

Developing organizational leadership for equity

This practice examines your leadership team's capacity for organizationwide equity, focusing on how well your leadership team strives for equitable outcomes and encourages others (e.g., staff, parents, community members, students) as leaders. An exemplary score on this practice means your leadership examines its own and others' practices, biases, and assumptions; it also encourages dialogue about equitable teaching and learning and collaboration to change educational practices to provide a high-quality education for each student.

Little or No Equitable Practice	Emerging Equitable Practice	Proficient Equitable Practice	Exemplary Equitable Practice
<ul style="list-style-type: none"> Leadership is based largely on positional authority and delegated roles (such as committee or department chairs). Leadership does not foster organizational examination or dialogue about educational disparities for nondominant groups or improvement of equitable practice. Leadership does not address equity as part of teacher or staff growth plans or professional development. 	<ul style="list-style-type: none"> Leadership acknowledges the need to distribute leadership and may have a team in place to examine data and identify disparities by race, ethnicity, class, and/or language. Leadership encourages teacher and staff input in decisions; responsibility for addressing equity may be spread across a variety of roles. Leadership addresses equity in professional development, particularly in response to precipitating events and needs, but examination of and dialogue about disparities for nondominant groups or improving equitable practice are not a central focus. 	<ul style="list-style-type: none"> Leadership builds the capacity of teachers and staff schoolwide to engage in decisionmaking and take on substantive leadership throughout the organization. Leadership makes ongoing improvements in equitable practice and understanding of the systemic nature of educational disparities a central focus of teacher and staff growth plans and professional development. Teachers and staff regularly examine their own and others' practice and dialogue and collaborate on equitable teaching and learning. 	<ul style="list-style-type: none"> Leadership has developed the capacity of teachers, staff, students, families, and community members to take responsibility and leadership for equity. Organizationwide leadership has created a culture of inquiry and ongoing, data-informed decisionmaking and improvement; there is evidence of more equitable outcomes. Professional growth and development for equity are deeply embedded in daily organizational practice. The entire school community engages in inquiry, dialogue, and collaboration grounded in systemic and historical understandings of disparities to provide a high-quality education for each student.