LEAD TOOL

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
• Leadership does not have an existing plan to grow its understanding of how privilege, power, and oppression operate in school and society. • 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. • Leadership has not yet developed capacity to address equity issues or disparities for diverse groups.	• Leadership has a plan to further develop awareness, knowledge, commitments, and skills regarding personal growth focused on equity. • 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.	• 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. • Leadership regularly examines its biases, assumptions, or positions related to various forms of oppression. • Leadership has evidence of improvement in personal awareness, knowledge, commitments, and skills in addressing equity issues. • Leadership articulates core values of democracy, social justice, and equity, and takes risks when equity conflicts with status quo practice.	• 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. • Leadership has evidence of high levels of awareness, knowledge, commitment, and skill to address equity issues. • 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. • Leadership continually asks: Who are we serving/not serving and why? Who is being included/excluded and how?

LEAD TOOL

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
• 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.	• 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.	• 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.	• 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.

LEAD TOOL

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
• 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.	• 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.	• 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.	• 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.

LEAD TOOL

Modeling ethical and equitable behavior

This practice examines the example set by your school's leadership team when it comes to equity. An exemplary score in this practice means your leadership team leads by example, demonstrating integrity, advocacy, conviction, transparency, and persistence in pursuing equity. It follows through on commitments even in the face of risk, challenge, and push-back.

Little or No Equitable Practice	Emerging Equitable Practice	Proficient Equitable Practice	Exemplary Equitable Practice
• Leadership does not openly pursue equity or social justice or model behaviors to redress systemic inequities for nondominant students, families, or communities. • Leadership avoids undue attention to issues of racism, classism, sexual orientation, and other forms of discrimination. • Leadership complies with civil rights requirements in response to monitoring and mandates.	• Leadership begins to explicitly pursue equity and social justice and model behaviors to redress systemic inequities for nondominant students, families, or communities; however, these behaviors do not guide everyday decisionmaking. • Leadership balances its commitment to equity and the dominant communities' competing demands or resistance. • Leadership begins to react to issues of racism, classism, sexual orientation, and other forms of discrimination in ways that build the school community's understanding of difference and oppression. • Leadership is responsive to civil rights issues and requirements.	• Leadership demonstrates commitment to equity and social justice and advocates inside the school to redress systemic inequities for diverse students, families, and communities. • Leadership follows through on commitments in the face of risk, challenge, and resistance from within the school. • Leadership consistently and openly responds to issues of racism, classism, sexual orientation, etc., to build the school community's understanding of difference and oppression. • Leadership exceeds legal requirements through ethical advocacy for human rights and social justice.	• Leadership demonstrates persistent pursuit of equity and social justice, leading by example in everyday practice, interactions, and decisionmaking. • Individually and collectively, leadership models integrity, advocacy, conviction, and transparency to redress systemic inequities for diverse students, families, and communities. • Leadership consistently follows through on equity commitments and has effective strategies for persisting in the face of risk, challenge, and resistance from inside and outside the school. • Leadership proactively challenges racism, classism, sexual orientation, etc., to foster collective learning. • Leadership openly acknowledges its own power and privilege and acts as ally to educators, students, and parent/community leaders. • Leadership has evidence of elimination of systemic inequities, social injustices, and human rights violations.

LEAD TOOL

Allocating resources

This practice explores your school's allocation of resources. An exemplary score here means your school's leadership team equitably allocates resources, redistributing financial, material, time, and human resources to support teaching and learning for each and every student. Your leadership team also advocates for the equitable use of resources throughout the system, not only within your particular school or district.

Little or No Equitable Practice	Emerging Equitable Practice	Proficient Equitable Practice	Exemplary Equitable Practice
• Leadership distributes the same fiscal and material resources to all students without regard for need. • Leadership does not redistribute resources to support teaching and learning of students who have not been well-served due to their race, ethnicity, class, or home language.	• Leadership begins to examine the distinction between equal and equitable allocation of fiscal and material resources, but does not prioritize redistributing those resources to support teaching and learning for students who have not been well-served due to their race, ethnicity, class, or home language.	• Leadership articulates the distinction between equal and equitable allocation of fiscal and material resources. • Leadership engages staff in allocating financial, material, time, and human resources equitably to support teaching and learning for students who have not been well-served due to their race, ethnicity, class, or home language. • Leadership advocates for the equitable use of resources within its formal span of control. • Leadership has evidence of policies and practices for more equitable resource allocation.	• Leadership collaborates with staff, students, families, and community members to equitably allocate resources, redistributing financial, material, time, and human resources to support teaching and learning for students who have not been well-served due to their race, ethnicity, class, or home language. • Leadership advocates for the equitable use of resources throughout the system, rather than only within its formal span of control. • Leadership has evidence of equitable resource allocation and improved teaching and learning for each student.

LEAD TOOL

Fostering an equitable school culture

This practice examines the culture of equity at your school, which means challenging the belief that student capacity is limited by race, ethnicity, poverty, or language. It looks at how well your school emphasizes learning in all interactions to foster a culture of high expectations and collective responsibility for each student's learning and achievement. An exemplary rating in this practice means your leadership team builds authentic relationships across the school community and deepens belonging and voice for students, families, and staff who have been traditionally marginalized. Instances of racism, classism, homophobia, bullying, and other types of discrimination are openly addressed by your leadership team, which also examines and responds to disproportionate disciplinary impacts on particular student groups.

Little or No Equitable Practice	Emerging Equitable Practice	Proficient Equitable Practice	Exemplary Equitable Practice
• Leadership does not examine whether nondominant groups feel a sense of belonging and voice; leadership prioritizes efficiency over relationships. • Leadership accepts explanations of race, poverty, or language as limiting students' capacity to learn. • Disciplinary policies and practices enact punitive, out-of-school/class consequences, and leadership does not investigate potential disproportionate impacts.	• Leadership begins to examine how the school culture excludes the voices, values, and experiences of nondominant groups and articulates the need to build authentic relationships. • Leadership acknowledges the existence of an achievement gap that is the school's responsibility to address and ensures that diversity is recognized and celebrated. • 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 examine disciplinary practices for disproportionate impacts and develops plans to improve school culture.	• Leadership collaborates with teachers and staff to build a school culture that includes the voices, values, and experiences of nondominant groups and prioritizes strong relationships. • Leadership challenges the belief that student capacity is limited by factors such as race, ethnicity, poverty, and language, and fosters collective responsibility for each student's learning. • Leadership monitors and changes disciplinary policies and practices to decrease exclusionary practices and disproportionate impacts and to ensure equitable student access to instruction.	• Leadership's sustained collaboration with teachers, staff, students, families, and community members has created trusting relationships, engagement, voice, and meaningful participation for nondominant groups. • Leadership has evidence of a schoolwide belief in and collective responsibility for each student's capacity to learn to high standards, regardless of background. • Leadership has evidence of learning and restoration-focused inclusive practices that result in fewer disciplinary referrals/suspensions/expulsions and elimination of exclusionary practices and disproportionate impacts. • Leadership has evidence of the school community's continuous assessment and improvement of the learning climate.

Collaborating with families and communities

This practice describes the meaningful and ongoing relationships your leadership team has with parents, families, and community leaders—especially those from nondominant communities—to centrally engage them in the educational process and school improvement for equity. An exemplary rating in this practice means your leadership team fosters ongoing, two-way communication to gain and build deep understanding of the diversity of beliefs, values, practices, and cultural and social capital in the school community. The school is a part of the community and builds community capacity to be meaningfully and strategically engaged in enacting a collective equity vision.

Little or No Equitable Practice	Emerging Equitable Practice	Proficient Equitable Practice	Exemplary Equitable Practice
• Leadership focuses within the school/system and shields teachers and students from unnecessary interference from families and community organizations. • Families are informed of important school policies and student expectations. Community partners are informed of how students and families will best be served based on the leadership's own knowledge. • Leadership identifies ways to overcome perceived deficiencies of nondominant families and communities that impede teaching and learning in the school.	• Leadership has an "open-door" policy for families and is receptive to partnering with community organizations to address the needs of students. Leadership uses appropriate communication to share ways families and community partners can support the school's agenda at home or outside the classroom (e.g., supporting homework completion, fundraising, donating supplies, or providing social services). • Leadership talks about the need to build understanding of the diversity of values, practices, and social and cultural capital in the school community. • Leadership provides opportunities for diverse parents to improve their parenting skills and better support learning at home.	• Leadership engages teachers and staff in proactively partnering with and learning from families and community organizations, especially from nondominant communities. • Leadership uses transparent, culturally appropriate communication to reach out to families and community members and engage them in student learning at school. • Leadership has evidence of policies and practices that result in greater awareness and valuing of the diverse values, practices, and resources in the school community. • Leadership engages teachers and staff in integrating community resources and expertise, especially from nondominant communities, to improve and enrich teaching, curriculum, and learning.	• Leadership collaborates with teachers, staff, students, families, and community members, especially from nondominant communities, in shaping the educational process and school improvement for equity. • Leadership develops and maintains meaningful and ongoing relationships with families and communities through regular, two-way, culturally responsive communication. • Leadership has evidence of teacher, staff, student, family, and community capacity to embed "funds of knowledge" and other resources in instruction. • Leadership positions the school as part of the community and builds capacity to meaningfully enact a collective equity vision. Leadership has evidence of ongoing processes to assess and update collaborative work as the community changes. • Leadership has evidence that students, teachers, staff, families, and community members hold collective responsibility for the educational success of each student regardless of background.

LEAD TOOL

Influencing the sociopolitical context

This practice examines your influence in the community at large and the way your school collaborates with teachers, parents, community members, unions, and other organizations and coalitions when it comes to equity. An exemplary rating in this practice means those in formal leadership roles strategically use their power and authority within the system and act as allies to educators, students, and parent/community leaders in prioritizing policies and systems to ensure a high-quality education for every student.

Little or No Equitable Practice	Emerging Equitable Practice	Proficient Equitable Practice	Exemplary Equitable Practice
• Leadership complies with local, state, or national policies when prompted and does not seek to address issues outside its formal span of control. • Leadership supports policies that address the needs and interests of dominant student groups over the needs or interests of diverse students, families, and communities.	• Leadership seeks to influence policy decisions to address equity and is involved in local policy discussions when asked to participate. • Leadership advocates for the best interests of diverse students, families, and communities as defined and determined by its leadership.	• The leadership engages with teachers and staff in consistently acting to influence equitable policy and implementation at the local level. • Leadership uses its formal power and authority to ensure that decisions are equitable and socially just. • Leadership interacts with and seeks information from students, families, communities, and community groups, particularly from diverse groups, in effectively advocating for a high- quality education for each student.	• Leadership collaborates with students, teachers, staff, families, community, unions, and other organizations to address the roots of systemic inequities; leadership publicly advocates for and works to create and implement equitable and socially just policy at local, state, and national levels. • Leadership develops the leadership and capacity of others to use their power and political skills to influence, create, and lead equitable policy. • Leadership strategically uses its formal power and authority and acts as ally to educators, students, and parent/community leaders in prioritizing policies and systems to ensure a high-quality education for every student.

LEAD TOOL

Hiring and placing personnel

This practice explores your school's personnel practices. It looks at how well your leadership team recruits, retains, and promotes staff—including staff members of color—with strong equity commitments, understanding, and skills. In addition, an exemplary score here means the leadership at your school makes equity-based staff placements, such as placing the most skilled teachers or principals with the students who have greatest need.

Little or No Equitable Practice	Emerging Equitable Practice	Proficient Equitable Practice	Exemplary Equitable Practice
• Leadership gives little attention to hiring personnel with the ability to successfully teach children of all backgrounds or to recruiting diverse educators. • Leadership places and promotes educators based on tenure, personal preferences, or privileged community preferences.	• Leadership talks about recruiting and hiring diverse educators or those with the ability to successfully teach children of all backgrounds, but does not make this a priority. • Leadership begins to place the most effective educators with students who have not been well-served due to their race, ethnicity, class, and/or home language.	• Leadership prioritizes equity-related understanding, commitment, or skills in hiring practices and actively recruits and retains diverse personnel. • Leadership assigns the most effective educators to the students who have not been well-served due to their race, ethnicity, class, and/or home language; leadership supports these staff members in becoming leaders or coaches. • Leadership has evidence of changes in educator hiring, recruitment, retention, and practices that place the most effective educators with students who have not been well-served due to their race, ethnicity, class, and/or home language.	• Leadership collaborates with teachers, staff, students, family, and community members in ongoing processes for recruiting, hiring, retaining, and advancing diverse staff as well as educators with strong equity commitments, understanding, and skills. • Leadership creates a pipeline for sustainable recruitment, hiring, and promotion of educators with strong equity commitments, understanding, and skills. • Leadership has evidence of teacher and staff enactment of equity practices, placement of educators with strong equitable practices into leadership roles, and increased teacher and staff diversity.

LEAD TOOL

Supervising for improvement of equitable instruction

This practice describes the support your leadership team gives to staff in improving equitable instruction. That could mean support for culturally responsive teaching, heterogeneous grouping, cooperative learning, drawing on community funds of knowledge, English learner instructional strategies, or anything else designed to increase educational equity at your school. An exemplary rating in this practice means your leadership team provides feedback to staff during classroom observations, facilitates ongoing opportunities for educator collaboration and improvement, and holds staff members accountable for providing equitable access to content and meeting the learning needs of each student.

Little or No Equitable Practice	Emerging Equitable Practice	Proficient Equitable Practice	Exemplary Equitable Practice
• Leadership has not examined whether staff provides equitable instruction (e.g., culturally responsive teaching, differentiated instruction, individualized learning plans, heterogeneous grouping, cooperative learning, drawing on community funds of knowledge, emerging bilingual instructional strategies). • Leadership provides limited individualized feedback or professional development to teachers or staff on instructional practices for equity.	• Leadership examines teacher and staff use of equitable instruction (e.g., culturally responsive teaching, differentiated instruction, individualized learning plans, heterogeneous grouping, cooperative learning, drawing on community knowledge, emerging bilingual instructional strategies). • Leadership begins to monitor and distinguish between didactic, basic skills–focused, low-press, teacher-driven instruction and equitable practices. • Leadership encourages educator collaboration to engage in collective learning and improvement.	• Leadership builds teacher and staff capacity to utilize equitable instruction (e.g., culturally responsive teaching, differentiated instruction, individualized learning plans, heterogeneous grouping, cooperative learning, drawing on community knowledge, emerging bilingual instructional strategies). • Leadership consistently monitors and provides individualized feedback on instruction with an equity lens. • Leadership facilitates ongoing opportunities and professional development for educator collaboration to engage in collective learning and improvement for equity. • Leadership holds staff accountable for utilizing equitable instruction, providing equitable access to content, and meeting the learning needs of each child.	• Leadership collaborates with teachers, staff, students, families, and community members to provide equitable instruction (e.g., culturally responsive teaching, differentiated instruction, individualized learning plans, heterogeneous grouping, cooperative learning, drawing on community funds of knowledge, emerging bilingual instructional strategies). • Equitable instruction and equitable student access to content are deeply embedded organizational practices. • Teachers and staff continuously monitor, provide feedback, and hold each other accountable for providing equitable instruction. • Leadership has evidence that teachers and staff consistently utilize equitable instruction, provide equitable access to content, and meet the learning needs of each child.