

Elements of Equitable Leadership Practices

Adapted from the Professional Standards for Educational Leaders, Standard 3: Equity and Cultural Responsiveness

Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning



Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society



Establish a learning environment where each student is treated fairly, respectfully, and with an understanding of each student's culture and context



Act with cultural competence and responsiveness in interactions, decision making, and practice



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



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

