

Critically Self-Reflects on Leadership Behaviors	Develops Culturally Responsive Teachers
<ul style="list-style-type: none"> • Is committed to continuous learning of cultural knowledge and contexts (Gardiner & Enomoto, 2006) • Displays a critical consciousness on practice in and out of school; displays self-reflection (Gooden & Dantley, 2012; Johnson, 2006) • Uses school data and indicants to measure CRSL (Skrla, Scheurich, Garcia, & Nolly, 2004) • Uses parent/community voices to measure cultural responsiveness in schools (Ishimaru, 2013; Smyth, 2006) • Challenges Whiteness and hegemonic epistemologies in school (Theoharis & Haddix, 2011) • Using equity audits to measure student inclusiveness, policy, and practice (Skrla et al., 2004) • Leading with courage (Khalifa, 2011; Nee-Benham, Maenette, & Cooper, 1988) • Is a transformative leader for social justice and inclusion • CRSL policy critique and implementation (Marshall & Khalifa, 2018) 	<ul style="list-style-type: none"> • Developing teacher capacities for culturally responsive pedagogy (Ginsberg & Wlodkowski, 2000; Voltz, Brazil, & Scott, 2003) • Collaborative walkthroughs (Madhlangobe & Gordon, 2012) • Creating culturally responsive PD opportunities for teachers (Ginsberg & Wlodkowski, 2000; Voltz et al., 2003) • Using school data to see cultural gaps in achievement, discipline, enrichment, and remedial services (Skrla et al., 2004) • Creating a CRSL team that is charged with constantly finding new ways for teachers to be culturally responsive (Gardiner & Enomoto, 2006) • Engaging/reforming the school curriculum to become more culturally responsive (Sleeter, 2012; Villegas & Lucas, 2002) • Supervision & modeling culturally responsive teaching (Marshall & Khalifa, 2018; Madhlangobe & Gordon, 2012) • Using culturally responsive assessments for students (Hopson, 2001; Kea, Campbell-Whitley, & Bratton, 2003)
Promotes Culturally Responsive/Inclusive School Environment	Engages Students, Parents, and Indigenous Contexts
<ul style="list-style-type: none"> • Accepting indigenized, local identities (Khalifa, 2010) • Building relationships; reducing anxiety among students (Madhlangobe & Gordon, 2012) • Modeling CRSL for staff in building interactions (Khalifa, 2011; Tillman, 2005) • Promoting a vision for an inclusive instructional and behavioral practices (Gardiner & Enomoto, 2006; Webb-Johnson, 2006; Webb-Johnson & Carter, 2007) • If need be, challenging exclusionary policies, teachers, and behaviors (Khalifa, 2011; Madhlangobe & Gordon, 2012) • Acknowledges, values, and uses Indigenous cultural and social capital of students (Khalifa, 2010, 2012) • Uses student voice (Antrop-González, 2011; Madhlangobe & Gordon, 2012) • Using school data to discover and track disparities in academic and disciplinary trends (Skiba et al., 2002; Skrla et al., 2004; Theoharis, 2007) 	<ul style="list-style-type: none"> • Developing meaningful, positive relationships with community (Gardiner & Enomoto, 2006; Johnson, 2006; Walker, 2001) • Is a servant leader, as public intellectual and other roles (Alston, 2005; Gooden, 2005; Johnson, 2006) • Finding overlapping spaces for school and community (Cooper, 2009; Ishimaru, 2013; Khalifa, 2012) • Serving as advocate and social activist for community-based causes in both the school and neighborhood community (Capper, Hafner, & Keyes, 2002; Gooden, 2005; Johnson, 2006; Khalifa, 2012) • (Gardiner & Enomoto, 2006) • Resists deficit images of students and families (Davis, 2002; Flessa, 2009) • Uses the community as an informative space from which to develop positive understandings of students and families • Nurturing/caring for others; sharing information (Gooden, 2005; Madhlangobe & Gordon, 2012) • Connecting directly with students (Gooden, 2005; Khalifa, 2012; Lomotey, 1993)