



# Culturally Responsive School Leadership Framework

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Critically Self-Reflects on Leadership Behaviors	Develops Culturally Responsive Teachers
<ul style="list-style-type: none"> <li>• <b>Is committed to continuous learning of cultural knowledge and contexts</b> (Gardiner &amp; Enomoto, 2006)</li> <li>• <b>Displays a critical consciousness on practice in and out of school; displays self-reflection</b> (Gooden &amp; Dantley, 2012; Johnson, 2006)</li> <li>• <b>Uses school data and indicants to measure CRSL</b> (Skrla, Scheurich, Garcia, &amp; Nolly, 2004)</li> <li>• <b>Uses parent/community voices to measure cultural responsiveness in schools</b> (Ishimaru, 2013; Smyth, 2006)</li> <li>• <b>Challenges Whiteness and hegemonic epistemologies in school</b> (Theoharis &amp; Haddix, 2011)</li> <li>• <b>Using equity audits to measure student inclusiveness, policy, and practice</b> (Skrla et al., 2004)</li> <li>• <b>Leading with courage</b> (Khalifa, 2011; Nee-Benham, Maenette, &amp; Cooper, 1988)</li> <li>• <b>Is a transformative leader for social justice and inclusion</b> (Alston, 2005; Gooden, 2005; Gooden &amp; O’Doherty, 2015; Shields, 2010)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Developing teacher capacities for cultural responsive pedagogy</b> (Ginsberg &amp; Wlodkowski, 2000; Voltz, Brazil, &amp; Scott, 2003)</li> <li>• <b>Collaborative walkthroughs</b> (Madhlangobe &amp; Gordon, 2012)</li> <li>• <b>Creating culturally responsive PD opportunities for teachers</b> (Ginsberg &amp; Wlodkowski, 2000; Voltz et al., 2003)</li> <li>• <b>Using school data to see cultural gaps in achievement, discipline, enrichment, and remedial services</b> (Skrla et al., 2004)</li> <li>• <b>Creating a CRSL team that is charged with constantly finding new ways for teachers to be culturally responsive</b> (Gardiner &amp; Enomoto, 2006)</li> <li>• <b>Engaging/reforming the school curriculum to become more culturally responsive</b> (Sleeter, 2012; Villegas &amp; Lucas, 2002)</li> <li>• <b>Modeling culturally responsive teaching</b> (Madhlangobe &amp; Gordon, 2012)</li> <li>• <b>Using culturally responsive assessment tools for students</b> (Hopson, 2001; Kea, Campbell- Whatley, &amp; Bratton, 2003)</li> </ul>
Promotes Culturally Responsive/Inclusive School Environment	Engages Students, Parents, and Indigenous Contexts
<ul style="list-style-type: none"> <li>• <b>Accepting indigenized, local identities</b> (Khalifa, 2010)</li> <li>• <b>Building relationships; reducing anxiety among students</b> (Madhlangobe &amp; Gordon, 2012)</li> <li>• <b>Modeling CRSL for staff in building interactions</b> (Khalifa, 2011; Tillman, 2005)</li> <li>• <b>Promoting a vision for an inclusive instructional and behavioral practices</b> (Gardiner &amp; Enomoto, 2006; Webb- Johnson, 2006; Webb-Johnson &amp; Carter, 2007)</li> <li>• <b>If need be, challenging exclusionary policies, teachers, and behaviors</b> (Khalifa, 2011; Madhlangobe &amp; Gordon, 2012)</li> <li>• <b>Acknowledges, values, and uses Indigenous cultural and social capital of students</b> (Khalifa, 2010, 2012)</li> <li>• <b>Uses student voice</b> (Antrop-González, 2011; Madhlangobe &amp; Gordon, 2012)</li> <li>• <b>Using school data to discover and track disparities in academic and disciplinary trends</b> (Skiba et al., 2002; Skrla et al., 2004; Theoharis, 2007)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Developing meaningful, positive relationships with community</b> (Gardiner &amp; Enomoto, 2006; Johnson, 2006; Walker, 2001)</li> <li>• <b>Is a servant leader, as public intellectual and other roles</b> (Alston, 2005; Gooden, 2005; Johnson, 2006)</li> <li>• <b>Finding overlapping spaces for school and community</b> (Cooper, 2009; Ishimaru, 2013; Khalifa, 2012)</li> <li>• <b>Serving as advocate and social activist for community-based causes in both the school and neighborhood community</b> (Capper, Hafner, &amp; Keyes, 2002; Gooden, 2005; Johnson, 2006; Khalifa, 2012)</li> <li>• <b>Uses the community as an informative space from which to develop positive understandings of students and families</b> (Gardiner &amp; Enomoto, 2006)</li> <li>• <b>Resists deficit images of students and families</b> (Davis, 2002; Flessa, 2009)</li> <li>• <b>Nurturing/caring for others; sharing information</b> (Gooden, 2005; Madhlangobe &amp; Gordon, 2012)</li> <li>• <b>Connecting directly with students</b> (Gooden, 2005; Khalifa, 2012; Lomotey, 1993)</li> </ul>