, who plays the critical role of daily school operation, classroom observation, and school management and has six years of administration experience in general education. Besides, she charged the special education administration for five years in the Mid-West schools. John has taught student language art in Mid-West schools for fifteen years and seven years to familiarize students with emotional impairment in Mid-West schools. Kasper was a science teacher for twelve years in Mid-West schools and then taught students with cognitive impairment for another ten years in the Mid-West schools. He led the students with disabilities because he wanted to help one of his relatives, who is eight years boy with a disability of wheelchair. It was caused by a car accident.

Lucy is an American white charter school language art teacher who has taught general classrooms for eleven years and eight years to work with students with emotional impairment. Mike is a White male Christian school history teacher, and he taught students with disabilities for five years after teaching general classroom for nine years.

Besides teachers, Pike has been a parent of a student with a disability in attention-deficit hyperactivity disorder (ADHD) for nineteen years. He has experienced how his children in the school face the challenges in the classroom and his intervention activity with his son in recovery. Rose is a mother of a black girl with a learning disability in a charter school in Michigan. Since her daughter faced learning challenges, she needs to communicate with teachers and try her best to guide her daughter to learn knowledge slowly. Thomas is a father of the black boy with physical disabilities of lower-limb amputees with intelligent prostheses in a Christian high school. Every day, he sends and receives his son to school for eight years. The three parents have the experience of taking care of students with disabilities in Michigan.

Finally, I recruited three students with disabilities in public, chart, and Christian schools. They voluntarily participated in my study. Vivian has been a female student of lower-limb amputees with intelligent prostheses for nine years because of a car accident. Lily is a female student with a learning disability for eight years in a charter school, and Flower is a female student with a wheelchair for seven years in a Christian school in Michigan.

All participants were recruited voluntarily in this study. I randomly selected the participants with a purposive and

snowball sampling method. The selected 12 interview participants could reach 92% saturation and then randomly assigned them to get 96% saturation in codes in this study (Guest et al., 2006). The recruitment criteria of the participants must have experience of working with students with disabilities in Michigan. I was used the participant's anonymity to understand their lived experiences in low-power multicultural cultural school contexts in Michigan (Hofstede, 2001).

Data Collection Procedures

I recruited the data through semi-structural interview protocol and open-ended questions to collect primary data. The one-on-one, face-to-face interview time ranged from 30 to 60 minutes from October to November 2021 and the average interview time was about 45 minutes (Denzin & Lincoln, 2018). Besides interviews, I also collected data from my 16 hours of classroom observation between October and November in the Midwest schools in Michigan. I also wrote my reflective log and observation notes, which could help me comprehensively understand the participants' experiences and interpret students with disabilities in ableism.

Specifically, I created the interview protocol questions based on the knowledge of special education policy and my observation reflective journal log. Also, the existing literature shows that principals, teachers, parents, and students face many challenges while working with students with disabilities of ableism (Angelle & Torrance, 2019; Bryer & Beamish, 2019; Smith, Tyler, & Skow, 2018). Within their thoughts, I created the interview questions to collect the data to explore and interpret the participants' experiences, opinions, and viewings.

Besides, the interview protocols were revised based on the feedback from one of the professors in research in higher education. I also asked for feedback and comments from five experts after I wrote the interview protocols. One is a special education teacher with over ten years of working experience; another is a principal within fifteen years working with teachers, parents, and students with disabilities. The other is a parent of a student with a learning disability. The fourth expert is the school counselor in the Mid-West schools, who has worked with students with special needs for more than six years in the fields. The fifth expert is a professor in special education in one of the higher education institutes in Michigan. I finalized the interview questions based on all their comments and feedback in education.

Therefore, the interview questions for principals are: (1) can you share your personal information and overall experiences in teaching and administration with me? About your age, education background, teaching, and administration experience? What are the overall major challenges for you while you teach or administrate the school? (2) what are major beliefs you think are essential in leading school improvement and responding to the student's needs in service? (3) what are your viewings about disabilities? (4) What are the origins of the disability's issues? (5) what are the conditions of disabilities in your school? (6) what are your roles in leading

teachers, staff, and parents in serving students with disabilities? (7) how do you lead the school in serving students with disabilities for their emotional, behavioral, social, and academic improvement? (8) What strategies do you often use in serving students with disabilities? (9) What is your teaching and administration philosophy of leading teachers to serve students with disabilities? (10) how do you create a caring professional learning community working with teachers, parents, and staff in serving students with disabilities? (11) do you have anything else that you feel is important to tell me about how you create a school community serving students with disabilities in your school? Or anything you think is essential?

The interview questions for students are: (1) can you share your personal information and overall experiences with me? About your age, background, and experiences? What are your overall major challenges? (2) what are your major beliefs that you think are important for facing your challenges? (3) what do you feel about the disabilities? (4) how do you face your disabilities in studying and life? (5) How do you receive support from the school, family, or other communities? (6) what are your viewings about disabilities? (7) what do you expect to receive support from school, family, and community? (8) how do you think other people see you as having disabilities? (9) how do you overcome your negative feelings? (10) how do you build a positive attitude? (11) what are things you consider are essential for you to receive support, help, and personal growth? (12) do you have anything else you feel is important to tell me about how you face your life, study, and other concerns?

The interview questions for teachers are: (1) can you share your personal information and overall experiences with me? About your age, background, and experiences? What are your overall major challenges? (2) what are your major beliefs you think are essential for supporting students with disabilities? (3) what are your viewings about disabilities? (4) what are the origins of the disabilities issues? (5) what are the conditions of disabilities in your school? (6) what are your roles in working with principals, parents, students, and other school stakeholders in serving students with disabilities? (7) how do you help students with disabilities in school for their emotional, behavioral, social, and academic impairment? (8) What strategies do you often use in serving students with disabilities? (9) what is your teaching philosophy of leading students with disabilities, associated with working with parents and principals in helping students to reach their goal in learning and life? (10) how do you create a caring professional learning community working with principals, parents, and staff in serving students with disabilities? (11) do you have anything else that you feel is important to tell me about how you create a school community serving students with disabilities in your school? Or anything you think is essential?

Finally, the interview questions for parents are: (1) can you share your personal information and overall experiences in teaching and administration with me? About your age, education background, teaching, and administration

experiences? What are the overall major challenges while you help students with disabilities in school? (2) What major beliefs do you think are essential in working with teachers and principals and helping their children with disabilities grow? (3) what are your viewings about disabilities? (4) what are the origins of the disabilities issues? (5) what are the conditions about disabilities while you help your children develop their skills, knowledge, and life? (6) How do you work with teachers, parents, and the community in helping your children develop their skills in study and life? (7) how do you help your children with disabilities? (8) how do you work with principals and teachers to support students with disabilities? (9) how could you work with principals, teachers, and students in creating a supportive learning community? (10) do you have anything else that you feel is important to tell me about how you work with principals and teachers and serve students with disabilities in your life? Or anything you think is essential?

Data Analysis and Trustworthiness

I used five steps to analyze the interview transcripts, observation notes, memos, and reflective journal log in answering the research questions (Adu, 2019). The first step is that I uploaded the transcript verbatim into the computerized-aided qualitative analysis software, N-Vivo 12, to code, analyze, categorize, and synthesize the major themes and categories (Creswell, 2007). The second step is to read the transcript line-by-line and organize the major points, and the third step is to emerge the major points through the category to major themes. The fourth step is to recode the research questions to emerge major themes, sub-themes, and categories. The fifth step is to analyze and compare my memo and reflective journal logs to finalize the major themes and categories in responding to the research questions (Silverman, 2013; Saldana, 2013).

Finally, I invited one of the doctoral candidates to verify my coding process and clarity in writing. Also, I avoid my bias through reflective memos and journal logs to enhance trustworthiness and credibility (Denzin & Lincoln, 2018). In addition, I emerged the themes, sub-themes, and categories within a research audit trail to ensure the quality of the research. Overall, I strictly followed the qualitative research disciplines, data collection, data analysis, and ethical considerations to ensure consistency and trustworthiness in this study.

Results

All themes and categories answer the research questions and understand the participants' experiences, perceptions, and opinions in depth through interpreting their thoughts in providing sufficient support to the students with disabilities of ableism. Therefore, the table shows the findings presented per the research question accordingly.

1) What are the challenges or issues that the U.S. school principals face while working with teachers in delivering a high quality of service to students with disabilities of ableism in the Mid-West schools?

In this study, three major challenges were emerged for school principals to work with teachers and parents for students with disabilities of ableism in the multicultural school contexts. The three major themes are (1) insufficient resources and lack of confidence; (2) lack of systematic and professional training such as social justice; and (3) insufficient teamwork. Therefore, I presented the themes associated with the category in table 2 below.

Table 2
Major Themes of Challenges or Issues for Principals Serving Students with Disability of Ableism within Codes Selected with Frequency

Major Themes	Category	Codes Selected with Frequency
Theme 1: Insufficient Resources and Lack of Confidence	Seeking Cooperation and Work Together	Lack resource requires to work together (11); not enough (8); do things together (7); teamwork (13); hesitate to do (9)
	Self-Improvement in Leadership Knowledge and Teaching Capacity	Self-learning (9); individual growth (8); leadership knowledge (10); well-preparation increases teaching effectiveness (6)
	Enhancement of Conversation and Communication Ability	Oral communication (9); dialogue with them (10); chat (5)
Theme 2: Lack of Systematic and Professional Training such as Social Justice	Building a Professional Learning Community	Learning community (15); professional team (8); professional workmate (9)
	Encouraging Self-Growth and Self-Reflection	Individual growth (13); personal reflection (5)
	Self-Knowledge and Skill Improvement	Knowledge-building (9); education core values and strategy (6); teaching and learning skill training (7)
Theme 3: Insufficient Teamwork	Encouragement of Team Activity	Independent (3); work together for high performance (15)

	Building a Channel for Teamwork among Teachers, Principals, and Parents	Sharing platform (5); communication channel (4); not effective in teamwork (3)
	Regular Sharing Activity between Members	Dialogue for work effectiveness (12); sharing (5); high contribution from self-sacrifice (6); activity (4); not effective work together (8)

Table 2 above shows that principals face significant issues to address the students with disabilities of ableism in themes associated with categories. First, principals face the challenge of insufficient resources and lack of confidence due to several reasons. One is that principals have difficulty working with all the school stakeholders in serving students with disabilities to address the ableism issue. Another is that principals still need to improve their leadership capacity in providing a service to students with disabilities. The other is that they need to enhance their conversation skills to work with teachers, parents, and other school stakeholders to serve students with disabilities of ableism. Therefore, I selected some quotes from the participants to support the finding below.

Eric said: "*I sometimes have difficulty to give my suggestion or to instruct the students with disabilities, Even, sometimes, I want to help them, but I still feel not enough resources to help me to do so.*"

Flore said: "*Although I have been working with the students with disabilities for several years, I still think I need to sharpen my knowledge such as special education policy, inclusive education for students with disabilities. It is because I do not know what may happen every day.*"

Flower said: "*Sometimes, I want to get help from principals, but I mostly talk with classroom teachers instead.*"

John said: "*I often told myself that I need to select the appropriate words to communicate with students with a disability as well as their parents. If I did not pay attention to any words I said, I may make some mistakes and receive complaints from parents or students. I want to share one of my teaching experiences with you. For example, ten years ago, I said one sentence to the students: you did it too slow and need to change your learning style. However, I ignored the students' learning motivation and reality. Therefore, I receive complaints from students.*"

My observation notes from the day of Oct 22, 2021, 8:00-8:20 am indicate: "*I noted that the student with a disability in a wheelchair said that I want to receive the equal care from all my teachers as the way they treat others.*"

Those quotes that I selected above represent those principals who face the enormous challenge of seeking enough resources within confidence to serve the students with disabilities equally. The insufficient resources cause principals to have difficulty offering high quality in helping the students with disabilities.

Second, principals have difficulty building a professional learning community, encouraging students to grow, and enhancing their professional knowledge because they receive little training such as social justice and core value building. Therefore, I selected some quotes directly from participants to support this issue for the principals in this study.

Eric said: "*I would like to say sometimes I have difficulty building a professional learning community to address the discrimination or inequality issues to the students with disabilities. It is because my principal leadership program did not address the social justice issues. For example, I may have limited idea of providing effective support to the students with wheelchair in the campus.*"

Flore said: "*I usually write my daily school operation reflection journal. By doing so, I could catch what students need, why they happen, and how I can help them next few days. Therefore, I develop my knowledge in serving students with disabilities. But I think I could learn more when I attended my leadership program. It may be better.*"

Kasper said: "*Although I major in special education, I still feel that I need to sharpen my knowledge in serving each student with a disability in a unique way. It is complex, and I do not know what students with disabilities might happen. Therefore, I often recall my working experiences to deal with the issues.*"

My classroom observation notes that I recorded on the day of October 21, 2021, at 1:00-1:15 pm at Mid-West schools confirmed: "*I think both teachers, principals, and parents need to work together as a service community to figure out the effective ways to offer support to the students with disability in their unique needs. For example, I see the teacher slightly talking with the students with disabilities in wheelchairs. In the beginning, the student felt sad, but the student had a smile and faced her life.*"

Those quotes that I selected to support this finding that principals face the issues of creating a professional learning community and providing sufficient support to the students with disabilities in a unique way. They still lack enough knowledge, leadership skill, and content areas to serve students with disabilities. Therefore, I claim that principals need to sharpen their workplace knowledge to help students with disabilities. By doing so, I assume that they could offer sufficient support to both teachers and students in need.

Third, findings show that principals have difficulty working as an excellent team to provide high-quality service to students with disabilities. Therefore, I selected quotes from participants to support this finding.

Eric said: "*I think when I work with teachers and parents about the students with a disability of ableism, I could not directly tell the teachers to address ableism issues. It is complicated. I could address the issues but only see what*

happened to the students with disabilities, such as those with a wheelchair. For example, if teachers do not treat the students with a wheelchair, they treat other students or ignore the students with wheelchair needs. That might be unfair, or this viewing may cause me to pay attention to the ableism in school."

Flore said: "*I think I need to work with teachers, parents, and other school stakeholders to provide support to the students with disabilities in the same condition.*"

Flower said: "*I often seek help from teachers if I need it. I think only I said it out what I need, and then I could receive help in a way.*"

Lily said: "*I sometimes do not like working with other team members because I need more time to understand what the requirements are. When I work with other classmates, sometimes I feel too fast. Sometimes, I am sad. That is why I expect sometimes my teachers could give me more time and maybe allow me to work individually.*"

Those quotes that I selected indicate that principals could offer high quality in serving the students with disabilities if they have a highly effective team member. Within teamwork, principals could work with teachers, parents, staff, and other school stakeholders in providing sufficient support to the students with disabilities in the multicultural school context. Therefore, principals encountered three major issues, as illustrated above, and the principals' role of working with teachers and other school stakeholders to address the students with disabilities of ableism issues followed.

1) What are the roles of the U.S. school principals in creating a caring professional learning community in serving students with disabilities of ableism in the Mid-West schools?

In this study, I emerged three major roles for the principals to serve the students with disabilities of ableism in multicultural school contexts. Incredibly, they play the roles of (1) coordinator, (2) supervisor and evaluator, and (3) school supportive, trust-based social justice, and self-efficacy cultural climate creator. Therefore, I present the roles for principals in serving the students with disabilities within major themes associated with the category in table 3 below.

Table 3
Major Themes of Roles for Principals with Codes selected with Frequency

Major Themes	Category	Codes Selected with Frequency
Theme 1: Coordinator	Actively Communication with School Stakeholders in Dealing with Conflict	Often talk with members (15); communication with stakeholders (8); dealing conflict within dialogue (9); chat with members (5)
	Improvement of Working Efficiency through Classroom Observation, Teacher Communication, and Parent Engagement	Classroom observation (12); teacher communication (9); parent involvement (6); always working with all stakeholders (7)
	Collaboration among Teachers, Parents, and Students	Work together in an equal manner for less conflict (5); collaboration among stakeholders (6); building a good communication channel for dealing with challenges (7)
Theme 2: Supervisor and Evaluator	Educational Pedagogical Evaluation and Assessment	Performance evaluation (10); assessment (6); teaching guidance (8); feedback giver (5)
	Enhancement of Pedagogical Teaching and Learning Evaluation	Comments through observation, conversation, and test performance (6); strategies suggestions in teaching (7); chat within suggestion for teaching and learning (3)
	Regular Classroom Observation, Assessment, and Feedback Post	Regular support through daily work (5); email or phone or face-to-face talk (6)
Theme 3: School Supportive, Trust-based, Social Justice, and Self-Efficacy Cultural Climate Creator	Building a Trust-based School Climate among Stakeholders	Trust (8); supportive school culture (3); delivering a good service within trust (5); school culture creator (4)
	Encouragement and Care for Growth among School Stakeholders	Encouragement (5); caring others (6); self-efficacy (7); justice (3); personal growth in value (7)
	Intercommunication and Action among School Stakeholders	Communication within one another (6); dialogue within work effectiveness (3); action in outcome (5)

Table 3 above shows that principals play the roles in leading the school improvement and serving the students with disabilities of ableism in the multicultural school contexts. First, principals play the role of coordinator. I selected the quotes to support this coordinator role in serving the students with disabilities.

Eric said: "In my school daily operation work, I often call parents to exchange my ideas and to request their help to serve the students with disabilities. Besides, I also observed the classroom to see how the teachers uniquely help the students with disabilities. Surely, sometimes, if needed, I also talk with students and have a conversation with teachers as well."

Eric also said: "Sometimes, I call parents to explain how the teachers perform and contribute in service to the students with disability. However, sometimes, teachers might make something wrong. Therefore, I request parents' understanding and support."

Flore said: "I think ableism is discrimination and injustice in a way. That is why I think principals need to always work with teachers, parents, and school stakeholders to provide equal service to the students with disability."

Lucy said: "As a teacher, I think principals' support is critical to me. Sometimes, parents do not trust what teachers say or do for their children if something is misunderstood. That is why I think principals play the coordinator role in dealing with difficulty such as misunderstanding."

Vivian said: "I think principals need to exchange their thoughts or perceptions with parents, teachers, and students to reduce the barriers of misunderstanding and also acceptance with support each other."

My observation notes that I took at the principal's office on the day of November 1, 2021, at 10: 00 -10: 20 show: "I noted that principals call parents to explain what happened to their children with disability yesterday and explain why teachers did like those ways. Therefore, principals seek parents' understanding and emphasize the school policy. Then also, principals ask for parents' help and support. Surely, I noticed that principals support teachers what they have done."

Those quotes that I selected prove that principals play the role of coordinator among teachers, students, parents, and staff in offering high-quality service to the students with disabilities in the school context.

Second, principals are supervisors and evaluators working with teachers, parents, and staff to serve students with disabilities in the school. I selected some quotes directly from participants to support their service roles.

Eric said: "I need to make sure that teachers help students develop their life skills and improve learning. I usually observe the classroom teaching biweekly and give my feedback to the teachers."

Eric also said: "I evaluate teachers' performance in teaching and service to the students within disability through my classroom observation and comments from parents and students."

Flore said: "I think principals have to supervise teachers' teaching and also evaluate their service associated with many criteria such as learning outcomes, feedback, or team comments."

Pike said: "I think principals play a vital role of supervisor and evaluators in implementing school program or service in quality to the students with disability through working with teachers in the school, as well as. With parents."

My observation notes that I took on the day of October 29th, 2021, at 11:00 -11:15 am, represent: "I noted that principals write feedback to teachers sent by email and also record in the notebook."

Those quotes that I selected show that principals are supervisors and evaluators in teaching, administration, and learning. Also, they use the ongoing-basis evaluation system to guide the teachers and communicate with parents to address the students with disabilities in their needs in service and support.

Third, principals play the role of school supportive, trust-based, social justice, and self-efficacy culture climate creator in providing a service to the students with disabilities. I selected the quotes to support the findings.

Eric said: "I think building a trust-based professional learning community is very important for me to work with teachers, parents, and other school stakeholders in serving students with disabilities and also addressing the issue of ableism."

Eric also said: "I think my responsibility is to treat all the students in the same way without any discrimination and bias. That is why I think holding the viewings of social justice in service is important to help students with disability."

Flore said: "I think principals need to work with teachers to develop students' efficacy in facing their life challenges and learning difficulty."

Flower said: "I want to say self-efficacy is important for facing my life challenges and situation. I remember that a car accident caused me disability in a wheelchair. In the beginning, I could not accept the situation and always complained such as why like this, why like this. However, after accepting it within self-efficacy, I positively face my life. That is why I think efficacy is important."

Those quotes that I selected to support my findings are that principals play the roles of coordinator, supervisor, evaluator, and school support, trust-based, social justice, and self-efficacy climate creator. The strategies for principals guide the school improvement and serve the students with disabilities to address the issues of ableism by working with teachers and parents discussed followed.

1) What strategies or disciplines do the U.S. school principals create a caring professional learning community serving students with a disability of ableism in the Mid-West schools?

In this study, three major strategies were emerged for principals to create a professional learning community in serving students with disabilities to address the issues of ableism. Specifically, the three major strategies shown in table 4 are (1) holding disciplines of justice, equality, respect, and collaboration in service; (2) a trust-based professional team through cooperation and dialogue among schools' stakeholders; and (3) strict self-discipline, administration by regulation, and educating students with disability in love. Therefore, I selected quotes from participants to support my finding in this study.

Table 4
Major Themes of Strategies or Disciplines for Principals within Codes with Frequency

Major Themes	Category	Codes Selected with Frequency
Theme 1: Holding Disciplines of Justice, Equality, Respect and Collaboration in Service	Treating all School Stakeholders in the Same Manner	Justice (3); treat all the same (5); respect for work performance (6)
	Holding Positive Attitudes in Dialogues among Stakeholders	Always work together (11); principal often chats with students (3); always be positive in dealing with all things in school (8)
	Helping and Caring among School Stakeholders	Caring (6); helping (8)
Theme 2: A Trust-based Professional Team through Cooperation and Dialogue among School Stakeholder	Regular Weekly or Monthly Professional Development for Well-communication and Understanding among Stakeholders	Team building (8); regular meetings (9)
	Encouragement of Scholarly Conference, Workshop, and School Activities in Building a Trust-Knowledge-based Professional Community	Attending conference (5); regular workshop (6); school regular professional development (7); professional team (4)
	Encouragement for Teacher Continuing Higher Education	Continuing education (6); teacher professional training (5)
Theme 3: Strict Self-Discipline, Administration by Regulation, and Educating Students with Disability in Love	Self-responsibility and the Spirit of Service to Students with Disability	Responsibility (3); sympathy in service (5); Love (7)
	Using the same School Regulation, Rule, and Policy to Enact and Assess the School Effectiveness	Regulation (3); school rule (4); classroom instruction order (6); school policy (5); government special education law (7); self-discipline (3)
	Companionship within Love for Students with Disability in Life and Learning	Love (7); companionship (3); zeal of service (2)

Table 4 shows that principals hold different strategies or disciplines in serving students with disabilities by working with teachers, parents, and other school stakeholders. First, principals have justice, equality, respect, and collaboration in serving students with disabilities to address the issues of ableism. I selected some quotes to support the first discipline for principals to lead the school improvement.

Eric said: "*I could provide a high quality of service to all students with disabilities in education only if I treat all of them with justice, respect, and equality.*"

Flore said: "*I think I could use a dialogue approach to deal with all the school issues among teachers, parents, students, staff, and all other schools' stakeholders.*"

Eric also said: "*I think caring is important for me to work with students with disabilities for their integrated growth.*"

Flower said: "*I want to receive equal treatment from teachers, principals, and all other schools' stakeholders.*"

Lily said: "*I think holding a positive attitude is essential for me to face my situation.*"

Those quotes that I selected support me to understand how important the principals must hold justice, equality, respect, and collaboration with all the school stakeholders in serving students with disabilities.

Second, principals need to use the cooperation and dialogue approach to build a trust-based professional learning community serving students with disabilities. I selected quotes directly from participants to support the strategy.

Eric said: "*I believe that building a trust-based learning community is important for me to deliver a high-quality in service to the students with disability, especially the issues of ableism.*"

Eric also said: "*I think dialogue is an effective strategy.*"

Mike said: "*I think principals need to encourage teachers to pursue their further education to enhance teaching capacity to help students grow.*"

Rose said: "*I think principals need to share with thoughts about my kid's conditions and progress, which could help me to trust them and to work with them for my kids.*"

Thomas said: "*I think attending school community activity or workshop help me to understand how I could help my kid to develop their skills and to face their life.*"

Those quotes that I selected support me to recognize that principals need to build a trust-based professional learning community through dialogue and collaboration.

Third, principals need to use the strategy of strict self-discipline, administration by regulation, and educating students with disabilities in love. That is why I selected the quotes to support this strategy.

Eric said: "*I think I am a sample to all my school stakeholders to deliver a service to the students with disabilities. As I understand sometimes a person has a bias or discrimination against others. But I believe all persons are equal and need to receive support in the same way.*"

Flore said: "*I need to use the school regulation to administrate all school matters.*"

Flower said: "*I follow the school policy only if I feel that I receive equal treatment and care.*"

John said*:" I think using the same rule is important for me to manage the classroom in order.*"

Those quotes that I selected prove that principals need to use the same regulation, policy, and self-discipline as a modal in leading the school improvement. Also, principals within the strategies and disciplines could work with teachers and parents to deliver high-quality in serving the students with disabilities to address the issues of ableism injustice. That is why all the strategies are appropriate for principals to serve the students with disabilities in leading school improvement.

Discussion, Conclusion, Implication, and Recommendation for Future Studies

Discussion

Three major findings were discussed in this study. First, principals need to use the social justice theory to address the issues of ableism to the students with disabilities. The results were similar to the previous studies and suggestions. Hackman (2005) suggested that educators could use the five essential components to generate social justice in school improvement. The five components include "content mastery, tools for critical analysis, tools for social change, tools for personal reflection, and an awareness of multicultural group dynamics" (Hackman, p. 104). This viewing is compatible with my findings that principals realize that they lack insufficient resources and training to deliver high-quality service to students with disabilities. That is why my study suggested that principals use social justice, equality, respect, and other educational disciplines to address the issues of ableism in serving students with disabilities in multicultural school contexts. For example, Watts and Hodgson (2019) claimed that social justice theory could help principals similarly serve students. Sabbagh and Schmitt (2016) indicated that principals should generate social justice to address the issues of discrimination such as ableism. That is why I suggested that principals demonstrate the social justice leadership in leading the school improvement and deal with the problems of ableism to the students with disabilities (Angelle & Torrance, 2019; Authors, 2020). Therefore, I encourage principals to use the social justice disciplines and theories to address the issues of ableism to deliver high-quality in serving the students with disabilities in multicultural school contexts.

Second, principals need to use dialogue and communication channels to build a professional learning community in delivering high-quality service to students with disabilities. Love, Nyegenye, Wilt, and Annamma (2021) stated similar thoughts that using dialogue is a practical approach to address discrimination and deal with the conflict between school stakeholders. Rutherford (2021) also confirmed that conversation effectively deals with ableism issues. Bohm (2004) described how leadership could use the dialogue to lead the school improvement and deal with issues such as ableism, injustice, and inequality. Therefore, my findings support their viewings that dialogue is effective for principals to work with teachers, parents, and students in addressing the issues of ableism to the students with disabilities. For example, Eric said: "I use the dialogue to deal with the issues. By doing so, I could help the students with disability to grow as well as working with teachers and parents." Therefore, dialogue is one of the effective ways that I suggested using to lead the school improvement.

Third, this new finding shows that principals need to play the mediating role of trust, efficacy, creator, and coordinator in providing a service to the students with disabilities, especially ableism. Within a trust-based professional learning community, principals could effectively work with teachers, parents, and staff in delivering high-quality in serving the students with disabilities (Authors, 2021). Viesca and Gray (2021) pointed out that generating trust-based in-service could effectively address the school issues such as ableism and develop the student's confidence in facing their life challenges and learning difficulties. Anderson (2007) stated that trusting others could help principals serve the school stakeholders such as students with disabilities, especially the issue of ableism. Besides, principals need to promote the educational core values such as respect to addressing academic problems such as ableism. Goodley (2014) said that educators need to help students develop their educational core values. By doing so, students could face their challenges and treat others as treating themselves in life. If principals could create a trust-based and respectful learning community, they could find out the causes and consequences of disability discrimination, such as ableism (Nario-Redmond, 2020). Baglieri and Lalvani (2020) supported these viewings that principals could only

address the issues of ableism if they let all the school stakeholders involved in service and caring. That is why Harpur (2020) holds the similar viewings of Baglierir and Lalvani (2020). Therefore, I support their viewings that principals need to generate the educational core values such as justice, respect, and trust in delivering high-quality service to the students with disabilities.

Conclusion

This study found that principals need to use the social justice theory to address the issues of ableism to the students with disabilities. By doing so, principals could effectively work with teachers, parents, staff, and students with disabilities in creating a caring professional learning community in school improvement. In addition, principals need to use dialogue to deal with the school issues such as ableism in school. Finally, principals need to build a supportive school climate among the school stakeholders in offering support to the students with disabilities in service and school implementation on sustainable growth.

Implications

This study has three implications. First, findings show that principals need to help students with disabilities to develop their self-efficacy to face their life and learning challenges. I support this finding because Bandura (1995) said self-efficacy could change society. Indeed, I believe students with self-efficacy could face their challenges and accept their life situations. For example, Flower said: "I accept my conditions within efficacy, and I start to improve my life quality without complaining." Second, this study suggests that principals need to use the social justice theory, educational policy, and school regulation to create a caring, supportive learning community to address the issues of ableism in serving students with disabilities. Third, this study suggests that principals need to work with teachers, parents, and staff in addressing the problems of ableism instead of justice, equality, and respect among the school stakeholders in creating a lovely community.

Recommendation for Future Studies

This study has found that principals need to use the social justice theory to promote the educational core values in serving the students with disabilities, especially the issues of ableism. Therefore, I suggest the future study could use the sequential mixed research design to examine, investigate and interpret principals' viewings and experiences through intervention training programs.

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