Critically Self-Reflects on Leadership Behaviors

- 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? (Alston, 2005; Gooden, 2005; Gooden & O’Doherty, 2015; Shields, 2010)

Develops Culturally Responsive Teachers

- 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)
- Modeling culturally responsive teaching (Madhlangobe & Gordon, 2012)
- Using culturally responsive assessment tools for students (Hopson, 2001; Kea, Campbell-Whatley, & Bratton, 2003)

Promotes Culturally Responsive/Inclusive School Environment

- 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)

Engages Students, Parents, and Indigenous Contexts

- 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)
- 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)