



Empowering leaders. Transforming schools for every student.

CULTURALLY RESPONSIVE LEADERSHIP

OCTOBER 23, 2020



CENTER FOR YOUTH & COMMUNITY LEADERSHIP IN EDUCATION



PRESENTERS

- Moderator:

- Dr. Nancy B. Gutierrez
President & CEO
The Leadership
Academy

- Panelists

- Dr. Cesar Alvarez
Principal, Frances
Willard Elementary
Kansas City, Kansas PS
- Tracy Leathers,
Principal
Ocala STEAM
Academy
Alum Rock Union
Elementary, San Jose,
CA
- Marlon Williams,
Principal, Dr. Daniel
Hale Williams M.S.,
New York City Dept.
Of Education



LEADING AT THE NEXUS OF EQUITY AND LEADERSHIP



EQUITY

Nationally, we continue to see **inequities** based on **race** and **socioeconomic status** in discipline rates; achievement scores; graduation rates; and access to accelerated coursework, experienced teachers, and experienced leaders.

LEADERSHIP

Research confirms **school leadership has powerful effects** on improving student achievement and narrowing achievement gaps. The effects of strong leadership are even greater in schools that are struggling.

CULTURALLY RESPONSIVE LEADERS

A culturally responsive leader recognizes the impact of institutionalized racism on their own lives and the lives of the students and families they work with and embraces their role in mitigating, disrupting, and dismantling systemic oppression.



CULTURALLY RESPONSIVE PRACTICE

FOUNDATIONS

- Culturally relevant practitioners understand the dimensions and impact of culture.
- Culturally relevant practitioners develop and practice awareness of their own cultural identities.

THREE TENETS

- 1) CRP focuses on academic success.
- 2) CRP reflects practitioners' cultural competence.
- 3) CRP develops students' sociopolitical consciousness.

EQUITY AND ACCESS

Reflects on personal beliefs, biases, assumptions, and behaviors

1

REFLECT

2

MODEL BELIEFS

Publicly **models** a personal belief system that is student-centered and grounded in equity, access, and antiracism

EQUITY LEADERSHIP DISPOSITIONS

3

ACT

Acts with cultural competence and responsiveness in interactions, decision-making, and practice

4

BUILD CAPACITY

Purposefully **builds the capacity** of others to identify and disrupt inequities in the school

5

CONFRONT BIAS

Confronts and alters institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race

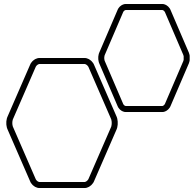
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CREATE SYSTEMS

Creates equitable systems and structures to promote equity with a focus on race



Why

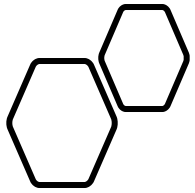


MS 180
Dr. Daniel Hale
Williams
School of the Arts





Why



Tracy Leathers
Ocala STEAM
Academy





WHY

Cesar Alvarez, Ed.D.

Frances Willard Elementary. Kansas City, Kansas Public Schools





THANK YOU!

Nancy B. Gutierrez, Ed.L.D.

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