

**TABLE 5.1 Profiles of Problematic Leadership Practices**

PROBLEMATIC LEADERSHIP STANCES AND PRACTICES	LEADERSHIP MOVES
<i>Hiders</i>	Some school leaders sit in the background and hide in the fight against racism. They find ways to not be seen during conversations about truth, whiteness, and white supremacy.
<i>Talkers</i>	Some school leaders are talkers and not doers. They sit up front in meetings, take up lots of discourse space during professional development, and learn all the latest buzzwords and jargon about racial justice.
<i>Theorists</i>	Whether written or orally, some school leaders communicate ideas to others about racial (in)equity in the most inaccessible and complex ways.
<i>Obstructors</i>	Some school leaders strategically find reasons to hinder and otherwise block racial justice and progress.
<i>Stallers</i>	Some school leaders are <i>progress killers</i> , hoping that their delaying will cause people in the community to forget, move away from, or redirect efforts to achieve racial justice and equity.
<i>Pleasers</i>	Some school leaders believe they can only make racial justice decisions if everybody agrees or when all members of their community are participatory.
<i>Sporadic Doers</i>	Some school leaders are consistently busy and rarely take time to read, co-plan and co-design, talk with others, study the social context, or even rest and recharge. Their doing is disconnected and disaligned across initiatives with little real significant progress.
<i>External Motivators</i>	Some school leaders attempt to inspire outside of themselves. Rarely do these leaders model or embody the practices that they stimulate.