

Effective Observation Training

Domain Four Training Activity

Domain 4. Equity and Cultural Responsiveness
 Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

PART ONE:

1. **Talk:** Discuss with one or two others how the practice reflected in this domain in the box above is important for excellent leadership. (5min)
2. **Write:** Summarize your thoughts about the necessity of this practice for leading a great school. (2min)

3. **Share:** Share 1-3 phrases that summarize your thoughts on the importance of this practice. (3min)
4. **Agree:** Generate a summary statement that captures the main agreements related to the necessity of this practice. (3min)

4- The principal consistently plans, implements and supports actions that promote equity of educational opportunity and cultural responsiveness for each student. Shared ownership by staff and students leads to significant improvements or sustained high levels of equity and responsiveness in the educational environment.	3- The principal plans, implements and supports actions that promote equity of educational opportunity and cultural responsiveness for each student resulting in a positive impact on equity and responsiveness.	2- The principal is inconsistent in planning, implementing and supporting actions that promote equity of educational opportunity and cultural responsiveness for students or these actions have limited or no positive impact on equity and responsiveness.	1- The principal's actions or attitudes regarding equity of educational opportunity and a culturally responsive climate for students have a negative impact on equity and responsiveness.
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PART TWO:

1. **Review:** Review the observation instrument language above for this Domain. (2min)
2. **Highlight:** Highlight/circle the key phrases that distinguish one performance level from the next. Annotate as needed. (5min)
3. **Agree:** Agree on the key similarities and differences between each level of practice. (3min)

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PART THREE:

Critical Attributes
<ul style="list-style-type: none">• Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.• Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.• Develop student policies and address student misconduct in a positive, fair, and unbiased manner.• Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.• Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

Guiding Question: For a principal operating at the highest level in this domain, what types and quality of evidence could you use to justify your assessment of this performance?

1. **Think:** Jot down some ideas and note whether the evidence is indirect or direct. (3min)

2. **Share:** Share your ideas with the group. (3min)

3. **Identify:** Note areas where the group agrees and where there may be open questions. (5min)
