Leadership Personal Assessment

Culturally Responsive Leadership Hallmarks Anchored in Social Justice

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| Culturally Responsive Leadership: A Framework for School and School System Leaders  2020 |

\*This is not solely a quantified assessment. This assessment is designed to look at the components of Culturally Responsive Leadership as a means of identifying areas of triumph and growth. Pay specific attention to self-assessment ratings that fall between 1 & 3. These are areas to begin critical self-reflection as an individual and educational system. We are all on the Culturally Responsive Trajectory. Growth occurs over a lifetime as we consistently start with the inside-out approach. (Dr. Sampson)

1 2 3 4 5

Beginning Moderate Emerging Strong Consciousness

Action Item #1

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| Leads for Equity & Access as a Culturally Responsive Anti-racist Leader |

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| Characteristics  (partial list) | 1 2 3 4 5  Beginning Moderate Emerging Strong Consciousness |
| **Reflects on personal biases, assumptions & behaviors**   * Identifies and continuously examines assumptions, beliefs, and personal biases particularly those who have been historically minoritized, due to race, ethnicity, gender, sexual orientation, socio-economic status, etc. * Continuously examines and reflects on how their role in the system may contribute to or support inequitable practices |  |
| * Actively seeks to learn how privilege, power, and oppression operate historically and currently to create and sustain inequity |  |
| * Identifies and acts on personal knowledge gaps and skills deficits related to equity |  |
| * Is not afraid to label and name all “isms” and set standards for appropriate and empathic behavior as a leader |  |
| * Reads, reviews, and engages in ongoing professional development to enhance cultural competence |  |

Action Item #2

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| Aligns Mission, Vision & Values |

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| Characteristics  (partial list) | 1 2 3 4 5  Beginning Moderate Emerging Strong Consciousness |
| **Collaboratively develops system mission, vision, and values aligned to promote success for all students**   * Collaborates with families, students, staff and other members of the school community to develop a shared mission, vision, and values that articulate the conditions and actions to which the school aspires in order to ensure equitable access to, and achievement f rigorous college-and career ready academic standards for all students |  |
| * Initiates and facilitates courageous conversations about equity of student opportunity and outcomes related to the school, mission vision, and values |  |
| * Initiates and facilitates courageous conversations about inclusion, belonging, and antiracism with the school’s mission, vision, and values |  |
| * Cultivates shared understanding and ownership of the mission, vision, and values among all members of the school community |  |
| * Examines district budgets for equity in practices and distribution anchored in equity |  |

Action Item #3

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| Focuses on Instruction |

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| Characteristics  (partial list) | 1 2 3 4 5  Beginning Moderate Emerging Strong Consciousness |
| **Engages in own ongoing development in culturally responsive instructional practices and leadership to ensure all students have access to culturally responsive teaching & learning environments**   * Maintains expertise and stays up to date with local, state, and national initiatives related to the instructional core and culturally responsive practice |  |
| * Consistently keeps abreast of and uses research and theories of learning and change to inform instructional and organizational decisions |  |
| * Utilizes research-based foundations to support, plan, and guide own personal culturally responsive instructional leadership practice |  |
| * Communicates an explicit plan outlining their role in supporting educators to achieve their culturally responsive instructional goals |  |
| * Seeks out and engages in coaching to support own reflective practices and continuous improvement in culturally responsive leadership |  |
| * Engages instructional staff in ensuring coherence and alignment among college and career-ready standards and the curriculum |  |
| * Ensures high-quality instructional curriculum and materials are provided, adopted, and supported |  |
| * Regularly and systematically reviews and assesses curriculum, assessments, learning materials, and instructional practices to ensure all students have access to consistently culturally responsive learning environments and experiences |  |
| * Supports an instructional leadership team that is representative of the student population, grade levels, academic content, and student supports services in the district or school |  |
| * Routinely identifies and provides opportunities to mentor, coach, and develop emerging leaders from diverse backgrounds |  |
| * Supports educators in utilizing disaggregated data sets to guide planning and goals |  |
| * Ensures consistency in high quality Tier 1 instruction aligned to rigorous college and career ready academic standards |  |
| * Holds and communicates an unwavering belief system that all students regardless of past or current performance, can meet rigorous, college and career ready and academic standards at every grade level |  |
| * Ensures that multiple indicators of student learning are employed to reveal patterns, trends, and insights about equitable access and outcomes |  |
| * Ensures that the district or school creates tools, processes and/or systems to ensure that data is accessible to, and understood by all staff, students, families, and others members of the school community |  |
| * Regularly convenes meetings with leaders to discuss equity-focused instructional student outcomes and data |  |
| * Assesses the root cause of students not meeting standards including content knowledge, effectiveness of current curriculum, and culturally responsive (or lack of) instructional approaches in the District |  |
| * Holds cultural responsiveness at the forefront of decision-making related to changes in instructional practices |  |

Action Item #4

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| Facilitates Adult Learning & Development |

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| Characteristics  (partial list) | 1 2 3 4 5  Beginning Moderate Emerging Strong Consciousness |
| **Develops the capacity for equity & culturally responsive competency within the district, team, division & school**   * Seeks to understand the cultural and diverse learning needs of staff in order to differentiate their leadership style based on individual needs |  |
| * Establishes a courageous learning environment by modeling vulnerability, help-seeking, and being transparent about their own gaps in knowledge |  |
| * Creates courageous spaces to address hard-to-discuss topics with a focus on deficit thinking, implicit bias, microaggressions, low expectations, and various isms |  |
| * Observes & coaches for equity and cultural responsiveness utilizing language, support, & professional development to advance equity |  |
| * Continuously evaluates how the norms of white dominant cultures are recreated and/or sustained by their expectations of professional practice in order to engage staff in creating an inclusive and culturally responsive work environment |  |
| * Cultivates an environment that encourages staff to individually and collaboratively examine and challenge their own assumptions and biases in light of disconfirming evidence |  |
| * Models consistent evaluation and modification of personal decisions that did not move the district or school towards equitable practice |  |
| * Directly confronts biases that impedes perceptions and high expectations of students and their ability to learn |  |
| * Models, encourages, and reinforces collaborative teaming |  |
| * Engages 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 |  |
| * Supports embedding culturally responsive practices and building the capacity of the district to increase pedagogical practices of leaders and educators across the district |  |
| * Maintains equity & culturally responsive training across the district or school to promote collective learning and mastery |  |
| * Assesses formative and summative impact of professional learning on the achievement of district & school goals |  |
| * Systematically uses formal and informal observations to identify patterns needing improvement with specific attention to culturally responsive practices |  |
| * Holds staff accountable to meeting performance expectations- with a focus on culturally responsive instruction that ensures all students can access an active and rigorous culturally responsive education aligned with standards |  |
| * Creates systems to provide a variety of opportunities to meet with leaders & educators to provide feedback and check for understanding |  |
| * Generates and embeds equity goals in all programming |  |

Action Item #5

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| Manages Operations & Resources |

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| Characteristics  (partial list) | 1 2 3 4 5  Beginning Moderate Emerging Strong Consciousness |
| **Supports the management and allocation of resources to promote equitable access and outcomes for all students**   * Creates structures and processes to ensure that every student has access to the learning opportunities, culturally responsive teachers, and supports required for their individual success |  |
| * Prioritizes the allocation of resources-human, material, and supplementary-to eliminate disparities for all minoritized populations to increase student opportunities and outcomes |  |
| * Ensures teachers have selected and are using high-quality instructional materials |  |
| * Identifies & pursues opportunities to authentically and meaningfully engage students, families, and communities in strategic planning and decision-making |  |
| * Understands the intent of rules, laws, and policies at the school, district, state, and federal levels- and uses them to ensure that the rights of staff and students are fully protected |  |
| * Acts in a transparent manner to maintain trust |  |
| * Exhibits willingness to make difficult decisions and address difficult circumstances on behalf of staff, students, and families |  |
| * Supports the development and implementation of a staffing plan that attends to student needs when seeking and retaining effective, culturally responsive leaders and educators |  |
| * Ensures that high quality onboarding occurs and that educators are aware of the district or school’s equity trajectory |  |
| * Develops & implements discipline policies and procedures that address student behavior in a positive and unbiased manner, and ensures that these policies do not result in a racially or culturally disproportionate application of consequences |  |

Action Item #6

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| Engages in Personal Learning & Development |

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| Characteristics  (partial list) | 1 2 3 4 5  Beginning Moderate Emerging Strong Consciousness |
| Reacts constructively to disappointment & difficulties, admits errors, and learns from mistakes and setbacks   * Readily admits errors and uses them as learning opportunities |  |
| * Transforms disagreement and dissent into opportunities for understanding and collaboration |  |
| * Conducts difficult conversations with various stakeholders to support equitable access and outcomes for all students |  |
| * Manages personal discomfort to confront issues of inequity |  |
| * Creates a system and structure for continuous learning and for sharing knowledge of research and learning theories broadly among staff |  |
| * Works with leadership to set personal measurable goals aligned to the mission, vision, values, and performance metrics of the school and the district |  |
| * Actively pursues personal professional learning opportunities directly linked to organizational needs with specific attention to the student populations served |  |
| * Actively seeks to understand and build competency in equitable and antiracist leadership practices |  |

Action Item #7

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| Strategizes Change & Continuous Improvement |

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| Characteristics | 1 2 3 4 5  Beginning Moderate Emerging Strong Consciousness |
| **Analyzes and interprets disaggregated data with specific attention to the diverse cultural & learning needs of students**   * Leverages formative and summative data to inform decisions and focus areas around culturally responsive teaching and equitable access to, and achievement of, rigorous academic standards for all students |  |
| * Supports leaders & educators in accurately interpreting a wide range of disaggregated data to identify patterns, trends, and instructional needs with specific attention to disparities across lines of race, ethnicity, ability, language, & gender/sexuality |  |
| * Uses cycles of continuous improvement and principles of design thinking to review data and identify areas of inequity and necessary action |  |
| * Generates a sense of shared purpose and agency by mobilizing others in the pursuit of strategic priorities |  |
| * Navigates resistors and demonstrates empathy for diverse perspectives without personalizing resistance |  |
| * Maintains an unwavering focus on continuously improving culturally responsive practice to support equitable access and outcomes for all students |  |
| * Focuses disaggregated data-driven goals on the elimination of disparities amongst minoritized populatins in student opporutnites and outcomes |  |
| * Implements strategies for the inclusion of staff, families, and other stakeholders in planning processes |  |
| * Maintains stakeholders’ focus on the school’s mission, vision, and values throughout the plan’s development and implementation |  |

Action Item #8

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| Cultivates Community Care & Engagement |

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| Characteristics | 1 2 3 4 5  Beginning Moderate Emerging Strong Consciousness |
| **Values and promotes diverse backgrounds, experiences, points of view, and norms of interaction throughout the district, school & community**   * Actively seeks and makes use of diverse and divergent perspectives |  |
| * Analyzes and transforms disagreement and dissent into opportunities to build dialogue that leads to constructive outcomes |  |
| * Advocates for the needs and priorities of all students and their families |  |
| * Identifies and works with others to dismantle norms of white dominant culture to create an inclusive school that cultivates a sense of belonging among all members of the school community |  |
| * Adjusts communication styles based on purpose and audience as appropriate |  |
| * Explains decisions made within and outside without the established shared decision-making structure |  |
| * Creates opportunities to maintain interactions with students and families to learn about and respond to their experiences with schools; including teaching and learning, their feeling of belonging, and ideas for creating a more responsive and equitable environment |  |
| * Models behaviors for staff related to culturally responsive interaction, dialogue, and inclusion strategies with students and families |  |
| * Develops clear processes for gathering & transmitting information to and from families, with awareness of the types of communication modes and resources that families may have |  |
| * Demonstrates awareness of the public and political nature of the position, and applies explicit processes for engaging the public in divisive issues |  |
| * Applies knowledge and understanding of students’ cultural backgrounds in developing district & school-wide rituals and routines |  |

**Adapted from The Leadership Academy 2020**

**https://www.leadershipacademy.org/wp-content/uploads/2020/09/Culturally-Responsive-Leadership-Actions-2020.pdf**

**Excerpts Reformatted by Darlene Sampson, Ph.D., LCSW**

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