

Constructing and enacting an equity vision

This practice focuses on your leadership team's capacity to develop a vision for equity in your school or district. An exemplary score here means the leadership engages in an inclusive process with the entire school community—particularly those traditionally marginalized in educational processes—to develop an explicit vision of collective responsibility for the educational success of each and every student. Leadership also explicitly recognizes inequities as systemic in nature, rather than as something rooted in individual children or their families. By modeling the vision in action, your leadership team demonstrates high expectations for educators and students, utilizing inclusive, democratic decisionmaking processes, and employing strategies for sustaining the vision and its enactment.

Little or No Equitable Practice	Emerging Equitable Practice	Proficient Equitable Practice	Exemplary Equitable Practice
<ul style="list-style-type: none"> The vision is developed based primarily on leadership's own views. Leadership does not examine whether nondominant voices in the school community are heard, valued, or shape the vision. Leadership's vision of achievement for "all students" does not explicitly focus on disparities that exist for nondominant students and families, or the systemic nature of these disparities. 	<ul style="list-style-type: none"> Leadership begins to articulate a vision that recognizes inequities as systemic in nature, rather than rooted in individual children or their families, and invites teacher and staff input on the vision. The vision considers the needs and achievement of federally defined student subgroups. Leadership begins to examine whether nondominant voices in the school community are heard, valued, or shape the vision, and has taken initial steps to incorporate nondominant perspectives into the vision. Leadership begins to develop teacher and staff collective responsibility for the educational success of each student. 	<ul style="list-style-type: none"> Leadership collaborates with teachers and staff to create and enact a vision that prioritizes eliminating systemic disparities by race, ethnicity, class, and/or home language. Leadership collaborates with teachers and staff to value and include the perspectives and priorities of nondominant students, their families, and their communities. Leadership has evidence that teachers and staff have collective responsibility for the educational success of each student regardless of background. 	<ul style="list-style-type: none"> Leadership engages in an inclusive process with the entire school community—particularly diverse groups—to develop a vision that prioritizes eliminating systemic disparities by race, ethnicity, class, and/or home language. The vision is collectively owned, and perspectives and priorities of nondominant students, their families, and their communities are central. Leadership models the vision in action, demonstrating high expectations for educator equitable practices and for student learning; leadership uses inclusive, democratic decisionmaking processes. Leadership employs strategies for countering resistance to sustain the vision and its enactment. Leadership has evidence that students, teachers, staff, families, and community members hold collective responsibility for the educational success of each student regardless of background.