



Indicator Explanation



CORE FUNCTION	EFFECTIVE PRACTICE	INDICATOR
Instruction	Remove barriers and provide opportunities	3C.9 The school provides all students with instruction and experience that contributes to their understanding of Hawaiʻian history and culture.

Providing culturally responsive education practices that incorporate culturally responsive teaching and curriculum can affect positive and powerful outcomes for all students (Abdulrahim & Orosco, 2020; Aronson & Laughter, 2016; Beaulieu, 2006; Brown 2017; Demmert & Towner, 2003; Demmert et al., 2006; Gay, 2013). Culturally responsive education (CRE) practices must include a transformation of all facets of the school's climate and culture; teachers providing CRE within classrooms is necessary but not sufficient to improving outcomes for diverse students (Gay, 2010; Khalifa et al., 2016). Research shows that schools educating large numbers of ethnically diverse students have benefited when the local culture identity of students, staff, and the community is acknowledged and nurtured throughout the school (Khalifa, et al., 2016). School leaders must commit to providing a school culture that is respectful of the local culture, and support for teachers implementing CRE practices (Gay, 2010). Respect and support are paramount within historically marginalized communities where many have been taught to feel cultural shame and have been forced to assimilate to the dominant culture, resulting in a decline in maintenance of beliefs and practices, as well as perceived barriers to school involvement (Mackety & Linder-VanBerschot, 2008; Reyhner & Singh, 2015). Staff should demonstrate an understanding of the local culture, customs, and values, and model and teach a respect for them.

Strong and supportive school leaders are critical to establishing culturally responsive school environments (Brayboy & Castagno, 2009; Khalifa et al., 2016), and equity and cultural responsiveness are core leadership responsibilities (NPBEA, 2015). Culturally responsive leaders engage teachers and other school staff in implementing culturally responsive and inclusive educational practices, including demonstration of respect for students' cultures, customs, and values (Ryan, 2006; Theoharis et al., 2015). School leaders must also establish relationships and authentic partnerships with minoritized students and their families (Green, 2017; Ishimaru, 2018), and recognize that effective leadership is "more than just leading a school; it is leading a school with a strong focus on cultural identity and language" (Stockdale, et al., 2013, p. 107). It is up to administrators and other school leaders to deliberately create and nurture a sense of culture and tradition within the school community (Burym, 2016).

Muñiz (2019) synthesized research on CRE and identified eight core competencies of culturally responsive educators (as synthesized by the California Department of Education, n.d.):

1. Reflect on one's own cultural lens: CREs are reflective about their own group memberships that may be based on race, ethnicity, social class, and/or gender. They are cognizant that their life experiences and group memberships may create biases that can influence their interactions with students, families, and colleagues.



2. Recognized and redress bias in the system: CRE recognizes that students' access to educational opportunities may be influenced by their social markers and advocate for all students to have access to high-quality teachers and schools.
3. Draw on students' culture to shape curriculum and instructions: CRE draws on students' cultures and life experiences when planning instruction and reject instructional materials that contain cultural biases and/or stereotypes. Supplement the curriculum if it lacks the representation of the students' heritage.
4. Bring real-world issues into the classroom: Connect curriculum to real-world problems and ask students to consider solutions to them. This can empower students to see themselves as change agents that can right the injustices in the world.
5. Model high expectations for all students: Hold high academic expectations for all students and believe that all students are capable of academic success.
6. Promote respect for student differences: Model how students should respect one another and embrace their fellow classmate's social, cultural, and linguistic differences.
7. Collaborate with families and the local community: Work to break down barriers that may keep students' families from participating in their children's education. Make efforts to learn about the families and the communities in which they live.
8. Communicate in linguistically and culturally responsive ways: Understand and honor both the verbal and non-verbal culturally-influenced communication styles of the community. See to communicate with parents that speak a language other than English.

CRE leaders must recruit and retain educators who can teach the culture and history, provide professional development, mentoring, and modeling culturally responsive instruction, and obtain culturally responsive resources and curriculum. Majority students also benefit from learning about students of other cultural backgrounds (Sleeter, 2012); culturally responsive school leaders can help confirm that educators sustain culturally responsive practices. School leaders should ensure that the entire school community participates in training on students' culture, history, and values.

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