

## Engaging in self-reflection and growth for equity

This practice explores the personal and intellectual work your team is doing to understand how privilege, power, and oppression operate—both historically and currently—in your school and in society at large. It also looks at how you examine your own identities, values, biases, assumptions, and privileges. This includes your leadership team members defining core values around democracy, social justice, and equity; having the will to act; taking risks to put themselves on the line; and modeling continuous learning and inquiry in pursuit of equity. An exemplary score on this practice means your leadership team continually asks questions like: Who are we serving/not serving and why? Who is being included/excluded and how?

Little or No Equitable Practice	Emerging Equitable Practice	Proficient Equitable Practice	Exemplary Equitable Practice
<ul style="list-style-type: none"> <li>Leadership does not have an existing plan to grow its understanding of how privilege, power, and oppression operate in school and society.</li> <li>Leadership has not examined its own biases, assumptions, or positions related to racism, classism, sexism, sexual orientation, religion, age, disability, or home language, or other forms of oppression.</li> <li>Leadership has not yet developed capacity to address equity issues or disparities for diverse groups.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership has a plan to further develop awareness, knowledge, commitments, and skills regarding personal growth focused on equity.</li> <li>Leadership begins to examine its biases, assumptions, and positions related to racism, classism, sexism, sexual orientation, religion, age, disability, and home language, or other forms of oppression, but does not make personal growth for equity a high priority in its practice.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership makes equity a central focus of its growth plan and seeks out necessary resources to facilitate personal and intellectual work to understand how privilege, power, and oppression operate in school and society.</li> <li>Leadership regularly examines its biases, assumptions, or positions related to various forms of oppression.</li> <li>Leadership has evidence of improvement in personal awareness, knowledge, commitments, and skills in addressing equity issues.</li> <li>Leadership articulates core values of democracy, social justice, and equity, and takes risks when equity conflicts with status quo practice.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership prioritizes ongoing personal and intellectual work to understand how privilege, power, and oppression operate—both historically and currently—in school and society, as well as to examine its own identities, values, biases, assumptions, and privileges.</li> <li>Leadership has evidence of high levels of awareness, knowledge, commitment, and skill to address equity issues.</li> <li>Leadership consistently enacts core values of democracy, social justice, and equity; has the will to act, taking risks to put itself on the line; and models continuous learning and inquiry in pursuit of equity.</li> <li>Leadership continually asks: Who are we serving/not serving and why? Who is being included/excluded and how?</li> </ul>