



#LeadershipMatters:

**A Model for Principal Culturally
Responsive Leadership
Support, Improvement and**

Evaluation
 **Edina Public
Schools**

DEFINING EXCELLENCE



For *each and every student* to
DISCOVER their possibilities
and thrive





EDINA PUBLIC SCHOOLS

is a *dynamic* learning community
delivering educational *excellence*
and preparing all students to
realize their full potential





Our **MISSION**

Through academics, activities, and opportunities, we encourage creativity, foster curiosity, and develop critical thinking skills.

We support every student's educational journey by creating a caring and inclusive school culture that supports the whole student.



TABLE OF *Content*

S

- 
- | | |
|-----------------|----------------------|
| TOPIC 1: | Grounding a District |
| TOPIC 2: | Legislation |
| TOPIC 3: | Systems Change |
- 

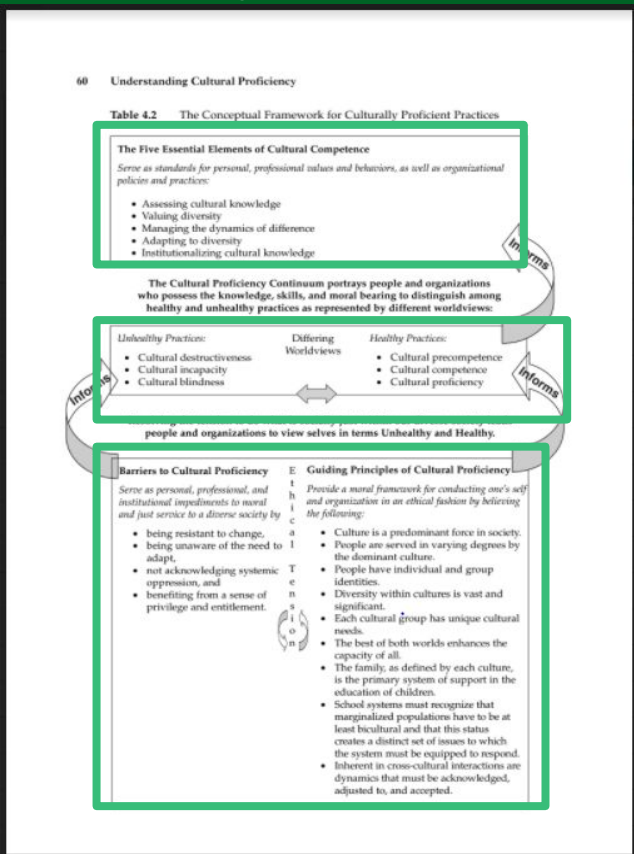


Grounding a District



The Conceptual Framework

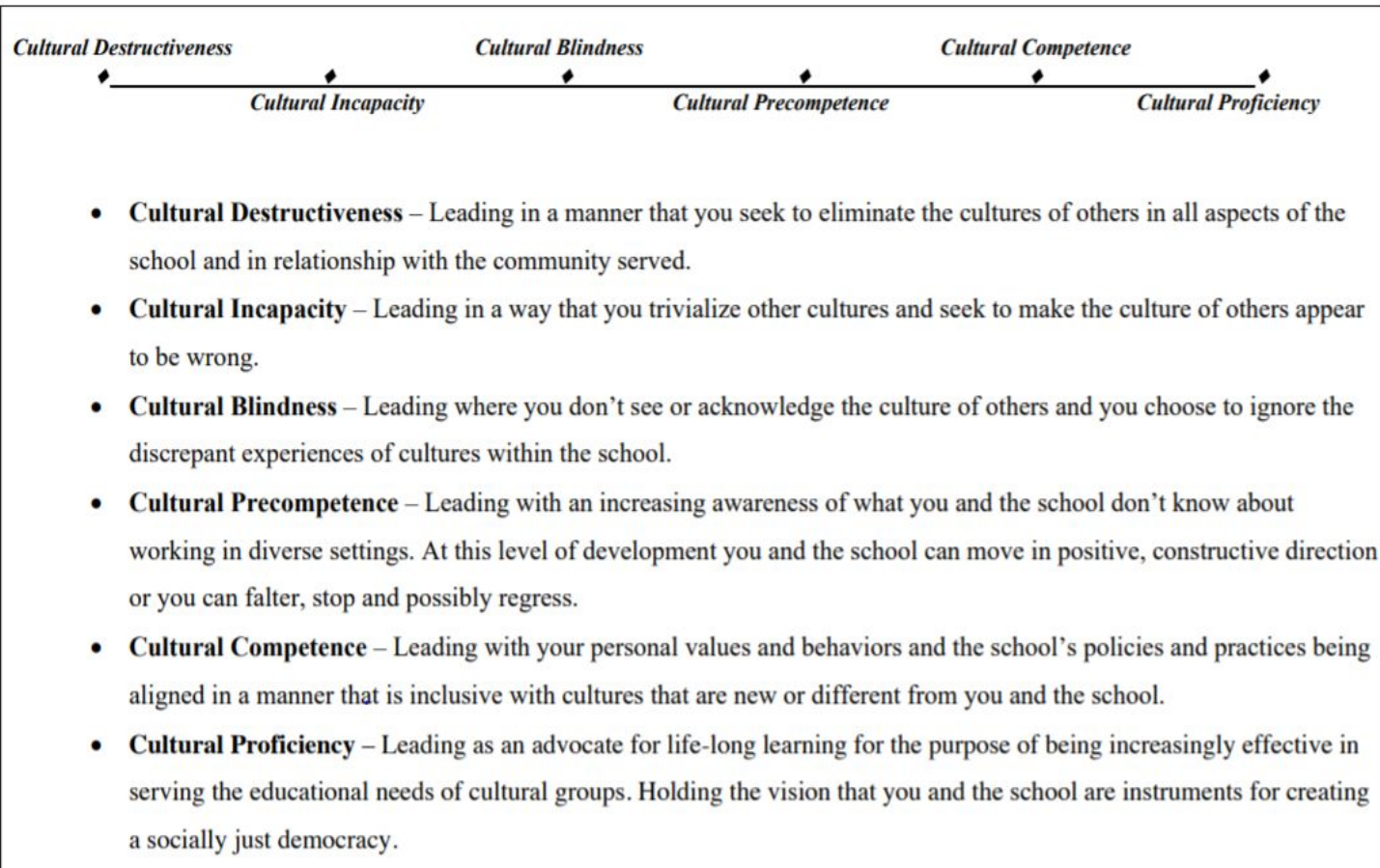
1. Early Stages



Change must start with Cabinet & the School Board

1.

Early Stages



Change must start with Cabinet & the School

132

Table 8.2 Responsibilities of Culturally Proficient School Leaders

Roles	Essential Elements of Cultural Proficiency				
	Assess Culture	Value Diversity	Manage the Dynamics of Difference	Adapt to Diversity	Institutionalize Cultural Knowledge
Teachers <i>Observe and Instruct</i>	Assess own culture and its effect on students. Assess the culture of the classroom. Support students in discovering their own cultural identities.	Teach all subjects from a culturally inclusive perspective. Insist on and model classroom language and behaviors that value differences.	Use conflict as object lessons. Teach students a variety of ways to resolve conflict.	Learn own instructional and interpersonal styles. Develop processes to enhance them so that they meet the needs of all students. Help students to understand why things are done in a particular way.	Teach students appropriate language for asking questions about other people's cultures and telling other people about theirs.
School Site Administrators <i>Lead and Supervise</i>	Assess the culture of the school and articulate the cultural expectations to all who interact there.	Articulate a culturally proficient vision for the school. Work with educators and staff to establish standards for holding one another accountable for the vision.	Provide training and support systems for conflict management. Help faculty and staff learn to distinguish between behavioral problems and cultural differences.	Examine policies and practices for overt and intentional discrimination and change current practices when appropriate.	Model and monitor schoolwide and classroom practices.
District Administrators <i>Implement Policy</i>	Assess culture of the district and the administrator's role in maintaining or changing it.	Provide guidelines for culturally proficient practices and establish standards for appraisal.	Provide resources for developing and establishing new conflict management strategies, including culturally specific mediation techniques.	Assess policies and propose changes when appropriate.	Propose and implement culturally proficient policies.
Parents and Community <i>Articulate Expectations</i>	Share with school personnel parent and community perceptions of the school's culture and practices.	Elect board members who represent cultures in the community.	Discern and point out to school personnel the nature and source of conflict when it occurs.	Identify policies and practices that need changing.	Serve as resources to the formal school leaders.
School Board Members <i>Set Policy</i>	Assess the cultures of the district and the board and the effect of those cultures on the community.	Establish standards for culturally proficient practices.	Articulate the need and value for culturally specific conflict management and mediation.	Review and change policies as the student population changes to maintain culturally proficient environment.	Establish all policies from a culturally proficient perspective.

1.

Early
Stages

Change must start with Cabinet & the School

Bo

EPS Cabinet Continuum of Cultural Proficiency					
Cultural Destructiveness	Cultural Incapacity	Cultural Ignorance	Cultural Pre-competence	Cultural Competence	Cultural Proficiency
Deficit mindset thinking shows up in cabinet conversations. "We have a lot of open-enrolled students" and with that there often seems to be the thinking they are all from Mpls (used a deficit vs an asset)	Team actions are paralyzed by the system culture that has been built. Continued focus on programming that serves some while maintaining the status quo for families who resist any change that would impact their student's access or programming.	Team topics are not inclusive of all cultures served in the district Hiring processes are filled with barriers in accessing and applying for positions. Team is very competent in its own culture, but doesn't continue to learn and grow in their individual culture or the awareness of others?	Team is open to viewpoints; yet reverts back to what we know. Understand that we are not hearing all voices as decisions are made, yet no plans to garner voice. Focus is frequently on solving the immediate barriers that exist to specific cultural groups but the team allows next urgency to prevent us from diving deep and examining the underlying issues.	Review student learning data by student group at checkpoints throughout the year to guide resource allocation. Commit to hiring for diverse perspectives and resist onboarding for assimilation. Engage in conversations that aren't necessarily related to functional departments for the purpose of enhancing the work of the cabinet team. Work to generate inclusive practices and protocols at the cabinet table.	Develop partnerships with the community to truly address the needs of Each & Every student. (We can't do it by ourselves.) Ability to authentically be oneself as a member of cabinet.



2

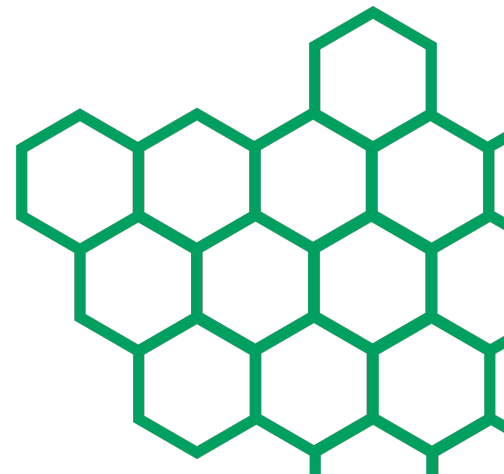
Quick Look at Legislation



Teacher Statute

Minnesota Statute

[Minnesota Statutes 2023, section 122A.40, subdivision 8](#), and [Minnesota Statutes 2023, section 122A.40, subdivision 5](#), **requires** local teacher development and evaluation (TDE) models to include rubrics of performance standards for teacher practice that (i) are based on professional teaching standards established in rule ([Minnesota Rules 8710.2000](#)); **(ii) include culturally responsive methodologies**; and (iii) provide common descriptions of effectiveness using at least three levels of performance. As a result of the updated changes to TDE requirements, teacher instructional frameworks or rubrics must include culturally responsive teaching practices by the 2025-2026 school year.





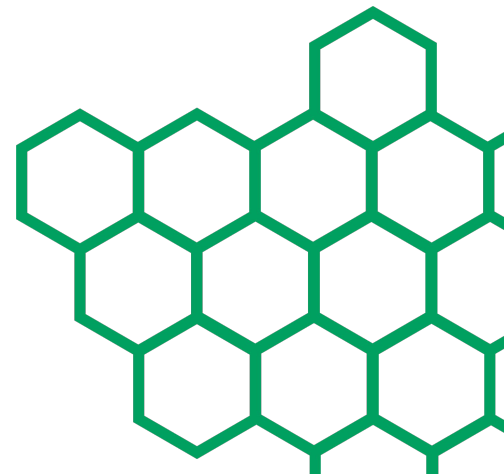
Principal Statute

Minnesota Statute

[Minnesota Statutes 2023, section 123B.147](#), requires school districts to provide annual principal evaluations which support and improve a principal's culturally responsive leadership practice. [Minnesota Administrative Rules, part 3512.0510](#), requires those who serve as a principal demonstrate competency in equity and culturally responsive leadership.

The annual evaluation must include:

Subd.3.2: support and improve a principal's culturally responsive leadership practices that create inclusive and respectful teaching and learning environments for all students, families, and employees;





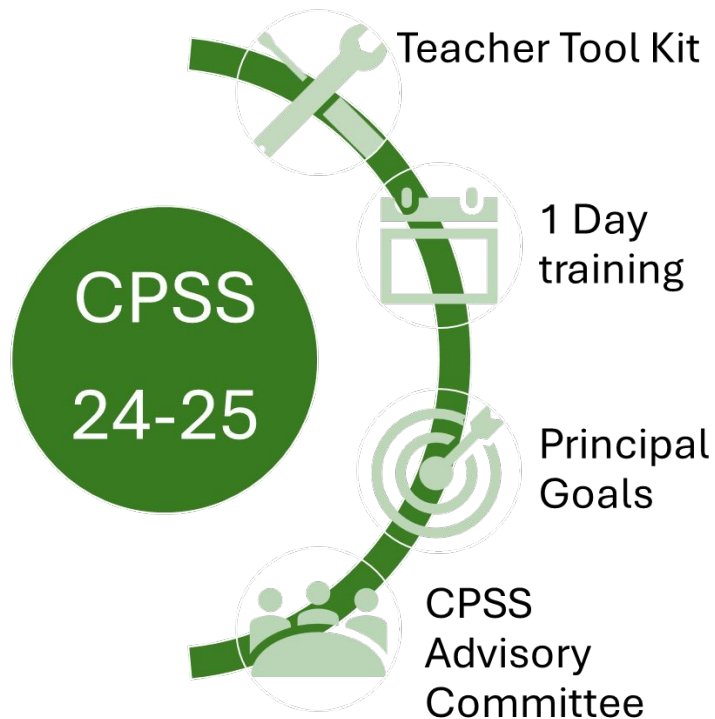
3

Integrating Tools for Systems Change

3.

Systematic
Plan
Of
Support

Four Plus *Plan*



3.

Staff
Development

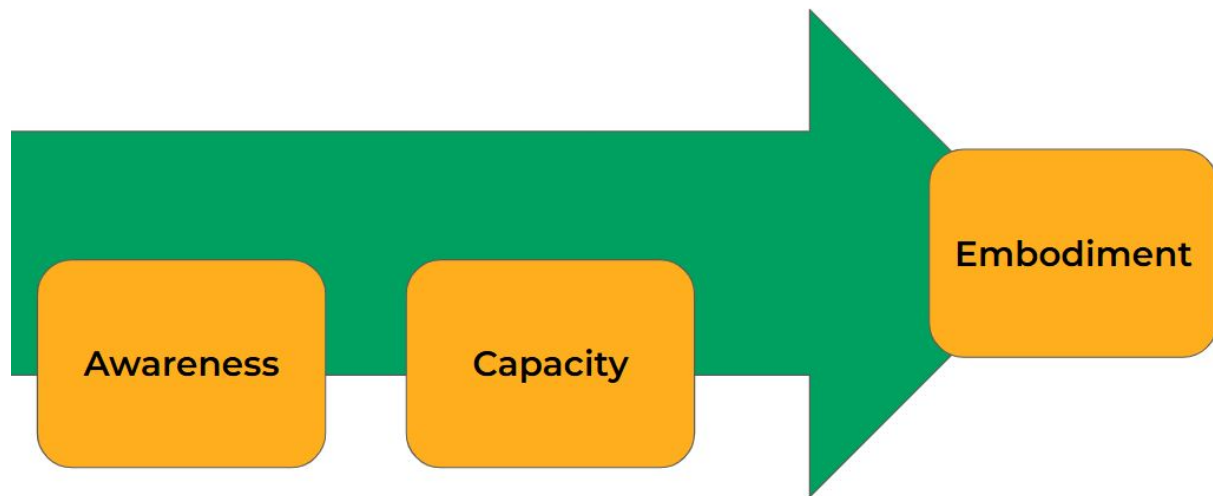
Building *Awareness*

22-24

389 Staff
Introduced
to the 4
tools

24-25

400+ Staff
introduced
to the 4
tools



Awareness + Abilities + Choices = Capacity

3.

Teacher Development

Teacher Tool Kit

Culturally Proficient School Systems Classroom Toolkit



- Based on the 5 essential elements of cultural proficiency as they are defined in the context of curriculum and instruction
- Aligned to the six points along the cultural proficiency continuum and rests within cultural competence
- A leverage point for shifting results to produce different and new outcomes for every student

Essential Element	Element as Represented in the Classroom
Assessing Cultural Knowledge <i>The extent to which the lesson provides opportunities for educators and students to learn about self and other</i>	Representing and reflecting each and every student's cultural identity
Valuing Diversity <i>The extent to which the lesson reflects the diversity of the community</i>	Incorporating multiple perspectives and voices
Adapting to Diversity <i>The extent to which cultural knowledge is integrated into the lesson</i>	Engaging each and every student in active and rigorous learning experiences
Managing the Dynamics of Difference <i>The extent to which the lesson promotes multiple perspectives</i>	Supporting and challenging each and every student
Institutionalizing Cultural Knowledge <i>The extent to which values and policies support culturally responsive curriculum and lessons</i>	Creating efficacy through empowerment

3.

Principal Development

Principal Voice

Report of Findings from the Second Biennial

MINNESOTA PRINCIPALS SURVEY 2023

April 2024

 COLLEGE OF EDUCATION + HUMAN DEVELOPMENT

 CAREI

Responses by Minnesota Service Cooperative Region

Northwest
Service
Cooperative
n=40 (4%)
2021: n=33 (4%)

Lakes
Country
Service
Cooperative
n=44 (4%)
2021: n=27 (3%)

SWWC
Service
Cooperative
n=49 (5%)
2021: n=49 (6%)

Unknown
n=0 (0%)
2021: n=5 (1%)

South Central
Service Cooperative
n=34 (3%)
2021: n=22 (3%)

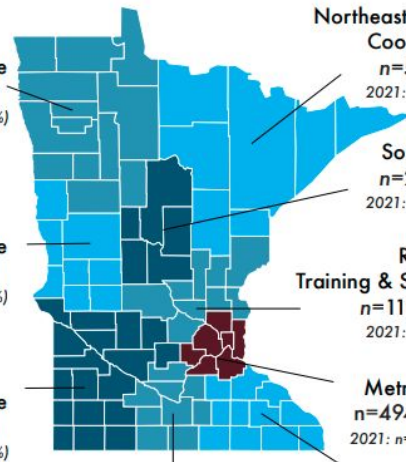
Northeast Service
Cooperative
n=59 (6%)
2021: n=40 (5%)

Sourcewell
n=22 (2%)
2021: n=20 (3%)

Resource
Training & Solutions
n=119 (12%)
2021: n=60 (8%)

Metro ECSU
n=494 (50%)
2021: n=412 (53%)

Southeast Service
Cooperative
n=130 (13%)
2021: n=111 (14%)



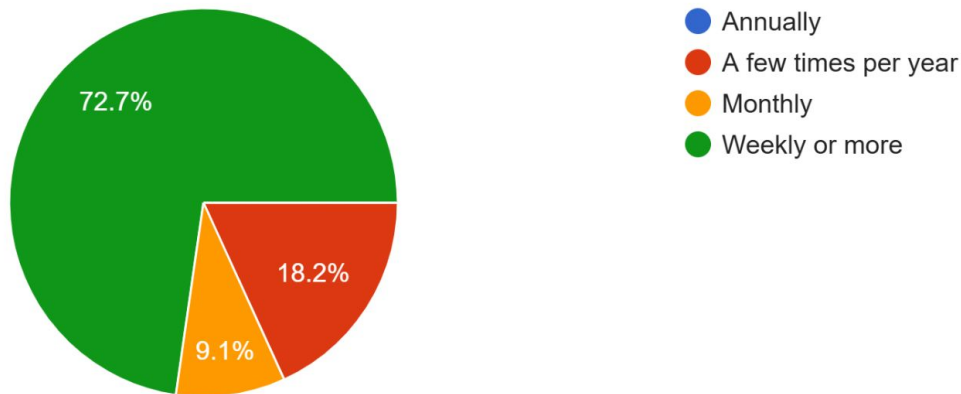
3.

Principal Development

Benchmarking

How often do you critically self-reflect about your own identity, frame of reference, and biases?

11 responses



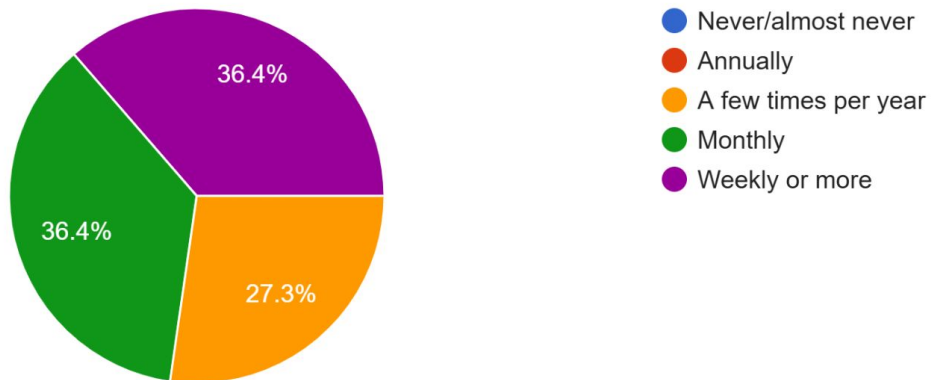
3.

Principal Development

Benchmarking

How often do you model culturally responsive practices for staff?

11 responses



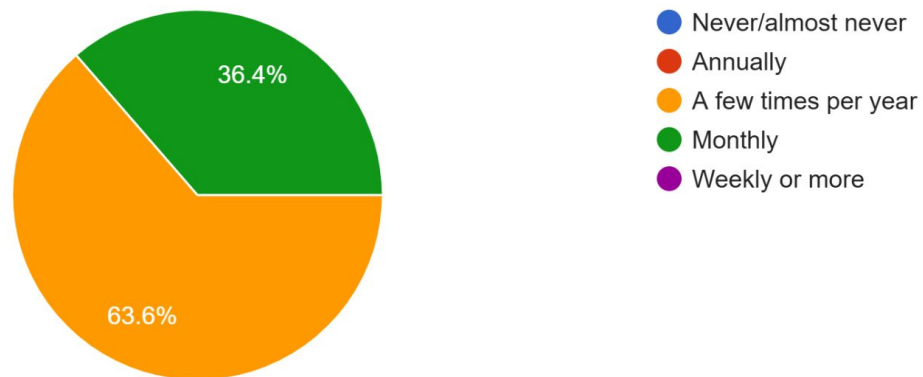
3.

Principal Development

Benchmarking

How often do you develop of culturally responsiveness in your teachers?

11 responses



3.

Principal Development

Principal *Development and*

Essential Element	Element as Represented in the Classroom	Leadership Behaviors
Assessing Cultural Knowledge <i>The extent to which the lesson provides opportunities for educators and students to learn about self and other</i>	Representing and reflecting each and every student's cultural identity	The leader leverages disaggregated data to dismantle barriers, ensuring equitable access, opportunity, and success for all students by authentically representing and reflecting each student's cultural identity.
Valuing Diversity <i>The extent to which the lesson reflects the diversity of the community</i>	Incorporating multiple perspectives and voices	The leader prioritizes equity by actively demonstrating EPS core belief in the dignity of all stakeholders through garnering diverse perspectives (including students and families) and addressing systemic barriers through professional learning focused on understanding self and community.
Adapting to Diversity <i>The extent to which cultural knowledge is integrated into the lesson</i>	Engaging each and every student in active and rigorous learning experiences	The leader cultivates a culture of belonging that leads to continuous improvement characterized by systemwide accountability, rigorous standards-based instruction, and equitable outcomes for all students.
Managing the Dynamics of Difference <i>The extent to which the lesson promotes multiple perspectives</i>	Supporting and challenging each and every student	The leader proactively manages, leverages, and facilitates productive dialogue across diverse perspectives (including students and families) to resolve conflict, drive innovation, and forge new, complex agreements to transform the organization.
Institutionalizing Cultural Knowledge <i>The extent to which values and policies support culturally responsive curriculum and lessons</i>	Creating efficacy through empowerment	The leader integrates information throughout the system and applies the IROD Model to drive significant policy, procedure, and practice changes, empowering stakeholders to create lasting impact and transformational change.

3.

Principal Support

Principal Conversations

CPSS Action Plan

Plan/Do

Specific: What exactly do you want to achieve?

We will equip principals/leaders with the skills necessary to take ownership of CPSS in their respective buildings.

Measurable: How will I track progress?

We will administer a pre and post-reflection to all instructional leaders. The depth of reflection will demonstrate how school leadership can change culture and prioritize changing adult practices.

Achievable: Is the goal realistic within your timeframe and resources

Monthly instructional leadership meetings.

Created teacher and principal rubric.

Most principals have received initial training on CPSS.

Cultural competence will be braided into the leadership skill sets principals already have.

Aligned: Identify one or more of the Leadership Behaviors

(From PDE rubric)

The leader proactively manages, leverages, and facilitates productive dialogue across diverse perspectives to resolve conflict, drive innovation, and forge new, complex agreements to transform the organization.

The leader cultivates a culture of belonging that leads to continuous improvement characterized by systemwide accountability, rigorous standards-based instruction, and equitable outcomes for all students.

Time-Bound: When will you complete this action item? Set a specific deadline.

Dates for Instructional meetings

Action Items: What's the first concrete step you'll take to get started

(a specific action you'll complete by a certain date)

1. Sept 3rd - introduce the action plan, principals complete pre-assessment

a. Round 1 Coaching 10/10 through 11/1

b. Round 2 Coaching 11/11 through 12/20

c. Round 3 Coaching 2/10 through 2/28

d. Round 4 and Final Coaching 3/17 through 4/25

3.

Principal Support

Principal *Action Steps*

Empathy Interviews

1. Tell me about a time when you felt most supported and welcomed at school. What made that moment special?
2. What do you wish your teachers understood about your experience as a Hispanic/Latino student?
3. When you're at school, what helps you feel connected to your cultural identity and background?
4. Can you describe any challenges you've faced balancing your home culture with school culture?

3.

Principal Support

Instructional Leadership



Assessing Cultural Knowledge					
The leader leverages disaggregated data to dismantle barriers, ensuring equitable access, opportunity, and success for all students by authentically representing and reflecting each student's cultural identity.					
Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Pre-competence	Cultural Competence	Cultural Proficiency
Refuses interpreters at parent meetings with statement "English only in our school" Removes struggling students from data reports to "protect school ratings" Blocks access to technology resources for certain student groups Makes statements blaming cultural backgrounds for achievement gaps Eliminates multicultural curriculum materials to "stick to basics"	Files away achievement gap data without analysis or discussion Maintains traditional meeting times despite family work schedule conflicts Dismisses parent feedback about access barriers as "complaints" Uses demographic data to justify low performance expectations Continues practices that exclude families who don't speak English	Presents only school-wide data to avoid "complicated" subgroup discussions Uses single instructional approach claiming "fairness means sameness" Maintains rigid policies citing "treating everyone equally" Ignores cultural and linguistic needs in classroom assignments Dismisses equity concerns saying "opportunities are available to anyone"	Begins looking at demographic patterns in course enrollment Questions current practices about family engagement Attempts translation of some school documents Arranges initial cultural awareness professional development Starts collecting student voice data but limited to select groups	Regularly analyzes disaggregated data with staff for action planning Implements language access services across all school communications Develops targeted academic and social support systems Creates multiple pathways for family engagement and feedback Ensures curriculum materials reflect student demographics	Uses early warning systems to proactively address opportunity gaps Adapts school structures and schedules to ensure full program access Partners with families to design and implement new initiatives Challenges and changes inequitable district policies and practices Establishes comprehensive support systems responsive to individual needs

3.

System Support

Advisory Team



Edina Public Schools: Cultural Proficient School Systems Advisory Team

Building on Excellence Together

At Edina Public Schools, "Professional Excellence" is a core belief. We value our educators and staff as essential partners in student success. Our support for our strategic plan grounded in best practices reflects this commitment. We live out this value by including teacher leaders on advisory teams.

The Cultural Proficient School Systems (CPSS) Advisory Team is a group of educators who provide feedback to guide and inform district decisions related to cultural proficiency. This document outlines the team's role and responsibilities.

Committee Participation and Responsibilities:

- ★ **Deepen Your Expertise:** Team members participate in further CPSS professional development (14 additional hours beyond the 4-day or 1-day training).
- ★ **Champion Equity and Sustainability:** Members collaborate to ensure alignment among developing systems for building equity and sustainability
- ★ **Transformative School-Site Learning:** Collaborating with school principals and program leaders, team members will facilitate training at their schools on the Edina CPSS teacher toolkit in the 2024-2025 and 2025-2026 school years.

The CPSS Advisory Team plays a vital role in creating a transformative CPSS learning experience for the entire Edina Public Schools district by fostering a collaborative learning environment and facilitating impactful CPSS professional development.

Essential Duties and Responsibilities:

- ★ Attend all training session
- ★ Partner with school and district leaders to ensure alignment to the Mission and Vision of EPS.
- ★ Model a commitment to learn about and integrate the desired instructional practices in the classroom.
- ★ Apply the tools of CPSS in the classroom to foster a welcoming, inclusive, and academically rich learning environment.

This role might be for you if:

- ★ You want to examine how your own identity impacts instruction and building relationships with linguistically, ethnically, and culturally diverse students.
- ★ You are a champion of change and supporting the growth and change in others.
- ★ You are interested in developing your leadership skills,
- ★ You are committed to continuing to build your personal understanding of CPSS.

Consists of 2 teachers from each site and a couple people who represent district wide positions for a total of 26 people.

3.

Cascading
Into
The
District

Advisory Team

What: 30 -45 minute CPSS modules. The focus of modules will be the CPSS teacher toolkit, which will become part of teacher evaluation in 2 years.

When:

Approx. Every other month (specifics about modules will be shared at the beginning of next year)

September/October: Week of Sept 30th - Oct 11th - **CANCELED**

November/December: Week of Nov. 18th - Dec. 6th - **CANCELED**

January/February: Week of Feb. 3rd - Feb. 14th

March/April: March 24th - April 11th (this is a two-week window with spring break)

Where:

At sites

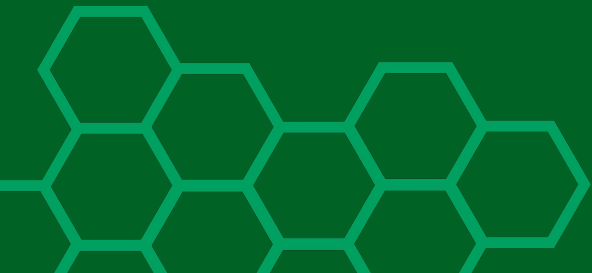
How:

Modules will be created, and CPSS advisory team members will be trained on delivering.



QUESTIONS?

Edina Public Schools





THANK YOU

Edina Public Schools





Title Goes **IN HERE**

Lorem ipsum odor amet, consectetur adipiscing elit. Arcu erat ac donec enim ultrices. Lorem ipsum odor amet, consectetur adipiscing elit. Arcu erat ac donec enim ultrices.

Arcu erat ac donec enim ultrices. Lorem ipsum odor amet, consectetur adipiscing elit. Arcu erat ac donec enim ultrices.





Title Goes **IN HERE**

Lorem ipsum odor amet, consectetur adipiscing elit. Arcu erat ac donec enim ultrices. Lorem ipsum odor amet, consectetur adipiscing elit. Arcu erat ac donec enim ultrices.

Arcu erat ac donec enim ultrices. Lorem ipsum odor amet, consectetur adipiscing elit. Arcu erat ac donec enim ultrices.



Title Goes **IN HERE**

Lorem ipsum odor amet, consectetur adipiscing elit. Arcu erat ac donec enim ultrices. Lorem ipsum odor amet, consectetur adipiscing elit. Arcu erat ac donec enim ultrices.

Arcu erat ac donec enim ultrices. Lorem ipsum odor amet, consectetur adipiscing elit. Arcu erat ac donec enim ultrices.



Title Goes **IN HERE**

Lorem ipsum odor amet, consectetur adipiscing elit. Arcu erat ac donec enim ultrices. Lorem ipsum odor amet, consectetur adipiscing elit. Arcu erat ac donec enim ultrices.

Arcu erat ac donec enim ultrices. Lorem ipsum odor amet, consectetur adipiscing elit. Arcu erat ac donec enim ultrices.



Title Goes **IN HERE**

Some collection of info:

Lorem ipsum odor amet, consectetur adipiscing elit. Arcu erat ac donec enim ultrices. Lorem ipsum odor amet, consectetur adipiscing elit. Arcu erat ac donec enim ultrices.





TOPIC/TITLE *Goes*

140+
Courses

5
Languages

25 AP
Courses

10
Enriched
Courses

**STEAM &
PLTW**

**Short blurb
goes here**

**Short blurb
goes here**

**Short blurb
goes here**

**Short blurb
goes here**

Here



TOPIC/TITLE *Goes*

96%

Something
about the
numbers

96%

Something
about the
numbers

91%

Something
about the
numbers

Here



CENTER

Excellence

Home of the Hornets

TRANSITION *Slide*



TRANSITION *Slide*



SIMPLE HEADLINE IS PLACED HERE

Short blurb of content can go
here





Contact US



www.edinaschools.org



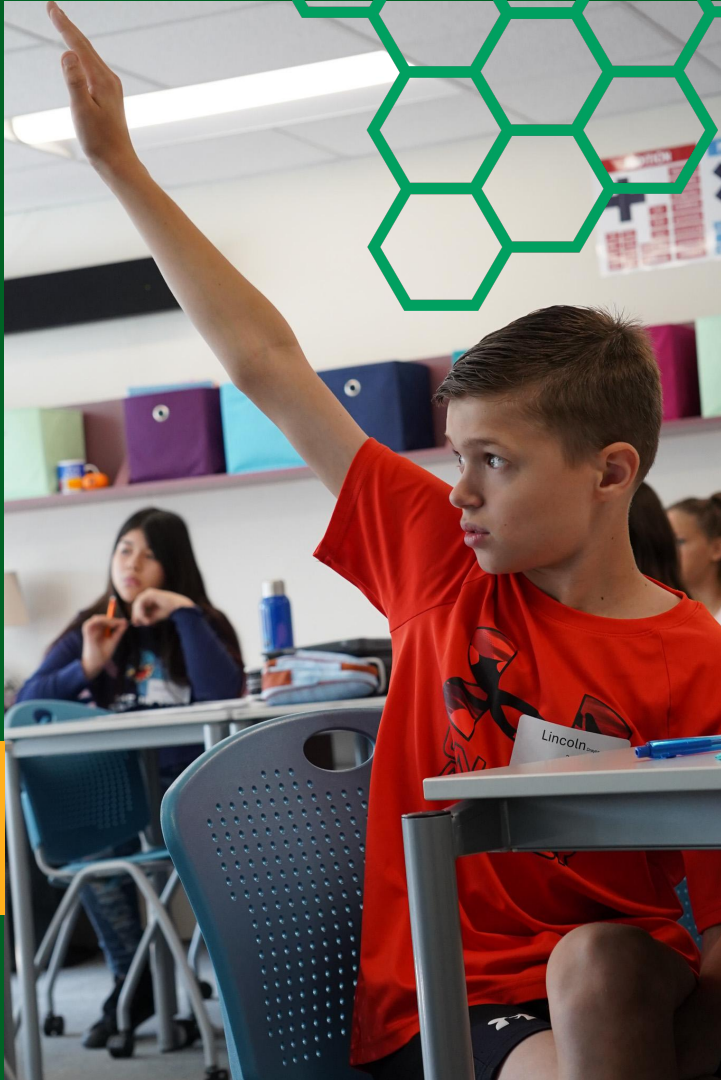
communications@edinaschools.org



5701 Normandale Road, Edina, MN 55424



952-848-3900





PRESENTATION *Design*



DEFINING EXCELLENCE

Tips



PRESENTATION *Design*

● **Just some tips and tricks to keep your slides looking awesome!**

- The most important rule: Less is more
- Try to use keywords, not full phrases. You'll be filling in the gaps as you speak about the topic so you don't need every word on the page.
- Utilize white space - balance makes everything much cleaner and easier to digest
- Break up your content - don't be afraid to spread out the information across multiple slides. It is helpful to you as you present and helpful to your audience
- Use fewer fonts - Use 2-3 well paired fonts and harmonious colors
- Use colors wisely - keep your brand colors consistent and make sure you color fonts with enough contrast for visibility and legibility



PRESENTATION *Design*

- **Utilize these components of visual hierarchy to help the flow of information and draw the reader's eye to important information.**
 - Contrast
 - Use contrast to make things pop off the page.
 - Background vs. Foreground images
 - If you want to overlay text on top of an image, make sure to use photos with space, uncluttered background elements.
 - Size
 - Use 30+ pt. text sizes to keep your body copy legible from a distance – keep it bolder for titles, headings, and key words. Be sure that the size you use for headings is noticeably larger than body copy to call attention to main ideas.
 - Alignment
 - Instead of combining alignments (center-aligned with left-aligned headers or body copy, for example), stick with one alignment style for quick scanning.



PRESENTATION *Design*

- **Use icons and visuals to help make your slides more visually engaging**
 - Condense & summarize your big ideas with icons or graphics
 - Use icons as a direct translation of your information
 - Icons come in many styles: thin lines, solid shapes, rounded corners, etc. Pick a style that suits your brand, then stick with it. Selecting icons from the same collection, or the same creator, will help maintain visual consistency – mixing styles will appear messy
- **Use Photos to Suit the Mood**
 - Use photos that are natural, authentic, diverse, and inclusive
 - Feature a variety of ages, ethnicities, body types, expressions and more so that no matter who your audience, they'll feel included
 - Focus on single background images – not a whole album
 - Usually one supporting image is enough. If you want to show multiple photos, be sure to align your photos, use a grid system and lay them out evenly



PRESENTATION *Photos*

- **N** You are welcome to use more presentation photos here:
https://drive.google.com/drive/folders/10X6l3eDYO7JmpO0vWcDWYPNjZN-avuRH?usp=drive_link