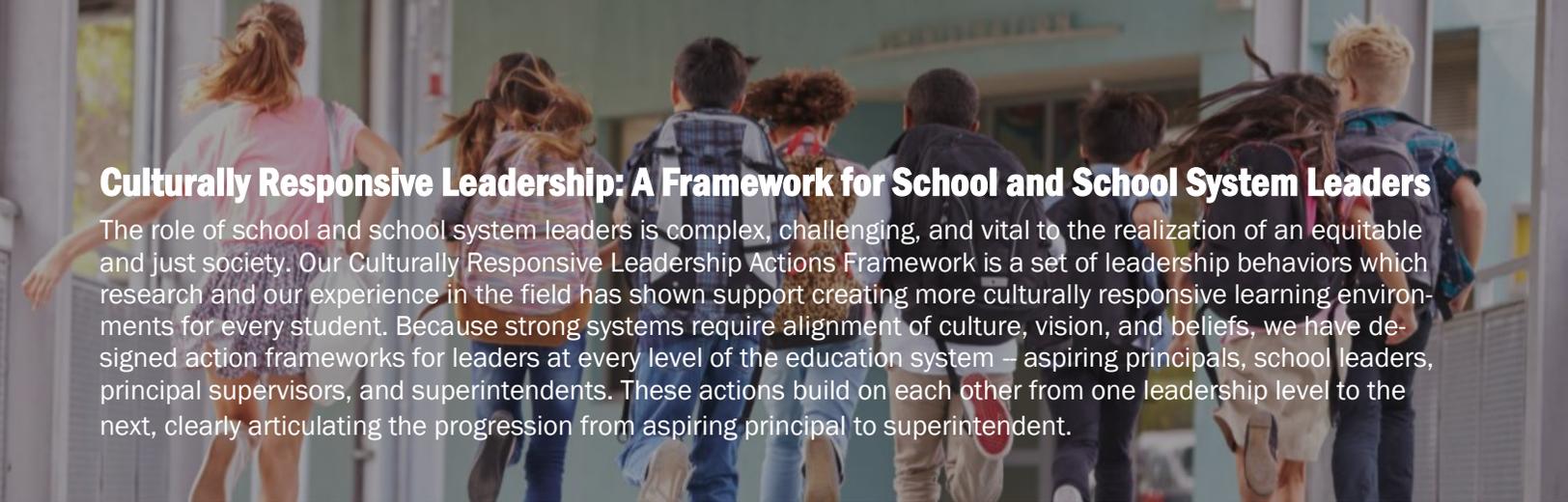# THE LEADERSHIP ACADEMY

Culturally Responsive Leadership

A Framework for School & School System Leaders

Culturally Responsive Leadership: A Framework for School and School System Leaders

The role of school and school system leaders is complex, challenging, and vital to the realization of an equitable and just society. Our Culturally Responsive Leadership Actions Framework is a set of leadership behaviors which research and our experience in the field has shown support creating more culturally responsive learning environments for every student. Because strong systems require alignment of culture, vision, and beliefs, we have designed action frameworks for leaders at every level of the education system -- aspiring principals, school leaders, principal supervisors, and superintendents. These actions build on each other from one leadership level to the next, clearly articulating the progression from aspiring principal to superintendent.

It is well-documented that students in the United States live and learn in racially segregated spaces, a result of generations of racialized oppression, both codified and cultural. Segregation negatively affects the achievement, college success, long-term employment, and income of students of color.[1] Within and across segregated spaces, inequity is constantly reproduced through both action and inaction – and will continue to be reproduced and further entrenched without strong leadership to disrupt systems of inequity and oppression.

Because inequity is so deeply embedded within educational systems, identifying and dismantling inequities must be a deeply embedded precept of leadership. Equity will never be achieved if it is approached as a stand-alone initiative or add-on project.

Our Culturally Responsive Leadership Actions are built from and align with national education leadership standards and integrate the specific skills, knowledge, and dispositions needed to lead for equity.

Being culturally responsive requires continuously taking action to meet students and educators where they are. Rather than treat our actions as prescriptive standards which every leader must meet in order to be deemed successful, we therefore present them as a menu of actions which leaders can use to guide their work within their unique context. These actions can be used by leaders in any context: They are for leaders working in systems and schools that serve primarily Black students, Indigenous students, and students of color. They are for leaders in racially and ethnically diverse systems. They are for leaders in majority white systems. Everyone in every setting has a role to play in mitigating, disrupting, and dismantling systemic oppression.

Because strong systems require alignment of culture, vision, and beliefs, we have designed action frameworks for leaders at every level of the education system -- aspiring principals, school leaders, principal supervisors, and superintendents. These actions build on each other from one leadership level to the next, clearly articulating the progression from aspiring principal to superintendent.

The eight actions in this document are interdependent and must start with **Action 1: *Lead for Equity and Access***. Action 1 mirrors The Leadership Academy's Equity Leadership Dispositions, a set of six research-based behaviors that are crucial for leaders to build a path toward creating a school community that is by, with, and for every student. The equity-focused behaviors in Action 1 are referenced throughout the other seven actions. Within each action are several dimensions, which articulate a collection of behaviors or qualities necessary to meet the action.

Culturally Responsive Leadership Actions

1 LEAD FOR EQUITY & ACCESS

2 ALIGN MISSION, VISION & CORE VALUES

3 FOCUS ON INSTRUCTION

4 FACILITATE ADULT LEARNING & DEVELOPMENT

5 MANAGE OPERATIONS & RESOURCES

6 ENGAGE IN PERSONAL LEARNING & DEVELOPMENT

7 STRATEGIZE CHANGE & CONTINUOUS IMPROVEMENT

8 CULTIVATE COMMUNITY CARE & ENGAGEMENT

These actions can be used to:

1 Support school systems in developing and integrating their vision for equity into the day-to-day work of leadership

2 Coach educational leaders in developing the skills, knowledge, and dispositions necessary for equity-focused leadership

3 Develop professional learning plans for individual leaders or groups of system leaders based on specific needs or developmental priorities

---

[1] Orfield et al, Harming our Common Future: America's Segregated Schools 65 Years after Brown, Civil Rights Project, UCLA, May 2019. https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/harming-our-common-future-americas-segregated-schools-65-

Culturally Responsive Leadership: A Framework for School and School System Leaders

The term *minoritized* is used throughout the actions to emphasize what the school systems and other systems within the United States have overtly and covertly done to Black, Indigenous and Students of Color. They have been told that they are not good enough, smart enough or important enough to receive a high-quality education. We use the term "minoritized" to recognize the need to pay particular attention to the experiences of these students in all aspects of the school system, including policies, structures, data analysis, selection of staff, curriculum, and materials.

Culturally responsive practice is used deliberately throughout the actions and requires that education leaders understand and simultaneously attend to:

- A strong **foundation of cultural understanding**. Culturally responsive leaders understand the dimensions and impact of cultural constructs in society and continuously cultivate and revisit their own personal understanding of the impact of culture on their own identity and the ways in which it shapes their approach to their professional practice.

- The **academic success** of all students. Culturally responsive leaders center student learning and academic rigor across every school, classroom, and learning environment in their system. They cultivate and value content expertise. They understand and apply college and career level standards and select high quality instructional materials aligned to standards. They hold, model, and communicate consistently high and transparent expectations for all learners and develop the capacity of the system and the educators within it to know where each student is in relation to those expectations and use that knowledge to provide appropriate learning supports.

- Cultivating and deepening the **cultural competence** of themselves and the adults they lead. Culturally responsive leaders affirm the cultures of students and adults through the learning opportunities they provide, the materials they use, the environment they build, and their skill in using cultural understandings to support learning. They build authentic rapport and trust with students, staff, families, and the community, affirming the multiple identities of individuals, and support and guide others in doing the same.

- The **cultivation of sociopolitical consciousness**. Culturally responsive leaders cultivate and support adults' and students' ability to question and critique social norms, values, practices, and systems that produce and maintain inequity. They facilitate adult and student talk about culture and identity and consistently look for and utilize opportunities to generate inquiry about inequity, oppression, and change.

Educational leaders need strong support in order to effectively support the staff, students, families, and communities they serve. These actions provide a framework to help identify and provide those supports so that leaders can sustain the necessary work of building the capacity of their schools and communities to provide equitable opportunities and achieve equitable outcomes for all students.
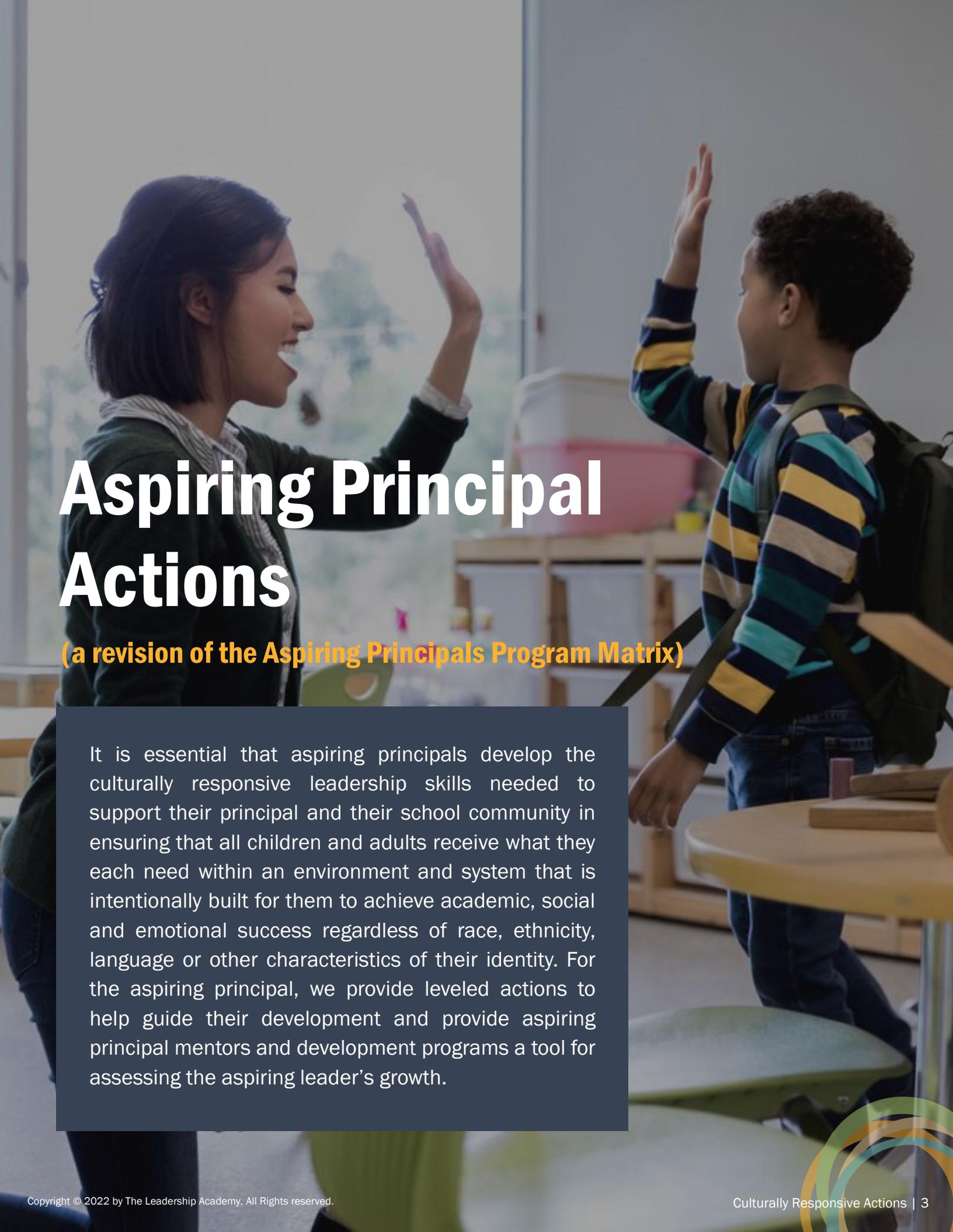
Aspiring Principal Actions

(a revision of the Aspiring Principals Program Matrix)

It is essential that aspiring principals develop the culturally responsive leadership skills needed to support their principal and their school community in ensuring that all children and adults receive what they each need within an environment and system that is intentionally built for them to achieve academic, social and emotional success regardless of race, ethnicity, language or other characteristics of their identity. For the aspiring principal, we provide leveled actions to help guide their development and provide aspiring principal mentors and development programs a tool for assessing the aspiring leader's growth.

ACTION 1: LEAD FOR EQUITY & ACCESS

Culturally responsive aspiring school leaders learn and practice equitable, liberatory skills and dispositions to contribute to the creation of a school community by, with, and for students.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Reflects on personal beliefs, biases, assumptions, and behaviors	• Identifies and continuously examines assumptions, beliefs, and personal biases, especially those associated with those who have been historically minoritized due to their race, ethnicity, gender, sexual orientation and socio-economic status, etc. • Acknowledges the effect of personal mental models on actions that impact student learning and achievement • Continuously examines and reflects on how their role in the system may contribute to or support inequitable practices • Actively seeks to learn how privilege, power, and oppression operate historically and currently to create and sustain inequity • Recognizes inherent personal privileges based on position, identity, and background, especially those associated with those who have been historically minoritized • Identifies and acts on personal knowledge gaps and skills deficits related to equity
b. Publicly models a personal belief system that is student-centered and grounded in equity and access	• Models vulnerability by acknowledging former and current personal knowledge gaps and skills deficits related to equity, including what they did or plan to do to close them • Learns and practices language and behaviors that are responsive to differences across lines of race, ethnicity, language, class, religion, ability, gender identity and expression, sexual orientation, and other aspects of identity • Utilizes data that has been disaggregated by minoritized populations to understand the specific needs of the school community • Models strategies designed to support adults and students to engage in context-specific, culturally responsive learning about difference
c. Acts with cultural competence and responsiveness in interactions, data-driven decision-making, and practice	• Partners with families, staff, and communities to ensure fair treatment and equitable access to academic, social and emotional opportunities • Actively seeks and makes use of diverse perspectives in decision-making • Pays close attention to voices that are absent from conversations and actively seeks them to gain their perspective • Evaluates the intended and unintended consequences of decisions on all stakeholder groups

ACTION 1: LEAD FOR EQUITY & ACCESS (cont'd)

DIMENSION	CHARACTERISTICS/QUALITIES
c. Acts with cultural competence and responsiveness in interactions, data-driven decision-making, and practice (con't)	• Encourages risk-taking and create spaces to engage in dialogue about race and address hard-to-discuss topics • Prioritizes and models culturally responsive practice as a foundational element of professional practice • Navigates political contexts internal and external to the school that influence equitable practice and access
d. Purposefully builds the capacity of others to identify and disrupt inequities in the school	• Initiates and promotes productive dialogue and collective work on issues of inequity for all minoritized populations • Creates the conditions and common language for regular courageous conversations around equity • Builds colleagues' capacity to learn and practice language and behaviors that are responsive to differences across lines of race, ethnicity, language, class, religion, ability, gender identity and expression, sexual orientation, and other aspects of identity • Supports the school leader in providing the space, tools, and support for staff to reflect on their own personal beliefs, biases, assumptions, and behavior, especially those who have been historically minoritized • Supports the school leader in providing structured and consistent professional learning opportunities to develop and deepen culturally responsive teaching practice
e. Confronts and alters institutional biases of student marginalization, deficit-based schooling, and low expectations associated with minoritized populations	• Confronts behavior that openly or covertly promotes or sustains inequity, colorblindness, and deficit-thinking • Identifies and names practices and interactions, including micro-aggressions, that are based on race or culturally-biased assumptions • Works with colleagues to ensure that communication, collaboration, and decision-making reflect the system's mission, vision, and values grounded in equity and access for all students • Regularly examines school disaggregated data with teachers and staff for evidence of inequity • Investigates existing policies and practices to ensure they prioritize student needs and are designed to produce equitable outcomes
f. Creates equitable systems and structures to promote equity with a focus on minoritized populations	• Supports the school leader to ensure that equity is at the forefront of the school mission, vision, and values • Co-creates and implements practices that promote the support and retention of diverse and culturally responsive staff • Supports the school leader in seeking, allocating, and managing resources to directly support groups that have been historically minoritized • Establishes routines and systems that foster a sense of belonging among all students • Supports the school leader in creating structures to ensure the long-term sustainability of initiatives that promote equity

ACTION 2: ALIGN MISSION, VISION & VALUES

Culturally responsive aspiring school leaders work with the principal, colleagues, and community to develop, advocate, and act according to a shared school mission, vision, and core values for culturally responsive teaching and learning that supports all students in accessing and achieving rigorous college- and career-ready academic standards.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 2 and align with Action 1 are italicized below.

DIMENSION: a. Collaboratively develops system mission, vision, and values aligned to promote success for all students		
CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	**CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD**	**CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD**
• *Collaborates with families, students, staff, and other members of the school community to develop a shared mission, vision, and values that articulate the conditions and actions to which the school aspires in order to ensure equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students (1.c)* • *Initiates and facilitates courageous conversations about equity of student opportunity and outcomes related to the school mission, vision, and values (1.c)* • *Initiates and facilitates courageous conversations about inclusion and belonging within the school's mission, vision, and values (1.c)* • Clearly articulates the mission, vision, and values to all members of the school community • Cultivates shared understanding and ownership of the mission, vision, and values among all members of the school community	• Collaborates with some stakeholders in the development and/or revision of the school's mission, vision, and values • Occasionally initiates and facilitates courageous conversations about equity of student opportunity and outcomes related to the school mission, vision, and values • Occasionally initiates and facilitates courageous conversations about inclusion and belonging within the school's mission, vision, and values • Clearly articulates the mission, vision, and values to some members of the school community • Is working to generate shared understanding and ownership of the mission, vision, and values among members of the school community	• Does not collaborate with families, students, staff, and other members of the school community in the development and/or revision of the school's mission, vision, and values • Does not initiate conversations about equity of student opportunity and outcomes • Does not initiate conversations about inclusion and belonging • Is unable to clearly articulate the school's mission, vision, and values • Does not work to generate shared understanding and ownership of the mission, vision, and values among members of the school community

ACTION 2: ALIGN MISSION, VISION & VALUES (cont'd)

DIMENSION: b. Uses the school's mission, vision, and values to guide decision-making, continuous improvement, and strategic planning		
CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	**CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD**	**CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD**
• Communicates, collaborates, and makes decisions in ways that reflect the organization's values and belief in equity and access for all students (1.c) • Anchors all planning processes, including cycles of continuous improvement, grant projects, and district, state, and federal program planning, to the school's mission, vision, and values • Consistently evaluates decisions for effectiveness in advancing the school's mission, vision, and values	• Usually communicates, collaborates, and makes decisions in ways that reflect the organization's values and belief in equity and access for all students • Anchors some planning processes to the school's mission, vision, and values • Usually evaluates decisions for effectiveness in advancing the school's mission, vision, and values	• Rarely or never communicates, collaborates, and/or makes decisions in ways that reflect the organization's values and belief in equity and access for all students • Engages in and/or leads planning processes without aligning them to the mission, vision, and values of the school • Does not evaluate decisions for effectiveness in advancing the school's mission, vision, and values

ACTION 3: FOCUS ON INSTRUCTION

Culturally responsive aspiring school leaders contribute to the development and support of systems, structures, and routines that prioritize and focus the alignment and coherence of culturally responsive curriculum, high-quality instructional materials, instructional practice, and assessment to support all students in accessing and achieving rigorous college- and career-ready academic standards.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions.
Those equity-focused behaviors that are integral to Action 2 and align with Action 1 are italicized below.

DIMENSION: a. Engages in own ongoing development in culturally responsive instructional practice and leadership to ensure all students have access to culturally responsive teaching and learning environments

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
- Maintains expertise and stays up to date with local, state, and national initiatives related to the instructional core and culturally responsive practice (1.c) - Consistently keeps abreast of and uses research and theories of learning and change to inform instructional and organizational decisions - Utilizes a research—based foundation to support, plan, and guide own personal culturally responsive instructional leadership practice (1.c) - Communicates an explicit plan outlining their role in supporting teachers to achieve their culturally responsive instructional goals (1.c) - Seeks out and engages in coaching to support own reflective practice and continuous improvement in culturally responsive instructional leadership (1.c)	- Working towards an understanding of local, state, and national initiatives related to the instructional core and culturally responsive practice - Demonstrates occasional use of research and theories of learning and change to inform instructional and organizational decisions - Develops incomplete or unclear plans for supporting teachers to achieve their culturally responsive instructional goals - Occasionally seeks out coaching or other types of professional learning to improve culturally responsive instructional leadership	- Is not aware of, or does not understand, local, state, and national initiatives related to the instructional core and culturally responsive practice - Does not understand or use research or theories of learning and change to inform instructional or organizational decisions - Does not develop plans to support teachers to achieve their culturally responsive instructional goals - Does not engage in coaching and other types of professional learning to improve culturally responsive instructional leadership

ACTION 3: FOCUS ON INSTRUCTION (cont'd)

DIMENSION: b. Demonstrates understanding of the relationship between standards, curriculum, and assessment		
CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	**CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD**	**CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD**
- Maintains working knowledge of current college- and career-ready standards as written and in practice - Engages instructional staff in ensuring coherence and alignment among college- and career-ready standards and the curriculum - Ensures high-quality instructional curriculum and materials are provided, adopted and supported - Understands the role of aligned assessment tools to support standards and curriculum - Regularly and systematically reviews and assesses curriculum, assessments, learning materials, and instructional practice to ensure all students have access to consistently culturally responsive learning environments and experiences	- Developing a working knowledge of current college- and career-ready standards - Understands the analysis and alignment of standards, curriculum, and assessment tools but does not engage staff in discussions around coherence and alignment with current curriculum - Occasionally or randomly reviews and assesses curriculum, assessments, learning materials, and instructional practice for evidence of cultural responsiveness	- Has little to no knowledge of current college- and career-ready standards - Does not understand the relationship between standards, curriculum, and assessment and is unable to articulate the importance of alignment - Does not review and assess curriculum, assessments, learning materials, and instructional practice for evidence of cultural responsiveness

ACTION 3: FOCUS ON INSTRUCTION (cont'd)

DIMENSION: c. Supports systems of shared leadership that enable college- and career-ready academic expectations to be met by all students		
CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	**CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD**	**CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD**
• Supports an instructional leadership team representative of the student population, grade levels, academic content, and student support services provided in the school • Provides opportunities for staff to learn, use, and share specialized knowledge and skills for the purpose of improving school-wide culturally responsive instructional practice • Provides formal and informal leadership opportunities for teacher leaders and other team members and encourages them to exercise appropriate authority in those areas for which they are held accountable • Routinely identifies and provides opportunities to mentor, coach, and develop emerging leaders from diverse backgrounds	• Is building an instructional leadership team representative of the grade levels, academic content, and student support services provided in the school • Sometimes provides opportunities for staff to learn, use, and share specialized knowledge and skills for the purpose of improving school-wide culturally responsive instructional practice • Occasionally provides formal and informal leadership opportunities for teacher leaders and other team members and encourages them to exercise appropriate authority in those areas for which they are held accountable • Occasionally identifies and provides opportunities to mentor, coach, and develop emerging leaders from diverse backgrounds	• Does not attend to the cultivation of a representative instructional leadership team • Does not provide opportunities for staff to learn, use, and share specialized knowledge and skills for the purpose of improving school-wide culturally responsive instructional practice • Does not provide formal and informal leadership opportunities for others • Does not identify or provide opportunities to mentor, coach, and develop emerging leaders from diverse backgrounds

ACTION 3: FOCUS ON INSTRUCTION (cont'd)

DIMENSION: d. Uses student access, opportunity, and outcomes data to engage in culturally responsive instructional leadership decisions		
CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	**CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD**	**CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD**
• Ensures consistency in high-quality Tier 1 instruction aligned to rigorous college- and career-ready academic standards • Develops and implements consistent and equitable processes for providing and monitoring Tier 2 and Tier 3 interventions to struggling learners to scaffold and support universal access to Tier 1 instruction (1.e) • Supports teachers in selecting student data that will provide a comprehensive profile of how students learn • Support teachers in using disaggregated data to set individualized learning goals that move students into the zone of productive disequilibrium and support all students in becoming independent learners (1.f) • Collects and uses data on the learning environment (student grouping, visible instructional materials, etc.) to make culturally responsive instructional leadership decisions (1.c) • Establishes formal and informal structures for engaging with students to elicit their feedback on the learning environment	• Working to support consistency in high-quality Tier 1 instruction aligned to rigorous college- and career-ready academic standards • Working to develop and implement consistent and equitable processes for providing and monitoring Tier 2 and Tier 3 interventions • Sometimes supports teachers in using data to set individualized learning goals that move students into the zone of productive disequilibrium • Sometimes collects and/or uses data on the learning environment to make culturally responsive instructional leadership decisions • Engages with students informally to elicit their feedback on the learning environment	• Does not attend to the need for consistent high-quality Tier 1 instruction • Does not attend to the need for consistency or equity in providing and monitoring instructional interventions • Does not support teachers in using data to set individualized learning goals that move students into the zone of productive disequilibrium • Does not collect and/or use data on the learning environment to make culturally responsive instructional leadership decisions • Does not engage with students formally or informally to elicit their feedback on the learning environment

ACTION 3: FOCUS ON INSTRUCTION (cont'd)

DIMENSION: e. Uses student access, opportunity, and outcomes data to engage in culturally responsive instructional leadership decisions		
CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	**CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD**	**CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD**
• Holds and communicates an unwavering belief system that all students, regardless of past or current performance, can meet rigorous, college- and career-ready academic standards (1.b) • Gathers and uses multiple indicators of student learning that reveal patterns, trends, and insights about equitable access and outcomes (1.c) • Disaggregates data by student subgroups to identify disparities by race, ethnicity, language, and other characteristics (1.d) • Creates tools, processes, and/or systems to ensure that data are accessible to, and understood by, all staff, students, families, and other members of the school community	• Holds and sometimes communicates an unwavering belief system that all students, regardless of past or current performance, can meet rigorous, college- and career-ready academic standards • Gathers multiple indicators of student learning that reveal patterns, trends, and insights about equitable practice and outcomes • Sometimes disaggregates data by student subgroups to identify disparities by race, ethnicity, language, and other characteristics • Developing the ability to create tools, processes, and/or systems to ensure that data are accessible to, and understood by, all staff, students, families, and other members of the school community	• Communicates disbelief that all students, regardless of past or current performance, can meet rigorous, college- and career-ready academic standards through the use of victim-blaming or other strategies • Looks at single data points or irrelevant, unaligned data points as indicators of student performance • Does not disaggregate data by student subgroups • Does not make data readily available and/or makes data available but does not work to ensure that it is accessible and understood by all stakeholders

DIMENSION: f. Supports the implementation of cycles of continuous improvement for teaching and learning		
CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	**CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD**	**CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD**
• Convenes regular meetings of an equity-focused instructional leadership team to review student outcomes data • Assesses the root cause of student not meeting standards including content knowledge, effectiveness of current curriculum and culturally responsive instructional approaches • Supports the implementation of changes in instructional practice based on data analysis (1.e) • Uses data from aligned, high-quality interim, benchmark, classroom, and formative assessments to make and evaluate regular adjustments to culturally responsive instructional practice (1.e) • Holds cultural responsiveness at the forefront of decision-making related to changes in instructional practice (1.c)	• Occasionally convenes meetings of an instructional leadership team and/or meetings sometimes focus on the review of student outcomes data with an equity focus • Sometimes uses data from interim, benchmark, classroom, and formative assessments to make and evaluate regular adjustments to culturally responsive instructional practice • Usually holds cultural responsiveness at the forefront of decision-making related to changes in instructional practice	• Does not work with an instructional leadership team to review student outcomes data with an equity focus • Does not use assessment data to make and evaluate regular adjustments to culturally responsive instructional practice • Does not hold cultural responsiveness at the forefront of decision-making related to changes in instructional practice

ACTION 3: FOCUS ON INSTRUCTION (cont'd)

DIMENSION: g. Supports a culture of instructionally focused feedback		
CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	**CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD**	**CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD**
• Prioritizes time during the school day to observe teachers in action and designs support based on identified culturally responsive instructional needs (1.f) • Demonstrates the ability to diagnose and identify teachers' strengths and weaknesses and determine actions and content-specific supports needed to improve their culturally responsive instructional practice (1.f) • Models observation and feedback protocols to develop instructional coaches' and teacher leaders' skill at using low-inference evidence to identify patterns and trends related to culturally responsive instructional focus areas (1.f) • Engages in teacher observation and feedback calibration (or norming) exercises with school leaders, instructional coaches, and teacher leaders to improve culturally responsive classroom practice throughout the school (1.f) • Builds the content and pedagogical capacity of instructional coaches and teacher leaders to provide actionable feedback to teachers on culturally responsive instructional practice (1.f)	• Sometimes prioritizes time during the school day to observe teachers in action and/or inconsistently designs supports based on identified culturally responsive instructional needs • Is developing the ability to diagnose and identify teachers' strengths and weaknesses and determine actions and supports needed to improve their culturally responsive instructional practice • Is developing their own skills at using low-inference evidence to identify patterns and trends related to culturally responsive practice • Sometimes engages in teacher observation and feedback calibration exercises with school leaders, instructional coaches, and teacher leaders to improve culturally responsive classroom practice throughout the school • Provides actionable feedback to teachers on culturally responsive practice and is developing the skills to build that capacity in others	• Does not prioritize time during the school day to observe teachers in action and/or does not design supports based on identified culturally responsive instructional needs • Is unable to diagnose and identify teachers' strengths and weaknesses related to culturally responsive instructional practice • Does not use low-inference evidence and/or is unable to identify patterns and trends related to culturally responsive practice • Does not engage in teacher observation and feedback calibration exercises • Unable to provide actionable feedback to teachers on culturally responsive practice

ACTION 4: FACILITATE ADULT LEARNING & DEVELOPMENT

Culturally responsive aspiring school leaders work with principals to develop the capacity and skills of teachers and other school staff to ensure equity of opportunities and outcomes for all students through focused professional learning, coaching, and goals-based evaluation.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions.
Those equity-focused behaviors that are integral to Action 4 and align with Action 1 are italicized below.

DIMENSION: a. Seeks to recognize own mental models when engaged in observation, feedback, and coaching of professional practice

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Seeks to understand the cultural and diverse learning needs of staff in order to differentiate their leadership style based on individual needs (1.c) • Transparently explains reasoning, theory, and motivation behind decisions and actions that have an impact on their leadership moves • Continuously evaluates how the norms of white dominant culture are recreated and/or sustained by their expectations of professional practice in order to engage staff in creating an inclusive and culturally responsive work environment (1.d)	• Is working to understand the cultural and diverse learning needs of staff • Can articulate the reasoning, theory, and motivation behind leadership decisions and actions • Can identify the norms of white dominant culture and is learning to identify how it shows up in the school	• Does not attend to the cultural and diverse learning needs of staff • Is unable to articulate the reasoning, theory, and motivation behind leadership decisions and actions • Does not understand the norms of white dominant culture or how they show up in the school

ACTION 4: FACILITATE ADULT LEARNING & DEVELOPMENT (cont'd)

DIMENSION: b. Builds relationships and culture focused on equity, trust, and public learning

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Learns about staff members' personal identities, backgrounds, and stories and how those impact their mental models, decision-making, and approach to teaching and learning (1.c) • Establishes a courageous learning environment by modeling vulnerability, help-seeking, and being transparent about their own gaps in knowledge • Seeks feedback from school leaders, teachers, and staff to model the critical importance of reciprocal accountability and two-way feedback • Creates courageous spaces to address hard-to-discuss topics with a focus on deficit thinking, implicit bias, and forms of racism (1.d)	• Knows some aspects of staff members' personal identities, backgrounds, and stories but does not reflect on the impact of these on their approach to teaching and learning • Sometimes models vulnerability, help-seeking, and transparency about their own gaps in knowledge • Rarely seeks, but willing accepts feedback from school leaders, teachers, and staff when offered • Occasionally creates courageous spaces to address hard-to-discuss topics	• Has little to no knowledge of staff members' personal identities, backgrounds, and stories • Rarely or never demonstrates vulnerability, help-seeking, and transparency about their own gaps in knowledge • Resists feedback from school leaders, teachers, and staff • Does not create courageous spaces to address hard-to-discuss topics and/or actively inhibits courageous conversations

DIMENSION: c. Cultivates a culture of reflective practice

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Cultivates an environment that encourages staff to individually and collaboratively examine and challenge their own assumptions and biases in light of disconfirming evidence (1.d) • Models consistent evaluation and modification of personal decisions that did not move the school towards equitable practice • Use coaching skills, including active listening and authentic questioning, to assist teachers in identifying solutions and next steps to instructional challenges • Creates systems that encourage reflective practice	• Is working to build an environment in which staff challenge their own assumptions and biases • Identifies personals decisions that did not move the school towards equitable practice but does not discuss it with others • Is developing coaching skills to assist teachers in identifying solutions and next steps to instructional challenges • Facilitates opportunities for staff to engage in reflective practice	• Does not attend to building the environment necessary to support staff in challenging their own assumptions and biases • Unable to identify personal decisions that did not move the school towards equitable practice and/or when confronted, defends decisions • Does not know of apply coaching skills to assist teachers in identifying solutions and next steps to instructional challenges • Does not engage in reflective practice

ACTION 4: FACILITATE ADULT LEARNING & DEVELOPMENT (cont'd)

DIMENSION: d. Supports the establishment and reinforcement of clear performance expectations for staff		
CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	**CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD**	**CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD**
• Directly confronts biases that impede students' ability to learn and achieve rigorous college- and career-ready academic standards (1.d) • Provides clear and honest feedback when staff are and are not meeting performance expectations • Provides fair and appropriate supports to staff who are struggling to meet performance expectations	• Understands the importance of confronting biases that impede students' learning, but struggles to do so • Usually provides clear and honest feedback when staff are and are not meeting performance expectations • Usually provides fair and appropriate supports to staff who are struggling to meet performance expectations	• Unable to identify or confront biases that impede students' learning • Avoids giving clear and honest feedback to staff related to performance expectations • Provides inconsistent or little to no support to staff who are struggling to meet performance expectations

DIMENSION: e. Creates and cultivates a system of teaming and collaboration		
CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	**CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD**	**CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD**
• Knows, acknowledges, and leverages the individual strengths of each staff member in order to form effective teacher teams • Models, encourages, and reinforces collaborative teaming • Collaborates with team members to generate shared goals	• Knows the individual strengths of each staff member • Models and encourages collaborative teaming among staff members • Sometimes collaborates with team members to generate shared goals	• Does not know all staff members and/or their individual strengths • Does not model or encourage collaborative teaming among staff members • Does not collaborate with staff to generate shared goals

ACTION 4: FACILITATE ADULT LEARNING & DEVELOPMENT (cont'd)

DIMENSION: f. Supports the design and facilitation of standards-based learning experiences for teachers and staff		
CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	**CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD**	**CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD**
- Engages communities of practice in exploring emerging practices and research-based models to challenge the status quo and identify solutions to persistent instructional challenges and inequities (1.f) - Leverages various learning modalities to design flexible, ongoing, and just-in-time learning for teachers and staff - Support instructional focused professional development to build teachers' content knowledge and pedagogical content knowledge necessary to teach the concepts of their discipline - Create teacher and student-centered professional learning that promotes collective responsibility for students' learning and cultivates a dynamic culture for adult learning - Ensure professional learning is anchored in the priorities of teachers' daily work and is sustained in a coherent system of collaborative planning, classroom practice, observation, feedback, and continuous cycles of inquiry grounded in evidence of student learning - Assesses formative and summative impact of professional learning on the achievement of school goals	- Sometimes engages communities of practice in exploring emerging practices and research-based models to challenge the status quo and identify solutions to persistent instructional challenges and inequities - Is aware of various learning modalities and sometimes uses them in the design of professional learning experiences for teachers and staff - Sometimes uses formative and summative measures to assess the impact of professional learning on the achievement of school goals	- Communities of practice do not exist or communities of practice do not explore emerging practices and research-based models to improve culturally responsive instructional practice - Does not differentiate or personalize professional learning approaches for teachers and staff - Does not assess the impact of professional learning on the achievement of school goals

DIMENSION: g. Supports the design and facilitation of standards-based learning experiences for teachers and staff

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Systematically uses formal and informal observations to identify patterns needing improvement with specific attention to culturally responsive practice (1.f) • Holds staff accountable to meeting performance expectations with a focus on culturally responsive instruction that ensures all students can access and achieve rigorous college- and career-ready academic standards (1.c) • Actively coaches instructional staff in improving culturally responsive instructional practice (1.f) • Creates systems to provide a variety of opportunities to meet with teachers, share expectations, provide feedback, and check for understanding	• Sometimes uses formal and informal observations to identify patterns needing improvement with specific attention to culturally responsive practice • Usually holds staff accountable to meeting performance expectations with a focus on culturally responsive instruction • Is developing coaching skills to support staff in improving culturally responsive instructional practice • Meets with teachers to share expectations, provide feedback, and check for understanding	• Does not use formal and informal observations to identify patterns needing improvement • Does not hold staff accountable to meeting performance expectations • Does not know or apply coaching skills to support staff in improving culturally responsive instructional practice • Does not meet with teachers to share expectations, provide feedback, and check for understanding

ACTION 5: MANAGE OPERATIONS & RESOURCES

Culturally responsive aspiring school leaders work with principals to manage school operations and resources to ensure equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 4 and align with Action 1 are italicized below.

DIMENSION: a. Supports the management and allocation of resources to promote equitable access and outcomes for students

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Creates structures and processes to ensure that every student has access to the learning opportunities, culturally responsive teachers, and supports required for their individual success (1.e) • Prioritizes the allocation of resources – human, material, and supplementary – to eliminate disparities for all minoritized populations to increase student opportunities and outcomes (1.c) • Ensures teachers have selected and are using high-quality instructional materials	• Is working to create structures and processes to ensure every student has access to the learning opportunities, culturally responsive teachers, and supports required for individual success • Sometimes prioritizes resource allocation to eliminate racial disparities for all minoritized populations in student opportunities and outcomes • Inconsistently reviews instructional materials to assess for high-quality instructional materials	• Does not attend to creating structures and processes to align resources for equitable outcomes • Does not consider the elimination of racial disparities in student opportunities and outcomes when allocating resources

ACTION 5: MANAGE OPERATIONS & RESOURCES (cont'd)

DIMENSION: b. Focuses on solutions and integrates competing demands and conflicting directives to problem-solve effectively

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Demonstrates the capacity to analyze, synthesize, and promote coherence across various and/or competing demands and directives • Uses the school vision, mission, and values as the guideposts for problem-solving and coherence across various and/or competing demands and directives	• Generally successful at analyzing, synthesizing, and promoting coherence across various and/or competing demands and directives • Sometimes uses the school vision, mission, and values as the guideposts for problem-solving and coherence across various and/or competing demands and directives	• Decision-making is done without an awareness of the need to analyze, synthesize, and/or promote coherence • Does not use the school vision, mission, and values as the guideposts for problem-solving and coherence across various and/or competing demands and directives

DIMENSION: c. Supports the development and implementation of a shared decision-making structure

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Engages and empowers all staff in strategic planning and decision-making processes • Identifies and pursues opportunities to authentically and meaningfully engage students, families and community in strategic planning and decision-making processes (1.c) • Makes decisions alone when required	• Generally builds professional relationships and engages staff in decision-making • Sometimes identifies and pursues opportunities to authentically and meaningfully engage students and families in strategic planning and decision-making processes • Can usually make decisions alone when required	• Does not build professional relationships and/or does not engage staff in decision-making • Does not identify or pursue opportunities to authentically and meaningfully engage students and families in strategic planning and decision-making processes • Unable to make decisions alone

DIMENSION: d. Demonstrates sound professional judgment and personal integrity

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Understands the intent of rules, laws, and policies at the school, district, state, and federal levels and uses them to ensure that the rights of staff and students are fully protected • Acts in a transparent manner, guided by core values • Speaks and behaves in a way that is respective of the norms, values, and culture of the school community and the staff, students, and families within in (1.c) • Models behaviors to promote an environment based on trust • Understands and expresses personal emotions with awareness of their impact on self and others • Openly confronts behaviors that create or sustain negative bias and/or inequity (1.d) • Exhibits willingness to make difficult decisions and address difficult circumstances on behalf of staff, students, and families	• Has limited but expanding knowledge of the rules, laws, and policies at the school, district, state, and federal levels and how to use them to ensure that the rights of staff and students are fully protected • Usually acts transparently and in alignment with core values • Usually speaks and behaves in a way that is respective of the norms, values, and culture of the school community and the staff, students, and families within it • Usually models behaviors to promote an environment based on trust • Understands and usually expresses personal emotions with awareness of their impact on self and others • Sometimes confronts behaviors that create or sustain negative bias and/or inequity • Sometimes exhibits willingness to make difficult decisions and address difficult circumstances on behalf of staff, students, and families	• Has little to no knowledge of rules, laws, and policies at the school, district, state, and federal levels • Acts without transparency and/or in ways that are not driven by core values • Speaks or behaves in ways that do not respect the norms, values, and culture of the school community and the staff, students, and families within in • Behaves in ways that undermine an environment based on trust • Expresses emotions without regard for impact on self or others • Rarely or never confronts behaviors that create or sustain negative bias and/or inequity • Rarely or never exhibits willingness to make difficult decisions and address difficult circumstances on behalf of staff, students, and families

ACTION 5: MANAGE OPERATIONS & RESOURCES (cont'd)

DIMENSION: e. Consistently manages professional time in relationship to priorities

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Aligns long-term and short-term priorities to the school mission, vision, and values (1.c) • Establishes daily priorities and objectives and regularly reflects on the alignment of time use to those priorities • Distinguishes among tasks and interruptions based on their importance and urgency and acts accordingly to minimize distractions • Removes or delegates non-essential tasks • Views time as a resource and allocates it equitably	• Aligns long-term priorities to the school mission, vision, and values • Establishes daily priorities and objectives • Usually distinguishes among tasks and interruptions based on their importance and urgency in order to minimize distractions • Occasionally removes or delegates non-essential tasks • Views time as a resources and sometimes allocates it equitably	• Does not align priorities to the school mission, vision, and values • Does not establish daily priorities and objectives • Does not distinguish among tasks and interruptions based on their importance and urgency and is frequently distracted • Struggles to remove or delegate non-essential tasks • Does not view time as a resource and is indiscriminate in allocating it

DIMENSION: f. Supports recruitment and retention of effective, culturally responsive staff in accordance with the mission and vision of the school

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Supports the development and implementation of a staffing plan that attends to student needs when seeking and retaining effective, culturally responsive teachers and staff (1.c) • Provides high-quality onboarding, ongoing professional learning, coaching, and opportunities for teachers and staff to grow, develop, and exercise shared leadership in the school	• Usually attends to student needs in the development and/or implementation of the school staffing plan • Provides some onboarding, ongoing professional learning, and opportunities for teachers and staff to grow	• Does not attend to student needs in the development and implementation of the school staffing plan • Does not provide onboarding, professional learning, or other opportunities for teachers and staff to grow

ACTION 5: MANAGE OPERATIONS & RESOURCES (cont'd)

DIMENSION: g. Supports the collaborative creation and implementation of systems, structures, policies, and procedures that ensure the safe, supportive, and equitable operation of the school

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Collaborates with staff to create and continuously improve guidelines, protocols, and systems to support the social and emotional well-being of all students • Collaborates with members of the school community to create and continuously improve routines and structures that ensure a safe, effective, and culturally responsive teaching and learning environment for all staff and students (1.c) • Ensures that curriculum content and delivery systems are culturally responsive and aligned to rigorous college- and career-ready academic standards (1.e) • Develops and implements discipline policies and procedures that address student behavior in a positive and unbiased manner and do not result in a racially disproportionate application of consequences (1.e)	• Sometimes collaborates with staff to create and/or continuously improve guidelines, protocols, and/or systems to support the social and emotional well-being of all students • Sometimes collaborates with members of the school community to create and/or continuously improve routines and structures that ensure a safe, effective, and culturally responsive teaching and learning environment for all staff and students • Developing the capacity to evaluate and ensure that curriculum content and delivery systems are culturally responsive and aligned to rigorous college- and career-ready academic standards • Working toward the development of positive and unbiased discipline policies and procedures	• Does not attend to the creation and/or continuous improvement of guidelines, protocols, and systems to support the social and emotional well-being of all students • Does not attend to the creations and/or continuous improvement of routines and structures that ensure a safe, effective, and culturally responsive teaching environment for all staff and students • Does not attend to the cultural responsiveness of curriculum content and delivery or the alignment thereof to rigorous college- and career-ready academic standards • Implements discipline policies and procedures that are punitive and/or without regard to racially disproportionate application of consequences

ACTION 6: ENGAGE IN PERSONAL LEARNING & DEVELOPMENT

Culturally responsive instructional aspiring school leaders engage in their own ongoing professional learning to cultivate the skills and dispositions necessary to lead and equitably support staff, students, and families.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 4 and align with Action 1 are italicized below.

DIMENSION: a. Reacts constructively to disappointment and difficulties, admits errors, and learns from mistakes and setbacks

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Readily admits errors and uses them as learning opportunities • Leverages emotion to strategically respond when addressing personal mistakes and setbacks • Interprets ambiguous language and situations to demonstrate effective judgment and decision-making in the absence of clear policy or directive	• Manages disappointment and owns errors when prompted • Seeks and utilizes support to leverage emotion and/or strategically respond when addressing personal mistakes and setbacks • Hesitancy to make decisions without seeking additional facts regardless of circumstances	• Unwilling to admit errors • Lack of emotional awareness related to mistakes and setbacks inhibits strategic response • Inability to interpret ambiguous language and take action without absolute clarity about all factors

DIMENSION: b. Handles disagreement and resistance with skill and compassion

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Transforms disagreement and dissent into opportunities for understanding and collaboration • Conducts difficult conversations with various stakeholders to support equitable access and outcomes for all students	• Generally successful in using disagreements and dissent to create opportunities for understanding and collaboration • Conducts difficult conversations with some, but not all, stakeholders to support equitable access and outcomes for all students	• Unsuccessful in using disagreement and dissent to create opportunities for understanding and collaboration • Unable or resistant to conducting difficult conversations

DIMENSION: c. Understands and models the role of a lead learner

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Acts upon the best ideas and evidence regardless of the source • Regularly seeks and uses formal and informal feedback on their actions, decisions, and other leadership behaviors • Focuses on solutions and integrates conflicting and/or competing directives to solve problems effectively • Manages personal discomfort to confront issues of inequity • Strategically disengages when appropriate to restore personal energy needed to sustain the work • Creates a system and structure for continuous learning and for sharing knowledge of research and learning theories broadly among staff	• Willing to listen to ideas and evidence from many sources • Accepts feedback when approached • Focuses on problem-solving • Demonstrates awareness of personal (dis)comfort when identifying issues of equity • Generally successful in strategically disengaging when appropriate to restore personal energy needed to sustain the work • Understands the importance of continuous learning and is in the process of creating a system for sharing knowledge of research broadly among staff	• Relies on ideas and evidence from only a few sources • Avoids or does not accept or value feedback • Unable to focus on solutions • Unable to identify or confront inequity due to personal discomfort • Unable to strategically disengage when appropriate; shows signs of burnout • May or may not believe in continuous learning, but does not put systems and structures in place in service of learning

DIMENSION: d. Develops and implements a personal plan for professional learning

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Works with supervisor to set personal measurable goals aligned to the mission, vision, values, and performance metrics of the school and district • Actively pursues personal professional learning opportunities directly linked to organizational needs with specific attention to the student populations served (1.c) • Actively seeks to understand and build competency in equitable leadership practices (1.c)	• Sets personal goals with supervisor, but goals lack specific success criteria and/or are not aligned to the goals and values of the school • Engages in personal professional learning activities when presented with opportunities • Occasionally engages in learning activities to build competency in equitable leadership practices	• Does not engage in goal-setting with supervisor • Does not engage in personal professional learning activities • Rarely or never engages in learning activities to build competency in equitable leadership practices

ACTION 7: STRATEGIZE CHANGE & CONTINUOUS IMPROVEMENT

Culturally responsive instructional aspiring school leaders work with the principal to use multiple sources of data to identify successes and challenges in working toward the school's mission and vision and engage staff, students, and families in strategic planning and continuous improvement activities designed to mitigate those challenges.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions.
Those equity-focused behaviors that are integral to Action 4 and align with Action 1 are italicized below.

DIMENSION: a. Analyzes and interprets disaggregated data with specific attention to the diverse cultural and learning needs of students

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Leverages formative and summative data to inform decisions and focus areas around culturally responsive teaching and equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students (1.c) • Supports teachers in accurately interpreting a wide range of disaggregated data to identify patterns, trends, and instructional needs with specific attention to disparities across lines of race, ethnicity, ability, language, and gender (1.f) • Uses cycles of continuous improvement and principles of design thinking to review data and identify areas of inequity and necessary action (1.c)	• Sometimes leverages formative and summative data to inform decisions and focus areas around culturally responsive teaching and equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students • Accurately interprets a wide range of data to identify patterns, trends, and instructional needs with specific attention to disparities across lines of race, ability, language, and gender • Sometimes uses cycles of continuous improvement and/or design thinking to review data and identify areas of inequity and necessary action	• Uses limited, if any, data to inform decisions and/or focus areas around culturally responsive teaching and learning • Unable to accurately interpret a wide range of data to identify patterns, trends, and instructional needs • Does not utilize cycles of continuous improvement or design thinking to review data and inform action

DIMENSION: b. Demonstrates resilience when addressing social, cultural, or political challenges

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Balances the urgent with the important in prioritizing and aligning daily actions and behaviors to the school mission, vision, and values • Generates a sense of shared purpose and agency by mobilizing others in the pursuit of strategic priorities • Predicts and plans for short-term, long-term, intended, and unintended consequences of key decisions • Navigates resistors and demonstrates empathy for diverse perspectives without personalizing resistance (1.c) • Maintains an unwavering focus on continuously improving culturally responsive practice to support equitable access and outcomes for all students (1.c)	• Sometimes balances the urgent with the important in prioritizing and aligning daily actions and behaviors to the school, mission, vision, and values • Attempts to generate a sense of shared purpose and agency by occasionally mobilizing others in the pursuit of strategic priorities • Occasionally predicts and plans for short-term, long-term, intended, and unintended consequences of key decisions • Sometimes navigates resistors without personalizing resistance • Usually maintains an unwavering focus on continuously improving culturally responsive practice to support equitable access and outcomes for all students	• Struggles to discern the urgent from the important when prioritizing daily actions • Unable to model efficacy and/ or motivate staff • Does not consider short-term, long-term, intended, and unintended consequences of decisions • Unable to navigate resistors without personalizing resistance • Inconsistently or infrequently focuses on improving culturally responsive practice to support equitable access and outcomes for all students

DIMENSION: c. Supports the collaborative development and implementation of a school strategic improvement plan based on analysis of data from a variety of sources		
CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	**CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD**	**CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD**
• Focuses disaggregated data-driven goals on the elimination of disparities amongst minoritized populations in student opportunities and outcomes (1.c) • Sets clear objectives and develops coherent action plans to achieve complex goals • Implements strategies for the inclusion of staff, families, and other stakeholders in planning processes (1.c) • Maintains stakeholders' focus on the school's mission, vision, and values throughout the plan's development and implementation	• Sometimes focuses goals on the elimination of racial disparities in student opportunities and outcomes • Sometimes sets clear objectives and/or develops coherent action plans to achieve complex goals • Sometimes implements strategies for the inclusion of staff, families, and other stakeholders in planning processes • Inconsistently maintains stakeholders' focus on the school's mission, vision, and values throughout the plan's development and implementation	• Does not focus goals on the elimination of racial disparities in student opportunities and outcomes • Does not set clear objectives and/or develop coherent action plans to achieve complex goals • Does not implement strategies for the inclusion of staff, families, and other stakeholders in planning processes • Does not maintain stakeholders' focus on the school's mission, vision, and values throughout the plan's development and implementation

DIMENSION: d. Cultivates and applies a systems-thinking approach to decision-making

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Analyzes situations to determine underlying causes of the presenting challenge • Actively pursues disconfirming evidence when evaluating assumptions and drawing conclusions • Considers the possible consequences of actions, anticipates possible responses or reactions, and adjusts decisions and behaviors accordingly • Specifically considers a decision's potential to create, sustain, or disrupt inequity (1.c) • Aligns decisions to the school's mission, vision, and values (1.c) • Balances the need to gather input from stakeholders with the need to make decisions in a timely manner on behalf of the school	• Sometimes analyzes situations to determine underlying causes of the presenting challenge • Sometimes pursues disconfirming evidence when evaluating assumptions and drawing conclusions • Sometimes adjusts decisions and behaviors based on the consideration of possible consequences, responses, and reactions • Occasionally considers a decision's potential to create, sustain, or disrupt inequity • Occasionally considers alignment to the school's mission, vision, and values when making decisions • Sometimes gathers stakeholder input before making decisions in a timely manner	• Does not analyze or consider underlying causes of presenting challenges • Does not pursue disconfirming evidence and/or only looks for confirming evidence when evaluating assumptions and drawing conclusions • Does not consider possible consequences, responses, and reactions to decisions • Does not consider a decision's potential to create, sustain, or disrupt inequity • Does not consider alignment to the school's mission, vision, and values when making decisions • Does not gather stakeholder input nor make decisions in a timely manner

ACTION 8: CULTIVATE COMMUNITY CARE & ENGAGEMENT

Culturally responsive instructional aspiring school leaders work with the principal to cultivate an inclusive and caring school culture that facilitates a sense of belonging among staff, students, and families.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions.
Those equity-focused behaviors that are integral to Action 4 and align with Action 1 are italicized below.

DIMENSION: a. Values and promotes diverse backgrounds, experiences, points of view, and norms of interaction throughout the school community

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Actively seeks and makes use of diverse and divergent perspectives (1.c) Builds and protects psychological safety through the use of processes such as structured dialogue, protocols, and productive debate Analyzes and transforms disagreement and dissent into opportunities to build dialogue that leads to constructive outcomes Advocates for the needs and priorities of all students and their families (1.c) Identifies and works with others to dismantle norms of white dominant culture to create an inclusive school that cultivates a sense of belonging among all members of the school community (1.d)	• Usually seeks and makes use of diverse and divergent perspectives Understands the need for psychological safety, but inconsistently utilizes strategies to build and/or protect it Sometimes analyzes and/or transforms disagreement and dissent into opportunities to build dialogue that leads to constructive outcomes Usually advocates for the needs and priorities of all students and their families Can identify norms of white dominant culture at work in the school community, but is unsure of the work needed to dismantle them	• Avoids or resists diverse and divergent perspectives Does not work to build and/or protect psychological safety Does not analyze or transform disagreement and dissent into productive dialogue Inconsistently or rarely advocates for the needs and priorities of all students and their families Unable to identify the norms of white dominant culture at work in the school community

DIMENSION: b. Communicates in ways that reflect thoughtfulness, empathy, and the ability to listen

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Understands and honors the emotions of self and others as vital to understanding and being understood • Attends and responds to verbal and nonverbal cues from others (1.c) • Adjusts communication styles based on purpose and audience as appropriate (1.c) • Deals honestly and directly with difficult issues using low-inference data and examples	• Sometimes understands and honors the emotions of self and others as vital to understanding and being understood • Usually attends and responds to verbal and nonverbal cues from others • Sometimes adjusts communication styles based on purpose and audience as appropriate • Deals promptly with difficult issues using low-inference data and examples	• Does not understand or honor emotions as vital to understanding and being understood • Inconsistently attends and responds to verbal and nonverbal cues from others • Rarely or never adjusts communication styles based on purpose and audience; defaults to personal preference • Makes assumptions and inferences when dealing with difficult issues, withholds information, and/or avoids difficult issues altogether

DIMENSION: c. Authentically engages and collaborates with colleagues and staff

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Gets to know all staff members and publicly acknowledge their individual contributions (1.c) • Models, encourages, and reinforces efficacy in all individuals to support all students in meeting rigorous college- and career-ready academic standards • Explains decisions made within and outside without the established shared decision-making structure	• Knows most staff members and attempts to publicly acknowledge individual contributions • Models, encourages, and reinforces efficacy in most individuals to support all students in meeting rigorous college- and career-ready academic standards • Usually explains decisions made within and without the established shared decision-making structure	• Knows some staff members and/or does not attempt to publicly acknowledge individual contributions • Models, encourages, and reinforces efficacy on only some individuals to support all students in meeting rigorous college- and career-ready academic standards • Rarely or never explains decisions made within and without the established shared decision-making structure

DIMENSION: d. Authentically engages and collaborates with students, families, and the broader community

| CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
- Interacts with students and families on a regular basis to learn about and respond to their experience of the school, including teaching and learning, their feeling of belonging, and ideas for creating a more responsive and equitable environment (1.c) - Models behaviors for staff related to culturally responsive interaction, dialogue, and inclusion strategies with students and families (1.b) - Seeks and utilizes the expertise and resources of community groups that represent and serve students and their families (1.c) - Develops clear processes for gathering and transmitting information to and from families, with awareness of the types of communication modes and resources that families may have (1.c) - Provides clear, specific responses to questions from students, families, and other members of the school community - Demonstrates awareness of the public and political nature of their position and applies explicit processes for engaging the public in divisive issues	Sometimes interacts with students and families to learn about and respond to their experience of the school Usually speaks and acts in ways that reflect cultural responsiveness when interacting with students and families Sometimes seeks and utilizes the expertise and resources of community groups that represent and serve students and their families Develops processes for gathering and transmitting information to and from families, but without awareness or responsiveness to the types of communication modes and resources that families may have Usually provides clear, specific responses to questions from students, families, and other members of the school community Demonstrates awareness of the public and political nature of their position and is sometimes able to engage the public in divisive issues	Rarely or never interacts with students and families to learn about and respond to their experience of the school Does not speak or act with cultural competence when interacting with students and families Does not utilize, or is unaware of, the expertise and resources of community groups that represent and serve students and their families Does not have processes for gathering and transmitting information to and from families Often provides unclear, non-specific, and/or inconsistent responses to questions from students, families, and other members of the school community Avoids public dialogue, appoints someone else to be a spokesperson, and/or does not demonstrate the ability to engage the public in divisive issues

DIMENSION: e. Cultivates and honors rituals and routines that bring the school's mission, vision, and values to life

CHARACTERISTICS/QUALITIES THAT MEET THE STANDARD	CHARACTERISTICS/QUALITIES THAT DEMONSTRATE PROGRESS TOWARD THE STANDARD	CHARACTERISTICS/QUALITIES THAT DO NOT MEET THE STANDARD
• Understands and honors the school's existing culture of rituals and routines • Develops consistent patterns of rituals and routines to strategically support the school's mission, vision, and values (1.e) • Applies knowledge and understanding of students' cultural backgrounds in developing school-wide rituals and routines (1.e)	• Is developing an understanding of the school's existing culture of rituals and routines • Is developing rituals and routines to strategically support the school's mission, vision, and values • Usually applies knowledge and understanding of students' cultural backgrounds in developing school-wide rituals and routines	• Does not understand or honor the school's existing culture of rituals and routines • Has not attended to the development of rituals and routines and/or does not utilize rituals and routines as reinforcers of the school's mission, vision, and values • Does not consider students' cultural backgrounds as relevant to the development of school-wide rituals and routines
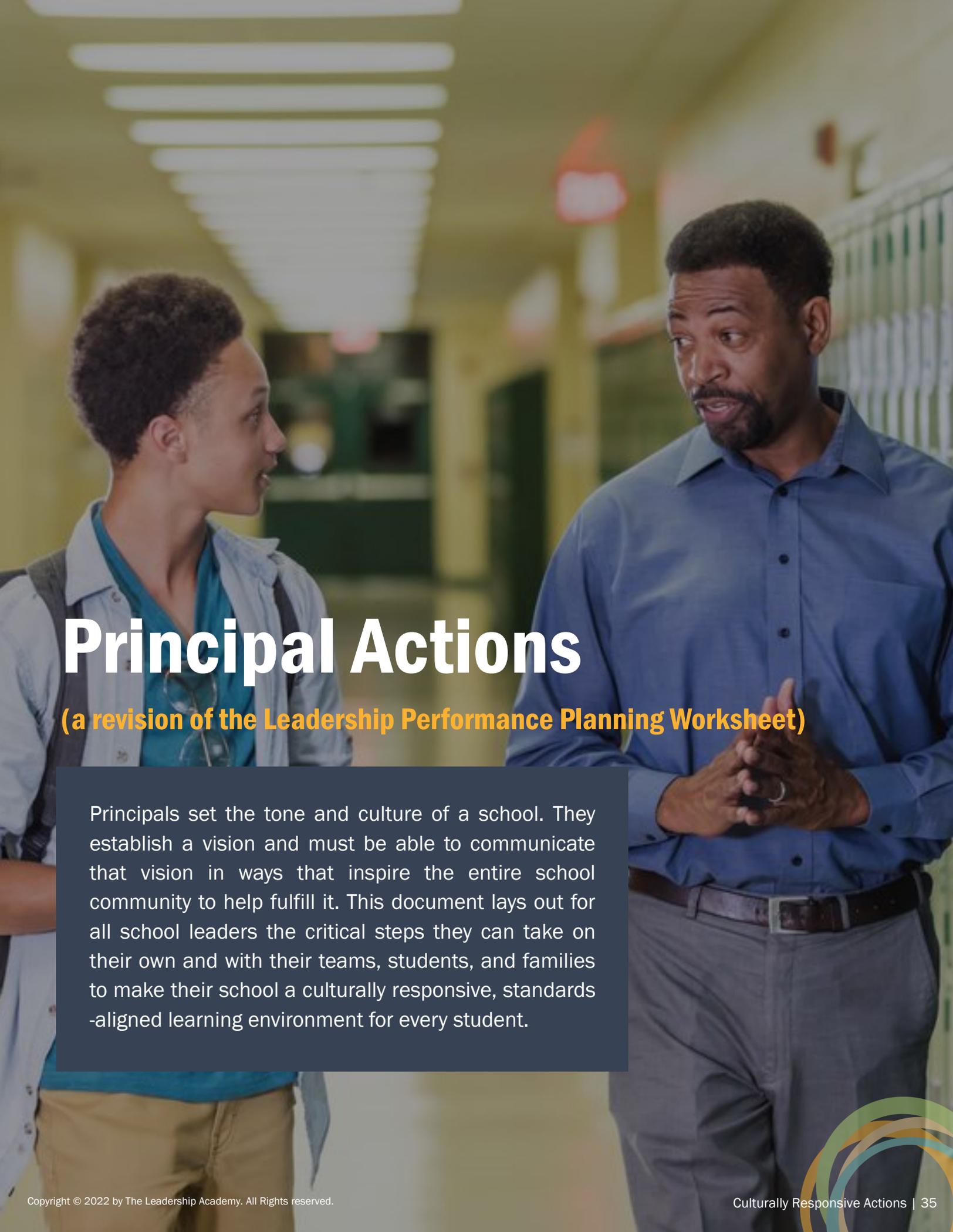
Principal Actions

(a revision of the Leadership Performance Planning Worksheet)

Principals set the tone and culture of a school. They establish a vision and must be able to communicate that vision in ways that inspire the entire school community to help fulfill it. This document lays out for all school leaders the critical steps they can take on their own and with their teams, students, and families to make their school a culturally responsive, standards-aligned learning environment for every student.

ACTION 1: LEAD FOR EQUITY & ACCESS

Culturally responsive school leaders learn and practice equitable, liberatory skills and dispositions to create a school community by, with, and for students.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Reflects on personal beliefs, biases, assumptions, and behaviors	• Identify and continuously examine assumptions, beliefs, and personal biases, especially about those who have been historically minoritized due to their race, ethnicity, gender, sexual orientation and socio-economic status • Acknowledge the effect of personal mental models on actions that impact student learning and achievement • Continuously examine and reflect on how beliefs and mental models may contribute to or support inequitable practices • Actively seek to learn how privilege, power, and oppression operate historically and currently to create and sustain inequity • Recognize inherent personal privileges based on position, identity, and background • Identify and act on personal knowledge gaps and skills deficits related to equity
b. Publicly models a personal belief system that is student-centered and grounded in equity and access	• Model vulnerability by acknowledging former and current personal knowledge gaps and skills deficits related to equity, including what they did or plan to do to close them • Learn and practice language and behaviors that are responsive to differences across lines of race, ethnicity, language, class, religion, ability, gender identity and expression, sexual orientation, and other aspects of identity • Utilize data that has been disaggregated by minoritized populations to understand the specific needs of the school community • Model strategies designed to support adults and students in engaging in context-specific, culturally responsive learning about difference
c. Acts with cultural competence and responsiveness in interactions, data-driven decision-making, and practice	• Partner with families, staff, and communities to ensure fair treatment and equitable access to all academic, social and emotional opportunities • Actively seek and make use of diverse perspectives in decision-making • Pay close attention to voices that are absent from conversations and actively seek them out to gain their perspective • Evaluate the intended and unintended consequences of decisions on all stakeholder groups • Encourage staff to take risks and create spaces for staff to engage in dialogue about race and other hard-to-discuss topics

DIMENSION	CHARACTERISTICS/QUALITIES
c. Acts with cultural competence and responsiveness in interactions, data-driven decision-making, and practice (cont'd)	• Facilitate staff meetings that include open discussions about the impact of racial and cultural differences on adult perceptions of student ability • Prioritize and support culturally responsive practice as a foundational element of professional practice • Leverage relationships with key district leaders to increase the prominence and legitimacy of an equitable school for all minoritized populations as a primary goal of the school
d. Purposefully builds the capacity of others to identify and disrupt inequities in the school	• Initiate and promote productive dialogue and collective work on issues of inequity for all minoritized populations • Create the conditions and common language for regular unpracticed conversations around equity • Build teachers' capacity to learn and practice language and behaviors that are responsive to differences across lines of race, ethnicity, language, class, religion, ability, gender identity and expression, sexual orientation, and other aspects of identity • Provide the space, tools, and support for staff to reflect on their own personal beliefs, biases, assumptions, and behavior, especially those who have been historically minoritized • Provide structured and consistent professional learning opportunities to develop and deepen culturally responsive teaching practice
e. Confronts and alters institutional biases of student marginalization, deficit-based schooling, and low expectations associated with minoritized populations	• Confront behavior that openly or covertly promotes or sustains inequity, colorblindness, and deficit-thinking • Identify and name practices and interactions, including micro-aggressions, that are based on race or culturally biased assumptions • Ensure that teachers' and other staff members' communication, collaboration, and decision-making reflect the system's mission, vision, and values grounded in equity and access for all students • Ensure that staff have the resources and tools to consistently use disaggregated data to identify inequities in student opportunities and outcomes • Regularly examine disaggregated school data with teachers and staff for evidence of inequity • Investigate existing policies and practices to ensure they prioritize student needs and are designed to produce equitable outcomes
f. Creates equitable systems and structures to promote equity for all minoritized populations	• Ensure that equity is at the forefront of the school mission, vision, and values • Create and implement practices that promote the recruitment, support, and retention of diverse and culturally responsive staff • Seek, allocate, and manage resources to directly support groups that have been historically minoritized • Establish routines and systems that foster a sense of belonging among all students • Create structures to ensure the long-term sustainability of initiatives that promote equity

ACTION 2: ALIGN MISSION, VISION & VALUES

Culturally responsive school leaders work with their staff and community to develop, advocate, and act according to a shared school mission, vision, and core values for culturally responsive teaching and learning that supports all students in accessing and achieving rigorous college- and career-ready academic standards.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions.
Those equity-focused behaviors that are integral to Action 2 and align with Action 1 are italicized below.

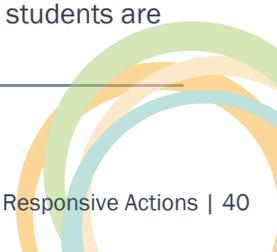| DIMENSION	CHARACTERISTICS/QUALITIES
a. Collaboratively develops school mission, vision, and values aligned with district mission, vision, and values to promote success for all students	• Collaborate with families, students, staff, and other members of the school community to develop a shared mission, vision, and core values that articulate the conditions and actions to which the school aspires in order to ensure equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students (1.c) • Initiate and facilitate courageous conversations about equity of student opportunity and outcomes related to the school mission, vision, and values (1.c) • Ensure focus on equity and belonging within the school's mission, vision, and values (1.c) • Clearly articulate the mission, vision, and values to all members of the school community • Cultivate shared understanding and ownership of the mission, vision, and values among all members of the school community
b. Uses the school's mission, vision, and values to guide data-driven decision-making, continuous improvement, and strategic planning	• Establish systems and routines for regular disaggregated data analysis to identify areas in which the mission is and is not being realized and areas in which progress is and is not being made toward the vision (1.e) • Anchor all planning processes, including cycles of continuous improvement, grant projects, and district, state, and federal program planning, to the school's mission, vision, and values • Align decisions made within the shared decision-making structure to the school's mission, vision, and values • Regularly evaluate the strength and ability of the mission, vision, and values to ground and focus decision-making and planning for equitable outcomes for all students and make adjustments as necessary (1.e)

ACTION 3: FOCUS ON INSTRUCTION

Culturally responsive school leaders develop and support systems, structures, and routines that prioritize and focus the alignment and coherence of culturally responsive curriculum, high-quality instructional materials, instructional practice, and assessment to support all students in accessing and achieving rigorous college- and career-ready academic standards.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions.
Those equity-focused behaviors that are integral to Action 3 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Engages in own ongoing development in culturally responsive instructional practice and leadership to ensure all students have access to culturally responsive teaching and learning environments	• Maintain expertise and stay up to date with local, state, and national initiatives and research related to the instructional core and culturally responsive practice (1.c) • Utilize a research-based foundation to support, plan, and guide own personal culturally responsive instructional leadership practice (1.c) • Communicate an explicit plan outlining your role in supporting teachers to achieve their culturally responsive instructional goals (1.c) • Seek out and engage in coaching to support your own reflective practice and continuous improvement in culturally responsive instructional leadership (1.c)
b. Demonstrates understanding of the relationship between standards, curriculum, and assessment	• Maintain knowledge of current college- and career-ready standards as written and in practice • Ensure high-quality instructional curriculum and materials are provided, adopted and supported • Understand the role of aligned assessment tools to support standards and curriculum • Engage instructional staff in ensuring coherence and alignment among college- and career-ready standards and the curriculum, materials and assessments used in the school • Protect instructional time to ensure student access to a culturally responsive learning experience • Limit time spent on formal summative, interim, and benchmark assessments to those required by law and/or essential to authentic instructional decision-making
c. Establishes and nurtures systems of shared leadership that enable college- and career-ready academic expectations to be met by all students	• Establish an equity-focused instructional leadership team representative of student demographics as well as the grade levels, academic content, and student support services provided in the school • Provide opportunities for staff to learn, use, and share specialized knowledge and skills for the purpose of improving school-wide culturally responsive instructional practice

DIMENSION	CHARACTERISTICS/QUALITIES
c. Establishes and nurtures systems of shared leadership that enable college- and career-ready academic expectations to be met by all students (cont'd)	• Create and implement targeted systems of support for the social and emotional needs of students • Ensure targeted systems of support provide equitable and universal access to culturally responsive learning opportunities that support the achievement of rigorous college- and career ready academic standards for all students (1.e)
d. Uses student access, opportunity, and outcomes data to make culturally responsive instructional leadership decisions	• Ensure student-need-based high-quality Tier 1 instruction is aligned to rigorous college- and career-ready academic standards • Develop, implement and monitor consistent and equitable processes for providing and monitoring Tier 2 and Tier 3 interventions to struggling learners to scaffold and support universal access to Tier 1 instruction (1.e) • Support teachers in selecting student data that will provide a comprehensive profile of how students learn • Support teachers in using data to set individualized learning goals that move students into the zone of productive disequilibrium and support all students in becoming independent learners (1.f) • Collect and use disaggregated data on the learning environment to make culturally responsive instructional leadership decisions (1.c) • Establish formal and informal structures for engaging with students to elicit their feedback on the learning environment
e. Transparently reports data on student opportunities and outcomes, including inequities therein	• *Hold and communicate unwavering belief system that all students, regardless of past or current performance, can meet rigorous, college- and career-ready academic standards (1.b)* • *Gather and use multiple indicators of student learning that reveal patterns, trends, and insights about equitable access and outcomes (1.c)* • *Disaggregate data by student subgroups to identify disparities by race, ethnicity, language, and other characteristics (1.d)* • Create tools, processes, and/or systems to ensure that data are accessible to, and understood by, all staff, students, families, and other members of the school community
f. Implements cycles of continuous improvement for teaching and learning	• Convene regular meetings of an instructional leadership team to review student outcomes data, assess the effectiveness of current curriculum and culturally responsive instructional approaches, and support the implementation of changes in instructional practice (1.e) • Use data from interim, benchmark, classroom, and formative assessments to make and evaluate regular adjustments to culturally responsive instructional practice (1.e) • Hold cultural responsiveness as a primary factor in decision-making related to changes in instructional practice (1.c) • Encourage teachers to apply an action research approach to investigate teaching and learning challenges and formulate new approaches to ensure all students are meeting rigorous college- and career-ready academic standards

DIMENSION	CHARACTERISTICS/QUALITIES
g. Builds a culture of instructionally focused feedback	• Prioritize time during the school day to observe teachers in action and design support based on identified culturally responsive instructional needs (1.f) • Demonstrate the ability to diagnose and identify teachers' strengths and opportunity for growth and determine actions and supports needed to improve their culturally responsive instructional practice (1.f) • Model observation and feedback protocols to develop assistant administrators', instructional coaches' and teacher leaders' skill at using low-inference evidence to identify patterns and trends related to culturally responsive instructional focus areas (1.f) • Engage in teacher observation and feedback calibration (or norming) exercises with assistant administrators, instructional coaches, and teacher leaders to improve culturally responsive content-specific, classroom practice throughout the school (1.f) • Build the capacity of assistant administrators, instructional coaches, and teacher leaders to provide actionable feedback to teachers on culturally responsive content-specific, instructional practice (1.f)

ACTION 4: FACILITATE ADULT LEARNING & DEVELOPMENT

Culturally responsive school leaders develop the capacity and skills of teachers and other school staff to ensure equity of opportunities and outcomes for all students through evidence-based and focused professional learning, coaching, and goals-based evaluation.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 4 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Seeks to recognize own mental models when engaged in observation, feedback, and coaching of professional practice	• Make an explicit effort to recognize and acknowledge the differences between your own experiences and stance as an educator and those of the adults you supervise, coach, and develop • *Seek to understand the cultural and diverse learning needs of staff in order to differentiate your leadership style based on individual needs (1.c)* • Transparently explain reasoning, theory, and motivation behind decisions and actions that have an impact on your leadership moves • *Continuously evaluate how the norms of white dominant culture are recreated and/or sustained by your expectations of professional practice in order to engage staff in creating an inclusive and culturally responsive work environment (1.d)*
b. Builds relationships and culture focused on equity, trust, and public learning	• Learn about staff members' personal identities, backgrounds, and stories and how those impact their mental models, decision-making, and approach to teaching and learning (1.c) • Establish a courageous learning environment by modeling vulnerability, help-seeking, and being transparent about own gaps in knowledge • Seek feedback from teachers and staff to model the critical importance of reciprocal accountability and two-way feedback • Create a courageous space to address hard-to-discuss topics with a focus on deficit thinking, implicit bias, and forms of racism (1.d)
c. Cultivates a culture of reflective practice	• Cultivate an environment that encourages staff to individually and collaboratively examine and challenge their own assumptions and biases in light of disconfirming evidence (1.d) • Support teachers in engaging in action research and cycles of continuous improvement to identify, test, and evaluate new culturally responsive instructional strategies (1.f) • Value, encourage, and model innovation, collaboration, and feedback • Use coaching skills, including active listening and authentic questioning, to assist teachers in identifying solutions and next steps to instructional challenges

ACTION 4: FACILITATE ADULT LEARNING & DEVELOPMENT (cont'd)

DIMENSION	CHARACTERISTICS/QUALITIES
d. Establishes clear performance expectations for staff	• Establish performance expectations for staff, aligned to the school's mission, vision, and values, that are consistent with culturally responsive practice, high professional standards, and educational research (1.e) • Ensure performance expectations are culturally responsive and attend to cultural and racial difference among staff (1.f) • Use multiple data points to diagnose and assess teaching effectiveness, including the ability to directly confront biases that impede students' ability to learn and achieve rigorous college- and career-ready academic standards (1.d) • Consistently clarify and check for understanding of performance expectations for staff • Provide clear and honest feedback when staff are and are not meeting performance expectations • Provide fair and appropriate supports to staff who are struggling to meet performance expectations
e. Designs, leads, and facilitates standards-based learning experiences for teachers and staff	• Create an annual scope, sequence, and curricula for professional learning focused on rigorous college- and career-ready academic standards and culturally responsive practice to support professional learning for teachers and staff (1.f) • Engage communities of practice in exploring emerging practices and research-based models to challenge the status quo and identify solutions to persistent instructional challenges and inequities (1.f) • Leverage various learning modalities to design flexible, ongoing, and just-in-time learning for teachers and staff • Ensure instructional focused professional development builds teachers' content knowledge and pedagogical content knowledge necessary to teach the concepts of their discipline • Create teacher and student-centered professional learning that promotes collective responsibility for students' learning and cultivates a dynamic culture for adult learning • Ensure professional learning is anchored in the priorities of teachers' daily work and is sustained in a coherent system of collaborative planning, classroom practice, observation, feedback, and continuous cycles of inquiry grounded in evidence of student learning • Assess formative and summative impact of professional learning on the achievement of school goals
f. Cultivates a culture of continuous professional learning and improvement supported by the formal evaluation process	• Systematically use formal and informal observations to identify patterns needing improvement with specific attention to culturally responsive practice (1.f) • Hold staff accountable to meeting performance expectations with a focus on culturally responsive instruction that ensures all students can access and achieve rigorous college- and career-ready academic standards (1.c) • Actively coach instructional staff in improving culturally responsive instructional practice (1.f) • Share leadership in coaching and supporting instructional staff with assistant administrators, instructional coaches, and/or teacher leaders

ACTION 5: MANAGE OPERATIONS & RESOURCES

Culturally responsive school leaders manage school operations and resources to ensure equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 5 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Manages and allocates resources to promote equitable access and outcomes for students	• Create structures and processes to ensure that every student has access to the learning opportunities, culturally responsive teachers, and supports required for their individual success (1.e) • Prioritize the allocation of resources – human, material, and supplementary – to eliminate disparities in all minoritized populations to increase student opportunities and outcomes (1.c) • Seek and manage fiscal resources to decrease and eliminate disparities in all minoritized populations to increase student opportunities and outcomes (1.c) • Ensures teachers have access to and are implementing high-quality instructional materials • Manage personal and staff time to decrease and eliminate disparities in students' academic, social, and emotional growth (1.c)
b. Focuses on solutions and integrates competing demands and conflicting directives to problem-solve effectively	• Focus on data-based problem-solving • Demonstrate capacity to analyze, synthesize, and promote coherence across various and/or competing demands and directives • Use the school vision, mission, and values as the guideposts for problem-solving and coherence across various and/or competing demands and directives
c. Collaboratively develops and implements a shared decision-making structure	• Engage and empower all staff in strategic planning and decision-making processes • Identify and pursue opportunities to authentically and meaningfully engage students and families in strategic planning and decision-making processes (1.c) • Empower and build the capacity of formal and informal leaders within the school and instructional leadership team to take on specific day-to-day and/or regular decision-making functions • Clearly articulate the need to, and parameters for, making decisions alone • Create and implement standard procedures for communicating decisions to the whole school community, whether made alone, by delegated persons or groups, or within a larger group

ACTION 5: MANAGE OPERATIONS & RESOURCES (cont'd)

DIMENSION	CHARACTERISTICS/QUALITIES
d. Demonstrates sound professional judgment and personal integrity	• Understand the intent of rules, laws, and policies at the school, district, state, and federal levels and use them to ensure that the rights of staff and students are fully protected • Manage staff, budget, and resources in alignment with ethical and legal standards • Speak and behave in a way that is respective of the norms, values, and culture of the school community and the staff, students, and families within in (1.c) • Model behaviors to promote an environment based on trust • Understand and express personal emotions with awareness of their impact on self and others • Openly confront behaviors that create or sustain negative bias and/or inequity (1.d) • Exhibit willingness to make difficult decisions and address difficult circumstances on behalf of staff, students, and families
e. Consistently manages time in relationship to priorities	• Align long-term and short-term priorities to the school mission, vision, and values (1.c) • Establish daily priorities and objectives and regularly reflect on the alignment of time use to those priorities • Distinguish among tasks and interruptions based on their importance and urgency and act accordingly to minimize distractions • Remove or delegate non-essential tasks • View time as a resource and allocate it equitably
f. Collaboratively creates and implements systems, structures, policies, and procedures that ensure the safe, supportive, and equitable operation of the school	• Ensure that systems, structures, policies, and procedures are aligned with and uphold the school's mission, vision, and values (1.e) • Implement predictable, culturally responsive routines and structures throughout the organization (1.d) • Collaborate with staff to create guidelines, protocols, and systems to support the social and emotional well-being of all students • Collaborate with members of the school community to create structures that ensure a safe, effective, and culturally responsive teaching and learning environment for all staff and students (1.c) • Ensure that curriculum content and delivery systems are culturally responsive and aligned to rigorous college- and career-ready academic standards (1.e) • Develop discipline policies and procedures that address student behavior in a positive and unbiased manner and do not result in the racial and cultural disproportionate application of consequences (1.e)
g. Recruits and retains effective, culturally responsive staff in accordance with the mission and vision of the school	• Develop and implement a staffing plan that attends to student needs when seeking and retaining highly effective, culturally responsive teachers and staff (1.c) • Prioritize the hiring of teachers who are representative of the race, ethnicity, and culture of students in the school (1.c) • Prioritize the hiring of teachers who demonstrate a commitment to, and knowledge of, culturally responsive practice (1.c) • Provide high-quality onboarding, ongoing professional learning, coaching, and opportunities for teachers and staff to grow, develop, and exercise shared leadership in the school

ACTION 6: ENGAGE IN PERSONAL LEARNING & DEVELOPMENT

Culturally responsive school leaders engage in their own ongoing professional learning to cultivate the skills and dispositions necessary to lead and equitably support staff, students, and families.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 6 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Understands and models the role of lead learner	• React constructively to disappointment, admit errors, and learn from mistakes and setbacks • Transition from emotional to strategic responses when addressing personal mistakes and setbacks • Act upon the best ideas and evidence regardless of the source • Value mistakes in the service of learning and move from the known to the unknown • Regularly seek and use formal and informal feedback on their actions, decisions, and other leadership behaviors • *Demonstrate the stance of public learner in ensuring all students have what they need to achieve rigorous career- and college-ready academic standards (1.b)*
b. Applies current and evolving research and thought on learning, teaching, and leadership to professional practice	• Understand and utilize theories of learning and change to respond strategically to immediate and long-term challenges • *Understand that student learning drives the system and that every action is in service of ensuring that all students have the opportunities, access, and supports necessary to achieve rigorous college- and career-ready standards (1.b)* • *Remain current and knowledgeable of research to inform instructional and organizational decisions, including those that focus on issues of equity and student academic outcomes (1.c)* • Create a system for sharing current research broadly among staff
c. Develops and implements a personal plan for professional learning	• Works with supervisor to set personal measurable goals aligned to the mission, vision, values, and performance metrics of the school and district • *Actively pursues personal professional learning opportunities directly linked to organizational needs with specific attention to the student populations served (1.c)* • *Actively seeks to understand and build competency in equitable and liberatory leadership practices (1.c)*

ACTION 7: STRATEGIZE CHANGE & CONTINUOUS IMPROVEMENT

Culturally responsive school leaders use multiple sources of data to identify successes and challenges in working toward the school's mission and vision and engage staff, students, and families in strategic planning and continuous improvement activities designed to mitigate those challenges.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions.
Those equity-focused behaviors that are integral to Action 7 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Analyzes and interprets disaggregated data with specific attention to the diverse cultural and learning needs of students	• *Leverage formative and summative disaggregated data to inform decisions and focus areas around culturally responsive teaching and equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students (1.c)* • Support teachers in accurately interpreting a wide range of data to identify patterns, trends, and instructional needs with specific attention to disparities *across lines of race, ethnicity, ability, language, and gender (1.f)* • Formatively assess implementation, progress, and impact of facilitated change and make mid-course corrections as needed • *Use cycles of continuous improvement to review data and identify areas of inequity and necessary action with the instructional leadership team (1.c)*
b. Demonstrates resilience when addressing social, cultural, or political challenges	• Balance the urgent with the important in prioritizing and aligning daily actions and behaviors to the school mission, vision, and values • Predict and plan for intended and unintended consequences of key decisions • Remain current on local, state, and federal laws, regulations, and data and research as they relate to teaching, learning, and the experience of families in the educational process • Proactively engage community to build a coalition of supporters in decision-making • Navigate resistors and demonstrate empathy for diverse perspectives without personalizing resistance (1.c) • Maintain an unwavering focus on continuously improving culturally responsive practice to support equitable access and outcomes for all students (1.c)
c. Leads the collaborative development and implementation of a school strategic improvement plan based on analysis of disaggregated data from a variety of sources	• Focus school improvement goals on the elimination of disparities of minoritized populations in student opportunities and outcomes (1.c) • Set clear objectives and develops coherent action plans to achieve complex goals • Implement strategies for the inclusion of staff, families, and other stakeholders in planning processes (1.c) • Maintain stakeholders' focus on the school's mission, vision, and values throughout the plan's development and implementation

DIMENSION	CHARACTERISTICS/QUALITIES
d. Cultivates and applies a systems-thinking approach to decision-making	• Analyze situations to determine underlying causes of the presenting challenge • Actively pursue disconfirming evidence when evaluating assumptions and drawing conclusions • Consider the possible consequences of actions, anticipate possible responses or reactions, and adjust decisions and behaviors accordingly • Specifically consider a decision's potential to create, sustain, or disrupt inequity (1.c) • Align decisions to the school's mission, vision, and values (1.c) • Make decisions in a timely manner

ACTION 8: CULTIVATE COMMUNITY CARE & ENGAGEMENT

Culturally responsive school leaders cultivate an inclusive and caring school culture that facilitates a sense of belonging among staff, students, and families.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 8 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Values and promotes diverse backgrounds, experiences, points of view, and norms of interaction throughout the school community	• *Actively seek and make use of diverse and controversial perspectives (1.c)* • *Work to build and protect psychological safety through the use of processes such as structured dialogue, protocols, and productive debate* • *Analyze and transform disagreement and dissent into opportunities to build dialogue that lead to constructive outcomes* • *Advocate for the needs and priorities of all students and their families (1.c)* • *Identify and dismantle norms of white dominant culture to create an inclusive school that cultivates a sense of belonging among all members of the school community (1.d)*
b. Communicates in ways that reflect transparency, thoughtfulness, empathy, and the ability to listen	• Understand and honor the emotions of self and others as vital to understanding and being understood • Attend and respond to verbal and nonverbal cues from others (1.c) • Adjust communications styles based on purpose and audience as appropriate (1.c) • Deal honestly and directly with difficult issues using low-inference data and examples
c. Authentically engages and collaborates with staff	• *Get to know all staff members and publicly acknowledge their individual contributions (1.c)* • *Model, encourage, and reinforce efficacy in all individuals to support all students in meeting rigorous, college- and career-ready standards* • *Act with transparency and fairness in creating opportunities for shared leadership* • *Explain decisions made within and without the established shared decision-making structure*
d. Authentically engages and collaborates with students, families, and the broader community	• *Interact with students and families on a regular basis to learn about and respond to their experience of the school, including teaching and learning, their feeling of belonging, and ideas for creating a more responsive and equitable environment (1.c)* • *Model and set expectations for staff related to culturally responsive interaction, dialogue, and inclusion strategies with students and families (1.b)* • *Seek and utilize the expertise and resources of community groups that represent and serve students and their families (1.c)*

ACTION 8: CULTIVATE COMMUNITY CARE & ENGAGEMENT (cont'd)

DIMENSION	CHARACTERISTICS/QUALITIES
d. Authentically engages and collaborates with students, families, and the broader community (cont'd)	• *Develop clear processes for gathering and transmitting information to and from families, with awareness of the types of communication modes and resources that families may have (1.c)* • *Provide clear, specific responses to questions from students, families, and other members of the school community* • *Demonstrate awareness of the public and political nature of the principal's position and apply explicit processes for engaging students, families, and other members of the school community in controversial issues*
e. Cultivates and honors rituals and routines that bring the school's mission, vision, and values to life	• Understand and honor the school's existing culture of rituals and routines • Develop consistent patterns of rituals and routines to strategically support the school's mission, vision, and values (1.e) • Apply knowledge and understanding of students' cultural backgrounds in developing school-wide rituals and routines (1.e)

Principal Supervisor Actions

(a revision of the Principal Supervisor Leadership Standards)

A great principal supervisor gives school leaders the support they need to make their school a culturally responsive, standards-aligned learning environment for every student.

ACTION 1: LEAD FOR EQUITY & ACCESS

Culturally responsive principal supervisors learn and practice equitable, liberatory skills and dispositions to support school leaders in creating school communities by, with, and for students.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Reflects on personal beliefs, biases, assumptions, and behaviors	• Identify and continuously examine assumptions, beliefs, and personal biases, especially those associated with people who have been historically minoritized due to their race, ethnicity, gender, sexual orientation, socio-economic status, etc. • Acknowledge the effect of personal mental models on actions that impact student learning and achievement • Continuously examine and reflect on how your role in the system may contribute to or support inequitable practices • Actively seek to learn how privilege, power, and oppression operate historically and currently to create and sustain inequity • Recognize inherent personal privileges based on position, identity, and background, especially those who have been historically minoritized • Identify and act on personal knowledge gaps and skills deficits related to equity
b. Publicly models a personal belief system that is student-centered and grounded in equity and access	• Model vulnerability by acknowledging former and current personal knowledge gaps and skills deficits related to equity, including what they did or plan to do to close them • Learn and practice language and behaviors that are responsive to differences across lines of race, ethnicity, language, class, religion, ability, gender identity and expression, sexual orientation, and other aspects of identity • Utilize data that has been disaggregated by minoritized populations to understand the specific needs of the schools within their network • Model strategies designed to support adults and students to engage in context-specific, culturally responsive learning about difference
c. Acts with cultural competence and responsiveness in interactions, decision-making, and practice	• Partner with families, staff, and communities to ensure fair treatment and equitable access to all academic, social and emotional opportunities • Actively seek and make use of diverse perspectives in decision-making • Pay close attention to voices that are absent from conversations and actively seek them out to gain their perspective • Evaluate the intended and unintended consequences of decisions on all stakeholder groups • Encourage risk-taking and create spaces to engage in open dialogue about race and address hard-to-discuss topics

ACTION 1: LEAD FOR EQUITY & ACCESS (cont'd)

DIMENSION	CHARACTERISTICS/QUALITIES
c. Acts with cultural competence and responsiveness in interactions, decision-making, and practice (cont'd)	• Facilitate principal meetings that include open discussions about the impact of racial and cultural differences on adult perceptions of student ability • Prioritize and support culturally responsive practice as a foundational element of professional practice • Leverage relationships with system leaders to increase the prominence and legitimacy of an equitable school for all minoritized populations as a primary goal of the school
d. Publicly models a personal belief system that is student-centered and grounded in equity and access	• Initiate and promote productive dialogue and collective work on issues of inequity for all minoritized populations • Create the conditions and common language for regular courageous conversations around equity • Build principals' capacity to learn and practice language and behaviors that are responsive to differences across lines of race, ethnicity, language, class, religion, ability, gender identity and expression, sexual orientation, and other aspects of identity • Build the courage and capacity of principals to willingly confront issues of equity and access that impede student learning • Provide the space, tools, and support for staff to reflect on their own personal beliefs, biases, assumptions, and behavior, especially those who have been historically minoritized • Provide structured and consistent professional learning opportunities to develop and deepen culturally responsive teaching practice
e. Confronts and alters institutional biases of student marginalization, deficit-based schooling, and low expectations associated with minoritized populations	• Confront behavior that openly or covertly promotes or sustains inequity, colorblindness, and deficit-thinking • Identify and name practices and interactions, including micro-aggressions, that are based on race or culturally-biased assumptions • Ensure that teachers' and other staff members' communication, collaboration, and decision-making reflect the system's mission, vision, and values grounded in equity and access for all students • Ensure that staff have the resources and tools to consistently use disaggregated data to identify inequities in student opportunities and outcomes • Regularly examine disaggregated school data with teachers and staff for evidence of inequity • Investigate existing policies and practices to ensure they prioritize student needs and are designed to produce equitable outcomes
f. Creates equitable systems and structures to promote equity for all minoritized populations	• Work with principals to ensure that equity is at the forefront of schools' mission, vision, and values • Create and implement practices that promote the recruitment, support, and retention of diverse and culturally responsive staff • Seek, allocate, and manage resources to directly support groups that have been historically minoritized • Create structures to ensure the long-term sustainability of initiatives that promote equity

ACTION 2: ALIGN MISSION, VISION & VALUES

Culturally responsive principal supervisors advocate for and inform the coherence of the system's mission, vision, and values to facilitate the efficacy of schools in providing culturally responsive teaching and learning that supports all students in accessing and achieving rigorous college- and career-ready academic standards.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 2 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Collaboratively develops system mission, vision, and values aligned to promote success for all students	• *Support principals as they collaborate with families, students, staff, and other members of the school community to develop a shared mission, vision, and values that articulate the conditions and actions to which the school aspires in order to ensure equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students (1.f)* • Work with principals to ensure that their schools' mission, vision, and values both align with the system mission, vision, and values and differentiate to reflect the context, needs, and aspirations of their individual school communities
b. Translates and assesses the impact of the system's mission, vision, and values within schools	• Communicate the system's mission, vision, and values to principals, school staff, and members of their network school communities • Gather feedback from school leaders and staff to inform the regular evaluation and adjustment of the system mission, vision, and values to better guide decision-making and planning for equitable outcomes for all students

ACTION 3: FOCUS ON INSTRUCTION

Culturally responsive principal supervisors develop and support systems, structures, and routines that prioritize and focus the alignment and coherence of culturally responsive curriculum, high-quality instructional materials, instructional practice, and assessment to support all students in accessing and achieving rigorous college- and career-ready academic standards.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 3 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Engages in own culturally responsive instructional leadership development to ensure all students have access to culturally responsive teaching and learning environments	• *Maintain expertise and stay up to date with local, state, and national initiatives and research related to the instructional core and culturally responsive practice (1.c)* • Utilize a research-based foundation to support, plan, and guide own personal instructional leadership development • Understand the difference and intersections between a principal's leadership ability and a principal's ability to lead instruction
b. Supports principals to develop, articulate, and implement an instructionally focused theory of action that meets the unique needs of their school communities	• Support principals to identify well-defined school-wide instructional focus area(s) based on disaggregated data trends and pattern • Facilitate alignment between the system's instructional theory of action and those within network of schools • *Support principals in developing and implementing a high-quality and equitable multi-tiered system of instruction and materials that ensures universal access to Tier 1 instruction and supports all students in achieving rigorous college- and career-ready academic standards (1.f)* • Support principals in choosing, adopting and implementing high-quality instructional curriculum and materials • Support principals to build a climate and culture centered on the belief that all students can achieve rigorous college- and career-ready academic standards • *Support principals in developing the systems and structures necessary to lead cycles of continuous improvement focused on culturally responsive teaching and learning (1.f)* • *Support principals in creating culturally responsive learning environments that build on students' assets, needs, and experiences (1.f)* • *Build the courage and capacity of principals to willingly confront issues of equity and access that impede student learning (1.f)*

ACTION 3: FOCUS ON INSTRUCTION (cont'd)

DIMENSION	CHARACTERISTICS/QUALITIES
c. Builds principals' capacity to develop staff ownership of high-leverage instructional initiatives	• *Support principals to develop effective building-level instructional leadership teams and other systems and structures to share leadership in ways that disrupt the replication of white dominant culture (1.f)* • *Build principals' ability to diagnose staff's strengths and areas for growth as culturally responsive practitioners (1.f)* • Help principals develop sustainable structures for capacity-building, shared leadership, collaborative learning, and shared decision-making in order to build a culture that commits to instructional initiatives
d. Models the use of student opportunity and outcomes data to identify and act on inequities	• *Hold and communicate unwavering belief system that all students, regardless of past or current performance, can meet rigorous, college- and career-ready academic standards (1.b)* • *Gather and use multiple indicators of student learning that reveal patterns, trends, and insights about equitable access and outcomes across network of schools (1.c)* • Supports principals in selecting student data that will provide a comprehensive profile of how students learn • *Model how to disaggregate data by student subgroups to identify disparities by race, ethnicity, language, and other characteristics (1.c)* • Create tools, processes, and/or systems to ensure that disaggregated data are accessible to, and understood by, all principals within the network
e. Builds a culture of instructionally focused feedback	• Prioritize a majority of time in schools observing principals in action and designing support based on identified instructional, content-focused leadership needs • *Demonstrate the ability to diagnose principals' strengths and weaknesses and determine actions and supports needed to improve their culturally responsive instructional leadership practice (1.f)* • *Model observation and feedback protocols to develop principals' skill at using low-inference evidence to identify patterns and trends related to culturally responsive instructional focus areas. (1.f)* • *Engage in teacher observation and feedback calibration (or norming) exercises with principals to improve culturally responsive and evidence-based content-specific classroom practice across the schools (1.f)* • *Build principals' capacity to provide actionable feedback to teachers and other staff on culturally responsive practice and evidence-based instructional practices that support students in meeting the expectations of college- and career-readiness(1.f)*

ACTION 4: FACILITATE ADULT LEARNING & DEVELOPMENT

Culturally responsive principal supervisors develop the capacity and skills of school leaders to ensure equity of opportunities and outcomes for all students through evidence-based and focused professional learning, coaching, and goals-based evaluation.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 4 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Seeks to recognize own mental models when engaged in observation, feedback, and coaching of professional practice	• Make an explicit effort to recognize and acknowledge the differences between your own leadership stance and the leadership stance of the principal you are coaching • *Seek to understand the cultural and diverse learning needs of principals in order to differentiate your coaching style based on individual needs (1.c)* • Transparently explain reasoning, theory, and motivation behind decisions and actions that have an impact on your coaching moves • *Continuously evaluate how the norms of white dominant culture are recreated and/or sustained by your expectations of professional practice in order to engage principals in your network in creating an inclusive and culturally responsive work environment (1.d)*
b. Establishes practices that build a culture focused on equity, trust, and public learning for principals	• Model a stance of vulnerability and public learning, including the impact of personal learning on professional practice • Engage principals in a collaborative decision-making process to establish purpose, goals, and outcomes using qualitative and quantitative data and/or problems of practice • Create learning structures for principals to share expertise, engage in continuous improvement, and strategically implement initiatives • *Create a courageous space to address hard-to-discuss topics with a focus on deficit thinking, implicit bias, and forms of racism in order to support all students in accessing and achieving rigorous college- and career-ready academic standards (1.d)* • Encourage failure, vulnerability, and reflective practice as key levers to continuous learning
c. Builds relationships based on mutual trust and accountability	• *Learn about principals' personal identities, backgrounds, and stories and how they impact their mental models, decision-making, and approach to leadership (1.c)* • Establish a courageous learning environment by modeling vulnerability, help-seeking, and being transparent about own gaps in knowledge • Seek feedback from principals to model the critical importance of reciprocal accountability and two-way feedback • Practice responsible pivoting by shifting between the roles of evaluator and coach as necessary while always staying focused on principal learning and development

DIMENSION	CHARACTERISTICS/QUALITIES
d. Continuously learns and employs a range of targeted coaching strategies	• Balance the learning needs and dynamics of each principal and leadership team with the instructional needs of the school community • Provide actionable feedback to principals that provokes thinking, creates conditions to promote necessary discomfort, and opens opportunities for reflection • Model questioning techniques to build principals' ability to effectively balance inquiry with problem-solving • Know and practice when to be directive and when to be facilitative based on a principals' needs and the context of a presenting situation
e. Diagnoses and assesses principals' needs using multiple measures of achievement and performance	• Focus on continuous improvement when applying evaluation tools to provide goal-aligned feedback and support to principals • *Develop principals' capacity to explicitly link leadership actions with changes in culturally responsive instructional practice and student outcomes with specific attention to the diverse cultural and learning needs of students (1.f)* • *Use multiple data points to assess a principal's capacity to lead, including the ability to directly confront biases that impede students' ability to learn and achieve rigorous college- and career-ready academic standards (1.f)* • Utilize the system's key performance and evaluation indicators to drive principal goal-setting, identification of areas for support, and creation of learning plans • Initiate and engage in difficult conversations to address performance using evidence-based data
f. Designs, leads, and facilitates standards-based learning experiences for principals	• *Create an annual scope, sequence, and curricula focused on rigorous college- and career-ready academic standards and culturally responsive practice to support system-wide professional learning for instructional leaders and staff (1.f)* • *Engage communities of practice in exploring emerging practices and research-based models to challenge the status quo and identify solutions to students experiencing unfinished learning (1.f)* • Leverage various learning modalities to design flexible, ongoing, and just-in-time learning for principals and instructional staff • Assess formative and summative impact of professional learning on the achievement of system and school goals
g. Support principals to implement learning-rich communities of practice at their school sites	• *Apply tenets of adult learning theory to build principals' capacity to lead conversations about culturally responsive teaching and learning (1.f)* • Hold principals accountable for using professional learning and staff meeting time purposefully and in alignment with their school's mission, vision, values, and goals • Model learning processes aimed at building and sustaining strong communities of adult learners • *Observe and provide feedback to principals about the impact of the communities of practice they are organizing, facilitating, and/or leading on culturally responsive teaching and student learning (1.f)* • Support principals build common expectations of professional development that is built on student need, builds staff knowledge and is sustained in a coherent system of collaborative planning, observation and feedback

ACTION 5: MANAGE OPERATIONS & RESOURCES

Culturally responsive principal supervisors support school leaders in managing school operations and resources to ensure equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 5 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Identify and align resources within the system that promote equity and access for all students	• *Ensure principals have easy access to disaggregated data within the system to be able to diagnose, identify, and name disparities amongst minoritized populations (1.e)* • *Assist principals with the alignment of resources to prioritize short- and long-term goals that enable all students to equitably access and achieve rigorous college- and career-ready academic standards (1.f)* • Assist principals in selecting and providing teachers access to high-quality instructional materials • *Assist principals with the alignment of decisions and resources, including time and attention, to explicitly address inequitable practices and dismantle systems and policies that perpetuate inequitable practices (1.f)* • Coach principals with time management and strategic thinking in service of goal attainment
b. Collaborate with system leaders to prioritize initiatives that are best aligned to the needs of school communities and actively work towards equity and access	• Strategically buffer principals from distractions to support their ability to keep focus on culturally responsive instructional leadership and equity • Support the system in managing the requests made of principals and streamline outgoing communication to increase coherence across the system • *Prioritize initiatives and solutions that maximize focus on providing the resources and support necessary to eliminate opportunity and outcome gaps for historically minoritized students (1.c)* • Actively dissect the impact of system goals, policies, and strategies on schools and school leaders and act to advocate on their behalf where needed

DIMENSION	CHARACTERISTICS/QUALITIES
c. Act as a conduit between system and principals to manage resources and problem-solve	*Analyze what occurs at the intersection of system and schools to identify and act upon conditions that impede continuous improvement of culturally responsive practice and equitable achievement of rigorous college- and career-ready academic standards (1.c)* - Utilize systems-thinking and multiple disaggregated data points to diagnose and draft potential solutions to challenges across the system *Ensure common understanding of what highly effective culturally responsive instructional leaders across the system need to know and be able to do (1.f)* - Employ innovative thinking at the school and system level in response to identified needs of schools and students
d. Foster communication and relationship-building between principals and system leaders	- Facilitate shared decision-making by connecting principals to central office and other resources - Engage principals, key system leaders, and community stakeholders in problem-solving that solicits multiple perspectives, incorporates feedback, and broadens and shares ownership - Act as a system ambassador while simultaneously advocating for the needs of the schools within your network - Initiate and engage stakeholders in difficult conversations to improve relations between school communities and the system

ACTION 6: ENGAGE IN PERSONAL LEARNING & DEVELOPMENT

Culturally responsive principal supervisors engage in their own ongoing professional learning to cultivate the skills and dispositions necessary to grow school leaders' efficacy in leading and equitably supporting staff, students, and families.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions.
Those equity-focused behaviors that are integral to Action 6 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Understands and models the role of lead learner	• Utilize feedback, principal performance, and student achievement data to identify personal strengths and areas for growth • Create processes for principals, colleagues and supervisor(s) to provide direct and actionable feedback • Value transparently admitting mistakes in the service of learning and move from the known to the unknown • Transition from emotional to strategic responses when addressing personal mistakes and setbacks • Assess and monitor progress against goals in order to continuously improve culturally responsive instructional leadership practice • Model continuous self-improvement and public learning for principals
b. Facilitates personal leadership growth	• Set personal measurable goals aligned to the mission, vision, values, and performance metrics of the system • Seek learning opportunities to maximize personal leadership quality by leveraging successes and systematically addressing areas of growth • Promote a culture amongst peers focused on individual and collective professional growth and public learning • Communicates an explicit plan outlining the principal supervisor's role in supporting principals to achieve their instructional goals

ACTION 7: STRATEGIZE CHANGE & CONTINUOUS IMPROVEMENT

Culturally responsive principal supervisors use multiple sources of data to identify successes and challenges in working toward the system's mission and vision and lead strategic planning and continuous improvement activities designed to mitigate those challenges with a specific focus on the experience of their network schools.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 7 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Analyzes and interprets disaggregated data across a network of schools with specific attention to the diverse cultural and learning needs of students	• *Leverage formative and summative disaggregated data to inform network-wide decisions and focus areas around culturally responsive teaching and equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students (1.c)* • *Support principals in accurately interpreting a wide range of data to identify patterns, trends, and instructional needs with specific attention to disparities across lines of race, ethnicity, ability, language, and gender (1.f)* • Formatively assess implementation, progress, and impact of facilitated change and make mid-course corrections as needed • *Use cycles of continuous improvement and principles of design thinking to review data and identify areas of inequity and necessary action with principals and their leadership teams (1.e)*
b. Models resilience when addressing social, cultural, or political challenges	• Balance the urgent with the important in prioritizing and aligning daily actions and behaviors to the organizational mission, vision, and values • Predict and plan for intended and unintended consequences of key decisions • Remain current on local, state, and federal laws, regulations, and data as they relate to the teaching and learning experience of principals, teachers, students, and families • Model how to navigate resistors and demonstrate empathy for diverse perspectives without personalizing resistance while maintaining an unwavering focus on continuously improving culturally responsive practice to support equitable access and outcomes for all students

DIMENSION	CHARACTERISTICS/QUALITIES
c. Models a systems-thinking approach to decision-making	- Model the analysis of situations to determine underlying causes of the presenting challenge - Model the pursuit of disconfirming evidence when evaluating assumptions and drawing conclusions - Consider the possible consequences of actions, anticipate possible responses or reactions, and adjust decisions and behaviors accordingly *Specifically consider a decision's potential to create, sustain, or disrupt inequity (1.c)* - Align decisions to the system's mission, vision, and values
d. Manages innovative and systems-focused change	- Demonstrate willingness to adapt to change - Identify expertise and capacity needs within the system and support the development of a pipeline of future school and system leaders to meet those needs - Apply systems thinking in the creation of organizational and programmatic coherence within your system and across your network of schools - Synthesize and make meaning of complex and sometimes contradictory information and stakeholder perspectives to effectively solve problems *Work purposefully towards a bold vision for equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students using and communicating a broad, long-term perspective that links the day-to-day work with the impact on students' lives (1.c)*

ACTION 8: CULTIVATE COMMUNITY CARE & ENGAGEMENT

Culturally responsive principal supervisors use multiple sources of data to identify successes and challenges in working toward the system's mission and vision and lead strategic planning and continuous improvement activities designed to mitigate those challenges with a specific focus on the experience of their network schools.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 8 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Values and promotes diverse backgrounds, experiences, points of view, and norms of interaction throughout the organization	• *Actively seek and make use of diverse and controversial perspectives (1.c)* • Work to build and protect psychological safety through the use of processes such as structured dialogue, protocols, and productive debate • Advocate for the needs and priorities of all students and their families • *Identify and dismantle norms of white dominant culture to create an inclusive organization that cultivates a sense of belonging among all members (1.d)*
b. Communicates in ways that reflect thoughtfulness, empathy, and the ability to listen	• Understand and honor the emotions of self and others as vital to understanding and being understood • *Attend and respond to verbal and nonverbal cues from others (1.c)* • Adjust communications styles based on purpose and audience as appropriate • Deal honestly and directly with difficult issues using low-inference data and examples
c. Models engagement and partner strategies to ensure fair treatment and equitable access to opportunities for all students and their families	• *Model being proactive, thoughtful, and equity-conscious when addressing the needs of stakeholders (1.c)* • *Build principals' capacity to use culturally responsive, high-leverage strategies to empower parent, family and community leadership (1.f)* • *Ensure that each student, staff, and family member is treated fairly and has physical and linguistic access to the teaching and learning environment (1.c)* • *Coach principals and staff to identify, examine, and manage assumptions, beliefs, and personal behavior (1.f)*

Superintendent Actions

(a revision of the Superintendent Leadership Standards)

Superintendents set the tone and culture of a school system. They establish a vision and must be able to communicate that vision in ways that inspire the entire school system community to help fulfill it. This document lays out for all school system leaders the critical steps they can take on their own and with their teams, students, and families to make their system a culturally responsive, standards-aligned learning environment for every student.

ACTION 1: LEAD FOR EQUITY & ACCESS

Culturally responsive superintendents learn and practice equitable, liberatory skills and dispositions to support system and school leaders in creating system and school communities by, with, and for students.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Reflects on personal beliefs, biases, assumptions, and behaviors	• Identify and continuously examine assumptions, beliefs, and personal biases, especially those associated with who have been historically minoritized due to their race, ethnicity, gender, sexual orientation and socio-economic status, etc. • Acknowledge the effect of personal mental models on actions that impact student learning and achievement • Continuously examine and reflect on how their role in the system may contribute to or support inequitable practices • Actively seek to learn how privilege, power, and oppression operate historically and currently to create and sustain inequity • Recognize inherent personal privileges based on position, identity, and background, especially those associated with who have been historically minoritized • Identify and act on personal knowledge gaps and skills deficits related to equity
b. Publicly models a personal belief system that is student-centered and grounded in equity and access	• Model vulnerability by acknowledging former and current personal knowledge gaps and skills deficits related to equity, including what they did or plan to do to close them • Learn and practice language and behaviors that are responsive to differences across lines of race, ethnicity, language, class, religion, ability, gender identity and expression, sexual orientation, and other aspects of identity • Utilize data that has been disaggregated by minoritized populations to understand the specific needs of the system and schools within the system • Model strategies designed to support adults and students to engage in context-specific, culturally responsive learning about difference
c. Acts with cultural competence and responsiveness in interactions, decision-making, and practice	• Partner with families, staff, and communities to ensure fair treatment and equitable access to all academic, social and emotional opportunities • Actively seek and make use of diverse perspectives in decision-making • Pay close attention to voices that are absent from conversations and actively seek them to gain their perspective • Evaluate the intended and unintended consequences of decisions on all stakeholder groups

DIMENSION	CHARACTERISTICS/QUALITIES
c. Acts with cultural competence and responsiveness in interactions, decision-making, and practice (cont'd)	• Encourage risk-taking and create spaces to engage in open dialogue about race and address hard-to-discuss topics • Facilitate system-level meetings that include open discussions about the impact of racial and cultural differences on adult perceptions of student ability • Prioritize and support culturally responsive practice as a foundational element of professional practice • Leverage relationships with system leaders to increase the prominence and legitimacy of an equitable school for all minoritized populations as a primary goal of the school
d. Purposefully builds the capacity of others to identify and disrupt inequities in the school	• Initiate and promote productive dialogue and collective work on issues of inequity for all minoritized populations • Create the conditions and common language for regular courageous conversations around equity • Build the capacity of system and school building leaders to learn and practice language and behaviors that are responsive to differences across lines of race, ethnicity, language, class, religion, ability, gender identity and expression, sexual orientation, and other aspects of identity • Build the courage and capacity of system leaders to willingly confront issues of equity and access that impede student learning • Provide the space, tools, and support for system and school building leaders to reflect on their own personal beliefs, biases, assumptions, and behavior, especially those associated with who have been historically minoritized • Provide structured and consistent professional learning opportunities to develop and deepen culturally responsive building and system leadership
e. Confronts and alters institutional biases of student marginalization, deficit-based schooling, and low expectations associated with minoritized populations	• Confront behavior that openly or covertly promotes or sustains inequity, colorblindness, and deficit-thinking • Identify and name practices and interactions, including micro-aggressions, that are based on race or culturally biased assumptions • Ensure that system and school building leaders' communication, collaboration, and decision making reflect the system's mission, vision, and values grounded in equity and access for all students • Ensure that system and school building leaders have the resources and tools to consistently use disaggregated data to identify inequities in student opportunities and outcomes • Regularly examine disaggregated data with the system leadership team and school building leaders for evidence of inequity • Investigate existing policies and practices to ensure they prioritize student needs and are designed to produce equitable outcomes
f. Creates equitable systems and structures to promote equity for all minoritized populations	• Work with members of the school board and system leadership team to ensure that equity is at the forefront of the system's mission, vision, and values • Create and implement practices that promote the recruitment, support, and retention of diverse and culturally responsive staff • Seek, allocate, and manage resources to directly support groups that have been historically minoritized • Explicitly address issues that impede the achievement of racial equity or access within schools and across the system • Create structures to ensure the long-term sustainability of initiatives that promote equity

ACTION 2: ALIGN MISSION, VISION & VALUES

Culturally responsive superintendents work with system and school leaders, members of the school board, and the community to develop, advocate, and act according to a shared system mission, vision, and core values for culturally responsive teaching and learning that supports all students in accessing and achieving rigorous college- and career-ready academic standards.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 2 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Collaboratively develops system mission, vision, and values aligned to promote success for all students	• Collaborate with school board members, system leaders, staff, students, and families to develop a shared mission, vision, and values that articulate the conditions and actions to which the system aspires in order to ensure equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students (1.c) • Initiate and facilitate courageous conversations about equity of student opportunity and outcomes related to the system mission, vision, and values (1.c) • Ensure focus on equity and belonging within the system's mission, vision, and values (1.b) • Clearly articulate the mission, vision, and values to all system stakeholders and members of the community • Cultivate shared understanding and ownership of the mission, vision, and values among all system stakeholders and members of the community
b. Uses the system's mission, vision, and values to guide data-based decision-making, continuous improvement, and strategic planning	• Institute systems and routines for regular disaggregated data analysis to identify areas in which the mission is and is not being realized and areas in which progress is and is not being made toward the vision • Anchor all planning processes, including cycles of continuous improvement, grant projects, and system, state, and federal program planning, to the system's mission, vision, and values (1.c) • Regularly evaluate the strength and ability of the mission, vision, and values to ground and focus decision-making and planning for equitable outcomes for all students and make adjustments as necessary (1.c)

ACTION 3: FOCUS ON INSTRUCTION

Culturally responsive superintendents develop and support systems, structures, and routines that prioritize and focus the alignment and coherence of culturally responsive curriculum, high-quality instructional materials, instructional practice, and assessment to support all students in accessing and achieving rigorous college- and career-ready academic standards.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions.
Those equity-focused behaviors that are integral to Action 3 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Engages in personal culturally responsive leadership development to ensure all students have access to culturally responsive teaching and learning environments	• Maintain expertise and stay up to date with local, state, and national initiatives related to the instructional core and culturally responsive practice • Utilize a research-based foundation to support, plan, and guide personal instructional leadership development • Understand the difference and intersections between a principal's leadership ability and a principal's ability to lead instruction • Communicate an explicit plan outlining your role in supporting principal supervisors to achieve their instructional goals • Communicate a vision to provide equitable access for students and staff to technologies that facilitate productivity and enhance learning (1.c)
b. Plans, implements, supports, and assesses instructional programs that support culturally responsive teaching and the achievement of rigorous college- and career-ready academic standards by all students	• *Create systems and structures to support principal supervisors in identifying well-defined system-wide culturally responsive instructional focus areas based on disaggregated data and trends (1.e)* • Creates systems and structures for system instructional leaders to choose, adopt and implement high-quality instructional curriculum and materials • *Willingly confront issues of equity and access that impede student learning (1.d)* • Build principal supervisors' instructional knowledge and capacity to cultivate principal ownership of system-wide instructional initiatives
c. Creates systems and structures to build system-wide ownership of instructional initiatives	• Support principal supervisors in developing systems and structures to share leadership • Build principal supervisors' ability to diagnose school leaders' strengths and areas for growth in culturally responsive practice (1.c) • Help school leaders develop sustainable structures for capacity-building, shared leadership, collaborative learning, and shared decision-making • Foster system-wide ownership of instructional initiatives

DIMENSION	CHARACTERISTICS/QUALITIES
d. Transparently reports disaggregated data on student opportunities and outcomes, including inequities therein	*Hold and communicate an unwavering belief system that all students, regardless of past or current performance, can meet rigorous, college- and career-ready academic standards (1.b)* - Gather and use multiple indicators of student learning that reveal patterns, trends, and insights about equitable access and outcomes - Support system leaders in selecting data that will provide a comprehensive profile of how students and schools are addressing inequities *Disaggregate all data (academics, attendance, discipline, course taking trends, etc.) by student subgroups to identify disparities by race, ethnicity, language, and other characteristics (1.c)* - Create tools, processes, and/or systems to ensure that data are accessible to, and understood by, all staff, students, families, and other members of the school community
e. Builds a culture of instructionally focused feedback	- Prioritize time in schools observing school leaders in action and assisting system leaders with designing support based on identified leadership needs - Demonstrate ability to diagnose and identify system leaders' strengths and areas of growth to determine actions and supports needed to improve their content specific, instructionally focused culturally responsive leadership practice - Model observation and feedback protocols to develop principal supervisors' skill at using low-inference evidence to identify patterns and trends related to culturally and evidence-based content-specific instructional practice focus areas *Build school leaders' capacity to provide actionable feedback on culturally responsive and content-specific instructional practice to teachers and other staff (1.f)*

ACTION 4: FACILITATE ADULT LEARNING & DEVELOPMENT

Culturally responsive superintendents develop the capacity and skills of system and school leaders to ensure equity of opportunities and outcomes for all students through focused professional learning, coaching, and goals-based evaluation.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 4 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Seeks to recognize own mental models when engaged in observation, feedback, and coaching of professional practice	• Make an explicit effort to recognize and acknowledge the differences between your own leadership stance and the stances of the members of your system leadership team • *Seek to understand the cultural and diverse learning needs of the members of your system leadership team in order to differentiate your leadership style based on individual needs (1.c)* • Transparently explain reasoning, theory, and motivation behind decisions and actions that have an impact on your leadership moves • *Continuously evaluate how the norms of white dominant culture are recreated and/or sustained by your expectations of professional practice in order to engage the system leadership team in creating an inclusive and culturally responsive work environment (1.c)*
b. Establishes practices that build a culture focused on equity, trust, and public learning for all	• Engage the system leadership team in a collaborative decision-making process to establish the system's stated purpose, goals, and desired outcomes using qualitative and quantitative data and/or problems of practice • Create learning structures for system personnel to share expertise, engage in continuous improvement, and strategically implement initiatives • Create a courageous space to address hard-to-discuss topics with a focus on deficit thinking, implicit bias, and forms of racism (1.d) • Encourage failure, vulnerability, and reflective practice as key levers to continuous learning
c. Uses disaggregated data to set the vision for the development and implementation of a systematic professional learning plan for individuals, including members of the school board, and for the system	• Identify trends in student, staff, and system performance data (hiring, academics, attendance, discipline, course taking trends, etc) indicative of inequity and use findings to support the development of a system-wide professional learning plan • Leverage various learning modalities to design flexible, ongoing, and just-in-time learning • Collect and evaluate student-level formative and summative assessments disaggregated by minoritized populations to determine the impact of professional learning on the achievement of system goals to inform next steps

ACTION 4: FACILITATE ADULT LEARNING & DEVELOPMENT (cont'd)

DIMENSION	CHARACTERISTICS/QUALITIES
d. Supports the establishment of communities of practice across the system and in all areas of practice	• Encourage the application of tenets of adult learning theory across all learning communities • Model learning processes aimed at building and sustaining strong communities of adult learners • Observe and provide feedback to key system leadership team members about the impact of the communities of practice they are facilitating, organizing, and/or leading
e. Encourages innovation across all system teams and support the development and implementation of new ideas, plans, and/or resources	• Engage communities of practice in exploring emerging approaches and collaborative inquiry models to challenge the status quo and identify solutions to new and persistent challenges and inequities • Create meaningful opportunities for system and school personnel to showcase and celebrate innovative and/or successful practices and learn from one another's current work • Create opportunities for coaching across all disciplines and roles focused specifically on highlighting culturally responsive practice (1.f) • Encourage all system staff to engage in collaborative inquiry focused on persistent areas of challenge
f. Plans and implements an equitable and systematic employee performance evaluation system	• Establish a fair and developmental employee evaluation system that promotes high expectations focused on culturally responsive practices for all students of all staff • Provide training for all administrative and supervisory personnel in the evaluation system and documentation of teacher and administrative performance • Develop a fair and transparent process for supporting professional growth and, when necessary, for the dismissal of ineffective employees • Provide an annual report to the school board summarizing the process and results of employee evaluations

ACTION 5: MANAGE OPERATIONS & RESOURCES

Culturally responsive superintendents manage system operations and resources to ensure equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 5 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Identify and align resources within the system that promote equity and access for all students	• Ensure that there is easy access to disaggregated data by minoritized populations within the system to be able to diagnose, identify, and name inequities (1.e) • Assist the system leadership team with the alignment of resources to prioritize short- and long-term goals that enable all students to equitably access and achieve rigorous college- and career-ready academic standards (1.e) • Assist the system leadership team with the alignment of decisions and resources to explicitly address inequitable practices in systems and policies (1.c) • Coach the system leadership team on strategic thinking and time management in service of goal attainment
b. Articulate a vision and plan that ensures a safe, positive, and culturally responsive environment conducive to teaching and learning for all students	• Engage stakeholders from across the system and community to develop a system code of conduct and disciplinary policies for students that are fair, unbiased, and do not result in racially disproportionate application of consequences (1.e) • Clearly communicate culturally responsive behavioral expectations to students, staff, families, and other members of the community (1.c) • Uphold the school system code of conduct and disciplinary policies and procedures in a timely, consistent, and culturally responsive manner • Proactively address potential problem situations and effectively manage emergencies as they occur • Consistently convey mutual respect, concern, and high expectations to students, staff, families, and community members
c. Effectively manage all human, material, and financial resources to prioritize culturally responsive teaching and learning and to comply with all legal mandates	• Collaboratively plan and prepare a fiscally responsible budget to support the system's mission, vision, values, and goals in compliance with local, state, and federal statutes, regulations, policies, and procedures • Apply resources in an equitable and efficient manner and regularly report to the school board on the financial condition of the system(1.c) • Establish and use accepted business rules and procedures for obtaining, receiving, and disbursing funds • Prepare and implement plans for facilities and sites including proper maintenance and repair of all system property and equipment

DIMENSION	CHARACTERISTICS/QUALITIES
d. Create the systems and structures needed to recruit, employ, and retain qualified, culturally responsive system leaders, school building leaders, teachers, and other personnel	- With the system leadership team, develop equitable staffing procedures that ensure recruitment and placement of qualified, culturally responsive personnel across the system that is reflective of student demographics (1.e) - Oversee the planning and evaluation of a staff development program that uses data to identify relevant professional learning needs - Oversee the development and implementation of formal and informal induction and onboarding procedures for new employees - Assign and transfer employees as the needs of the system dictate and report personnel changes to the school board - Ensure common expectations of professional development at all level of the system that is built on student need, leverage adult learning beliefs, build staff knowledge and is sustained in a coherent system of collaborative planning, observation and feedback

ACTION 6: ENGAGE IN PERSONAL LEARNING & DEVELOPMENT

Culturally responsive superintendents engage in their own ongoing professional learning to cultivate the skills and dispositions necessary to lead and equitably support staff, students, and families.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 6 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Understands and models the role of lead learner	• Utilize feedback, principal performance, and student achievement data to identify personal strengths and areas for growth • Create processes for principals, colleagues and supervisor(s) to provide direct and actionable feedback • Value transparently admitting mistakes in the service of learning and move from the known to the unknown • Transition from emotional to strategic responses when addressing personal mistakes and setbacks • Assess and monitor progress against goals in order to continuously improve culturally responsive instructional leadership practice • Model continuous self-improvement and public learning for principals
b. Facilitates personal leadership growth	• Set personal measurable goals aligned to the mission, vision, values, and performance metrics of the system • Seek learning opportunities to maximize personal leadership quality by leveraging successes and systematically addressing areas of growth • Promote a culture amongst peers focused on individual and collective professional growth and public learning • Communicates an explicit plan outlining the principal supervisor's role in supporting principals to achieve their instructional goals
c. Models professional, moral, and ethical leadership and personal integrity in all interactions	• Understand and model appropriate values systems, ethics, morals, and courageous leadership • Establish and support a system culture that encourages collaboration and teamwork in achieving goals

ACTION 7: STRATEGIZE CHANGE & CONTINUOUS IMPROVEMENT

Culturally responsive superintendents use multiple sources of disaggregated data to identify successes and challenges in working toward the system's mission and vision and engage staff, students, families, members of the school board, and the community in strategic planning and continuous improvement activities designed to mitigate those challenges.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 7 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Analyzes and interprets disaggregated data across the system with specific attention to the diverse cultural and learning needs of students	• *Leverage student formative and summative disaggregated data to inform system-wide decisions and focus areas around culturally responsive teaching and learning to ensure continuous improvement (1.c)* • *Support system leaders in accurately interpreting a wide range of data to identify patterns, trends, and instructional priorities with specific attention to disparities across lines of race, ethnicity, language, and other marginalized identities (1.f)* • *Formatively assess implementation, progress, and impact of facilitated change and make mid-course corrections as needed* • *Use continuous and structured cycles of continuous improvement to review data and identify areas of inequity with system and school leaders (1.e)* • *Use disaggregated data by minoritized populations to help the school board understand the current state of the system and inform policy decisions*
b. Models resilience when addressing social, cultural, and political challenges	• Balance the urgent with the important in prioritizing and aligning daily actions and behaviors to the organizational mission, vision, and values • Predict and plan for intended and unintended consequences of key decisions • Remain current on local, state and federal laws, regulations, and data and current research as they relate to system operations and stakeholders • Model how to navigate resistors while maintaining an unwavering focus on continuously improving culturally responsive practice to support equitable access and outcomes for all students (1.c)
c. Organizes the collaborative development and implementation of a system strategic plan based on analysis of data from a variety of sources	• Provide leadership in the development of a shared vision for educational improvement and a strategic plan to attain said vision • Implement strategies for the inclusion of staff, families, and other stakeholders in strategic planning processes • Support staff and families through the stages of the change process • Maintain stakeholders' focus on long-range mission, vision, values, and goals throughout the implementation process • Allocate human and material resources consistent with the mission, vision, values, goals, and strategic plan of the system

DIMENSION	CHARACTERISTICS/QUALITIES
d. Manages innovative and systems-focused change	- Demonstrate willingness to adapt to change - Scales effective systems across departments and schools - Identify expertise and capacity needs within the system and support the development of a pipeline of future school and system leaders to meet those needs - Use systems thinking to create organizational and programmatic coherence within and across the system - Synthesize and make meaning of complex and sometimes contradictory information and stakeholder perspectives to effectively solve problems *Work purposefully towards a bold vision for equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students using and communicating a broad, long-term perspective that links the day-to-day work with the impact on students' lives (1.c)*

ACTION 8: CULTIVATE COMMUNITY CARE & ENGAGEMENT

Culturally responsive superintendents cultivate an inclusive and caring system culture that facilitates a sense of belonging among staff, students, and families.

The equity-focused behaviors in Action 1 are referenced throughout each of the other seven actions. Those equity-focused behaviors that are integral to Action 8 and align with Action 1 are italicized below.

DIMENSION	CHARACTERISTICS/QUALITIES
a. Values and promotes diverse backgrounds, experiences, points of view, and norms of interaction throughout the organization and system community	• *Actively seek and make use of diverse and controversial perspectives (1.c)* • *Work to build and protect psychological safety through the use of processes such as structured dialogue, protocols, and productive debate* • *Advocate for the needs and priorities of all students and their families* • *Identify and dismantle norms of white dominant culture to create an inclusive system that cultivates a sense of belonging among all members of the system community (1.d)*
b. Collaborates with all system stakeholders to prioritize initiatives that are best aligned to the strengths and needs of school communities and actively work toward equity and access across the system	• Strategically focus relationship-building with all stakeholders by centering equity and the instructional needs of all students (1.c) • Prioritize solutions that maximize a focus on eliminating disparities amongst minoritized groups in student access to, and achievement of, rigorous college- and career-ready academic standards (1.c) • Actively dissect the impact of system goals, policies, and strategies on schools and school leaders and act to ensure equity across the system (1.c) • Provide systems and structures for multi-directional feedback loops across the system

DIMENSION	CHARACTERISTICS/QUALITIES
c. Develops working relationships with members of the school board, and with the school board as a whole, that define mutual expectations and strategies for formulating system policies	• *Respect the policy-making authority and responsibility of the school board* • *Regularly communicate complete and accurate information to members of the school board* • *Collaboratively articulate the mutual expectations and responsibilities of superintendent and school board members*
d. Cultivates and honors rituals and routines that bring the school's mission, vision, and values to life	• Advocate for policies that advance the system's mission, vision, values, and goals (1.c) • Support and enforce all school board policies and inform all constituents of changes to school board policies • Recommend policies and procedures that protect the security and integrity of the system infrastructure and the data it contains • Recommend policies and procedures that protect the rights and confidentiality of staff, students, and families
e. Cultivates an atmosphere or trust and mutual respect with all key stakeholders	• Treat people with respect and cultivate a culture of psychological safety to unite people towards a common goal • Model and promote culturally responsive practices and behaviors that value and affirm the diversity within the school community (1.b) • Foster a culturally responsive environment that focuses on access and achievement of rigorous college- and career-ready academic standards for all students (1.c)
f. Engages in public advocacy to cultivate widespread support for, and investment in, equitable access and outcomes for students and families	• Initiate outreach to local, state, and federal officials to advocate for laws, policies, and public investments that will support equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students (1.d) • Interact with the media to publicize the system's work to support equitable access to, and achievement of, rigorous college- and career-ready academic standards for all students and broaden and deepen community investment therein • Leverage membership and services of professional organizations to amplify and support advocacy efforts within and across systems and communities

REFERENCES

Alvarez, A. (2019). Confronting inequity/teacher leadership for equity. Educational Leadership, 76(6).

The Aspen Institute. (2018). Developing a professional learning system for adults in service of student learning. Washington, D.C: Author.

Auerbach, S. (2009). Walking the walk: Portraits in leadership for family engagement in urban schools. School Community Journal, 19(1), 9-32.

Berg, J. H. (2018). Educating ourselves for equity. Educational Leadership, 76(3).

Blase, J., & Blase, J. (1999). Principals' instructional leadership and teacher development: Teachers' perspectives. Educational Administration Quarterly, 35, 349-378.

Blitz, L. V., Yull, D., & Clauhs, M. (2022). Bringing sanctuary to school: Assessing school climate as a foundation for culturally responsive trauma-informed approaches for urban schools. Urban Education, 55(1) 95–124.

Bottoms, G., & Fry, B. (2009). The district leadership challenge: Empowering principals to improve teaching and learning. Southern Regional Education Board (SREB). Retrieved from http://www.wallacefoundation.org.

Bottoms, G., & Schmidt-Davis, J. (2010). The three essentials: Improving schools requires district vision, district and state support, and principal leadership. Southern Regional Education Board (SREB). Retrieved from http://www.wallacefoundation.org.

Bredeson, P. V. (2000) The school principal's role in teacher professional development. Journal of In-Service Education, 26(2), 385-401.

Brezicha, K., Bergmark, U., & Mitra, D. L. (2014). One size does not fit all: Differentiating leadership to support teachers in school reform. Educational Administration Quarterly, 51(1), 96-132.

Brooks, J. S., Jean-Marie, G., Normore, A., & Hodgins, D. (2007). Distributed leadership for social justice: Exploring how influence and equity are stretched over an urban high school. Journal of School Leadership, 17(4), 378-408.

Brown, K. M. (2004). Leadership for social justice and equity: Weaving a transformative framework and pedagogy. Educational Administration Quarterly, 40(1), 77-108.

Bustamante, R. M., Nelson, J. A., & Onwuegbuzie, A. J. (2009). Assessing schoolwide cultural competence: Implications for school leadership preparation. Educational Administration, 45(793).

Carlson, D., Borman, G. D., & Robinson, M. (2011). A multistate district-level cluster randomized trial of the impact of data-driven reform on reading and mathematics achievement. Educational Evaluation and Policy Analysis, 33(3), 378-398.

Cherkowski, S. (2010). Leadership for diversity, inclusion and sustainability: Teachers as leaders. Citizenship, Social and Economics Education, 9(1), 23-31.

Copland, M. A. (2003). Leadership of inquiry: Building and sustaining capacity for school improvement. Educational Evaluation and Policy Analysis, 25(4), 375-395.

REFERENCES (cont'd)

Council of Chief State School Officers. (2015). Model Principal Supervisor Professional Standards 2015. Washington, D.C: Author.

Council of Chief State School Officers. (2015). Professional Standards for Educational Leaders (PSEL). Washington, DC: Author.

Croft, A., Coggshall, J., Dolan, M., & Powers, E. (with Killion, J.). (2010). Job-embedded professional development: What it is, who is responsible, and how to get it done well (Issue Brief). Washington, DC: National Comprehensive Center for Teacher Quality

Dailey, D., Fleischman, S., Gil, L., Holtzman, D., O'Day, J., & Vosmer, C. (2005). Toward more effective school districts: A review of the knowledge base. Washington, DC: American Institutes for Research.

Daly, A. J. (2009). Rigid response in an age of accountability: The potential of leadership and trust. Educational Administration Quarterly, 45(2), 168-216.

Datnow, A., & Castellano, M. E. (2001). Managing and guiding school reform: Leadership in success for all schools. Educational Administration Quarterly, 37(2), 219.

Epstein, J. L., Galindo, C. L., & Sheldon, S. B. (2011). Levels of leadership: Effects of district and school leaders on the quality of school programs of family and community involvement. Educational Administration Quarterly, 47(3), 462-495.

Finnigan, K. S., & Daly, A. J. (2012). Mind the gap: Organizational learning and improvement in an underperforming urban system. American Journal of Education, 119(1), 41-71.

Frick, W. C. (2011). Practicing a professional ethic: Leading for students' best interests. American Journal of Education, 117.

Fullan, M. (2014). The principal: Three keys to maximizing impact. San Francisco, CA: Jossey-Bass.

Gabriel, J. G. & Farmer, P. C. (2009). How to help your school thrive without breaking the bank. Alexandria, VA: ASCD.

Galloway, M. K. & Ishimaru, A. M. (2017). Equitable leadership on the ground: Converging on high-leverage practices. Education Policy Analysis Archives, 25(2), 1-36.

Geijsel, F., Sleegers, P., Leithwood, K., & Jantzi, D. (2003). Transformational leadership effects on teachers' commitment and effort toward school reform. Journal of Educational Administration, 41(3).

Gerhart, L. G., Harris, S., & Mixon, J. (2011). Beliefs and effective practices of successful principals in high schools with a hispanic population of at least 30%. NASSP Bulletin, 95(4), 266-280.

Giles, C., Johnson, L., Brooks, S., & Jacobson, S. L. (2005). Building bridges, building community: Transformational leadership in a challenging urban context. Journal of School Leadership, 15, 519–545.

Gooden, M. A. & Dantley, M. (2012). Centering race in a framework for leadership preparation. Journal of Research on Leadership Education, 7(2), 237-253.

Gooden, M. A. (2012). What does racism have to do with leadership? Countering the idea of color-blind leadership: A reflection on race and the growing pressures of the urban principalship. The Journal of Educational Foundations, 26(1/2), 67-84.

Gordon, M. F., & Louis, K. S. (2009). Linking parent and community involvement with student achievement: Comparing principal and teacher perceptions of stakeholder influence. American Journal of Education, 116 (1), 1-31.

Gordon, S. P. & Ronder, E. A. (2016). Perceptions of culturally responsive leadership inside and outside of a principal preparation program. International Journal of Educational Reform, 25(2).

Grissom, J. A., & Loeb, S. (2011). Triangulating principal effectiveness: How perspectives of parents, teachers, and assistant principals identify the central importance of managerial skills. American Educational Research Journal, 48(5), 1091-1123.

Hallinger, P., & Heck, R. H. (1998). Exploring the principal's contribution to school effectiveness: 1980-1995. School Effectiveness and School Improvement, 9(2), 157-191.

Halverson, R. (2010). School formative feedback systems. Peabody Journal of Education, 85(2), 130- 146.

Halverson, R., Prichett, R. B., & Watson, J. G. (2007). Formative feedback systems and the new instructional leadership. Madison, WI: University of Wisconsin.

Honig, M. I. (2003). Building policy from practice: District central office administrators' roles and capacity for implementing collaborative education policy. Educational Administration Quarterly, 39(3), 292-338.

Honig, M. I., Copland, M. A., Rainey, L., Lorton, J. A., & Newton, M. (2010). Central office transformation for district-wide teaching and learning improvement. Seattle, WA: Center for the Study of Teaching and Policy.

Honig, M. I. (2012). District central office leadership as teaching; How central office administrators support principals' development as instructional leaders. Educational Administration Quarterly, 48(8), 733-774.

Hoy, W. K., Sweetland, S. R., & Smith, P. A. (2002). Toward an organizational model of achievement in high schools: The significance of collective efficacy. Educational Administration Quarterly, 38(1), 77-93.

Jones, S. & Vagule, M. D. (2013). Living contradictions and working for change: Toward a theory of class-sensitive pedagogy, Educational Researcher, 42(3), 129-141.

Khalifa, M. (2010). Validating social and cultural capital of hyperghettoized at-risk students. Education and Urban Society, 42(5), 620-646.

Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally responsive school leadership: A synthesis of the literature. Review of Educational Research, 86(4), 1272-1311.

Kirby, M. M., & DiPaola, M. F. (2011). Academic optimism and community engagement in urban schools. Journal of Educational Administration, 49(5), 542-562.

Klingner, J. K., Artiles, A. J., Kozleski, E., Harry, B., Zion, S., & Tate, W. (2005). Addressing the disproportionate representation of culturally and linguistically diverse students in special education through culturally responsive educational systems. Education Policy Analysis Archives, 13(38), 1-40.

Kurland, H., Peretz, H., & Hertz-Lazarowitz, R. (2010). Leadership style and organizational learning: The mediate effect of school vision. Journal of Educational Administration, 48(1), 7-30.

Larson, R. & Barton, R. (2013). Lessons on leading for equity. Principal Leadership, 13(8), 19-24.

REFERENCES (cont'd)

Leithwood, K. (2010). Characteristics of school districts that are exceptionally effective in closing the achievement gap. Leadership and Policy in Schools, 9(3), 245-291.

Levin, J. A., & Datnow, A. (2012). The principal role in data-driven decision making: Using casestudy data to develop multi-mediator models of educational reform. School Effectiveness and School Improvement, 23(2), 179-201.

Marsh, J. A. (2012). Interventions promoting educators' use of data: Research insights and gaps. Teachers College Record, 114(11), 1-48.

McLaughlin, M., & Talbert, J. (2003). Reforming districts: How districts support school reform. Seattle, WA: University of Washington.

Murphy, J., & Meyers, C. V. (2009). Rebuilding organizational capacity in turnaround schools: Insights from the corporate, government, and nonprofit sectors. Educational Management, Administration and Leadership, 37(1), 9-29.

Murphy, J., Elliot, S. N., Goldring, E., & Porter, A. C. (2007). Leadership for learning: a research-based model and taxonomy of behaviors. School Leadership and Management, 27(2), 179-201.

National Policy Board for Educational Administration. (2015). Professional standards for educational leaders. Reston, VA: Author.

Newmann, F. M., Smith, B., Allensworth, E., & Bryk, A. S. (2001). Instructional program coherence: What it is and why it should guide school improvement policy. Educational Evaluation and Policy Analysis, 23(4), 297-321.

NPBEA. (2018). National Educational Leadership Preparation (NELP) Program Standards - Building Level. Retrieved from: www.npbea.org.

Riehl, C. L. (2000). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. Review of Educational Research, 70(1), 55-81.

Rigby, J.G., & Tredway, L. (2015). Actions matter: How school leaders enact equity principles. In M. Khalifa; A. Noelle Witherspoon; A. F. Osanloo & C. M. Grant (eds.) Handbook of Urban Educational Leadership. Lanham, MA: Rowman & Littlefield Publishers.

Rimmer, J. (2016). Developing principals as equity-centered instructional leaders. In Petty S., & Shaffer, S. (Ed.). Essential Approaches for Excellence & Sustainable School System Transformation (pp. 93-106). The Equity-Centered Capacity Building Network.

Robbins, Pamela. (2003). The principal's companion: Strategies and hints to make the job easier. Thousand Oaks, CA: Corwin Press.

Robinson, V. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. Educational Administration Quarterly, 44(5), 635-674.

Sanders, M. (2009). Collaborating for change: How an urban school district and a community-based organization support and sustain school, family, and community partnerships. Teachers College Record, 111 (7), 1693-1712

REFERENCES (cont'd)

Sherman, W. H. (2008). No Child Left Behind: A legislative catalyst for superintendent action to eliminate test-score gaps? Educational Policy, 22(5), 675-704

Singleton, G. E., & Hays, C. (2008). Beginning courageous conversations about race. In M. Pollock (Ed.), Everyday antiracism: Getting real about race in school. New York: The New Press.

Smith, C. A. (2005). School factors that contribute to the underachievement of students of color and what culturally competent school leaders can do. Education Leadership and Administration, 17.

Synder, A., Trowery, L., & McGrath, K. (2019). Guiding principles for equity in education. New York, NY: McGraw Hill.

Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. Educational Administration Quarterly, 43(2), 221-258.

Theoharris, G. (2010). Disrupting injustice: Principals narrate the strategies they use to Improve their schools and advance social justice. Teachers College Record, 112(1), 331–373

Tschannen-Moran, M. (2009). Fostering teacher professionalism in schools: The role of leadership orientation and trust. Educational Administration Quarterly, 45(2), 217-247.

Wagner, T. (2001). Leadership for learning: an action theory of school change. Phi Delta Kappan, 83(5), pp. 378-83.

Youngs, P., & King, M. B. (2002). Principal leadership for professional development to build school capacity. Educational Administration Quarterly, 38(5), 643-670.