



Elementary School Principals' Perceptions of Culturally Responsive Leadership: A Quantitative Examination by Race

Nickitra D. Jones, PhD

District Coordinator, School Counseling,
Gadsden County Schools, Tallahassee, Florida, USA

Sherin Y. Elmahdy, PhD

Assistant Professor of Human Performance,
College of Science, Tallahassee State College, Tallahassee, Florida, USA

Ezzeldin R. Aly, PhD

Professor of Sport Management, Health, Physical Education and Recreation
Department, College of Education, Florida A&M University, Tallahassee,
Florida, USA

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Abstract

Public school leaders face increasing challenges as student populations become more diverse, and persistent achievement gaps disproportionately affect students of color. Culturally responsive pedagogy (CRP) and leadership have been identified as essential frameworks for addressing these inequities (Gay, 2010). This quantitative study examined the perceptions of cultural responsiveness among sixty-six elementary school principals in Florida's Panhandle, with specific attention to differences based on race. However, forty-six elementary school principals participated in the survey. Data was collected post COVID-19 using a demographic survey and the Culturally Responsive Principals' Rating Scale (CRSL), which measured five domains: school morale, time and pulse, ethics of bonding, building relationships, caring ethics, and teacher effectiveness. Descriptive statistics and Chi-square tests of independence were used to analyze principals' responses. Findings revealed no statistically significant differences in principals' perceptions of cultural responsiveness based on race. However,

statistically significant differences emerged in the areas of ethical practices, relationship building, and leadership effectiveness. Results suggest that culturally responsive school leadership is less dependent on demographic characteristics and more strongly associated with principals' ethical decision-making, relational leadership, and capacity to foster inclusive school environments. Implications highlight the importance of intentional relationship building, community engagement, and sustained efforts to create culturally responsive school climates.

Keywords: Culturally Responsive Pedagogy, Race, Achievement gap, Elementary school principals

Introduction

Culturally Responsive School Leadership, Race, and Educational Equity: A Synthesis of Theory, Policy, and Practice

Persistent racial disparities in educational outcomes continue to shape schooling experiences for marginalized students across the United States. Despite decades of reform efforts, achievement gaps, particularly for Black students and other students of color remain entrenched across rural, suburban, and urban contexts (Berwick, 2021; U.S. Department of Education [DOE], 2016). Scholars increasingly argue that these disparities are not the result of individual failure but rather reflect systemic inequities embedded in educational policy, leadership practices, and school structures (Ladson-Billings, 2006, 2007). Within this context, culturally responsive pedagogy (CRP) and culturally responsive school leadership (CRSL) have emerged as critical frameworks for advancing educational equity. This article synthesizes research on CRP and CRSL, emphasizing the influence of race and cultural context, and federal accountability policy on leadership practice and student outcomes. Drawing on critical race theory (CRT), the concept of education debt, and leadership scholarship, the review highlights how culturally responsive leadership can disrupt inequitable structures and promote more inclusive, affirming school environments.

Research Literature Review

Theoretical Foundations of Culturally Responsive Pedagogy

Culturally responsive pedagogy is grounded in scholarship that positions culture, identity, and sociopolitical awareness as central to academic success. Ladson-Billings' (1995) theory of culturally relevant pedagogy identified three core components: academic achievement, cultural competence, and sociopolitical consciousness. Building on this work, Gay (2010) emphasized that effective instruction must integrate students' cultural knowledge, lived experiences, and performance styles into teaching and

learning. More recently, culturally sustaining pedagogy (CSP) has expanded this framework by arguing that schools must not only respond to students' cultures but actively sustain and value evolving linguistic and cultural practices (Paris, 2012; Paris & Alim, 2017). While Culturally Responsive Pedagogy and CSP are often framed as instructional approaches, scholars emphasize that their implementation depends heavily on school leadership that prioritizes equity, advocacy, and inclusive school cultures (Fuller, 2020).

Culturally Responsive School Leadership and Cultural Context

Leadership is inherently shaped by cultural and sociopolitical contexts. Research demonstrates that leadership practices effective in one setting may not translate across cultural environments (Bryant, 1998; Hofstede, 1991). Studies of leadership in marginalized communities reveal traditions rooted in resistance, collective responsibility, and community advocacy, particularly within Black and Latino educational contexts (Taylor, 2010). Johnson and Fuller (2020) define culturally responsive school leadership as leadership grounded in CRP and characterized by inclusive philosophies, equity-driven policies, and practices that affirm students and families from diverse cultural backgrounds. CRSL emphasizes high expectations, critical consciousness, community engagement, and the creation of school structures that empower marginalized populations (Khalifa, 2018).

Advocacy, High Expectations, and Critical Consciousness

A consistent theme in CRSL research is the importance of maintaining high expectations for marginalized students while simultaneously affirming their identities. Scholars describe culturally responsive educators as “warm demanders,” leaders who combine academic rigor with care, trust, and relational accountability (Bondy & Ross, 2008; Irvine, 1990). Advocacy is central to this role, requiring principals to challenge deficit narratives, leverage community cultural wealth, and actively disrupt inequitable practices (Aleman, 2009). Critical consciousness further distinguishes culturally responsive leaders. This involves ongoing self-reflection on race, bias, and power, as well as an awareness of how institutional practices perpetuate inequity (Gooden, 2005). Without critical consciousness, leaders risk reinforcing racialized disparities in discipline, teacher expectations, and access to opportunity (McKenzie, 2008).

Teacher Development and Culturally Responsive School Environments

Teachers often report limited preparation for working with culturally diverse students, placing greater responsibility on school leaders to provide professional learning, supervision, and equity-focused feedback (Gay, 2010).

Culturally responsive principles prioritize teacher development by recruiting diverse staff, facilitating courageous conversations about race, and using evaluation processes as tools for growth rather than compliance (Barnett, 2016). CRSL also requires confronting exclusionary discipline practices and racially disproportionate suspensions. Research indicates that punitive policies disproportionately affect Black students and contribute to disengagement and academic failure (Skiba, 2002). Leaders committed to culturally responsive environments promote inclusive discipline, culturally affirming curricula, and strong school–community relationships (Khalifa, 2012). Educational Policy, Accountability, and the Education Debt Federal education policy significantly shape the context in which culturally responsive leadership operates. While policies such as the Elementary and Secondary Education Act (1965), No Child Left Behind (2001), and Every Student Succeeds Act (2015) aimed to address inequities, accountability systems have often emphasized standardized testing without addressing structural disparities in funding, resources, and opportunity (Ravitch, 2016; USDOE, 2017).

Ladson-Billings' (2007) concept of education debt reframes achievement gaps as the cumulative result of historical, economic, and sociopolitical inequities rather than individual student deficits. From a CRT perspective, policies that appear neutral frequently reproduce racial inequities, particularly when reform efforts align more closely with dominant interests than with the needs of marginalized communities (Bell, 2004; Ladson-Billings).

Implications for Leadership and Equity

The literature underscores that educational inequities cannot be resolved through surface-level reforms or test-based accountability alone. Culturally responsive school leadership offers a pathway toward equity by centering race-conscious analysis, community advocacy, and inclusive school cultures. Effective leaders integrate CRL with systemic change, equitable resource allocation, and sustained professional learning. To disrupt longstanding disparities, especially for Black students and African American males who are educational leaders must move beyond compliance-driven models and embrace culturally responsive, justice-oriented leadership. Such approaches position schools not only as sites of academic instruction but as spaces of affirmation, resistance, and opportunity for all students. As public-school demographics continue to diversify, culturally responsive school leadership (CRSL) has become central to advancing equity and inclusive educational practices. Research consistently emphasizes the role of school leaders in shaping culturally responsive environments that affirm students' identities and disrupt systemic inequities (Khalifa et al., 2016; Ladson-

Billings, 2006). However, limited empirical research has examined whether principals' racial identities influence their perceptions and implementation of culturally responsive pedagogy (CRP), particularly at the elementary level. This quantitative study investigated whether elementary school principals' race was associated with differences in their perceptions and practices of culturally responsive leadership in Florida's Panhandle.

Research Methodology

Research Design and Purpose

This study employed a quantitative survey research design to examine principals' perceptions and practices of culturally responsive pedagogy in relation to race. Survey methodology was selected for its capacity to measure perceptions systematically and allow for group comparisons across demographic variables (Babbie, 2016; Creswell, 2018). Data was collected electronically using Google Forms to ensure accessibility and efficiency (Nesbary, 2000). The study was guided by the Culturally Responsive School Leadership (CRSL) framework, which emphasizes ethical leadership, relationship building, and instructional effectiveness grounded in cultural responsiveness (Khalifa, 2016).

Population and Sample

The study was conducted across fourteen school districts in Florida's Panhandle, encompassing rural, suburban, and urban contexts. The target population consisted of sixty-six elementary school principals. Sixty-six principals were invited to participate, and forty-six completed the survey, yielding a 70% response rate. Participants represented diverse racial backgrounds: African American (58.7%), Caucasian (21.7%), and Hispanic (19.6%). Most principals reported 1–2 years of leadership experience (67.4%) and 1–3 years at their current school (65.2%). Purposeful sampling was used to ensure representation across race, gender, and experience (Florida Department of Education [FDOE], 2022; National Teacher and Principal Survey, 2021).

Instrumentation

Data was collected using the Culturally Responsive Principals Rating Scale (CRPRS), a self-report instrument adapted from the National Monitoring Study of Student Achievement and research conducted at the University of Otago. Permission to use the instrument was obtained from Dr. David Berg, the author of the scale. The CRPRS consists of 27 Likert-type items across five domains: 1) School moral, Time, and Pulse 2) Ethnic of bonding, 3) Relationship building; 4) Ethics of Caring practices; 5) teacher effectiveness. Items measure leadership practices rather than beliefs,

providing insight into enacted culturally responsive behaviors. Reliability coefficients exceeded .80, indicating strong internal consistency.

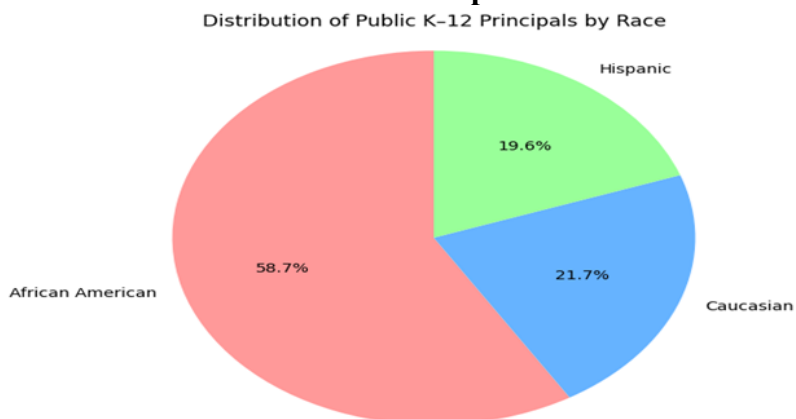
Data Collection and Analysis

Following institutional review board and district approvals, surveys were distributed electronically. Participation was voluntary, and informed consent was obtained prior to survey completion. Follow-up emails were used to increase participation. Data were analyzed using SPSS version 28. Descriptive statistics summarized demographic variables, and chi-square tests of independence were conducted to examine differences in principals' perceptions and practices of CRP based on race. Statistical significance was evaluated at the .05 level.

Research Results

The racial distribution of public K–12 principals in Florida reflects a workforce that is predominantly White (non-Hispanic), with African American (non-Hispanic) and Hispanic leaders representing smaller proportions of the principal population. According to data from the National Teacher and Principal Survey (2021), 62.7% of public K–12 principals in Florida identified as White (non-Hispanic), 19.1% identified as African American (non-Hispanic), and 17.1% identified as Hispanic. This demographic profile provides important context for the present study sample of forty-six elementary school principals, indicating how closely the sample aligns with broader state leadership trends. Understanding the statewide racial distribution of school leaders helps situate the study findings within the larger landscape of educational leadership in Florida, particularly as the field continues to grapple with issues of representation, equity, and culturally responsive practice.

Racial Distribution of Public K–12 Principals in Florida



The racial composition of the study sample highlights the diversity of elementary school leadership across the participating districts. Of the forty-six principals who completed the survey, the majority identified as African American (Non-Hispanic), comprising twenty-seven participants, or 58.7% of the sample. Hispanic principals represented ten participants (21.7%), while White (Non-Hispanic) principals accounted for nine participants (19.6%). This distribution demonstrates that the sample included a substantial representation of historically underrepresented racial groups in educational leadership, with African American leaders forming the largest proportion. Understanding the racial composition of principals is critical in the context of culturally responsive school leadership, as race can intersect with lived experiences, professional perspectives, and approaches to equity and inclusion (Warren, 2017; Khalifa et al., 2016). African American principals, who comprised most of the sample, may bring unique insights into addressing systemic inequities and fostering culturally affirming school environments, while Hispanic and White principals contribute additional perspectives shaped by their own cultural and professional experiences.

Overall, the race distribution of the sample reflects a deliberate effort to capture the perspectives of principals from multiple racial backgrounds, supporting the study's goal of examining culturally responsive leadership in a diverse educational context and providing a foundation for interpreting findings through an equity-oriented lens.

Descriptive Findings

The sample included forty-six elementary school principals. The majority identified as African American ($n = 27$), followed by Caucasian ($n = 10$) and Hispanic ($n = 9$). Most participants were early in their leadership careers, with fewer than three years of experience in their current roles.

Inferential Analysis

A series of chi-square tests examined whether principals' race was associated with differences in their perceptions and implementation of culturally responsive practices. Results indicated no statistically significant relationship between principals' race and their overall perceptions of culturally responsive leadership, $\chi^2(4, N = 46) = 4.14, p = .39$. Thus, the null hypothesis was not rejected.

Race	Frequency	Percent
African American	27	58.7%
Total	46	100.0%

Although race was not a significant predictor of overall perceptions, one hypothesis revealed a statistically significant association for a specific domain of culturally responsive practice, suggesting that certain leadership behaviors may vary across racial groups.

Observed and Expected Frequencies for Race

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.136	4	.388
Likelihood Ratio	6.357	4	.174
N of Valid Cases	46		

Six cells (66.7%) have expected count less than five. The minimum expected count is .39.

The methods used to assess each hypothesis are presented alongside the corresponding statistical results. To examine differences in cultural perceptions by race, a chi-square test of independence was conducted. The analysis revealed a statistically significant association between elementary school principals' race and their cultural perceptions, $\chi^2(4, N = 46) = 4.136$, $p = 3.88$. These findings indicate that cultural perceptions varied significantly across racial groups. Observed and expected frequencies for race are presented on the table.

Dependent and Independent Variables

The study examined elementary school principals' perceptions of their cultural responsiveness, with race as the independent variable. Race was treated as a nominal, categorical variable (i.e., categories included Black/African American, White, Hispanic/Latino elementary school principals). The dependent variable was the principals' cultural responsiveness, which was measured using a Likert-scale survey. This variable was operationalized in the following ways: The responses ranged from 1 (Never) to 4 (Always/Very). An overall cultural responsiveness score was computed by totaling the participants' responses across all survey items. In addition, domain-specific scores were calculated by aggregating items aligned with key constructs such as school, time, and pulse, ethic of care and bonding, building relationships, and teacher effectiveness), each principal's responses were also examined to capture specific dimensions of practice.

Chi-Square Analysis

The dependent variable was transformed from an ordinal/continuous scale into categorical levels. Specifically, overall scores were grouped into three categories: low cultural responsiveness (mean scores ranging from 1.0 to 2.0), moderate cultural responsiveness (2.1 to 3.0), and high cultural

responsiveness (3.1 to 4.0). This categorization enabled the use of chi-square tests of independence to examine the relationship between principals' race and their levels of cultural responsiveness.

Research Discussion

The findings suggest that elementary school principals across racial backgrounds share similar perceptions regarding the importance and implementation of culturally responsive leadership. These results align with research indicating that culturally responsive leadership is driven more by reflective practice, professional competence, and relational capacity than by demographic characteristics alone (Banks, 2011; Howard, 2010). At the same time, existing literature underscores that principals' lived experiences and racial identities can shape how equity-oriented leadership is enacted in practice (Warren, 2017). The presence of significant differences in select leadership domains highlights the complexity of cultural responsiveness and suggests that race may interact with other variables, such as preparation, experience, and professional learning in shaping leadership behavior. At the same time, the literature emphasizes that principals' lived experiences, cultural backgrounds, and racial identities can influence how equity-oriented leadership is interpreted and enacted in practice (Warren, 2017). While the overall similarities observed across racial groups suggest a shared understanding of culturally responsive leadership, the presence of differences within select leadership domains underscores the nuanced and multidimensional nature of cultural responsiveness. These domain-specific variations point to the possibility that race interacts with other contextual and experiential variables—such as years of leadership experience, exposure to culturally responsive professional development, and school demographic composition—in shaping leadership behaviors and decision-making processes.

Moreover, the findings highlight the importance of moving beyond binary interpretations of race when examining leadership practice. Rather than functioning as a singular determinant, race may operate alongside institutional structures, leadership socialization, and accountability pressures to influence how principals prioritize equity, engage families, and respond to cultural differences within their schools. This aligns with prior research suggesting that culturally responsive leadership is enacted through a complex interplay of personal beliefs, organizational constraints, and policy environments (Howard, 2010; Banks, 2011). Consequently, principals of different racial backgrounds may espouse similar values related to cultural responsiveness while navigating distinct challenges and opportunities in their leadership contexts. Importantly, these findings contribute to the growing body of research that calls for a more intersectional and contextualized

understanding of school leadership. While racial identity remains a critical factor in shaping educational experiences, the results suggest that leadership preparation programs and professional learning opportunities play a pivotal role in fostering culturally responsive dispositions across diverse leaders. This reinforces the need for leadership development models that emphasize critical self-reflection, cultural humility, and equity-focused practice as central components of principal training, regardless of race. Taken together, the findings underscore the complexity of culturally responsive school leadership and caution against oversimplified assumptions regarding the influence of race on leadership perceptions. Instead, they point to the value of examining how race intersects with preparation, professional learning, and institutional context to shape leadership practice. Future research should continue to explore these intersections using mixed methods approaches that capture both perceptual similarities and the nuanced ways culturally responsive leadership is enacted in daily school operations.

Implications and Recommendations

The study's findings have implications for leadership preparation, policy, and professional development. Districts should prioritize culturally responsive leadership training that emphasizes critical self-reflection, ethical decision-making, and relationship-centered practices, regardless of leaders' racial backgrounds (Khalifa et al., 2016). Future research should employ mixed-methods and longitudinal designs to examine how principals' self-reported practices align with observed behaviors and student outcomes. Expanding the scope to include teacher, student, and family perspectives would strengthen validity and deepen understanding of how CRSL influences school climate and equity-related outcomes. Additionally, studies examining intersectional identities, such as race, gender, and experience may offer a more nuanced view of culturally responsive leadership. Race continues to be a dominant factor in educational inequities, and future research should prioritize examining how school leaders' racial identities influence culturally responsive leadership practices. While current studies highlight the importance of race in shaping principals' perceptions and approaches, more nuanced research is needed to understand how leaders of different racial backgrounds engage with students, families, and staff in ways that affirm diverse cultural identities (Khalifa et al., 2016; Ladson-Billings, 2006). Investigating how White principals implement culturally responsive practices compared to principals of color could shed light on differences in cultural competence, advocacy for marginalized students, and approaches to equity-focused policy implementation. Furthermore, research should explore how systemic racism in interacts structures—such as inequitable disciplinary policies, tracking, or resource allocation that interacts with leaders' racial

identities to affect student outcomes. Mixed-methods or qualitative studies could provide deeper insight into the lived experiences of principals navigating these systemic challenges, highlighting effective strategies for disrupting educational inequities. Finally, examining the intersection of race with gender, socioeconomic status, and geographic context would provide a more comprehensive understanding of the multiple forces shaping culturally responsive leadership, guiding policy, training, and mentorship programs designed to enhance equity in schools.

Research Conclusion

This study contributes to the growing body of literature on culturally responsive school leadership by examining the relationship between principals' race and their perceptions of cultural responsiveness. While race was not a significant predictor of overall perceptions, the findings reinforce the importance of reflective leadership, ethical practice, and relationship building in fostering inclusive elementary school environments. As schools continue to serve increasingly diverse student populations, culturally responsive leadership must remain a central priority. Supporting principals in developing culturally responsive competencies; through policy, preparation, and professional learning that offers a promising pathway toward more equitable educational outcomes for all students. Although principals' race was not a significant predictor of overall perceptions of cultural responsiveness, the findings underscore the critical role of leadership dispositions such as self-awareness, relational trust, and moral responsibility in fostering inclusive and affirming elementary school environments. These results reinforce prior research asserting that culturally responsive leadership is not solely an identity-based practice, but rather a learned and continuously developed approach to leadership that requires intentional reflection and sustained professional growth. Principals who engage in culturally responsive leadership practices are better positioned to create school climates that honor students' cultural assets, promote belonging, and address systemic inequities that shape educational outcomes.

As elementary schools continue to serve increasingly diverse student population, the importance of culturally responsive leadership cannot be overstated. The findings highlight the need for leadership preparation programs, district policies, and professional learning structures that intentionally cultivate culturally responsive competencies among school leaders. Embedding equity-focused coursework, experiential learning opportunities, and ongoing professional development into leadership pathways offers a promising strategy for strengthening principals' capacity to lead culturally diverse school communities effectively.

Ultimately, this study affirms culturally responsive school leadership as a critical lever for advancing educational equity. By prioritizing reflective leadership practices, ethical decision-making, and relationship building, school systems can better support principals in navigating the complexities of diversity and inclusion. Continued investment in culturally responsive leadership development holds significant potential for promoting more equitable educational experiences and outcomes for all students, particularly those from historically marginalized backgrounds.

Conflict of Interest: The authors reported no conflict of interest.

Data Availability: All data are included in the content of the paper.

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Declaration for Human Participants: This study has been approved by the Institutional Review Board of Florida Agricultural and Mechanical University (Reference #071-24; Project #2185185-2; Approval Date: July 29, 2024), and the principles of the Declaration of Helsinki were followed.

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Appendix

Principals Informed Consent Form for Study

Research Title: Elementary School Principals' Perceptions of Culturally Responsive Leadership: A Quantitative Examination by Race.

Researcher: Nickitra Jones

My name is Nickitra Jones, and I am a doctoral candidate in the Educational Leadership Department at Florida Agricultural and Mechanical University. I am conducting a research study to examine school leaders' perceptions and practices of a culturally responsive pedagogy based on their race and gender in elementary schools in Florida's Panhandle. To achieve this, the school director has nominated you to help describe culturally responsive leadership in your school. I believe that as a participant, you possess knowledge about the culturally responsive leadership practices in your school, which will help me to understand and describe culturally responsive leadership in elementary schools in Florida's Panhandle. The study being conducted relates to school leaders' perceptions and practices of a culturally responsive pedagogy in elementary schools in Florida's Panhandle. I will send a questionnaire via Google Forms that will take about five minutes to complete and a rating scale form via email that will take about 20 to 30 minutes to complete. I do not anticipate any risks from your participation in this research. There are no direct benefits to participants in this research. Participants may experience satisfaction in providing information that will contribute to the body of research of culturally responsive leadership. This research will provide guidelines for what a culturally responsive school and leadership looks like. Students would benefit as they would be in a school environment that validates their racial and ethnic diversity. All information collected in this study will be kept completely confidential to the extent permitted by law. Data will be stored in a locked file cabinet or on a password-protected computer. If you have any questions about your involvement in this project, you may contact me at 954-232-3889 or by email at nickitra1.jones@famu.edu. If you have any study-related concerns or any questions about your rights as a research study participant, you may contact the Office of Research Compliance and Ethics at Florida Agricultural & Mechanical University at 850-599-3000. Your participation is voluntary, and you may end your participation at any time. By signing below, you are indicating that you have read the above information, have received answers to any questions you have, are at least 18 years of age or older, and voluntarily consent to take part in this research study.

Thank you.

Participant's Signature _____ Date _____

Researcher's Signature: _____ Date _____

School Based Measure of Culturally Responsive Principal Rating Scale

This self-assessment tool is designed to help you explore your individual cultural responsiveness. The purpose is to help you consider your own skills, knowledge, and awareness in your interactions with others, and recognize what you can do to become more effective working and living in diverse environments. The assessment will take about 20 to 30 minutes to complete. The term cultural responsiveness includes not only race, gender, and ancestry, but requires having the ability to understand cultural differences, recognizing potential biases, and look beyond differences to work productively with children, families, and communities' whole cultural contexts are from one's own. For this tool, the focus is primarily on cultural responsiveness. Culturally responsive practices in education aim to engage learners whose experiences and cultures have traditionally been excluded from educational settings. These practices foster an inclusive environment for culturally responsive learners. Read each entry in the five content sections. Place a check mark in the appropriate column which follows. At the end of each section add up the number of times you have checked that column. Multiply the number of times you have checked: (1) "Never", (2) "Sometimes/Occasionally", (3) "Fairly Often", and (4) "Always/Very". The responses will be totaled at the end of the survey based on the following: (1) "Never" = 1 point, (2) "Sometimes/Occasionally" = 2 points, (3) "Fairly Often", = 3 points, and (4) "Always/Very" = 4 points. The more points you have, the more culturally responsive you are as a school leader.

CULTURALLY RESPONSIVE PRINCIPALS RATING SCALE (CRPRS)

CONTENT #1 School Morale, Time, and Pulse. (SMTP)		1 pt.	2 pts.	3 pts.	4 pts.
		Never	Sometimes/ Occasionally	Fairly Often	Always/ Very Well
SMTP1.	The school provides an appropriate and welcoming environment for students and visitors (including visual displays, appropriate use of curriculum.				
SMTP2.	Parents and community members are included in school gatherings, and their role are understood by students and teachers				
SMTP3.	We are successfully able to engage with our students in consultation (e.g., parent teacher and other school meetings and activities).				
SMTP4.	We are successfully able to engage with members of the community in consultation and whole school visits are a regular component of the school curriculum.				
SMTP5.	Parents are attracted to tis school and actively seek to enroll their children here.				

CONTENT #2 Ethics of Bonding (EB)					
EB1.	School-wide planning incorporates students/teachers. perspectives through ongoing collaboration and consultation, which has led to change.				
EB2.	The school actively engages in community events and celebrations.				
EB3.	All students are offered the opportunity to participate in school and community celebrations.				
EB4.	Individual curriculum areas reflect an authentic and contemporary worldview and include innovative resources and topics that meet priorities and goals expressed by the school students and their cultures.				
EB5.	Intensive study options are available to students (tutoring from staff and students).				
EB6.	Teachers and the wider school community appreciate the value of language and cultural practices for all students.				
CONTENT #3 Building Relationships (BR)					
BR1.	Teachers get to know all students and learn about their family context.				
BR2.	Staff successfully build strong relationships with the students and their families, having implemented ideas from the school’s family group.				
BR3.	Are they older siblings-younger siblings' relationships are in place throughout the school.				
BR4.	All students know their teachers/principal's care about them and have high expectations for them, and teachers communicate this to them.				
BR5.	Staff provide opportunities in class for students to use their prior knowledge and experiences and to share their world views and knowledge in ways that enhance learning.				
CONTENT #4 Ethics of Caring (EC)					
EC1.	All school staff members know the language and names of the students in the schools and places in the school area.				
EC2.	All school staff members demonstrate an ethic of care by affirming, respecting, and supporting students from diverse cultures				

EC3.	Restorative-centered justice approaches are used to hear different parties’ perspectives and restore relationships between students and teachers.				
EC4.	Student achievement in academic and other areas such as leadership, performance, and oratory is explicitly celebrated, valued, and encouraged.				
CONTENT #5					
Teacher Effectiveness (TE)					
TE1.	The school is meeting the specific short, medium, and long-term goals for students set out in us strategic plan.				
TE2.	The school has successfully encouraged a teacher representation on the school board that provides a valued and informed voice and leadership.				
TE3.	Teachers are encouraged and supported to learn the students' native language.				
TE4.	Some teachers are fluent in students' language.				
TE5.	Teachers have ongoing professional development from various perspectives including equity issues relating to different events.				
TE6.	Systems developed with the school’s families Group/staff advisors to check that school resources are culturally appropriate for the students in place and working.				
TE7.	Decision-making and resources regarding education programs are made with the school’s family group/staff advisor.				
		1PT	2PTS	3PTS	4PTS