

EDL 530 EPortfolio Part I

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EDL 530: School Culture and Equity Leadership

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The first artifact for Part 1 of my EPortfolio: Demonstrating Proficiency in Principal Quality and English Learner Standards is Module 3 Critical Thinking: Culturally Responsive School Reflection. In Module 3, I wrote a proposal for culturally responsive practices for school communities. I defined what a culturally responsive school community as one which uses “the cultural knowledge, prior experiences, and learning styles of diverse students to make learning more engaging and effective” (National Association of Secondary School Principals [NASSP], 2019, p. 2). I framed a culturally responsive school community in terms of inclusionary, over exclusionary, principles. I made recommendations to make Fort Collins High School more culturally responsive. Lastly, I reflected on peer feedback and discussion to inform my vision of a culturally responsive school community.

This artifact demonstrates proficiency in Principal Quality Standard I, Element B: Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes. I make two recommendations that align with this standard. First, I suggest that FCHS develop a system of data analysis to identify the current state, examine root causes, and develop action plans to set the foundation for a culturally responsive school. I suggest that rather than looking at data from a deficit lens, that FCHS forms data teams to examine student performance, tying data to anecdotal evidence, gathered through personal relationships with students and families. Additionally, I recommend that educator professional learning and collaboration are focused on culturally responsive pedagogy. Through this work, educators can begin building culturally relevant lessons to integrate into content areas and will allow time to critically reflect on opportunities to view their curricula through a culturally responsive lens.

This artifact also demonstrates proficiency in Principal Quality Standard II, Element B: Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being. Within this reflection, I also recommend promoting understanding, voice, and responsibility by ensuring that classrooms are safe spaces for students, as described by Hernández and Darling-Hammond (2022). This is relevant because creating safe and respectful spaces for learning for students of diverse backgrounds is essential for minimizing incidents of bias and discrimination. Additionally, this artifact demonstrates proficiency in Principal Quality Standard IV, Element C: Principals build and sustain productive partnerships with key community stakeholders, including public and private sectors, to promote school improvement, student learning, and student well-being. I also recommend that should occasions arise, there should be a system for reporting incidents of bias and discrimination so that students and school community members feel a shared sense of responsibility in maintaining a positive school culture.

The next artifact is Module 6 Critical Thinking: CRSL attitudinal traits and behaviors and Leadership Dispositions. In Module 6, I reviewed the culturally responsive school leadership (CRSL) attitudinal traits (Khalifa, 2018) and the Leadership dispositions (CSU Global, 2023) and described connections between the two. I also reflected on my own strengths as an aspiring culturally responsive school leader and identified areas in which I can continue to grow.

This artifact demonstrates proficiency in Principal Quality Standard II, Element A: Principals create a professional school environment and foster relationships that promote staff and student success and well-being. In Module 6, I noted that to be a culturally responsive leader, one must adopt the attitudinal traits of culturally responsive school leaders as well as demonstrate culturally responsive school leaders (CRSL) behaviors to achieve the desired

outcomes described by Khalifa “...school leaders must establish structures that will infuse all forms of leadership with unique community cultural knowledge, epistemology, and perceptions” (2018, p. 169). To create a professional school environment that fosters the well-being of students and staff, and one that embodies culturally responsive practices, a culturally responsive school leader should model the attitudinal traits and behaviors, as well as leadership dispositions.

This artifact also demonstrates in Principal Quality Standard II, Element C: Principals commit to an inclusive and positive school environment that meets the needs of all students and promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society. In reflecting on the connection between the CRSL and attitudinal traits, an area in which I would like to grow is engaging staff and fellow administrators in continuing outreach to the community and family members. Through a variety of methods, mainly revolving around open communication, I would commit to promoting an inclusive environment. I would rely on reflection upon my own background and educational experiences as a point of connection and as a personal motivator for myself.

The next artifact is Module 8 Discussion Forum: Infographic. In Module 8, I summarized my vision for culturally responsive school leadership and for building a culturally responsive school community through an infographic. The infographic highlights evidence-based practices that are essential to creating a culturally responsive school community.

This artifact demonstrates proficiency in English Learner Standards 5.09 Elements A and B: Educators are knowledgeable about CLD populations, in teaching strategies and are able to use progress monitoring in conjunction with formative and summative assessments to support student learning, as well as English Learner Standards 5.10 Elements A and B: Educators are knowledgeable in first and second language acquisition. This infographic represents the essential

elements to consider as a school leader when fostering a culturally responsive school community, particularly one that ensures the success of students who are CLD. Setting high expectations, fostering an inclusive environment based on personal relationships, encouraging opportunities for cultural representation, prioritizing instructional materials that focus on real-world issues, and using anti-bias decision making are all essential elements for a culturally responsive school community that values the success of all learners, particularly CDL populations.

For a summary of how these artifacts correspond to each Principal Quality and English Learner Standard covered in this course, please refer to the Appendix of this paper.

References

- CSU Global. (2023). *Principal licensure internship guidebook* [Version 4]. <https://csuglobal.edu>
- Hernández, L., & Darling-Hammond, L. (2022). *Creating identity-safe schools and classrooms*. Learning Policy Institute. <https://doi.org/10.54300/165.102>
- Khalifa, M. (2018). *Culturally responsive school leadership (race and education)*. Harvard Education Press.
- National Association of Secondary School Principals. (2019). *Position statement: Culturally responsive schools* (Nassp19adv-0027_pdf_positionstatements__culturally_responsive_schools_p1b) [PDF]. https://www.nassp.org/wp-content/uploads/2020/05/NASSP19ADV-0027_PDF_Position_Statements__Culturally_Responsive_Schools_P1b.pdf

Appendix

Principal Quality and English Learner Standards Artifact Crosswalk

Standard		Artifact
Principal Quality Standard I	Element B	EDL 530 Module 3 Critical Thinking: Culturally Responsive School Reflection
Principal Quality Standard II	Element A	EDL 530 Module 6 Critical Thinking: CRSL Attitudinal Traits and Behaviors & Leadership Dispositions
	Element B	EDL 530 Module 3 Critical Thinking: Culturally Responsive School Reflection
	Element C	EDL 530 Module 6 Critical Thinking: CRSL Attitudinal Traits and Behaviors & Leadership Dispositions
Principal Quality Standard IV	Element C	EDL 530 Module 3 Critical Thinking: Culturally Responsive School Reflection
EL Quality Standard 5.09	Element A	EDL 530 Module 8 Discussion Forum: Infographic
	Element B	EDL 530 Module 8 Discussion Forum: Infographic
EL Quality Standard 5.10	Element A	EDL 530 Module 8 Discussion Forum: Infographic
	Element B	EDL 530 Module 8 Discussion Forum: Infographic