C. Diversity Leadership by:			
Code	Explores	Implements	Designs, Evaluates, Improves
1.C.1	Recognizes the significance of diversity, and understands that the needs of diverse learners need to be responded to.	Demonstrating an understanding and recognition of the significance of diversity, and responding to the needs of diverse learners.	Leading others to help understand and recognize the significance of diversity, and responding to the needs of diverse learners.
Q:	*How do you define and understand diversity and diverse learners? How does the district define and understand? How well do you understand diversity in your district/community? How do you respond to the needs of diverse learners?*		
S-A or Goals			
1.C.2	Understanding the need for a positive learning environment for all students and families.	Creating and monitoring a positive learning environment for all students and families.	Evaluating and enhancing the learning environment for all students and families.
Q:	*What is a positive learning environment for students and families? How do you assess learning environments? How do you create and sustain positive learning environments? What are ways of evaluating and enhancing learning environments?*		
S-A or Goals			
1.C.3	Investigating elements of a positive working environment for all staff.	Creating and monitoring a positive working environment for all staff.	Evaluating and enhancing a positive working environment for all staff.
Q:	*How do you assess working environments for staff? What is a positive working environment for staff? How do you create and sustain a positive working environment? How do you evaluate and enhance the working environment?*		
S-A or Goals			
1.C.4	Striving to understand diversity throughout the community.	Promoting sensitivity about diversity throughout the program community.	Evaluating and enhancing ways of promoting sensitivity about diversity throughout the community.
Q:	*How do you work to understand diversity in the district and throughout the community? How do you promote sensitity? How do you evaluate the success of promoting sensitivity? And, then make enhancements?*		
S-A or Goals			

1.C.5	Understanding ways to adapt educational programming to the needs of diverse constituencies.	Demonstrating the ability to create educational programming to the needs of diverse constituencies.	Demonstrating the ability to adapt and evaluate educational programming and services to the needs of diverse constituencies.
Q:	*What are some ways of adapting educational programming to the needs of diverse constituencies? How do you create educational programming to meet the needs of diverse constituencies? How do you evaluate and enhance?*		
S-A or Goals			

Professional Standards for Educational Leaders 2015

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic

Effective leaders:
a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
e) 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.
f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Goals, Resources