**Description:** Drawing on 350 hours of observational data of school district meetings, this talk investigates the dynamics of negotiation and persuasion in school district decision making. We draw on frame analysis to investigate what issues district leaders are attending to and the role of considerations of race, class, and language. By uncovering the kinds of justifications that district leaders draw upon in their deliberations, and the ways those reasons intersect with discourses of race, class and language, we shed light on what district leaders value, how they interpret their responsibilities to multiple and diverse constituencies, and their understanding of instructional quality.

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