Abstract

This qualitative study sought to identify the leadership behaviors and practices of effective Caucasian elementary school principals who lead schools with a predominantly at-risk, African-American student population. Participants for this study were chosen from public elementary schools in the Clayton County School District, which is located in the metro Atlanta, Georgia, area. Three established methods of field research were utilized: (a) in-depth personal interviews, (b) biographical questionnaires, and (c) a structured survey instrument, which was used in the participant selection process. Data derived from the field research was coded and categorized to yield the common beliefs, practices, and behaviors of the selected elementary school principals.