Equity Guide Interactive Resource

School Leadership: An Indispensable Driving Force for Equity

The AWSP Equity Guide is not intended to be read cover to cover. Instead, it's a resource that highlights the most important areas of equity work. The **Equity Guide Interactive Resource** provides links for deeper learning, as the Equity Guide itself, features necessarily <u>brief</u> descriptions. The Interactive Resource gives opportunities to translate learning and thinking into **action**.

We hope this resource will help experienced and novice school leaders navigate the landscape and lean into the skill set needed to be successful in leading for equitable systems within their schools and communities. The best advice is to start small, find a starting point, and persist. Use the cycle of inquiry to help find your entry.

This document is intended for you to capture your current thinking as it relates to the essential questions, connect and reflect with the AWSP Leadership Framework and School Leader Paradigm, explore concepts and ideas further, reflect more and to record YOUR next Leadership Moves. This tool is for YOU!

Interactive Agenda <u>link here.</u>

Why Words Matter : #1

Essential Question #1: The words we use lead to justice and liberation. Words direct us to envision a transformed world, a beloved community and words convey tremendous power. Examining the words you use about yourself and others: **How are you grounding yourself in the vocabulary of equity to assist in our personal growth and leadership as it pertains to justice, equity, diversity and inclusion work within your leadership role?**

Current thinking:

Explore *Why Words Matter*:
- **Equity Guide Vocabulary link [here.](#)**
- *(add AWSL Tools)*
- **Document-[AESD/AWSP/WASA Key Terms](#)**

Connect and Reflect-Why Words Matter:
Which vocabulary were familiar to you? Which vocabulary were unfamiliar to you? How might your own sense of racial identity affect how you interact and reflect on the usage of this vocabulary? How might someone from a different racial identity experience this vocabulary? What kind of deficit language is being used in your system?

Reflection:

School Leader Paradigm:
 Leadership *Learning* Domain
> *"Lead by constantly reflecting on your own learning while simultaneously supporting the learning of students and adults."*

What further learning and support do you need in order to address the culture, systems and learning in your context?

Action Planning #1:
Tools-
[Evidence of Impact Tool](#)
[Five Year Planner](#)
[Leadership Action Planning](#)

Current Thinking/Reality <u>and</u> MY Next Leadership Moves:

Equity Leadership Dispositions: #2

Essential Question #2: We invite all school leaders to come to justice, equity, diversity and inclusion work with a sense of curiosity and wonder. A school leader needs to move beyond fear to guide themselves and their systems from a stance of curiosity, of openness to the information discovered and to view that information as an opportunity for learning–**How will you approach learning about your own biases, assumptions and routines as well as your systems that have inadvertently created inequity?**

Current thinking:

Explore *Equity Leadership Dispositions:*
- **School Leader Collaborative: Becoming Self-Assessment link [here](#)**
- *(add AWSL Tools)*
- *Activity- [Identifying Core Values](#), Elena Aguilar: Coaching for Equity*
- *Article -[Race and Racial Identity](#)*
- *Infogram-[Let's Talk about Race](#)*
- *Video - [Implicit Bias](#) and Coaching for Equity [Tool for Reflection on Biases](#)*
- *Activity-[Implicit Bias Test](#)*

Connect and Reflect-Equity Leadership Dispositions:
What are YOUR core values and beliefs? What are your systems? What are your intersectionalities? How are you learning the identities and intersectionalities of your staff? Your students? Your community? How confident are you in looking at your school's data to make leadership moves? How are the abilities of your staff to do the same?

Reflection:

School Leader Paradigm:
"Becoming" Personal/Social & Systems Intelligences
> *"School leaders must lead themselves well first in order*
> *to provide effective leadership for their schools."*

What further learning and support do you need in order to address the culture, systems and learning in your context?

Action Planning #2:
Tools-
[Evidence of Impact Tool](#)
[Five Year Planner](#)
[Leadership Action Planning](#)

Current Thinking/Reality and MY Next Leadership Moves

BECOMING WHILE DOING: CRITICAL LEADERSHIP ACTIONS TO CREATE EQUITY IMPACT
Creating Awareness for Equity: #3

Essential Question #3: To truly serve the needs of all students, particularly from communities that have been historically underserved, leaders must show courage, commitment, and resolve, starting with one's own personal learning. **How are you planfully and intentionally engaging in personal and professional growth to deepen your own understanding on how racism, sexism, gender bias, homophobia, and ableism serve to create unsafe learning environments and exclude marginalized students, families and communities? How are you using new insights in justice, equity, diversity and inclusion to lead the equity learning engagement of others in the school community?**

Current thinking:

Explore *Creating Awareness for Equity*:

- **Article -White Teachers Need to See Color: Here's Why**
- **Video -Why English is Silencing Students of Color**
- **Web- Native-Land Recognition ; Honor Native Land**
- **Tool- Elena Aguilar Identifying Core Emotions**
- **Podcast- Elena Aguilar Episode 110: Three Steps to Navigate Emotions**
- **Podcast-Leading Equity: How to be Culturally Responsive School Leader with Dr. Muhammad Kahlifa**
- **Podcast- The Cult of Pedagogy: Why White Students Need Multicultural and Social Justice Education**
- **Podcast-The Cult of Pedagogy: How One District Learned to Talk about Race**
- **Calling in vs. Calling out**

Connect and Reflect-*Creating Awareness for Equity*: How are you using new insights in the areas of justice, equity, diversity and inclusion to lead the equity learning, engagement of others in your school community and developing a focus on personal and professional growth? How are you connecting with students, staff and stakeholders around creating a culture of student safety and belonging?

Reflection:

School Leader Paradigm:
Leadership *Culture* Domain
> *"Focuses on creating an environment that accentuates fairness by collaboratively developing and implementing a clear vision of equity for all stakeholders in which individual differences are recognized and accommodated to eliminate and prevent inequities."*

What further learning and support do you need in order to address the culture, systems and learning in your context?

Action Planning #3:
Tools-
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Current Thinking/Reality and MY Next Leadership Moves:

Leading Inquiry for Equity: #4

Essential Question #4: In equity-centered inquiry, to ensure that action is well-grounded in the needs of students, data is used to outline a problem of student learning that describes how and where students are being excluded from learning. **What sources of quantitative data illustrate equity problems of student learning? Learner identity? Social emotional growth? How will you use qualitative approaches to include insights from students, family and educator voices to inform and highlight equity problems of student learning for marginalized students? How will you collaboratively examine and analyze data to identify problems of adult practice? How will you incorporate the Theory of Action aimed at disrupting classroom practices and replacing them with equitable outcomes?**

Current thinking:

Explore *Leading for Equity*:
- **Article - Peeling Back the Wallpaper**
- **Article - Theory in Action, Theory in Use**
- **Article - Targeted Universalism**
- **Video - The Data Literate Inclusionary School Leader: Module 4: IMPLEMENT**
- **Video - What Do you See in These Data with Dr. Elizabeth City**
- **Video - *Street Data* (approx. 1 hour)**

Connect and Reflect-*Leading for Equity*: Problems of practice are often defined by educators without the voice and participation of the populations who are impacted the most–students. How might you use the identification of the Problem of Practice and the AWSP Theory of Action to utilize data and make action plans to move forward?

Reflection:

School Leader Paradigm:
Leadership *Learning* Domain

> *"Lead by constantly reflecting on your own learning while simultaneously*
> *supporting the learning of students and adults."*

Leadership *Systems* Domain

> *"Lead by replacing historically inequitable systems*
> *with gap-closing, student-centered systems."*

What further learning and support do you need in order to address the culture, systems and learning in your context?

Action Planning:
Tools-
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Current Thinking/Reality <u>and</u> MY Next Leadership Moves:

TAKING ACTION FOR EQUITY

The School Leader Paradigm-Culture Domain: #5

Essential Question #5 :   Taking a teaching and learning stance toward equity learning and engaging in inquiry into school inequities, leaders build up their equity muscle and moral compass–in other words, leadership capacity (LaSalle & Johnson. 2019). **How are you engaging with members of the school community (particularly from marginalized groups) to develop a vision of collective responsibility and a school culture supporting racial equity? How will you foster an equitable school culture by building authentic, supportive relationships across the school community? How will you work with stakeholders to build a sense of urgency and commitment? How will you engage in ongoing two-way communication to build a deep understanding of diverse beliefs, values, and practices? How will you incorporate the cultural and social capital of traditionally underserved communities? How do you envision developing and maintaining meaningful relationships with parents, families and community leaders from non-dominant communities? What self-accountability will you impose on yourself to reduce the power differential and engage in planning and implementation of equity initiatives?**

Current thinking:

Explore *The School Leader Paradigm-Culture Domain*:

- **Article - What Makes a Good School Culture**

- **Article -** [Five Characteristics of Effective School Culture](#)
- **Video -** *[The School Leader Paradigm](#)* **(approx. 40 min)**
- **Video Serie s-** [How to be ALL in with Dan Habib](#)
- **Video Series -** [Leadership for Learning with Shelley Moore](#)
- **Article -** [How racially diverse schools and classrooms can benefit all students](#)
- **Video -** [Microaggressions in the classroom](#)
- **Article -** [Race, power, and minority parent participation](#)
- **Video -** [Families as fellow leaders on the journey to educational justice- Ann Ishimaru](#)
- **Video -** [Repairing our schools through restorative justice: Jean Klasovsky](#)
- **Resource -** [Social justice standards: The Teaching Tolerance anti-bias framework](#)

Connect and Reflect-*Culture Domain leads to ACTION*: Artfully incorporating messages about the 'why' of the work in an ongoing manner, including the celebration of accomplishments, keeps school stakeholders attached to the mission of working toward a more equitable school. How do you communicate the celebrations and challenges to your school community? How do you artfully solicit their input, feedback and support?

Reflection:

School Leader Paradigm:
 Leadership *Systems* Domain
"Utilizes a collaborative process to ensure safe and meaningful communication with and among all stakeholders that sports the school's vision and mission."

 Leadership *Culture* Domain
"Nurtures an environment that models and builds a culture of mutual respect and recognizes, celebrates, and honors all students, staff, and community for their achievements and service to others."

What further learning and support do you need in order to address the culture, systems and learning in your context?

Action Planning # 5 :
Tools-
[Evidence of Impact Tool](#)
[Five Year Planner](#)
[Leadership Action Planning](#)

Current Thinking/Reality and MY Next Leadership Moves:

The School Leader Paradigm-Systems Domain: #6

Essential Question #6 : Consistently and openly responds to instances of racism, homophobia and other forms of hate and bias to protect a culture of belonging and inclusion. **How are you implementing district policies in a consistent manner to support school safety and a culture of belonging and inclusion? How do you leverage teams of school stakeholders to ensure collaborative leadership around equity initiatives at the school level?**

Current thinking:

Explore *The School Leader Paradigm-Systems Domain***:**

- **Video - *[The School Leader Paradigm](#)* (approx. 40 min)**
- **Video - [Discussing recent racist incidents in metro high schools](#)**
- **Article - [Responding to racist incidents](#)**
- **Video - [Healing the harm in schools- Michelle Chatman](#)**
- **Article - [Black students more likely to graduate if they have one Black teacher](#)**
- **Article - [Where have all the black and brown teachers gone?](#)**
- **Article - [If you listen, we will stay- Education Trust](#)**

Connect and Reflect- *Systems Domain supports Action***:** How do you recruit, retain and develop staff members with strong equity commitments, understanding and skills-specifically professionals of color? How do you equitably allocate resources, redistributing and prioritizing financial, material, time, and humber resources to support teaching and learning for marginalized students?

Reflection:

School Leader Paradigm:
Leadership *Systems* Domain
> *"Establishes expectations, processes, and procedures to ensure the physical, mental,*
> *and the emotional safety of all stakeholders."*

What further learning and support do you need in order to address the culture, systems and learning in your context?

Action Planning #6 :
Tools-
[**Evidence of Impact Tool**](#)
[**Five Year Planner**](#)
[**Leadership Action Planning**](#)

Current Thinking/Reality and MY Next Leadership Moves:

The School Leader Paradigm-Learning Domain: #7

Essential Question #7: Several essential areas are important to address when developing action plans based on inquiry to attack bias and institute more equitable instructional practices in the school and classrooms. **How are you, as a school leader, insisting that students from marginalized populations have access to high-level rigorous content? How are you ensuring that students from marginalized populations are "seen" in the historical accounts and current-day issues within the curriculum? What steps are you taking to ensure that a growth mindset is applied across all student demographics in your system? That ability and intelligence is malleable with engagement and effort?**

Current thinking:

Explore *The School Leader Paradigm-Learning Domain*:

- **Video -** *The School Leader Paradigm* **(approx. 40 min)**
- **Video -** *Stereotype threat*
- **Video -** *Battling cultural stereotypes***-Sadie Ortiz**
- **Video -** *Identity safe classrooms are places students can belong***-Dorothy Steele**
- **Video -** *Christine Sleeter: White teachers and students of color*
- **Video -** *Why ethnic studies matters-Ron Espiritu*
- **Video -** *Culturally grounded academic interventions that build on the strengths of Indigenous students- Stephanie Fryberg* **(approx. 47 min.)**
- **Video -** *A King's journey -Kingmakers of Seattle*
- **Article -** *Carol Dweck revisits the 'growth mindset'*

Connect and reflect-*The Learning Domain* **?** How do you incorporate and emphasize the importance of using guiding questions, audit tools, data , walkthrough guides and implementation rubrics to engage stakeholders in ongoing evaluation and assessment of school and classroom equity outcomes?

Reflection:

School Leader Paradigm:
 Leadership *Learning* Domain:
   "Cultivates an environment in which high, data-driven expectations of results for student learning are embraced and drive organizational and personal growth."

What further learning and support do you need in order to address the culture, systems and learning in your context?

Action Planning #7 :
Tools-
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Current Thinking/Reality and **MY Next Leadership Moves:**

CONCLUSION

Call To Action: #8

Essential Question #8: To make a difference for our students, school leaders must lead by example, demonstrating integrity, advocacy, conviction, transparency and persistence for accomplishing justice, equity, diversity and inclusion. **How will you commit to developing shared beliefs in the entire school community? How will equitable outcomes be established as a goal for the entire school community?**

Current thinking:

Explore *The Call to Action***:**
- **Video -** *From 'at-risk' to 'at-promise': supporting teens to overcome adversity: Victor Rios*
- **Video -** *Teach to the Heart and the Mind Will Follow: Victor Rios*
- **Video -** *What is your hope?*

Connect and reflect-The Call to Action? How will you lead with the hopeful belief that all students CAN and WILL be successful? How will you lead with hope and instill hope-filled beliefs throughout your organization? How does HOPE show up in your leadership? What does it look like? Sound like? What does HOPE look like in action?

Reflection:

School Leader Paradigm:
Leadership *Culture* **Domain:**
*" Cultivates an environment in which each individual demonstrates and
exemplifies ethical behaviors, values, and respect for others."*

Leadership *Systems* **Domain:**
*"Builds a culture of professional learning, mutual trust, and
shared responsibility by focusing on empowering and supporting others as leaders."*
Leadership *Learning* **Domain:**
*"Creates an environment that supports creative thinking and risk-taking in order
to generate knowledge and insight through non-traditional ways."*

What further learning and support do you need in order to address the culture, systems and learning in your context?

Action Planning #8 :
Tools-
Evidence of Impact Tool
Five Year Planner
Leadership Action Planning

Current Thinking/Reality and MY Next Leadership Moves: