



Culturally Responsive Leadership



A Framework for Principals



Culturally Responsive Leadership: A Framework for School and School System Leaders

The role of school and school system leaders is complex, challenging, and vital to the realization of an equitable and just society. Our Culturally Responsive Leadership Actions Framework is a set of leadership behaviors which research and our experience in the field has shown support creating more culturally responsive learning environments for every student. Because strong systems require alignment of culture, vision, and beliefs, we have designed action frameworks for leaders at every level of the education system – aspiring principals, school leaders, principal supervisors, and superintendents. These actions build on each other from one leadership level to the next, clearly articulating the progression from aspiring principal to superintendent.

It is well-documented that students in the United States live and learn in racially segregated spaces, a result of generations of racialized oppression, both codified and cultural. Segregation negatively affects the achievement, college success, long-term employment, and income of students of color.¹ Within and across segregated spaces, inequity is constantly reproduced through both action and inaction – and will continue to be reproduced and further entrenched without strong leadership to disrupt systems of inequity and oppression.

Because inequity is so deeply embedded within educational systems, identifying and dismantling inequities must be a deeply embedded precept of leadership. Equity will never be achieved if it is approached as a stand-alone initiative or add-on project.

Our Culturally Responsive Leadership Actions are built from and align with national education leadership standards and integrate the specific skills, knowledge, and dispositions needed to lead for equity.

Being culturally responsive requires continuously taking action to meet students and educators where they are. Rather than treat our actions as prescriptive standards which every leader must meet in order to be deemed successful, we therefore present them as a menu of actions which leaders can use to guide their work within their unique context. These actions can be used by leaders in any context: They are for leaders working in systems and schools that serve primarily Black students, Indigenous students, and students of color. They are for leaders in racially and ethnically diverse systems. They are for leaders in majority white systems. Everyone in every setting has a role to play in mitigating, disrupting, and dismantling systemic oppression.

Because strong systems require alignment of culture, vision, and beliefs, we have designed action frameworks for leaders at every level of the education system – aspiring principals, school leaders, principal supervisors, and superintendents. These actions build on each other from one leadership level to the next, clearly articulating the progression from aspiring principal to superintendent.

The eight actions in this document are interdependent and must start with **Action 1: Lead for Equity and Access**. Action 1 mirrors The Leadership Academy's Equity Leadership Dispositions, a set of six research-based behaviors that are crucial for leaders to build a path toward creating a school community that is by, with, and for every student. The equity-focused behaviors in Action 1 are referenced throughout the other seven actions. Within each action are several dimensions, which articulate a collection of behaviors or qualities necessary to meet the action.

Culturally Responsive Leadership Actions

- 1 LEAD FOR EQUITY & ACCESS
- 2 ALIGN MISSION, VISION & CORE VALUES
- 3 FOCUS ON INSTRUCTION
- 4 FACILITATE ADULT LEARNING & DEVELOPMENT
- 5 MANAGE OPERATIONS & RESOURCES
- 6 ENGAGE IN PERSONAL LEARNING & DEVELOPMENT
- 7 STRATEGIZE CHANGE & CONTINUOUS IMPROVEMENT
- 8 CULTIVATE COMMUNITY CARE & ENGAGEMENT

These actions can be used to:

- 1 Support school systems in developing and integrating their vision for equity into the day-to-day work of leadership
- 2 Coach educational leaders in developing the skills, knowledge, and dispositions necessary for equity-focused, anti-racist leadership
- 3 Develop professional learning plans for individual leaders or groups of system leaders based on specific needs or developmental priorities

¹Orfield et al, Harming our Common Future: America's Segregated Schools 65 Years after Brown, Civil Rights Project, UCLA, May 2019. <https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/harming-our-common-future-americas-segregated-schools-65->

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The term *minoritized* is used throughout the actions to emphasize what the school systems and other systems within the United States have overtly and covertly done to Black, Indigenous and Students of Color. They have been told that they are not good enough, smart enough or important enough to receive a high-quality education. We use the term “minoritized” to recognize the need to pay particular attention to the experiences of these students in all aspects of the school system, including policies, structures, data analysis, selection of staff, curriculum, and materials.

Culturally responsive practice is used deliberately throughout the actions and requires that education leaders understand and simultaneously attend to:

- A strong **foundation of cultural understanding**. Culturally responsive leaders understand the dimensions and impact of cultural constructs in society and continuously cultivate and revisit their own personal understanding of the impact of culture on their own identity and the ways in which it shapes their approach to their professional practice.
- The **academic success** of all students. Culturally responsive leaders center student learning and academic rigor across every school, classroom, and learning environment in their system. They cultivate and value content expertise. They understand and apply college and career level standards and select high quality instructional materials aligned to standards. They hold, model, and communicate consistently high and transparent expectations for all learners and develop the capacity of the system and the educators within it to know where each student is in relation to those expectations and use that knowledge to provide appropriate learning supports.
- Cultivating and deepening the **cultural competence** of themselves and the adults they lead. Culturally responsive leaders affirm the cultures of students and adults through the learning opportunities they provide, the materials they use, the environment they build, and their skill in using cultural understandings to support learning. They build authentic rapport and trust with students, staff, families, and the community, affirming the multiple identities of individuals, and support and guide others in doing the same.
- The **cultivation of sociopolitical consciousness**. Culturally responsive leaders cultivate and support adults’ and students’ ability to question and critique social norms, values, practices, and systems that produce and maintain inequity. They facilitate adult and student talk about culture and identity and consistently look for and utilize opportunities to generate inquiry about inequity, oppression, and change.

Educational leaders need strong support in order to effectively support the staff, students, families, and communities they serve. These actions provide a framework to help identify and provide those supports so that leaders can sustain the necessary work of building the capacity of their schools and communities to provide equitable opportunities and achieve equitable outcomes for all students.



Principal Actions

(a revision of the Leadership Performance Planning Worksheet)

Principals set the tone and culture of a school. They establish a vision and must be able to communicate that vision in ways that inspire the entire school community to help fulfill it. This document lays out for all school leaders the critical steps they can take on their own and with their teams, students, and families to make their school a culturally responsive, standards-aligned learning environment for every student.



ACTION 1: LEAD FOR EQUITY & ACCESS

Culturally responsive school leaders learn and practice equitable, antiracist skills and dispositions to create a school community by, with, and for students.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions.

DIMENSION	CHARACTERISTICS/QUALITIES
<p>a. Reflects on personal beliefs, biases, assumptions, and behaviors</p>	<ul style="list-style-type: none"> • Identify and continuously examine assumptions, beliefs, and personal biases, especially about those who have been historically minoritized due to their race, ethnicity, gender, sexual orientation and socio-economic status • Acknowledge the effect of personal mental models on actions that impact student learning and achievement • Continuously examine and reflect on how beliefs and mental models may contribute to or support inequitable practices • Actively seek to learn how privilege, power, and oppression operate historically and currently to create and sustain inequity • Recognize inherent personal privileges based on position, identity, and background • Identify and act on personal knowledge gaps and skills deficits related to equity
<p>b. Publicly models a personal belief system that is student-centered and grounded in equity, access, and antiracism</p>	<ul style="list-style-type: none"> • Model vulnerability by acknowledging former and current personal knowledge gaps and skills deficits related to equity, including what they did or plan to do to close them • Learn and practice language and behaviors that are responsive to differences across lines of race, ethnicity, language, class, religion, ability, gender identity and expression, sexual orientation, and other aspects of identity • Utilize data that has been disaggregated by minoritized populations to understand the specific needs of the school community • Model strategies designed to support adults and students in engaging in context-specific, culturally responsive learning about difference
<p>c. Acts with cultural competence and responsiveness in interactions, data-driven decision-making, and practice</p>	<ul style="list-style-type: none"> • Partner with families, staff, and communities to ensure fair treatment and equitable access to all academic, social and emotional opportunities • Actively seek and make use of diverse perspectives in decision-making • Pay close attention to voices that are absent from conversations and actively seek them out to gain their perspective • Evaluate the intended and unintended consequences of decisions on all stakeholder groups • Encourage staff to take risks and create spaces for staff to engage in dialogue about race and other hard-to-discuss topics

ACTION 1: LEAD FOR EQUITY & ACCESS (cont'd)

DIMENSION	CHARACTERISTICS/QUALITIES
<p>c. Acts with cultural competence and responsiveness in interactions, data-driven decision-making, and practice (cont'd)</p>	<ul style="list-style-type: none"> • Facilitate staff meetings that include open discussions about the impact of racial and cultural differences on adult perceptions of student ability • Prioritize and support culturally responsive practice as a foundational element of professional practice • Leverage relationships with key district leaders to increase the prominence and legitimacy of an equitable school for all minoritized populations as a primary goal of the school
<p>d. Purposefully builds the capacity of others to identify and disrupt inequities in the school</p>	<ul style="list-style-type: none"> • Initiate and promote productive dialogue and collective work on issues of inequity for all minoritized populations • Create the conditions and common language for regular unpracticed conversations around equity • Build teachers' capacity to learn and practice language and behaviors that are responsive to differences across lines of race, ethnicity, language, class, religion, ability, gender identity and expression, sexual orientation, and other aspects of identity • Provide the space, tools, and support for staff to reflect on their own personal beliefs, biases, assumptions, and behavior, especially those who have been historically minoritized • Provide structured and consistent professional learning opportunities to develop and deepen culturally responsive teaching practice
<p>e. Confronts and alters institutional biases of student marginalization, deficit-based schooling, and low expectations associated with minoritized populations</p>	<ul style="list-style-type: none"> • Confront behavior that openly or covertly promotes or sustains inequity, colorblindness, and deficit-thinking • Identify and name practices and interactions, including micro-aggressions, that are based on race or culturally biased assumptions • Ensure that teachers' and other staff members' communication, collaboration, and decision-making reflect the system's mission, vision, and values grounded in equity and access for all students • Ensure that staff have the resources and tools to consistently use disaggregated data to identify inequities in student opportunities and outcomes • Regularly examine disaggregated school data with teachers and staff for evidence of inequity • Investigate existing policies and practices to ensure they prioritize student needs and are designed to produce equitable outcomes
<p>f. Creates equitable systems and structures to promote equity for all minoritized populations</p>	<ul style="list-style-type: none"> • Ensure that equity is at the forefront of the school mission, vision, and values • Create and implement practices that promote the recruitment, support, and retention of diverse and culturally responsive staff • Seek, allocate, and manage resources to directly support groups that have been historically minoritized • Establish routines and systems that foster a sense of belonging among all students • Create structures to ensure the long-term sustainability of initiatives that promote equity





ACTION 2: ALIGN MISSION, VISION & VALUES

Culturally responsive school leaders work with their staff and community to develop, advocate, and act according to a shared school mission, vision, and core values for culturally responsive teaching and learning that supports all students in accessing and achieving rigorous college- and career-ready academic standards.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 2 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
<p>a. Collaboratively develops school mission, vision, and values aligned with district mission, vision, and values to promote success for all students</p>	<ul style="list-style-type: none"> • Collaborate with families, students, staff, and other members of the school community to develop a shared mission, vision, and core values that articulate the conditions and actions to which the school aspires in order to ensure equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students (1.c) • Initiate and facilitate courageous conversations about equity of student opportunity and outcomes related to the school mission, vision, and values (1.c) • Ensure focus on equity, belonging, and antiracism within the school’s mission, vision, and values (1.c) • Clearly articulate the mission, vision, and values to all members of the school community • Cultivate shared understanding and ownership of the mission, vision, and values among all members of the school community
<p>b. Uses the school’s mission, vision, and values to guide data-driven decision-making, continuous improvement, and strategic planning</p>	<ul style="list-style-type: none"> • Establish systems and routines for regular disaggregated data analysis to identify areas in which the mission is and is not being realized and areas in which progress is and is not being made toward the vision (1.e) • Anchor all planning processes, including cycles of continuous improvement, grant projects, and district, state, and federal program planning, to the school’s mission, vision, and values • Align decisions made within the shared decision-making structure to the school’s mission, vision, and values • Regularly evaluate the strength and ability of the mission, vision, and values to ground and focus decision-making and planning for equitable outcomes for all students and make adjustments as necessary (1.e)



ACTION 3: FOCUS ON INSTRUCTION

Culturally responsive school leaders develop and support systems, structures, and routines that prioritize and focus the alignment and coherence of culturally responsive curriculum, high-quality instructional materials, instructional practice, and assessment to support all students in accessing and achieving rigorous college- and career-ready academic standards.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 3 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
<p>a. Engages in own ongoing development in culturally responsive instructional practice and leadership to ensure all students have access to culturally responsive teaching and learning environments</p>	<ul style="list-style-type: none"> • Maintain expertise and stay up to date with local, state, and national initiatives and research related to the instructional core and culturally responsive practice (1.c) • Utilize a research-based foundation to support, plan, and guide own personal culturally responsive instructional leadership practice (1.c) • Communicate an explicit plan outlining your role in supporting teachers to achieve their culturally responsive instructional goals (1.c) • Seek out and engage in coaching to support your own reflective practice and continuous improvement in culturally responsive instructional leadership (1.c)
<p>b. Demonstrates understanding of the relationship between standards, curriculum, and assessment</p>	<ul style="list-style-type: none"> • Maintain knowledge of current college- and career-ready standards as written and in practice • Ensure high-quality instructional curriculum and materials are provided, adopted and supported • Understand the role of aligned assessment tools to support standards and curriculum • Engage instructional staff in ensuring coherence and alignment among college- and career-ready standards and the curriculum, materials and assessments used in the school • Protect instructional time to ensure student access to a culturally responsive learning experience • Limit time spent on formal summative, interim, and benchmark assessments to those required by law and/or essential to authentic instructional decision-making
<p>c. Establishes and nurtures systems of shared leadership that enable college- and career-ready academic expectations to be met by all students</p>	<ul style="list-style-type: none"> • Establish an equity-focused instructional leadership team representative of student demographics as well as the grade levels, academic content, and student support services provided in the school • Provide opportunities for staff to learn, use, and share specialized knowledge and skills for the purpose of improving school-wide culturally responsive instructional practice

ACTION 3: FOCUS ON INSTRUCTION (cont'd)

DIMENSION	CHARACTERISTICS/QUALITIES
<p>c. Establishes and nurtures systems of shared leadership that enable college- and career-ready academic expectations to be met by all students (cont'd)</p>	<ul style="list-style-type: none"> • Create and implement targeted systems of support for the social and emotional needs of students • Ensure targeted systems of support provide equitable and universal access to culturally responsive learning opportunities that support the achievement of rigorous college- and career ready academic standards for all students (1.e)
<p>d. Uses student access, opportunity, and outcomes data to make culturally responsive instructional leadership decisions</p>	<ul style="list-style-type: none"> • Ensure student-need-based high-quality Tier 1 instruction is aligned to rigorous college- and career-ready academic standards • Develop, implement and monitor consistent and equitable processes for providing and monitoring Tier 2 and Tier 3 interventions to struggling learners to scaffold and support universal access to Tier 1 instruction (1.e) • Support teachers in selecting student data that will provide a comprehensive profile of how students learn • Support teachers in using data to set individualized learning goals that move students into the zone of productive disequilibrium and support all students in becoming independent learners (1.f) • Collect and use disaggregated data on the learning environment to make culturally responsive instructional leadership decisions (1.c) • Establish formal and informal structures for engaging with students to elicit their feedback on the learning environment
<p>e. Transparently reports data on student opportunities and outcomes, including inequities therein</p>	<ul style="list-style-type: none"> • <i>Hold and communicate unwavering belief system that all students, regardless of past or current performance, can meet rigorous, college- and career-ready academic standards (1.b)</i> • <i>Gather and use multiple indicators of student learning that reveal patterns, trends, and insights about equitable access and outcomes (1.c)</i> • <i>Disaggregate data by student subgroups to identify disparities by race, ethnicity, language, and other characteristics (1.d)</i> • Create tools, processes, and/or systems to ensure that data are accessible to, and understood by, all staff, students, families, and other members of the school community
<p>f. Implements cycles of continuous improvement for teaching and learning</p>	<ul style="list-style-type: none"> • Convene regular meetings of an instructional leadership team to review student outcomes data, assess the effectiveness of current curriculum and culturally responsive instructional approaches, and support the implementation of changes in instructional practice (1.e) • Use data from interim, benchmark, classroom, and formative assessments to make and evaluate regular adjustments to culturally responsive instructional practice (1.e) • Hold cultural responsiveness as a primary factor in decision-making related to changes in instructional practice (1.c) • Encourage teachers to apply an action research approach to investigate teaching and learning challenges and formulate new approaches to ensure all students are meeting rigorous college- and career-ready academic standards

ACTION 3: FOCUS ON INSTRUCTION (cont'd)

DIMENSION	CHARACTERISTICS/QUALITIES
g. Builds a culture of instructionally focused feedback	<ul style="list-style-type: none">• Prioritize time during the school day to observe teachers in action and design support based on identified culturally responsive instructional needs (1.f)• Demonstrate the ability to diagnose and identify teachers' strengths and opportunity for growth and determine actions and supports needed to improve their culturally responsive instructional practice (1.f)• Model observation and feedback protocols to develop assistant administrators', instructional coaches' and teacher leaders' skill at using low-inference evidence to identify patterns and trends related to culturally responsive instructional focus areas (1.f)• Engage in teacher observation and feedback calibration (or norming) exercises with assistant administrators, instructional coaches, and teacher leaders to improve culturally responsive content-specific, classroom practice throughout the school (1.f)• Build the capacity of assistant administrators, instructional coaches, and teacher leaders to provide actionable feedback to teachers on culturally responsive content-specific, instructional practice (1.f)





ACTION 4: FACILITATE ADULT LEARNING & DEVELOPMENT

Culturally responsive school leaders develop the capacity and skills of teachers and other school staff to ensure equity of opportunities and outcomes for all students through evidence-based and focused professional learning, coaching, and goals-based evaluation.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 4 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
<p>a. Seeks to recognize own mental models when engaged in observation, feedback, and coaching of professional practice</p>	<ul style="list-style-type: none"> • Make an explicit effort to recognize and acknowledge the differences between your own experiences and stance as an educator and those of the adults you supervise, coach, and develop • <i>Seek to understand the cultural and diverse learning needs of staff in order to differentiate your leadership style based on individual needs (1.c)</i> • Transparently explain reasoning, theory, and motivation behind decisions and actions that have an impact on your leadership moves • <i>Continuously evaluate how the norms of white dominant culture are recreated and/or sustained by your expectations of professional practice in order to engage staff in creating an inclusive and culturally responsive work environment (1.d)</i>
<p>b. Builds relationships and culture focused on equity, trust, and public learning</p>	<ul style="list-style-type: none"> • Learn about staff members' personal identities, backgrounds, and stories and how those impact their mental models, decision-making, and approach to teaching and learning (1.c) • Establish a courageous learning environment by modeling vulnerability, help-seeking, and being transparent about own gaps in knowledge • Seek feedback from teachers and staff to model the critical importance of reciprocal accountability and two-way feedback • Create a courageous space to address hard-to-discuss topics with a focus on deficit thinking, implicit bias, and forms of racism (1.d)
<p>c. Cultivates a culture of reflective practice</p>	<ul style="list-style-type: none"> • Cultivate an environment that encourages staff to individually and collaboratively examine and challenge their own assumptions and biases in light of disconfirming evidence (1.d) • Support teachers in engaging in action research and cycles of continuous improvement to identify, test, and evaluate new culturally responsive instructional strategies (1.f) • Value, encourage, and model innovation, collaboration, and feedback • Use coaching skills, including active listening and authentic questioning, to assist teachers in identifying solutions and next steps to instructional challenges

ACTION 4: FACILITATE ADULT LEARNING & DEVELOPMENT (cont'd)

DIMENSION	CHARACTERISTICS/QUALITIES
<p>d. Establishes clear performance expectations for staff</p>	<ul style="list-style-type: none"> • Establish performance expectations for staff, aligned to the school’s mission, vision, and values, that are consistent with culturally responsive practice, high professional standards, and educational research (1.e) • Ensure performance expectations are culturally responsive and attend to cultural and racial difference among staff (1.f) • Use multiple data points to diagnose and assess teaching effectiveness, including the ability to directly confront biases that impede students’ ability to learn and achieve rigorous college- and career-ready academic standards (1.d) • Consistently clarify and check for understanding of performance expectations for staff • Provide clear and honest feedback when staff are and are not meeting performance expectations • Provide fair and appropriate supports to staff who are struggling to meet performance expectations
<p>e. Designs, leads, and facilitates standards-based learning experiences for teachers and staff</p>	<ul style="list-style-type: none"> • Create an annual scope, sequence, and curricula for professional learning focused on rigorous college- and career-ready academic standards and culturally responsive practice to support professional learning for teachers and staff (1.f) • Engage communities of practice in exploring emerging practices and research-based models to challenge the status quo and identify solutions to persistent instructional challenges and inequities (1.f) • Leverage various learning modalities to design flexible, ongoing, and just-in-time learning for teachers and staff • Ensure instructional focused professional development builds teachers’ content knowledge and pedagogical content knowledge necessary to teach the concepts of their discipline • Create teacher and student-centered professional learning that promotes collective responsibility for students’ learning and cultivates a dynamic culture for adult learning • Ensure professional learning is anchored in the priorities of teachers’ daily work and is sustained in a coherent system of collaborative planning, classroom practice, observation, feedback, and continuous cycles of inquiry grounded in evidence of student learning • Assess formative and summative impact of professional learning on the achievement of school goals
<p>f. Cultivates a culture of continuous professional learning and improvement supported by the formal evaluation process</p>	<ul style="list-style-type: none"> • Systematically use formal and informal observations to identify patterns needing improvement with specific attention to culturally responsive practice (1.f) • Hold staff accountable to meeting performance expectations with a focus on culturally responsive instruction that ensures all students can access and achieve rigorous college- and career-ready academic standards (1.c) • Actively coach instructional staff in improving culturally responsive instructional practice (1.f) • Share leadership in coaching and supporting instructional staff with assistant administrators, instructional coaches, and/or teacher leaders





ACTION 5: MANAGE OPERATIONS & RESOURCES

Culturally responsive school leaders manage school operations and resources to ensure equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 5 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
<p>a. Manages and allocates resources to promote equitable access and outcomes for students</p>	<ul style="list-style-type: none"> • Create structures and processes to ensure that every student has access to the learning opportunities, culturally responsive teachers, and supports required for their individual success (1.e) • Prioritize the allocation of resources – human, material, and supplementary – to eliminate disparities in all minoritized populations to increase student opportunities and outcomes (1.c) • Seek and manage fiscal resources to decrease and eliminate disparities in all minoritized populations to increase student opportunities and outcomes (1.c) • Ensures teachers have access to and are implementing high-quality instructional materials • Manage personal and staff time to decrease and eliminate disparities in students’ academic, social, and emotional growth (1.c)
<p>b. Focuses on solutions and integrates competing demands and conflicting directives to problem-solve effectively</p>	<ul style="list-style-type: none"> • Focus on data-based problem-solving • Demonstrate capacity to analyze, synthesize, and promote coherence across various and/or competing demands and directives • Use the school vision, mission, and values as the guideposts for problem-solving and coherence across various and/or competing demands and directives
<p>c. Collaboratively develops and implements a shared decision-making structure</p>	<ul style="list-style-type: none"> • Engage and empower all staff in strategic planning and decision-making processes • Identify and pursue opportunities to authentically and meaningfully engage students and families in strategic planning and decision-making processes (1.c) • Empower and build the capacity of formal and informal leaders within the school and instructional leadership team to take on specific day-to-day and/or regular decision-making functions • Clearly articulate the need to, and parameters for, making decisions alone • Create and implement standard procedures for communicating decisions to the whole school community, whether made alone, by delegated persons or groups, or within a larger group

ACTION 5: MANAGE OPERATIONS & RESOURCES (cont'd)

DIMENSION	CHARACTERISTICS/QUALITIES
<p>d. Demonstrates sound professional judgment and personal integrity</p>	<ul style="list-style-type: none"> • Understand the intent of rules, laws, and policies at the school, district, state, and federal levels and use them to ensure that the rights of staff and students are fully protected • Manage staff, budget, and resources in alignment with ethical and legal standards • Speak and behave in a way that is respectful of the norms, values, and culture of the school community and the staff, students, and families within in (1.c) • Model behaviors to promote an environment based on trust • Understand and express personal emotions with awareness of their impact on self and others • Openly confront behaviors that create or sustain negative bias and/or inequity (1.d) • Exhibit willingness to make difficult decisions and address difficult circumstances on behalf of staff, students, and families
<p>e. Consistently manages time in relationship to priorities</p>	<ul style="list-style-type: none"> • Align long-term and short-term priorities to the school mission, vision, and values (1.c) • Establish daily priorities and objectives and regularly reflect on the alignment of time use to those priorities • Distinguish among tasks and interruptions based on their importance and urgency and act accordingly to minimize distractions • Remove or delegate non-essential tasks • View time as a resource and allocate it equitably
<p>f. Collaboratively creates and implements systems, structures, policies, and procedures that ensure the safe, supportive, and equitable operation of the school</p>	<ul style="list-style-type: none"> • Ensure that systems, structures, policies, and procedures are aligned with and uphold the school's mission, vision, and values (1.e) • Implement predictable, culturally responsive routines and structures throughout the organization (1.d) • Collaborate with staff to create guidelines, protocols, and systems to support the social and emotional well-being of all students • Collaborate with members of the school community to create structures that ensure a safe, effective, and culturally responsive teaching and learning environment for all staff and students (1.c) • Ensure that curriculum content and delivery systems are culturally responsive and aligned to rigorous college- and career-ready academic standards (1.e) • Develop discipline policies and procedures that address student behavior in a positive and unbiased manner and do not result in the racial and cultural disproportionate application of consequences (1.e)
<p>g. Recruits and retains effective, culturally responsive staff in accordance with the mission and vision of the school</p>	<ul style="list-style-type: none"> • Develop and implement a staffing plan that attends to student needs when seeking and retaining highly effective, culturally responsive teachers and staff (1.c) • Prioritize the hiring of teachers who are representative of the race, ethnicity, and culture of students in the school (1.c) • Prioritize the hiring of teachers who demonstrate a commitment to, and knowledge of, culturally responsive practice (1.c) • Provide high-quality onboarding, ongoing professional learning, coaching, and opportunities for teachers and staff to grow, develop, and exercise shared leadership in the school



ACTION 6: ENGAGE IN PERSONAL LEARNING & DEVELOPMENT

Culturally responsive school leaders engage in their own ongoing professional learning to cultivate the skills and dispositions necessary to lead and equitably support staff, students, and families.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 6 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
<p>a. Understands and models the role of lead learner</p>	<ul style="list-style-type: none"> • React constructively to disappointment, admit errors, and learn from mistakes and setbacks • Transition from emotional to strategic responses when addressing personal mistakes and setbacks • Act upon the best ideas and evidence regardless of the source • Value mistakes in the service of learning and move from the known to the unknown • Regularly seek and use formal and informal feedback on their actions, decisions, and other leadership behaviors • Demonstrate the stance of public learner in ensuring all students have what they need to achieve rigorous career- and college-ready academic standards (1.b)
<p>b. Applies current and evolving research and thought on learning, teaching, and leadership to professional practice</p>	<ul style="list-style-type: none"> • Understand and utilize theories of learning and change to respond strategically to immediate and long-term challenges • Understand that student learning drives the system and that every action is in service of ensuring that all students have the opportunities, access, and supports necessary to achieve rigorous college- and career-ready standards (1.b) • Remain current and knowledgeable of research to inform instructional and organizational decisions, including those that focus on issues of equity and student academic outcomes (1.c) • Create a system for sharing current research broadly among staff
<p>c. Develops and implements a personal plan for professional learning</p>	<ul style="list-style-type: none"> • Works with supervisor to set personal measurable goals aligned to the mission, vision, values, and performance metrics of the school and district • Actively pursues personal professional learning opportunities directly linked to organizational needs with specific attention to the student populations served (1.c) • Actively seeks to understand and build competency in equitable and antiracist leadership practices (1.c)



ACTION 7: STRATEGIZE CHANGE & CONTINUOUS IMPROVEMENT

Culturally responsive school leaders use multiple sources of data to identify successes and challenges in working toward the school’s mission and vision and engage staff, students, and families in strategic planning and continuous improvement activities designed to mitigate those challenges.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 7 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
<p>a. Analyzes and interprets disaggregated data with specific attention to the diverse cultural and learning needs of students</p>	<ul style="list-style-type: none"> • Leverage formative and summative disaggregated data to inform decisions and focus areas around culturally responsive teaching and equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students (1.c) • Support teachers in accurately interpreting a wide range of data to identify patterns, trends, and instructional needs with specific attention to disparities across lines of race, ethnicity, ability, language, and gender (1.f) • Formatively assess implementation, progress, and impact of facilitated change and make mid-course corrections as needed • Use cycles of continuous improvement to review data and identify areas of inequity and necessary action with the instructional leadership team (1.c)
<p>b. Demonstrates resilience when addressing social, cultural, or political challenges</p>	<ul style="list-style-type: none"> • Balance the urgent with the important in prioritizing and aligning daily actions and behaviors to the school mission, vision, and values • Predict and plan for intended and unintended consequences of key decisions • Remain current on local, state, and federal laws, regulations, and data and research as they relate to teaching, learning, and the experience of families in the educational process • Proactively engage community to build a coalition of supporters in decision-making • Navigate resisters and demonstrate empathy for diverse perspectives without personalizing resistance (1.c) • Maintain an unwavering focus on continuously improving culturally responsive practice to support equitable access and outcomes for all students (1.c)
<p>c. Leads the collaborative development and implementation of a school strategic improvement plan based on analysis of disaggregated data from a variety of sources</p>	<ul style="list-style-type: none"> • Focus school improvement goals on the elimination of disparities of minoritized populations in student opportunities and outcomes (1.c) • Set clear objectives and develops coherent action plans to achieve complex goals • Implement strategies for the inclusion of staff, families, and other stakeholders in planning processes (1.c) • Maintain stakeholders’ focus on the school’s mission, vision, and values throughout the plan’s development and implementation

ACTION 7: STRATEGIZE CHANGE & CONTINUOUS IMPROVEMENT (cont'd)

DIMENSION	CHARACTERISTICS/QUALITIES
d. Cultivates and applies a systems-thinking approach to decision-making	<ul style="list-style-type: none">• Analyze situations to determine underlying causes of the presenting challenge• Actively pursue disconfirming evidence when evaluating assumptions and drawing conclusions• Consider the possible consequences of actions, anticipate possible responses or reactions, and adjust decisions and behaviors accordingly• Specifically consider a decision's potential to create, sustain, or disrupt inequity (1.c)• Align decisions to the school's mission, vision, and values (1.c)• Make decisions in a timely manner





ACTION 8: CULTIVATE COMMUNITY CARE & ENGAGEMENT

Culturally responsive school leaders cultivate an inclusive and caring school culture that facilitates a sense of belonging among staff, students, and families.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 8 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
<p>a. Values and promotes diverse backgrounds, experiences, points of view, and norms of interaction throughout the school community</p>	<ul style="list-style-type: none"> Actively seek and make use of diverse and controversial perspectives (1.c) Work to build and protect psychological safety through the use of processes such as structured dialogue, protocols, and productive debate Analyze and transform disagreement and dissent into opportunities to build dialogue that lead to constructive outcomes Advocate for the needs and priorities of all students and their families (1.c) Identify and dismantle norms of white dominant culture to create an inclusive school that cultivates a sense of belonging among all members of the school community (1.d)
<p>b. Communicates in ways that reflect transparency, thoughtfulness, empathy, and the ability to listen</p>	<ul style="list-style-type: none"> Understand and honor the emotions of self and others as vital to understanding and being understood Attend and respond to verbal and nonverbal cues from others (1.c) Adjust communications styles based on purpose and audience as appropriate (1.c) Deal honestly and directly with difficult issues using low-inference data and examples
<p>c. Authentically engages and collaborates with staff</p>	<ul style="list-style-type: none"> Get to know all staff members and publicly acknowledge their individual contributions (1.c) Model, encourage, and reinforce efficacy in all individuals to support all students in meeting rigorous, college- and career-ready standards Act with transparency and fairness in creating opportunities for shared leadership Explain decisions made within and without the established shared decision-making structure
<p>d. Authentically engages and collaborates with students, families, and the broader community</p>	<ul style="list-style-type: none"> Interact with students and families on a regular basis to learn about and respond to their experience of the school, including teaching and learning, their feeling of belonging, and ideas for creating a more responsive and equitable environment (1.c) Model and set expectations for staff related to culturally responsive interaction, dialogue, and inclusion strategies with students and families (1.b) Seek and utilize the expertise and resources of community groups that represent and serve students and their families (1.c)

ACTION 8: CULTIVATE COMMUNITY CARE & ENGAGEMENT (cont'd)

DIMENSION	CHARACTERISTICS/QUALITIES
<p>d. Authentically engages and collaborates with students, families, and the broader community (cont'd)</p>	<ul style="list-style-type: none"> • <i>Develop clear processes for gathering and transmitting information to and from families, with awareness of the types of communication modes and resources that families may have (1.c)</i> • <i>Provide clear, specific responses to questions from students, families, and other members of the school community</i> • <i>Demonstrate awareness of the public and political nature of the principal's position and apply explicit processes for engaging students, families, and other members of the school community in controversial issues</i>
<p>e. Cultivates and honors rituals and routines that bring the school's mission, vision, and values to life</p>	<ul style="list-style-type: none"> • <i>Understand and honor the school's existing culture of rituals and routines</i> • <i>Develop consistent patterns of rituals and routines to strategically support the school's mission, vision, and values (1.e)</i> • <i>Apply knowledge and understanding of students' cultural backgrounds in developing school-wide rituals and routines (1.e)</i>



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