



Gender and Culturally Responsive School Leadership: Principals' Practices in Florida's Elementary Schools

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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 practices of cultural responsiveness among 66 elementary school principals in Florida's Panhandle, with specific attention to differences based on their gender. Data were collected post-COVID-19 using a demographic survey and the Culturally Responsive Principals' Rating Scale (CRPRS), which measures five domains: school morale, time and pulse, ethics of bonding, building relationships, ethics of caring, 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 and practices of cultural responsiveness based on gender. 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, gender, Achievement gap, Elementary school principals

Introduction

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

Gender plays a significant yet often underexamined role in how school leaders interpret, enact, and sustain culturally responsive practices. While leadership research has traditionally emphasized gender and cultural context, scholars note that gendered expectations and power dynamics also shape leadership behaviors, decision-making, and perceptions of effectiveness in schools (Shakeshaft, 2011). Female school leaders, particularly women of color, frequently navigate intersecting systems of racialized and gendered expectations that influence how culturally responsive leadership is enacted and received (Jean-Marie, 2009). These dynamics affect leaders' approaches to relationship building, ethical leadership, and advocacy for marginalized students are the core components of culturally responsive school leadership (Khalifa, 2016). Within accountability-driven educational systems, gendered leadership norms may further constrain or shape principals' capacity to challenge inequitable policies and practices (Grogan, 2013). Examining gender within culturally responsive leadership frameworks is therefore essential for understanding how principals work to disrupt systemic inequities and foster inclusive, affirming school environments for all students. Educational inequities in the United States persist despite decades of reform efforts, particularly for students from historically marginalized communities. Scholars argue that these disparities reflect structural inequalities rather than individual student deficits (Reardon, 2016). In response, culturally responsive pedagogy (CRP) and culturally responsive school leadership (CRSL) have gained prominence as equity-driven approaches that affirm students' cultural identities while addressing systemic barriers to achievement (Khalifa, 2016). While prior research has examined principals' gender and leadership practices, less attention has been given to how gender intersects with culturally responsive leadership. This study addresses that gap by examining elementary principals' practices of CRP based on gender within Florida's Panhandle.

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 CRP 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 gender, 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 gender, and using evaluation processes as tools for growth rather than compliance (Barnett, 2016). CRSL also requires confronting exclusionary discipline practices and gender 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).

Gender, Leadership, and Critical Consciousness

Leadership does not occur in a cultural or gender-neutral context. Research suggests that principals' leadership practices are shaped by sociocultural expectations and institutional norms (Dantley, 2005). Female principals, particularly women of color, often navigate gendered expectations that influence how their leadership is enacted and perceived (Green, 2010).

Educational Policy, Accountability, and the Education Debt

Federal education policy significantly shapes 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 (USDOE, 2017).

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 a gender-conscious analysis, community advocacy, and inclusive school cultures. Effective leaders integrate CRP 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' gender identities influence their practices and implementation of culturally responsive pedagogy (CRP), particularly at the elementary level. This quantitative study investigated whether elementary school principals' gender was associated with differences in their practices of culturally responsive leadership in Florida's Panhandle.

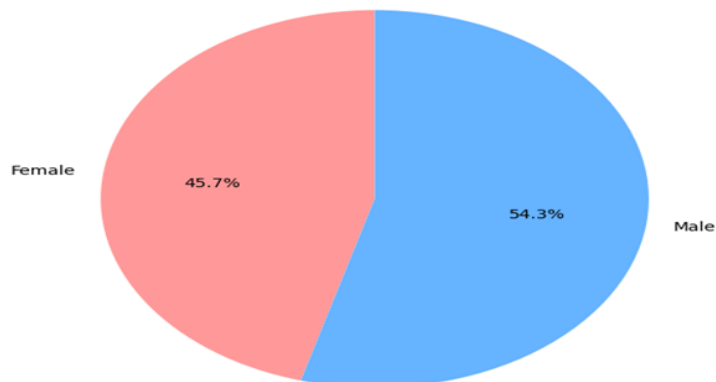
Research Methodology

Research Design and Purpose: This study employed a quantitative survey design to examine principals' practices of culturally responsive pedagogy in relation to gender. Survey methodology was selected for its ability to systematically measure perceptions and allow for comparisons across demographic variables (Babbie, 2016; Creswell, 2018). Data were 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 14 school districts in Florida's Panhandle, representing rural, suburban, and urban contexts. The target population included 112 elementary school principals. Of the 66 principals invited, 46 completed the survey, yielding a 70% response rate. Participants included females (n = 21, 45.7%) and males (n = 25, 54.3%). Most principals reported 1–2 years of leadership experience (67.4%) and 1–3 years at their current school (65.2%). Purposeful sampling ensured representation across gender and experience levels (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 three domains: 1) Ethical practices; 2) Relationship building; 3) Principal 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' practices of CRP based on genders. Statistical significance was evaluated at the .05 level.

Gender Distribution of Public K–12 Principals in Florida

Distribution of Public K–12 Principals by Gender



The study sample included 46 elementary school principals, with a relatively balanced distribution across gender. Of these participants, 21 identified as female, representing 45.7% of the sample, while 25 identified as male, representing 54.3%. This near-equitable representation provides a meaningful context for examining potential differences in principals' culturally responsive leadership practices across gender groups. The distribution suggests that both male and female leaders were sufficiently represented to allow for comparisons, though the slightly higher proportion of male principals reflects broader trends observed in national and state-level educational leadership demographics. The gender composition of the sample is particularly relevant in the context of culturally responsive school leadership, as gender can intersect with leadership style, relational approaches, and perceptions of authority within school communities (Blasé & Kirby, 2009; Tschannen-Moran, 2013). While prior research has indicated that female principals may adopt more collaborative and relational leadership practices, and male principals may approach decision-making differently, the relatively balanced gender representation in this study enables an empirical examination of whether such differences manifest in self-reported culturally responsive practices. Overall, the gender distribution of participants reflects a thoughtful sampling approach aimed at capturing diverse leadership perspectives. This demographic balance lays the groundwork for nuanced analysis of leadership practices and supports the study's broader aim of understanding how elementary school principals engage in culturally responsive leadership across gender lines.

Descriptive Findings: The sample included 46 elementary school principals. The majority identified as male principals ($n = 25$) and female principals ($n = 21$). 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' gender was associated with the differences in their perceptions and implementation of culturally responsive practices. Results indicated there was no statistically significant relationship between principals' gender and their overall practices of culturally responsive leadership, $\chi^2(4, N = 46) = 4.14, p = .39$. Thus, the null hypothesis was not rejected.

Gender	Frequency	Percent
Female	21	45.7%
Male	25	54.3%
Total	46	100.0%

Although gender was not found to be a significant predictor of overall practices, one hypothesis revealed a statistically significant association within a specific domain of culturally responsive practice. This

finding suggests that certain leadership behaviors within that domain may vary across gender groups.

Observed and Expected Frequencies for Gender

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.616a	2	.270
Likelihood Ratio	3.375	2	.185
N of Valid Cases	46		

The methods used to assess each hypothesis are presented alongside the corresponding statistical results. To examine differences in cultural perceptions by gender, a chi-square test of independence was conducted. The analysis revealed a statistically significant association between elementary school principals' gender (male or female) and their practices. The results were not significant based on an alpha value of .05, $\chi^2(2) = 2.616$, $p = 0.270$, $\chi^2(2, N = 46) = 2.616$, $p < .270$.

Although gender-based differences did not reach statistical significance, variability was observed across leadership domains, indicating that principals may enact culturally responsive practices in different ways. Additionally, the chi-square analysis indicated that a substantial proportion of cells had expected counts below five, which may have reduced statistical power and limited the ability to detect small but meaningful differences. These findings suggest that while overall reported practices appear similar across gender groups, more nuanced differences may exist that warrant further investigation using larger samples or alternative methodological approaches.

Research Discussion

The findings of this study contribute to the literature on culturally responsive school leadership domains, suggesting that principals' engagement may enact in culturally responsive practices. This aligns with prior research emphasizing that culturally responsive leadership is driven by reflective practice, ethical responsibility, and relational capacity rather than demographic characteristics alone (Khalifa et al., 2016; Ladson-Billings, 2015). The absence of statistically significant gender differences reinforces the conceptualization of culturally responsive leadership as a professional stance that can be cultivated through preparation, experience, and intentional learning rather than as a function of gender identity.

At the same time, existing scholarship indicates that gender continues to shape principals' lived leadership experiences in complex and context-dependent ways (Blasé & Kirby, 2009; Tschannen-Moran, 2013). While the

present findings suggest overall similarity in reported practices, gendered expectations and leadership norms may influence how principals navigate ethical dilemmas, build relationships, and enact equity-focused initiatives. These results echo Ladson-Billings' (2007) argument that educational inequities are sustained by systemic structures and institutional practices rather than individual leader characteristics alone, underscoring the need for organizational and policy-level interventions to support culturally responsive leadership.

Moreover, the findings highlight the importance of moving beyond binary interpretations of gender when examining leadership practices. Rather than functioning as a singular determinant, gender 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 gender backgrounds may espouse similar values related to cultural responsiveness while navigating distinct challenges and opportunities in their leadership contexts. Taken together, these findings underscore the complexity of culturally responsive school leadership and caution against oversimplified assumptions regarding the influence of gender on leadership practices. Instead, the results highlight the importance of examining how gender intersects with leadership preparation, professional learning experiences, 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' backgrounds (Khalifa et al., 2016). Future studies should employ mixed-methods and longitudinal designs to examine how gender intersects with culturally responsive leadership over time. Expanding beyond binary gender classifications and incorporating teacher, student, and family perspectives may yield deeper insights into how culturally responsive leadership is experienced within school communities. Future research should more deeply explore the role of gender in shaping principals' enactment of culturally responsive leadership and pedagogy. While prior studies have documented

the influence of gender and cultural background on leadership practices, less attention has been given to how gendered expectations, norms, and systemic biases intersect with gender. Specifically, studies could examine how female principals, particularly women of color navigate gendered leadership stereotypes, negotiate authority, and build relationships with students, staff, and communities in culturally responsive ways. Comparative research on male and female leaders could provide insights into differences in leadership style, ethical decision-making, and the implementation of equity-focused initiatives. Additionally, longitudinal studies could investigate how gendered expectations evolve over time, particularly as principals respond to federal accountability policies and shifting demographic contexts in schools. Research might also consider the intersection of gender with other identity markers, such as sexual orientation or age, to better understand how multiple identity factors influence the practice and perception of culturally responsive leadership. Such investigations would provide a richer understanding of the systemic support and barriers leaders face, informing professional development programs that equip all principals to effectively address inequities and foster inclusive school environments. Finally, examining the intersection of 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' gender and their practices of cultural responsiveness. While no statistically significant differences were found based on gender, the findings underscore the importance of ethical leadership, relationship-building, and critical consciousness in fostering equitable educational environments. Culturally responsive leadership must be understood as a practice grounded in reflection and action rather than demographic gender identity alone. 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' gender was not a significant predictor of overall practices 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.

Funding Statement: The authors did not obtain any funding for this research.

Declaration for Human Participants: This study has been approved by the Florida Agricultural and Mechanical University Institutional Review Board (IRB) (Reference #: 071-24; 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: Gender and Culturally Responsive School Leadership: Principals' Practices in Florida's Elementary Schools.

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 nickitral.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 at working and living in diverse environments. The assessment will take about 20 to 30 minutes to complete. The term cultural responsiveness includes not 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 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 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