



DEPARTMENT OF EDUCATIONAL LEADERSHIP

EQUITY-DRIVEN LEADERSHIP SELF-RATING

An Equity-Driven School Leader provokes action by insisting that gaps in opportunities to learn are eliminated by creating the conditions necessary for all students to set goals and allocating resources such that all students achieve in their aspirations. In order to create the necessary conditions, future leaders must possess certain leadership dispositions and enact equity-driven decisions.

Directions: Please carefully consider each of the equity-driven leadership dispositions and responsibilities below and reflect honestly on areas where you see yourself using the following definitions:

Unskilled: Leader recognizes that he/she does not have the knowledge or the skill set necessary to successfully and effectively enact the disposition and responsibility of an equity-driven leader.

Developing: Leader is beginning to develop competence in identified disposition and responsibility. A developing rating indicates the educator is growing in competence in the area.

Proficient: Leader demonstrates effective knowledge of disposition and responsibility. A proficient rating is evidence that the leader demonstrates the disposition and responsibility with skill and effectiveness consistently.

Disposition & Responsibility	Unskilled	Developing	Proficient
Be Culturally Proficient and Responsive: Embody the consciousness, courage, and commitment to become culturally proficient in relationships with students and families and staff from varied racial backgrounds, experiences, beliefs, and understandings			
Advocate for All: Recognize that every student comes to school with a unique identify profile that is too often impacted by racism, bias, or bigotry.			
Be Anti-Racist: Actively fight racism and its effects wherever it may exist.			
Be Humbly Inquisitive: Model honesty, unpack bias, humbly inquire, investigate, and seek to understand others			
Create Courageous Spaces: Establish opportunities for staff and students to share how they experience or have witnessed unfairness and discrimination in an effort to provide a venue for the emotional support to heal and the vernacular to confront racism, bias, and bigotry.			
Be Willing to Confront White Privilege and Negotiate White Fragility: Understand that white people are the primary guardians and recipients of racial power, presence, and privilege; therefore, they also bear significant responsibility for the perpetuation of racial inequality.			



Disposition & Responsibility	Unskilled	Developing	Proficient
Know Thyself and Be Aware of Personal Biases: Recognize that equity is a belief that requires action; as such, to achieve true equitable outcomes for all students, it must be a moral and ethical imperative with no gray zone in anti- racist work.			
Be an Expert Noticer: Examine the school’s physical environment and organizational structure to identify how it impacts all students and their opportunities to learn.			
Enact a Restorative Approach: Recognize the social and emotional needs within student populations and provide mechanisms to address inequities and build and repair relationships.			
Ensure Quality Instruction for All: Provide equitable resources and instruction that is responsive to individual and group needs derived from multiple sources of qualitative and quantitative data.			