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## Supervising for improvement of equitable instruction

### Conceptual framework of the LEAD Tool

**Moving toward more equitable practice can be challenging. The LEAD Tool provides this framework for planning and implementing systemwide changes that support equity for students. This worksheet focuses mostly on the “Critique” stage of the process.**

#### **Critique**

Questioning or rejecting some aspects of established practice and conventional wisdom, analyzing the situation to understand why such practices have been accepted (e.g., what are the causes or explanations for these practices or beliefs?)

#### **Model**

Developing and trying out emerging new ideas or practices to fully grasp their dynamics, potentials, and limitations

#### **Implement**

Planning and enacting the practice(s) Assess - Reflecting on and evaluating what you have done

#### **Theory of action**

When leadership teams enact the 10 high leverage equitable practices through the expansive learning cycle, then schools and organizations will provide a high quality educational experience for each child, and outcomes and successes will not be predicted by student race, ethnicity, class, and/or home language.

### Root Causes of Current Practices

The LEAD Tool uses the Five Whys Protocol to help teams understand the underlying causes of challenges that hinder equitable practices in their school systems or the successes that lead you to proficient or exemplary status in specific areas. Uncovering the reasons behind your current state of practice can aid you in determining actions to address challenges or replicate best practices that led you to successes.

**Assistance Available:** If your team needs help in facilitating this process, we can provide customized support for teams working through the LEAD Tool process. Please call us at 800.547.6339 or reach us by email to learn more - [Rob.Larson@educationnorthwest.org](mailto:Rob.Larson@educationnorthwest.org).

**Current Practice - Sustaining Equitable Instruction And Access:**

**Evidence that supports this response:**

1. Why is this a current practice?
2. Why is that the case?
3. Why is that the case?
4. Why is that the case?
5. Why is that the case?

**Answer one or both of the following questions:**

What would it involve to take action on one or more of these causes to move toward more equitable practices?

What positives can we take away from our past work on this practice as we move toward creating equity in other areas?

**Current Practice - Cross-culture Collaboration For Instruction:**

**Evidence that supports this response:**

1. Why is this a current practice?
2. Why is that the case?
3. Why is that the case?
4. Why is that the case?
5. Why is that the case?

**Answer one or both of the following questions:**

What would it involve to take action on one or more of these causes to move toward more equitable practices?

What positives can we take away from our past work on this practice as we move toward creating equity in other areas?

**Current Practice - Providing Professional Learning:**

**Evidence that supports this response:**

1. Why is this a current practice?
2. Why is that the case?
3. Why is that the case?
4. Why is that the case?
5. Why is that the case?

**Answer one or both of the following questions:**

What would it involve to take action on one or more of these causes to move toward more equitable practices?

What positives can we take away from our past work on this practice as we move toward creating equity in other areas?

**Current Practice - Accountability For Equitable Instruction:**

**Evidence that supports this response:**

1. Why is this a current practice?
2. Why is that the case?
3. Why is that the case?
4. Why is that the case?
5. Why is that the case?

**Answer one or both of the following questions:**

What would it involve to take action on one or more of these causes to move toward more equitable practices?

What positives can we take away from our past work on this practice as we move toward creating equity in other areas?