

CULTURALLY RESPONSIVE TEACHING AND LEADING STANDARDS

INTERDISCIPLINARY LEADERSHIP (SUPERINTENDENT PREPARATION)



SUBMITTED TO ILLINOIS STATE BOARD OF EDUCATION
SUMMER 2023



Governors State University CRTL Design Matrix



Program:	Interdisciplinary Leadership (Superintendent Preparation)	
Standards	Assessment/ Methods	Strategy
Standard a	Self-Awareness and Relationships to Others	
Self-Awareness and Relationships to Others – Culturally Responsive Teachers and Leaders are reflective and gain a deeper understanding of themselves and how they impact others, leading to more cohesive and productive student development as it relates to academic and social-emotional development for all students. The culturally responsive teacher and leader will		
Standards	Assessment/ Methods	Strategy
<p>1) Understand and value the notion that multiple lived experiences exist, that there is often not one "correct" way of doing or understanding something, and that what is seen as "correct" is most often based on our lived experiences.</p> <p>2) Approach their work and students with an asset-based mindset, affirming the validity of the students' backgrounds and identities.</p> <p>3) Know about their students and their lives outside of school, using this knowledge to build instruction that leverages prior knowledge and skills.</p>	<p>SUPT 9102 Education for Diversity</p> <p>Interviews with PK-12 District Administrators</p>	<p>Candidates will interview Superintendents to prioritize the need to service the entire PK-12 educational community including, but not limited to, Special Education, bilingual, low-income and gifted education. Utilizing the concepts of Multiple and Emotional Intelligence to enhance student learning and to reduce any achievement gaps. Promote community outreach to ensure social justice for all students.</p>
	<p>SUPT 8836 Administration of School Personnel</p>	<p>Candidates will engage in culturally responsive hiring, supervision and evaluation of administrators, teachers, other licensed staff and non-licensed staff, as applicable, and development of professional development plans aligned to the goals of the district improvement plan.; train</p>

<p>4) Include representative, familiar content in the curriculum to legitimize students' backgrounds, while also exposing them to new ideas and worldviews different from their own. 5) Engage in self-reflection about their own actions and interactions and what ideas and biases motivated those actions. 6) Explore their own intersecting identities, how they were developed, and how they impact daily experience of the world. 7) Recognize how their identity (race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, religion, etc.) affects their perspectives and beliefs about pedagogy and students. 8) Educate themselves about students' communities, cultures, and histories. 9) Critically think about the institutions in which they find themselves, working to reform these institutions whenever and wherever necessary. 10) Assess how their biases and perceptions affect their teaching practice and how they access tools to mitigate their own behavior (racism, sexism, homophobia, unearned privilege, Eurocentrism, etc.).</p>	<p>Interview a Director of Human Resources</p>	<p>administrators and other evaluators in the teacher performance evaluation system identity while being aware how race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, religion, etc.) affects perspectives and beliefs about performance.</p>
<p>SUPT 9350 District Improvement Planning</p> <p>District improvement Plan or Professional Development Plan</p>	<p>Candidates will evaluate and analyze the district's alignment of all improvement planning to the district's mission and vision by employing an inclusive, collaborative process among all school district stakeholders. Explore the parent-community ties, professional capacity, student-centered learning climate, and instructional guidance.</p>	
<p>SUPT 8860 The Dynamics of School Climate</p> <p>Analyzation of School Climate (Students, Parents and Teachers)</p>	<p>Candidates will examine the dynamics of diverse relationships among school administration, the community, and teachers/staff affecting productive working relations among these and other involved groups. Reflect on the superintendent's role as mediator, negotiator, problem-solver, and strategist for all stakeholders and how bias and perceptions influences the school atmosphere.</p>	
<p>SUPT 8838 Collective Negotiations</p> <p>Historical, Sociological and Legal Effects of Collective Bargaining Presentation</p>	<p>Candidates will prepare an implementation of collective negotiations with administrators, teachers, other licensed staff and/or non-licensed staff.</p>	

Standard b	Systems of Oppression	
<p>Culturally responsive teachers and leaders understand that there are systems in our society, especially, but not limited to, our school system that create and reinforce inequities, thereby creating oppressive conditions. Educators work actively against these systems in their everyday roles in educational institutions. The culturally responsive teacher and leader will:</p>		
Standards	Assessment/ Methods	Strategy
<p>1) Understand the difference between prejudice, discrimination, and racism, and how to operate at the interpersonal, intergroup, and institutional levels.</p> <p>2) Collaborate with colleagues to determine how students from different backgrounds experience the classroom, school, or district.</p> <p>3) Know and understand how the system of inequity has impacted them as an educator.</p> <p>4) Understand how current curriculum and approaches to teaching impact students who are not a part of the dominant culture.</p> <p>5) Be aware of the effects of power and privilege and the need for social advocacy and social action to better</p>	<p>SUPT 9103 Curriculum and Assessment</p> <p>Student Growth Plan Presentation</p>	<p>Candidates will engage in Professional Learning Communities to support Culturally Responsive Teaching which includes strategies to connect to the diverse backgrounds and languages of all learners. Outline student growth data, the assessments used to measure growth, identification of technology system(s) used to collect and disseminate data, how the data were analyzed, and explain how this analysis impacts the current curriculum.</p>
	<p>SUPT 8842 The Politics of Education</p> <p>Interviews of Key Stakeholders</p>	<p>Candidates will reflect on the systems of inequality and politics of school governance, policy development and implementation, and the use of power, influence and authority. Interview the superintendent and local legislators about specific inequalities and/or political district issues that impact schools.</p>
	<p>SUPT 9330 Advanced School Law</p>	<p>Candidates will engage in a walking tour of 20% of a school district's building campus and draw a sketch of two areas of risk. Write a detailed memo identifying the current equitable, cultural, legal, regulatory, or ethical</p>

empower diverse students and communities. 6) Understand how a system of inequity creates rules regarding student punishment that negatively impact students of color. 7) Understand how a system of inequity reinforces certain suppositions as the norm.	Analyze a Leader's Performance Based on Legal, Moral and Ethical Decisions	principles related to risk management and its/their impact on the learning organization.
	SUPT 9104 Facilities and Sustainability Develop a Facilities Plan	Candidates will engage field experience that include the management and operational activities related to facilities planning and maintenance that promote equitable access, efficiency, and a safe and healthy environment for a diverse population.
	SUPT 9340 The Superintendency: Issue and Trends Superintendent Interview on Ethical Dilemmas Faced in Leadership	Candidates will attend and identify the main topic on the agenda for a school board meeting. Interview (a different) district superintendent in their first few months on the job.
	SUPT 9101 School Finance for Superintendents School District Budget Development and Levy Presentation	Candidates will emphasize the role of chief operational manager of the District that the Superintendent might fill. Equitable District budgetary decisions will be examined focusing on the vision and mission of the District. Maximizing revenues and efficiently allocating expenditures based on student achievement of all learners. Coordinating external services including architectural and internal auditing.
Standard c	Students as Individuals	
Culturally responsive teachers and leaders view and value their students as individuals within the context of their families and communities.		

Standards	Assessment/ Methods	Strategy
<p>1) Learn from and about their students' culture, language, and learning styles to make instruction more meaningful and relevant to their students' lives.</p> <p>2) Engage with students' families and community members outside of the classroom to develop a more holistic understanding of the students' lived experiences.</p> <p>3) Develop positive, strength-based partnerships with students and their families by learning about them, soliciting their opinions, and valuing their expectations, especially with those marginalized by schools in the past.</p> <p>4) Provide parents with information about what their child is expected to learn, know, and do at his or her grade level and ways to reinforce concepts at home.</p> <p>5) Share the classroom systems and policies (expectations, agreements, recognition and incentive practices, etc.) used in the classroom with</p>	<p>SUPT 9102 Education for Diversity</p> <p>PK-21 Diverse Community Evaluation and Analysis</p>	<p>Candidates will be able to understand how superintendents promote a vision of excellence that is shared by the school community and the success of all students. Candidates will be able to understand the best practices to develop systems that evaluate the effectiveness of services provided to diverse populations and understand the importance of promoting academic rigor and excellence for all students and staff.</p>
	<p>SUPT 8842 Politics in Education</p> <p>Evaluation and Analysis Report - Political Interactions Impacting the School Community</p>	<p>Candidates will plan activities that form and implement educational programs. policies, plans and actions to realize district vision, mission and goals.</p>
	<p>SUPT 8842 Politics in Education</p> <p>Evaluation and Analysis Report - Political Interactions Impacting the School Community</p>	<p>Candidates will plan activities that form and implement educational programs. policies, plans and actions to realize district vision, mission and goals.</p>

<p>students' families and align them to the values and cultural norms of those families.</p> <p>6) Provide multiple opportunities for parents to communicate in their language and method of preference, to the greatest extent possible.</p> <p>7) Set holistic goals for students that accommodate multiple ways of demonstrating strengths and success (e.g., alternate academic achievement metrics, growth indicators, leadership, character development, social-emotional learning competencies, and school values).</p>	<p>SUPT 9102 Education for Diversity</p> <p>PK-21 Diverse Community Evaluation and Analysis</p>	<p>Candidates will engage in activities at all grade levels (i.e., preschool through grade 12), that focus on creating, evaluating, and or selecting, resources designed to increase the diversity of services provided to students in general education, special education, bilingual education and gifted education settings.</p>
<p>Standard d</p>	<p>Students as Co-Creators</p>	
<p>Culturally responsive teachers and leaders (who fundamentally believe all students are capable) center learning around students' experiences and position them as co-creators, with emphasis on prioritizing historically marginalized students. The culturally responsive teacher and leader will:</p>		
<p>Standards</p>	<p>Assessment/ Methods</p>	<p>Strategy</p>
<p>1) Encourage and affirm the personal experiences (family, community, culture, etc.) students share in the classroom.</p> <p>2) Make authentic connections between academic learning and students' prior knowledge, native language, culture, and values.</p>	<p>SUPT 9103 Curriculum and Assessment</p> <p>Fifteen Hours of Field Experience - Engaging in Leadership Activities at all Grade Levels</p>	<p>Candidates will involve the school organization and community in school improvement efforts to support the implementation of the goals, vision and mission of the district. They will also develop an implementation plan in which objectives and strategies to achieve the district vision, mission, and goals are clearly articulated and linked to student learning and student voice.</p>

<p>3) Consistently solicit students' input on the curriculum (e.g., interests, people, or concepts).</p> <p>4) Co-create, with students, the collective expectations and agreements regarding the physical space and social-emotional culture of the classroom and school.</p> <p>5) Create and embed student leadership opportunities into the student experience (e.g., peer-led discussion, student-led workshops, and student-run schoolwide initiatives).</p> <p>6) Persistently solicit student feedback, value that feedback (resist defensiveness), and adjust based on that feedback.</p>		
Standard e	Leveraging Student Advocacy	
Culturally responsive teachers and leaders will support and create opportunities for student advocacy and representation in the content and classroom. The culturally responsive teacher and leader will:		
Standards	Assessment/ Methods	Strategy
<p>1) Emphasize and connect with students about their identities, advocacies, and self-interest.</p> <p>2) Offer guidance to students on how to develop a self-advocacy plan to inform decisions and choices.</p> <p>3) Include students in the creation of an inclusive learning community with more opportunities for student</p>	<p>SUPT 8842 Politics in Education</p> <p>Political Interactions Impacting the School Community - Evaluation and Analysis Report</p>	<p>Candidates will attend a school board meeting and submit a final paper that summarizes and evaluates the political landscape of PK-21 educational community including, but not limited to issues at the local, regional, state and national level.</p>

<p>expression.</p> <p>4) Help students identify actions that can be taken to apply learning to develop opportunities and relationships for alliances.</p> <p>5) Create a risk-taking space that promotes student advocacy.</p> <p>6) Research and offer student advocacy content with real world implications.</p> <p>7) Communicate high expectations to which all students can be held and urge students to lead as student advocates appropriate to the students' age and development.</p> <p>8) Give students space to solve their own problems, negotiate their advocacy needs, and present their perspectives.</p>		
<p>Standard f</p>	<p>Family and Community Collaboration</p>	
<p>Culturally responsive teachers and leaders will partner with families and communities to build rapport, form collaborative and mutual relationships, and engage in effective cross-cultural communication. The culturally responsive teacher and leader will:</p>		
<p>Standards</p>	<p>Assessment/ Methods</p>	<p>Strategy</p>
<p>1) Regularly interact with students, families, and communities in both English and home language through methods of their preference.</p> <p>2) Actively seek multiple perspectives and contribution from families and the</p>	<p>SUPT 9103 Curriculum and Assessment</p> <p>Fifteen Hours of Field Experience - Engaging in Leadership Activities at all Grade Levels</p>	<p>Candidates will monitor, evaluate, and revise the district vision, mission, goals, and implementation plans regularly to include the various contributions from families and community partners. Candidates will also distribute surveys to assist in the data collection of the feedback to guide the District's mission, vision and goals.</p>

community and invite them to actively share their opinions, feedback, and concerns that impact the school community.

3) Forge ongoing participation with families and community members to meet the diverse needs and interests of students.

4) Continuously learn and build cultural knowledge that families and the community bring to the school community to nurture and foster relationships and inform student learning experiences.

5) Use best practices that are culturally responsive to value students and their families' cultural traditions when recognizing, motivating, encouraging, and supporting student success and growth.

6) Develop relationships with families and the community outside of the classroom setting.

7) Foster students' cultural understanding and connection to the surrounding community.

8) Invite family and community members to teach about topics that are culturally specific and aligned to the classroom curriculum or content area.

9) Welcome communication from parents and reply in a timely manner. 10) Communicate and provide appropriate techniques and materials to support and enrich student learning at home.

11) Collaborate effectively over time with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.		
Standard g	Content Selections in All Curricula	
Culturally responsive teachers and leaders intentionally embrace student identities and prioritize representation in the curriculum. In turn, students are not only given a chance to identify with the curriculum, they become exposed to other cultures within their schools and both their local and global communities. The culturally responsive teacher and leader will:		
Standards	Assessment/ Methods	Strategy
1) Curate the curriculum. 2) Identify and articulate the purposeful ways in which marginalized communities are represented in curriculum, including print, digital media, and other classroom resources. 3) Employ authentic and modern technology usage inspiring digital literacy through an equity lens. 4) Ensure assessments reflect the enriched curriculum that has embedded student identities. 5) Embrace and encourage a balance of viewpoints and perspectives that leverage asset thinking toward traditionally marginalized populations. 6) Assess one's story through multiple vantage points to gain a whole narrative that includes all sides of parties involved.	SUPT 9103 Curriculum and Assessment Fifteen Hours of Field Experience - Engaging in Leadership Activities at all Grade Levels	Candidates will facilitate Professional Development opportunities that provide for a more enriched curriculum that embraces various viewpoints, representing student identities, within the learning environment. They should apply professional development models and adult learning theory in curriculum and assessment development to ensure that biases and stereotypes are addressed in regard to diverse cultures, gender identity, religious beliefs, languages and ethnicity.
	SUPT 9103 Curriculum and Assessment Board of Education Presentation	Candidates will present to the Board of Education a summary of Student Growth - include student growth data, the assessments used to measure growth, identification of technology system(s) used to collect and disseminate data, how the data is analyzed and explain how the analysis impacts the current curriculum. The presentation should include technology applications for staff, and students to enhance the learning and instructional program through data and assessments.

- 7) Implement and integrate the wide spectrum and fluidity of identities in the curriculum.
- 8) Ensure text selections reflect students' classroom, community, and family culture.
- 9) Ensure teacher and students co- create content that encourages critical thinking about culture and includes counternarratives to dominant culture.
- 10) Use a resource tool to assess the curriculum and assessments for biases.
- 11) Promote robust discussion with the intent of raising consciousness that reflects modern society and the ways in which cultures and communities intersect.
- 12) Consider a broader modality of student assessments, such as performance portfolios, essays, multiple choice, State exams, oral examination, community assessments, work experiences, social justice work, action research projects, and recognition beyond academia.

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Standard h

Student Representation in the Learning Environment

Culturally responsive teachers and leaders ensure the diversity of their student population is equally represented within the learning environment. In turn, all members of the student population feel seen, heard, and affirmed. Exceptionally well-versed culturally responsive teachers and leaders provide exposure to under or misrepresented minority groups even when they are not present within the population of their school and community at large. The culturally responsive teacher and leader will:

Standards	Assessment/ Methods	Strategy
<p>1) Uphold systems of support that create, promote, and sustain a welcoming and inclusive community.</p> <p>2) Ensure linguistic diversity is represented throughout the building and seek ways to reflect representation of world languages.</p> <p>3) Verify that course materials are representative of all students, including materials for centers, stations, labs, classroom libraries, etc.</p> <p>4) Ensure classroom and building decorations are inclusive of all students throughout the building or within the community or city at large.</p>	<p>SUPT 9102 Education for Diversity</p> <p>PK-21 Diverse Community Evaluation and Analysis</p>	<p>Candidates will be able to understand how superintendents promote a vision of excellence that is shared by the school community and the success of all students. Candidates will also be able to understand the best practices to develop systems that evaluate the effectiveness of services provided to diverse populations.</p>