

Leadership Attributes

“Indeed there are virtually no documented instances of troubled schools being turned around in the absence of intervention by talented leaders. Many other factors may contribute to such turnarounds, but leadership is the catalyst.”

(Leithwood, et al., 2004, p5)

Belief	Beauty, Value & Brilliance	Inspiring TrustLeaders	Culture of Collaboration	Data and Growth
• Influences the development of a positive school culture in which educators and school personnel believe in the ability of students of color to succeed • Demonstrates their belief concerning students of color in a manner that is visible to teachers, parents, students and district leaders • Adheres to their core equity values and makes bold decisions in the face of stakeholder scrutiny • Challenges inequitable practices by providing support, resources, and coaching as necessary • Spends considerable time in classrooms to ensure implementation of teaching practices that promote the	• Values the opinions and perspectives of students and families of color by actively seeking their feedback, opinions and ideas • Invests time and energy in understanding the experiences of students and families of color inside and outside of school • Deliberately and intentionally articulates love and appreciation for the talents, strengths, and brilliance of students of color • Strategically fosters a transformative culture where all staff see the beauty, value, and brilliance of students of color while maintaining high expectations for success	• Transparently explains the rationale for decisions in ways that help stakeholders perceive a steadfast commitment to ensuring excellent outcomes for students of color • Inspires educators to trust that the leader's primary goal is to support every educator in ensuring that all students of color reach their potential • Fosters teacher efficacy and agency for change (especially related to teachers' efforts to improve outcomes for students of color) by providing abundant resources, professional development, tools, and support to educators • Creates an environment in which students, teachers, parents, and community	• Establishes a culture of shared accountability and responsibility amongst staff to support one another in improving the teaching of students of color • Designs systems and structures (e.g., Professional Learning Communities, vertical and horizontal planning teams) to allow teachers to learn from one another and share best practices that yield positive outcomes for students of color • Invests in professional learning for educators to refine their pedagogy and engage in cycles of continuous growth and development in promoting the success of students of color • Cultivates distributive leadership by empowering all	• Creates a culture of data transparency that highlights the performance of students of color in a positive, risk-free manner • Leads school personnel to become “truth tellers” who honestly reflect on their professional practice and constantly work on improving learning outcomes for students of color • Effectively leads data review cycles by engaging teachers in reflection on what can be done to help students of color gain a deeper understanding of concepts • Challenges inequitable practices by providing individualized support,

academic and social-emotional success of students of color	Courageously reviews and stands against decisions that do not serve the best interest of students of color and undermine the belief that all students of color can succeed	members are able and willing to discuss concerns about race in ways that strengthen trust and build the school's capacity to serve students of color well	staff to understand their roles within key initiatives and the critical impact they have on improving outcomes for students of color	resources, and coaching as necessary Focuses on continuous growth by recognizing, celebrating, and promoting teacher practices that have made a positive impact on the performance of students of color
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Leadership Attributes Survey for Administrators

1: Strongly disagree 2: Disagree 3: Neither disagree nor agree 4: Agree 5: Strongly agree N: N/A or don’t know

Leaders Belief

Teachers, support staff, students, parents, and other members of the school community consistently hear me articulate my belief that students of color served at this school can and will achieve excellent academic and social outcomes.	1	2	3	4	5	N
Whenever anyone in our school community suggests that students of color at our school cannot or will not achieve outstanding academic or social outcomes, I clearly, firmly, and respectfully disagree and insist that we expect ourselves to generate equitable and excellent outcomes for all our students.	1	2	3	4	5	N
I observe classrooms with sufficient frequency and I provide feedback with sufficient clarity to influence continuous improvement in the extent to which all students (and especially students of color) are making progress toward excellent academic and social outcomes.	1	2	3	4	5	N
I challenge inequitable practices by raising questions, promoting open dialogue, and providing support, resources, and coaching as necessary.	1	2	3	4	5	N

Every decision I make is intended to increase the likelihood that students of color at this school will achieve excellent academic and social outcomes.	1	2	3	4	5	N
I courageously review and stand against decisions that do not serve the best interests of students of color and undermine the belief that students of color can succeed.	1	2	3	4	5	N

Beauty, Value & Brilliance

I regularly dedicate time and energy to understanding the experiences, perspectives, strengths, and needs of students of color by actively seeking their feedback, opinions, and ideas.	1	2	3	4	5	N
I deliberately model love, respect, and appreciation for students' talents, strengths, and brilliance, in ways that lead other stakeholders to model love, respect, and appreciation for students of color.	1	2	3	4	5	N
I structure time for school personnel to build understanding of and develop and sustain positive interactions with students of color. Each day, school personnel have opportunities to get to know their students of color, reduce fears and misconceptions, and build positive relationships.	1	2	3	4	5	N
I structure time for school personnel to build understanding of and develop and sustain positive interactions with families of students of color. Regularly, school personnel have opportunities to get to know families, reduce fear and misconceptions, and build positive relationships.	1	2	3	4	5	N
When I am considering important decisions, I regularly seek out, listen to, and value the perspectives of students of color and their families.	1	2	3	4	5	N

Inspiring Trust

I transparently explain the rationale for my everyday decisions regarding practices, procedures, policies, and programs, so that all stakeholders understand my steadfast commitment to ensuring excellent academic and social outcomes for students of color.	1	2	3	4	5	N
I transparently explain the rationale for my everyday decisions regarding practices, procedures, policies, and programs, so that school personnel understand my steadfast commitment to ensuring their professional success, especially related to the pursuit of excellent academic and social outcomes for students of color.	1	2	3	4	5	N
I foster teacher efficacy and agency for change (especially related to teachers' efforts to improve outcomes for students of color) by listening to teachers and providing the support they need (e.g., resources, professional development, collaboration, tools).	1	2	3	4	5	N
I foster teacher efficacy and agency for change (especially related to teachers' efforts to improve outcomes for students of color) by recognizing limitations of time and energy and helping prioritize and de-prioritize roles and responsibilities accordingly.	1	2	3	4	5	N
School personnel believe that I am committed to helping them succeed so that together we will successfully ensure that all students (and especially students of color) achieve excellent academic and social outcomes.	1	2	3	4	5	N
I create an environment in which students, teachers, parents, and community members are able and willing to discuss concerns about race, ethnicity, language background, socioeconomic, and other demographic characteristics in ways that strengthen trust and build the school's capacity to serve students of color well.	1	2	3	4	5	N

Culture of Collaboration

I establish a culture of shared accountability and responsibility in which school personnel feel comfortable supporting one another in improving the teaching of students of color.	1	2	3	4	5	N
I design systems and structures (e.g., Professional Learning Communities, vertical and horizontal planning teams) that help personnel safely learn from one another and share practices that yield positive outcomes for students of color.	1	2	3	4	5	N

I invest in professional learning that helps educators refine their practices and engage in cycles of continuous improved outcomes for success of students of color.	1	2	3	4	5	N
I consistently provide and/or arrange for a quality and quantity of support that helps school personnel successfully address the most critical roles and responsibilities they undertake to ensure that the school generates outstanding results for students of color.	1	2	3	4	5	N
I consistently focus direction, support, feedback, and reinforcement in ways that help school personnel focus upon their most critical roles and responsibilities to ensure that together, we generate outstanding results for students of color.	1	2	3	4	5	N
I distribute leadership responsibilities in ways that empower all personnel to maximize their opportunities to contribute to the success of students of color.	1	2	3	4	5	N

Data and Growth

I inspire continuous improvement in teaching, support services, and learning by frequently and consistently using data to celebrate growth and improvement among students of color.	1	2	3	4	5	N
I constantly use data in ways that do not blame or shame anyone. Instead, I use data to promote honest reflection, sincere collaboration, and improved teaching, support services, and learning outcomes, especially for students of color.	1	2	3	4	5	N
I regularly engage educators in risk-free discussions about student work products and learning results in ways that help educators see a clear, transparent relationship between their teaching practices and the evidence that their students (especially their students of color) achieved deep understanding of learning objectives.	1	2	3	4	5	N
I regularly engage personnel in constructive problem solving that leads to improved lessons, improved services, and better outcomes for students of color.	1	2	3	4	5	N
I regularly recognize and celebrate growth and improvement in social and academic outcomes for students of color in ways that maximize the engagement and enthusiasm of school personnel, parents, and students.	1	2	3	4	5	N

I have designed systems and structures to prioritize classroom observations with sufficient frequency and provide feedback with sufficient clarity to influence continuous improvement in the extent to which all students (and especially students of color) make progress toward excellent academic and social outcomes.	1	2	3	4	5	N
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Comment: An example of a strength reflected above is: _____

Comment: An example of a concern reflected above is: _____

Principal Leadership Attributes Survey for Teachers and Staff

1: Strongly disagree 2: Disagree 3: Neither disagree nor agree 4: Agree 5: Strongly agree N: N/A or don’t know

Leaders Belief						
Teachers, support staff, students, parents, and other members of the school community consistently hear our principal articulate the belief that students of color served at this school can and will achieve excellent academic and social outcomes.	1	2	3	4	5	N
Whenever anyone in our school community suggests that students of color at our school cannot or will not achieve outstanding academic or social outcomes, our principal clearly, firmly, and respectfully disagrees and insists that we expect ourselves to generate equitable and excellent outcomes for all our students.	1	2	3	4	5	N

Our principal observes classrooms with sufficient frequency and provides feedback with sufficient clarity to influence continuous improvement in the extent to which all students (and especially students of color) make progress toward excellent academic and social outcomes.	1	2	3	4	5	N
Our principal challenges inequitable practices by raising questions, promoting open dialogue, and providing support, resources, and coaching as necessary.	1	2	3	4	5	N
Every decision our principal makes is intended to increase the likelihood that students of color at this school will achieve excellent academic and social outcomes.	1	2	3	4	5	N
Our principal courageously reviews and stands against decisions that do not serve the best interests of students of color and undermine the belief that students of color can succeed.	1	2	3	4	5	N

Beauty, Value & Brilliance

Our principal regularly dedicates time and energy to understanding the experiences, perspectives, strengths, and needs of students of color by actively seeking their feedback, opinions, and ideas.	1	2	3	4	5	N
Our principal regularly dedicates time and energy to understanding the experiences, perspectives, strengths, and needs of the families of students of color by actively seeking their feedback, opinions, and ideas.	1	2	3	4	5	N
Our principal deliberately models love, respect, and appreciation for students' talents, strengths, and brilliance, in ways that lead other stakeholders to model love, respect, and appreciation for students of color.	1	2	3	4	5	N
Our principal structures time for school personnel to build understanding of and develop and sustain positive interactions with students of color. Each day, school personnel have opportunities to get to know their students of color, reduce fears and misconceptions, and build positive relationships.	1	2	3	4	5	N
Our principal structures time for school personnel to build understanding of and develop and sustain positive interactions with families of students of color. Regularly, school personnel have opportunities to get to know families, reduce fear and misconceptions, and build positive relationships.	1	2	3	4	5	N

When considering important decisions, our principal regularly seeks out, listens to, and values the perspectives of students of color and their families.	1	2	3	4	5	N
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Inspiring Trust

Our principal transparently explains the rationale for everyday decisions regarding practices, procedures, policies, and programs, so that all stakeholders understand the principal's steadfast commitment to ensuring excellent academic and social outcomes for students of color.	1	2	3	4	5	N
Our principal transparently explains the rationale for everyday decisions regarding practices, procedures, policies, and programs, so that school personnel understand the principal's steadfast commitment to ensuring their professional success, especially related to the pursuit of excellent academic and social outcomes for students of color.	1	2	3	4	5	N
Our principal fosters teacher efficacy and agency for change (especially related to teachers' efforts to improve outcomes for students of color) by listening to teachers and providing the support they need (e.g., resources, professional development, collaboration, tools).	1	2	3	4	5	N
Our principal fosters teacher efficacy and agency for change (especially related to teachers' efforts to improve outcomes for students of color) by recognizing limitations of time and energy and helping prioritize and de-prioritize roles and responsibilities accordingly.	1	2	3	4	5	N
School personnel believe that our principal is committed to helping us succeed so that together we will successfully ensure that all students (and especially students of color) achieve excellent academic and social outcomes.	1	2	3	4	5	N
Our principal creates an environment in which students, teachers, parents, and community members are able and willing to discuss concerns about race, ethnicity, language background, socioeconomic status, and other demographic characteristics in ways that strengthen trust and build the school's capacity to serve students of color well.	1	2	3	4	5	N

Culture of Collaboration

Our principal establishes a culture of shared accountability and responsibility in which school personnel feel comfortable supporting one another in improving the teaching of students of color.	1	2	3	4	5	N
Our principal designs systems and structures (e.g., Professional Learning Communities, vertical and horizontal planning teams) that help personnel safely learn from one another and share practices that yield positive outcomes for students of color.	1	2	3	4	5	N
Our principal invests in professional learning that helps educators refine their practices and engage in cycles of continuous improved outcomes for success of students of color.	1	2	3	4	5	N
Our principal consistently provides and/or arranges for a quality and quantity of support that helps school personnel successfully address the most critical roles and responsibilities they undertake to ensure that the school generates outstanding results for students of color.	1	2	3	4	5	N
Our principal consistently focuses direction, support, feedback, and reinforcement in ways that help school personnel focus upon their most critical roles and responsibilities to ensure that together, we generate outstanding results for students of color.	1	2	3	4	5	N
Our principal distributes leadership responsibilities in ways that empower all personnel to maximize their opportunities to contribute to the success of students of color.	1	2	3	4	5	N

Data and Growth

Our principal inspires continuous improvement in teaching, support services, and learning by frequently and consistently using data to celebrate growth and improvement among students of color.	1	2	3	4	5	N
Our principal consistently uses data in ways that do not blame or shame anyone. Instead, our principal uses data to promote honest reflection, sincere collaboration, and improved teaching, support services, and learning outcomes, especially for students of color.	1	2	3	4	5	N
Our principal regularly engages educators in risk-free discussions about student work products and learning results in ways that help educators see a clear, transparent relationship between their teaching practices and the evidence that their students (especially their students of color) achieved deep understanding of learning objectives.	1	2	3	4	5	N

Our principal regularly engages personnel in constructive problem solving that leads to improved lessons, improved services, and better outcomes for students of color.	1	2	3	4	5	N
Our principal regularly recognizes and celebrates growth and improvement in social and academic outcomes for students of color in ways that maximize the engagement and enthusiasm of school personnel, parents, and students.	1	2	3	4	5	N

Comment: An example of a strength reflected above is: _____

Comment: An example of a concern reflected above is: _____

Principal Leadership Attributes Survey for Parents and Families

1: Strongly disagree 2: Disagree 3: Neither disagree nor agree 4: Agree 5: Strongly agree N: N/A or don't know

Leaders Belief

Teachers, support staff, students, parents, and other members of the school community consistently hear our principal articulate the belief that my child and all other children served at this school can and will achieve excellent academic and social outcomes.	1	2	3	4	5	N
Whenever anyone in our school community suggests that students of color at our school cannot or will not achieve outstanding academic or social outcomes, our principal clearly, firmly, and respectfully disagrees and insists that all students at our school will achieve excellent academic and social outcomes.	1	2	3	4	5	N
Our principal challenges inequitable practices by raising questions, promoting open dialogue, and providing support, resources, and coaching as necessary.	1	2	3	4	5	N
Every decision our principal makes is intended to increase the likelihood that students of color at this school will achieve excellent academic and social outcomes.	1	2	3	4	5	N
Our principal courageously reviews and stands against decisions that do not serve the best interests of students of color and undermine the belief that students of color can succeed.	1	2	3	4	5	N

Beauty, Value & Brilliance

Our principal regularly dedicates time and energy to understanding the experiences, perspectives, strengths, and needs of students of color by actively seeking their feedback, opinions, and ideas.	1	2	3	4	5	N
Our principal regularly dedicates time and energy to understanding my perspectives and the perspectives of other families by actively seeking our feedback, opinions, and ideas.	1	2	3	4	5	N
Our principal deliberately models love, respect, and appreciation for my child and all other children, in ways that lead other school personnel to model love, respect, and appreciation for all students.	1	2	3	4	5	N
Our principal structures time for school personnel to build understanding of and develop and sustain positive interactions with students of color. Each day, school personnel have opportunities to get to know their students of color, reduce fears and misconceptions, and build positive relationships.	1	2	3	4	5	N
Our principal structures time for school personnel to build understanding of and develop and sustain positive interactions with families of students of color. Regularly, school personnel have opportunities to get to know families, reduce fear and misconceptions, and build positive relationships.	1	2	3	4	5	N
When considering important decisions, our principal regularly seeks out, listens to, and values my perspectives and the families of other students.	1	2	3	4	5	N

Inspiring Trust

Our principal transparently explains the rationale for everyday decisions regarding practices, procedures, policies, and programs, so that parents trust the principal's steadfast commitment to ensuring excellent academic and social outcomes for students of color.	1	2	3	4	5	N
Our principal inspires trust by listening to the concerns, needs, and suggestions of parents/family members and sincerely seeking to improve programs, procedures, and practices accordingly.	1	2	3	4	5	N

Our principal creates an environment in which students, teachers, parents, and community members are able and willing to discuss concerns about race, ethnicity, language background, socioeconomic status, and other demographic characteristics in ways that strengthen trust and build the school's capacity to serve students of color well.	1	2	3	4	5	N
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Culture of Collaboration

Our principal helps school personnel address issues that influence the success of students of color.	1	2	3	4	5	N
Our principal promotes collaboration among parents and school personnel in ways that generate improved outcomes for students of color.	1	2	3	4	5	N
The principal encourages me to speak my truth about how the school can improve my child's social and academic success.	1	2	3	4	5	N
School personnel help me understand what I can do to help ensure my child's growth and success.	1	2	3	4	5	N
School personnel listen to my ideas about how they can help ensure my child's growth and success.	1	2	3	4	5	N

Data and Growth

Frequently, I learn about my child's progress at school in ways that make me confident that my child is learning and growing.	1	2	3	4	5	N
Our principal inspires continuous improvement in teaching, support services, and learning by frequently and consistently using data to celebrate growth and improvement among students of color.	1	2	3	4	5	N

Our principal consistently uses data in ways that do not blame or shame anyone. Instead, our principal uses data to promote honest reflection, sincere collaboration, and improved teaching, support services, and learning outcomes, especially for students of color.	1	2	3	4	5	N
School personnel keep me informed about my child's progress throughout the year.	1	2	3	4	5	N

Comment: An example of a strength reflected above is: _____

Comment: An example of a concern reflected above is: _____