K-12 Educational leadership administrators are important to the success of schools and the advancement of student achievement. Unfortunately, Black women K-12 administrators are extremely underrepresented and make up only 4% of principals and 1% of superintendents in schools across the United States. While recent studies focus on diverse administrators and social justice leadership practices within the field of educational leadership, very little research illuminates the voices of Black Women K-12 school administrators and the ways in which their identities shape their leadership practices. Thus, exploring the lived experiences of Black women school leaders is essential to understanding how their leadership practices enhance the intellectual and important leadership contributions to the field of educational leadership.

Drawing from Black feminist thought (BFT), and applications from Applied Critical Leadership (ACL), this Qualitative study explores the leadership journey and the lived experiences of five former and current women K-12 school administrators. The findings of this study revealed that the women faced challenges of racism, sexism and issues of tokenism in their leadership positions. However, the results suggest that spirituality helps them combat these challenges, and their racial and gender identities shape their unique leadership practices.