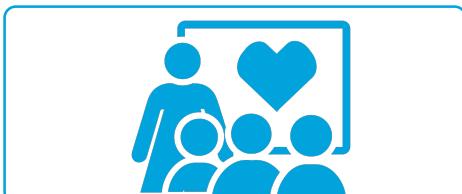


Equity and Cultural Responsiveness Leadership for Equity



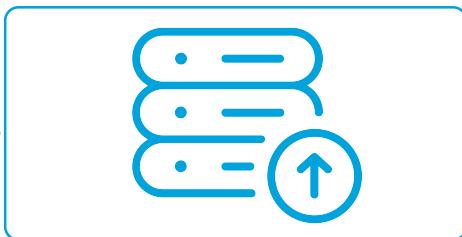
1. Educator gains a clear understanding of the micro-credentials required to complete her personalized learning path and selects the first micro-credential to begin.

2. Educator reviews the requirements of the micro-credential and begins to plan how she will implement what they've learned through resources and training. BloomBoard provides tools so educators can collaborate with peers as they go.



3. Educator implements learnings in the classroom and receives feedback, while documenting what she did according to the requirements reviewed in Step 2.

4. Educator prepares evidence that demonstrates she has proven competence, checks the requirements to ensure that she's met the criteria, & submits her work.



Equity and Cultural Responsiveness

Leadership for Equity



Exploring and Deepening an Equity Mindset

Definition: Effective school leaders actively engage their teams in exploring key principles of equity as a way to understand the communities they serve.

Underlying Principles: Effective school leaders guide their teachers and staff in uncovering their own biases and assumptions, identify key areas for staff development and growth, and facilitate a culture of learning as they integrate practices to address the diverse needs of the students and families within their communities.

Rationale: Effective school leaders are aware of their own personal biases and assumptions in order to guide staff in developing a shared understanding of cultural responsiveness and equity, so that each student can receive the quality education they deserve.



Applying a Culturally Responsive Lens to a Data Cycle

Definition: Culturally responsive school leaders guide teachers to interpret and use data in ways that recognize the importance of including students' cultural identities in all aspects of school life.

Underlying Principles: Culturally responsive principals focus on the assets of students when they collect data, ask probing questions to help analyze root causes that may explain the data, and respond by establishing practices that recognize the inherent role and impact of culture and history upon learning and development.

Rationale: When educators intentionally review and respond to data through a culturally responsive lens, they make decisions that acknowledge and reduce privilege, confront individual and institutional bias; and take action for improvements that provide equitable opportunities and equitable outcomes for each student.



Guiding Culturally Responsive Instructional Practice

Definition: Culturally responsive leaders function comfortably in cross-cultural settings and interact harmoniously with people from cultures and races that differ from one's own.

Underlying Principles: An effective school leader identifies culturally responsive instructional practices that guide teachers in planning and executing culturally responsive learning experiences, and provides feedback on how these practices are implemented.

Rationale: When all teachers are purposeful about implementing culturally responsive instructional practices, there is a shared student-centered approach to teaching in which the students' unique identities and cultural strengths are recognized and nurtured to promote relevant and rigorous instruction, student achievement and a sense of safety and social-emotional well being.



Hiring and Retaining Culturally Responsive Staff

Definition: Effective school administrators are intentional about advocating for or hiring and retaining a diverse and culturally responsive staff who have the ability to function in cross-cultural settings and with people from different cultures, races, and backgrounds.

Underlying Principles: Effective leaders also look for ways to identify, select, develop, and mentor culturally responsive and diverse staff representing the demographics of the school and community that they serve.

Rationale: An inclusive learning environment respects diversity and equity, selects culturally responsive staff and provides opportunities for students to learn and improve when they are taught by staff who often look like them, have the same shared experiences and who are focused on providing a rigorous and personalized education for each student.