

Standard Indicator 5.2: Respect for Diverse Cultures

The leader honors the culture of students, adults, and the larger community, demonstrating respect for diversity and ensuring equity.

Accomplished principals collaboratively establish and implement policies, systems, and procedures that promote respect for diverse cultures, ethnicities, and lifestyles, including under-represented segments of the learning community. They engage all members of the learning community in processes that identify values and behaviors related to eliminating bias, intolerance, and inequity. Within established policy, these principals build and maintain a culture that fosters a free exchange of ideas and opinions without fear of retribution.

Accomplished principals respect the cultural differences in a global society and make diversity a means for enriching the culture of the learning community. In the learning communities of accomplished principals, diversity is celebrated as a strength and as a tool for learning and growing. Accomplished principals analyze and monitor classroom activities and assignments for cultural sensitivity and relevance. These principals encourage taking responsibility and provide opportunities for bridging the differences among students' culture, parents' culture, and staff members' culture for the betterment of the learning environment.

Adapted from NBCEL, *Accomplished Principal Standards*, 1st ed. (2010, p. 47).

Key Elements of Leader Practice and Questions for Reflection and Planning Related to Standard Indicator 5.2

- Collecting and analyzing data about the performance of students representing various subgroups that exist within the school community, as well as their level of equity and engagement present in established school activities, programs, and processes and collaboratively addressing concerns or gaps identified through the data analysis
 - *How can I identify appropriate data sources and analyze them according to specific subgroups or classifications to learn more about student performance and experiences? In what ways am I working to identify and address the root cause of why students within certain subgroups do not participate more readily or experience success in certain classes, programs, activities, and so on?*
- Working collaboratively with staff, students, and the greater community, including organizations that promote diversity, equity, and awareness of biases and respect for differences, to create purposeful opportunities for staff and students to learn about these ideas and promote the behaviors and dispositions necessary to ensure a school environment based on inclusion and respect
 - *How do I prioritize diversity, equity, and respect for differences in our programming, our professional development, and our ongoing conversations about teaching and learning? How do I help staff increase their awareness of potential biases in order to minimize them in their interactions with students and others in the school community?*
- Promoting, and ensuring where applicable, diverse representation on school, staff, and student committees, clubs, and activities, providing resources to individual members as necessary to support their full participation

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- *How do I identify the numbers, stakeholder groups, and level of engagement represented by staff members on committees and other structures that advise and make decisions related to our school? Do I consider the role that others—students, community members, and so on—might play in expanding the diverse perspectives of these collaborative structures?*
- Understanding and responding to the ethnic, linguistic, cultural, and socioeconomic influences on students' readiness, access, and aspirations, and ensuring that school programs and processes promote equitable opportunities for student achievement and success
 - *Are there biases, assumptions, and stereotypes that are either intentionally or unintentionally being promoted by me, the staff, or the students? How might I identify and address these instances? How do I model words and actions that promote diversity, equity, acknowledgment of biases, and respect for differences that I would like to see present in the words and actions of staff and students?*
 - *To what extent do I and the staff understand and apply [culturally responsive teaching](#) practices? How do I lead the staff in building on the family, cultural, and community values present in the school community in the interest of student learning? Are there individuals, groups, or organizations that might support our efforts to improve our cultural responsiveness in this area?*
 - *How can I identify the ways in which diversity represents a strength in our community and educate others about this, particularly when we look dissimilar with regard to race or culture?*
- Ensuring that a process exists to review and adjust curriculum and program material to promote and support a diverse student and community population
 - *What structures are in place to review curriculum and program material to ensure the integration of diverse perspectives and cultures?*
- Using proactive strategies and processes to promote diversity, equity, and respect for differences and to remedy instances of bias related to individuals and groups to create an educational experience that supports high achievement and success for all students
 - *How are we proactively and reactively addressing the disparaging words and actions being perpetrated on the basis of real or perceived characteristics of a particular individual or subgroup? To what extent are these processes and procedures successful in both remediating the issue and educating the individuals involved to prevent future incidents?*
- **What concrete sources of evidence will I need to gather to demonstrate effective practice related to these Key Elements?**

Professional Learning to Advance This Leadership Practice

- Identifying surveys or other data gathering resources to determine the level of [cultural competence](#) that exists within the school
- Establishing a collaborative school-level team to identify and address gaps and create opportunities for staff development based on the information or data that are gathered
- Engaging in structured input (workshops, courses, webinars, etc.) to build understanding of the characteristics and practices of a culturally competent school community and using this information in collaborative structures designed to promote diversity, equity, and respect for differences within the school

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- Researching and identifying key organizations and people in the community who can support the promotion of diversity, equity, and respect for differences in the classroom
- Analyzing one's own biases and stereotypes to address areas in the school where stereotypes and bias are prohibiting improvement
- Seeking out and learning from peers and others in schools or districts that successfully employ culturally responsive teaching practices and identifying professional development content or opportunities that can benefit the growth of staff in this area
- Researching and identifying strategies for collecting, analyzing, and acting on the gaps identified through data on the performance of student subgroups
- Working collaboratively with staff and the community (including students, as appropriate) to institute proactive and reactive policies and procedures for identifying and addressing instances of bias, discrimination, and hate in ways that remediate and educate individuals to promote a safe environment for social, emotional, and academic learning and growth
- Learning from colleagues how to challenge school norms respectfully and in ways that prompt positive action

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| | 5.2 Respect for Diverse Cultures: The leader honors the culture of students, adults, and the larger community, demonstrating respect for diversity and ensuring equity. | | | |
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| | Ineffective (1) At this level, the leader... | Developing (2) At this level, the leader... | Effective (3) At this level, the leader... | Distinguished (4) At this level, the leader does one or more of the following. The leader... |
| LEPG Rubric Performance-Level Descriptors | <ul style="list-style-type: none"> ▪ Does not consistently demonstrate respect for diversity^a in his or her communications and actions. ▪ Does not collect or review disaggregated student participation, behavior, or performance data for patterns of inequality. ▪ Does not plan opportunities for students or staff to experience diverse perspectives and cultures through programs and curriculum. ▪ Plans nondiscriminatory policies, procedures, and programs but inconsistently ensures equitable access to high-quality services for all students in the least restrictive environment. | <ul style="list-style-type: none"> ▪ Demonstrates respect for diversity^a in his or her communications and actions. ▪ Collects disaggregated student participation, behavior, and performance data for patterns of inequality. ▪ Provides opportunities for students and staff to experience diverse perspectives and cultures through programs and curriculum. ▪ Implements nondiscriminatory policies, procedures, and programs and ensures equitable access to high-quality services for all students in the least restrictive environment. | <ul style="list-style-type: none"> ▪ Sets clear expectations among staff, students, and others about respect for diversity^a; holds individuals accountable for respectful behavior; and puts programs in place to address potential biases and disrespectful behavior. ▪ Engages with others in examining disaggregated student participation, behavior, and performance data for patterns of inequality and encourages staff to raise questions and suggest solutions for improving student access, equity, and performance. ▪ Engages with others in determining improvements to programs and curriculum in ways that better integrate of diverse perspectives and cultures into students' and staff's experiences. ▪ Uses data to monitor and adjust nondiscriminatory policies, procedures, and programs and ensures equitable access to high-quality services for all students in the least restrictive environment. ▪ Acts with cultural competence and responsiveness in their interactions, decision making, and practice. | <ul style="list-style-type: none"> ▪ Advocates at the district or state level for programs, procedures, and policies that promote respect for diversity.^a ▪ Empowers teacher leaders, assistant principals, or others to monitor and adjust programs and curriculum to ensure enrichment of the learning environment through integration of diverse perspectives and cultures into students' and staff's experiences. ▪ Supports the learning of assistant principals or peers on strategies for implementing nondiscriminatory policies, procedures, and programs to ensure equitable access to high-quality services for all students in the least restrictive environment. ▪ Engages staff and students in reflecting upon and improving cultural competence and minimize biases within the school community and among staff and students. |

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| Possible Examples | <ul style="list-style-type: none"> The leader inconsistently addresses subgroup performance and participation in the school improvement plan. The leader's actions discriminate directly toward members of the school community or the leader ignores when staff or students make discriminating comments or actions. The leader is not mindful about including certain populations nor advocating for inclusion of all students. | <ul style="list-style-type: none"> The leader may incorporate some disaggregated data in required documents such as the school improvement plan but does not look at the data for areas such as participation in academic clubs or does not drill down on the data to find root causes for data results. The leader demonstrates appropriate behavior that respects diversity but may not actively promote diversity or discuss issues of diversity as common practice. The leader participates in as many IEP meetings as possible to ensure students are receiving high-quality services in the least restrictive environment. | <ul style="list-style-type: none"> The leader requires analysis of all subgroup data as a step for any committee and club, which could range from the school suspension committee that looks at discipline data to the AP Spanish Club. The leader would require committee members to look at who is in the group, determine if there is diversity within the group, and, if not, what is the cause and how can they address it. For the suspension committee, the group would determine if a certain group of students is targeted for suspensions and then may make recommendations for professional development for staff on educating that particular subgroup of students. The leader prioritizes diversity by including it as a key topic in staff professional development and student activities. For example, the leader could lead an ongoing book study about analyzing their own privilege and how biases impact student learning or create affinity lunch groups for students of color or for LGBTQ students. The leader recommends and encourages IEP teams to be creative with scheduling and resources to promote equity and access to high-quality services for all students. | <ul style="list-style-type: none"> The leader delegates the assistant principal with leading a PLC at each grade level, modeling data analysis by subgroup. The leader advocates that the district or state brings in a speaker or trainer to discuss diversity; the implications of poverty on education; addressing teacher biases on race, class, and culture, etc. The leader shares best practices for overseeing a special education program that allows flexibility in placement of students with colleagues at a district principal meeting. |

^a The MSFE LEPG Rubric uses the National Board's definition of diversity to mean diversity in age, gender, sexual orientation, physical characteristics, race, ethnicity, culture, primary language, origin of birth, socioeconomic status, family configuration, religion, abilities, achievements, and exceptionalities.