

Culturally Responsive School Leadership: Alignment, Reflection, and Dispositions

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Part 1: Connections and Alignment Between CRSL Attitudinal Traits, Behaviors, and Leadership Dispositions

Culturally Responsive School Leadership (CRSL) offers a transformative approach to school leadership by positioning equity, critical reflection, and community partnership as foundational elements of effective practice. Across the CRSL attitudinal traits, the CRSL behaviors and outcomes, and the leadership dispositions commonly associated with equity-driven leadership, several clear areas of alignment emerge. These frameworks collectively advance a model of leadership built on cultural humility, advocacy, and justice-oriented decision-making.

Alignment Across Frameworks

One of the strongest points of intersection is the centrality of critical self-reflection. CRSL attitudinal traits emphasize that leaders must actively interrogate their biases, analyze the ways oppression is reproduced in school systems, and engage in ongoing consciousness-building (Khalifa et al., 2016; Sensoy & DiAngelo, 2017). These commitments reflect leadership dispositions related to self-awareness, introspection, and personal accountability. The behaviors in the CRSL tables—such as seeking feedback from marginalized communities, participating in equity-based professional learning, and modeling vulnerability—demonstrate this disposition in practice.

Another key area of alignment is the shared emphasis on cultural and sociopolitical consciousness. The CRSL Strands highlight leaders' engagement with Indigenous knowledges,

ancestral histories, community epistemologies, and asset-based understandings of students. These practices correspond to leadership dispositions related to cultural empathy, contextual responsiveness, and respect for community expertise (Gay, 2018; Ladson-Billings, 2021). Leaders who embody this disposition recognize that authentic school reform must be grounded in students' lived experiences, linguistic identities, and cultural histories.

A third alignment appears in the CRSL emphasis on advocacy, shared power, and community partnership. Leadership dispositions focused on democratic engagement, relational trust, and moral courage directly support CRSL behaviors such as inclusive decision-making, restorative justice implementation, and challenging discriminatory policies (Lopez, 2016; Theoharis, 2007). These dispositions demand that leaders not only identify inequities but also act to dismantle them through ethical, community-centered leadership.

Leadership Dispositions Most Aligned to CRSL

Although many dispositions support CRSL, three stand out as most directly aligned with the attitudinal traits and behavioral expectations of the framework:

1. Critical Self-Awareness and Reflexivity

This disposition is foundational to CRSL Strand 1. Leaders must continually examine how their beliefs, identities, and practices reinforce or disrupt inequities. Without deep self-awareness, leaders cannot authentically engage in culturally responsive decision-making (Khalifa et al., 2016).

2. Cultural and Sociopolitical Consciousness

This disposition reflects a leader's ability to situate schooling within larger racial, historical, and sociopolitical contexts. It aligns with CRSL emphasis on Indigenous knowledge, community epistemologies, and culturally sustaining curriculum and instruction (Gay, 2018; Ladson-Billings, 2021).

3. Advocacy and Ethical/Moral Courage

CRSL demands leaders who confront racism, challenge exclusionary discipline, redistribute resources equitably, and create humanizing school environments. This work requires courage and an unwavering commitment to justice (Theoharis, 2007; Welton & Diem, 2020).

Together, these dispositions form the attitudinal infrastructure that allows CRSL behaviors and outcomes to manifest in practice.

Part 2: Self-Assessment of CRSL Attitudinal Traits and Behaviors

Reflecting on my own leadership identity and practices, three CRSL attitudinal traits—critical self-reflection, advocacy for marginalized students, and culturally responsive instructional leadership—represent meaningful areas of both strength and growth. Examining these traits allows me to situate my development within a broader understanding of culturally responsive leadership and to clarify the beliefs that shape my perspectives on student learning and success.

Critical Self-Reflection: A Developing Strength

Critical self-reflection is an emerging strength in my leadership practice. I consistently examine my assumptions about students, particularly those who are multilingual learners or come from historically marginalized backgrounds. I actively work to recognize when I default to

Eurocentric norms or when my interpretations of student behavior are influenced by unexamined biases. My practice aligns with CRSL behaviors such as seeking feedback, engaging in equity-focused professional development, and acknowledging areas of needed growth.

Growth Edge: While reflection is a strength, moving from *reflection to disruption* remains a challenge.

Next Steps:

- Engage in structured equity coaching or affinity-based leadership development to deepen accountability.
- Expand my learning through community-based experiences—particularly listening sessions with families and youth.
- More consistently document and analyze my own behaviors and decisions using equity frameworks.

Advocacy for Marginalized Students: A Strength with Expanding Potential

Another strength lies in my willingness to challenge inequitable structures. I advocate for multilingual learners, push for restorative alternatives to suspension, and question policies that disproportionately harm students of color. This aligns with CRSL Strands 2 and 5, which emphasize community advocacy, policy change, and protection of marginalized identities.

Growth Edge: My advocacy sometimes remains confined within school processes and does not always extend to district-level influence.

Next Steps:

- Participate in district equity committees or advisory councils.
- Develop ongoing partnerships with community organizations and cultural groups.
- Strengthen my capacity to use data and research to bolster policy arguments at higher decision-making levels.

Culturally Responsive Instructional Leadership: Area for Intentional Growth

While I regularly promote culturally sustaining pedagogy through conversations and resource sharing, I recognize that I must deepen my capacity to lead instructional transformation. CRSL instructional leadership requires more than supportive dialogue; it requires active coaching, modeling, and monitoring of culturally responsive instruction (Khalifa, 2018).

Growth Edge: I need to more consistently integrate CRSL principles into teacher feedback, classroom observations, and PLCs.

Next Steps:

- Develop observation tools that foreground cultural responsiveness.
- Facilitate PLC cycles focused on culturally sustaining instructional strategies for multilingual learners.
- Engage teachers in equity-centered data dialogue that examines disparities in achievement, engagement, and opportunity.

Personal Beliefs About Education and Their Influence on My Leadership

My educational philosophy is grounded in the belief that every student possesses brilliance, and that school systems have a moral obligation to create conditions where that

brilliance can be expressed. I believe that learning is inherently relational, culturally embedded, and shaped by the sociopolitical contexts students navigate. These beliefs shape my leadership in several ways:

1. I view culture as a pedagogical asset, not an obstacle.

This shapes my insistence on curriculum and instruction that reflect students' histories, languages, and lived realities.

2. I interpret discipline through a humanizing lens.

I believe misbehavior is often a form of communication, not defiance, and that restorative practices honor student dignity.

3. I see student success as more than academic metrics.

Belonging, identity affirmation, and emotional safety are equally essential indicators of learning.

These beliefs reinforce my commitment to CRSL and continually challenge me to lead with humility, cultural consciousness, and a justice-centered disposition.

Conclusion

Culturally Responsive School Leadership requires a complex interplay of dispositions, behaviors, and beliefs. Across the CRSL framework, the leadership dispositions most aligned to effective culturally responsive practice include critical self-awareness, cultural and sociopolitical consciousness, and moral courage. My self-assessment reveals strengths in reflection and advocacy, along with clear areas for growth in instructional leadership. Ultimately, my belief in

the brilliance and cultural wealth of every student propels my commitment to cultivating schools that are equitable, humanizing, and deeply responsive to the communities they serve.

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