

Equity Oriented Principalship

Transforming Schools to Achieve Equity

Overview

An equity oriented principal acknowledges that racial, cultural and socioeconomic educational inequity is persistent, predictable and unacceptable. An equity oriented principal is committed to the practice of expanding their own and other's capacity to seek a vision for educational equity and creating culturally competent schools. These leaders reflect on their own practice and the success of all staff and students. Other practices of an equity oriented principal include:

- applying an equity lens to all school practices, policies and procedures*,
- equitably allocating school resources,
- engaging families and community members within the school community,
- creating and maintaining a school culture that is culturally competent, and
- supporting high levels of learning for all groups of students.

In order to consistently apply an equity lens when making a decision or reviewing existing practices, policies and procedures principals should consider the following **Educational Equity Analysis Framework. For any policy, practice or leadership decision:*

- Who benefits or is advantaged? What is the equity impact on this group of people?
- Who is disadvantaged? What is the equity impact on this group of people?
- How is this a systemic and/or institutional issue?
- How does this represent our equity vision? How is this out of line with our equity vision?
- If this is an ongoing equity concern, why hasn't it been addressed? OR, How has it begun to be addressed?
- Additional questions:
 - How is this culturally informed or influenced?
 - Who else should be included from our school community?
 - How can our actions maximize educational benefit to more students while minimizing unmet educational needs or disadvantage?

The following descriptors are intended to create a common understanding and rubric for what it means for the principal to be an equity driven principal. The descriptors are not intended to be all inclusive, but rather a summary of the most critical principalship tasks/attributes.

- 1. Principal leads with an awareness of her/his own cultural and racial identity and its impact on the building.**
 - a. Unsatisfactory-**Principal is **unfamiliar with her/his own cultural and racial identity and its impact** on the building, classroom practices, and student success.
 - b. Satisfactory-** Principal demonstrates a **general understanding** of her/his cultural and racial identity and its impact on building culture, classroom practices and student success.
 - c. Proficient-** The principal demonstrates **thorough understanding** of her/his own personal cultural and racial identity and its impact on building culture, classroom practices and student success.
 - d. Distinguished-** The principal demonstrates **ongoing exploration** of her/his personal cultural and racial identity and its impact on building culture, classroom practices and student success. She/he **actively seeks out input** from colleagues, students, and families from different cultures on the impact of the principal's identity on building culture, classroom practices and student success.

2. **Principal leads through an equity lens with a knowledge of student, family and staff values, needs, experiences, and contributions.**
 - a. Unsatisfactory-Principal **lacks an understanding** of student, family and staff values, needs, experiences, and contributions. Principal **does not monitor and adjust** school practices, policies, procedures to maximize benefit and minimize disadvantage within the school community.
 - b. Satisfactory-Principal articulates a **general understanding** of student, family and staff values, needs, experiences, and contributions. Principal **occasionally monitors and adjusts** school practices, policies, procedures to maximize benefit and minimize disadvantage within the school community.
 - c. Proficient- Principal articulates a **thorough understanding** of student, family and staff values, needs, experiences, and contributions. Principal **consistently monitors and adjusts** school practices, policies, procedures to maximize benefit and minimize disadvantage within the school community.
 - d. Distinguished-Principal articulates a thorough understanding of student, family and staff values, needs, experiences, and contributions. Principal consistently monitors and adjusts school **and district** practices, policies, procedures to maximize benefit and minimize disadvantage within the school community.

3. **Principal inspires and ensures equitable, culturally responsive school relationships and expectations.**
 - a. Unsatisfactory- Principal seems reluctant or unable to establish caring relationships with students, families and staff whose identity or cultural background is different from principal's own. Principal permits lower academic expectations for some students.
 - b. Satisfactory- Principal **attempts to build equitable, culturally responsive relationships** with students, families, and staff. Principal **acknowledges the importance of holding high academic expectations** for all students, but cites external factors as barriers to some students' success.
 - c. Proficient- Principal **builds equitable, culturally responsive that demonstrate trust and mutual respect** with students, families, and staff. Principal **holds, and consistently communicates**, high expectations for all students. This is demonstrated through the **progress toward closure of achievement gaps**.
 - d. Distinguished-Principal builds equitable, culturally responsive relationships that demonstrate trust and mutual respect with students, families, and staff. Principal **holds and ensures** high expectations for all students from all staff. This is demonstrated through the **closure of achievement gaps**.

4. **Principal creates and maintains a school culture that interrupts inequities and demonstrates cultural responsiveness.**
 - a. Unsatisfactory- Principal **seldom** initiates conversations that address inequities and demonstrate cultural responsiveness. Principal **does not create conditions** for students, families, and staff to engage in equity-oriented dialogue.
 - b. Satisfactory- Principal **regularly initiates** conversations that address inequities and demonstrate cultural responsiveness. Principal **creates conditions** for students, families, and staff to engage in equity-oriented dialogue.
 - c. Proficient- Principal **consistently initiates and facilitates** conversations that interrupt inequities and demonstrate cultural responsiveness. Principal creates and **maintains** conditions for students, families, and staff to engage in **on-going** equity-oriented dialogue that **includes varied perspectives and experiences**.
 - d. Distinguished-Principal consistently initiates and facilitates conversations that interrupt inequities and demonstrate cultural responsiveness **at the building and district level**. Principal creates and maintains conditions for students, families, and staff to **initiate** and engage in on-going equity-oriented dialogue that includes varied perspectives and experiences.

5. Principal inspires and ensures culturally responsive teaching

- a. Unsatisfactory-Principal **does not articulate** the importance of culturally responsive teaching. The principal **does not support the school staff** to develop the culturally responsive mindsets, skillsets and resources.
- b. Satisfactory-Principal **occasionally articulates** the importance of culturally responsive teaching. The principal **occasionally attempts to support the school staff** to develop the culturally responsive mindsets, skillsets and resources. Some staff demonstrate cultural competence in their practice.
- c. Proficient- Principal **consistently articulates** the importance of culturally responsive teaching. The principal **consistently supports the school staff** to develop culturally responsive mindsets, skillsets and resources. Most staff demonstrate cultural competence in their practice.
- d. Distinguished-Principal consistently articulates the importance of culturally responsive teaching. The principal consistently supports the school staff to develop culturally responsive mindsets, skillsets and resources. **Almost all staff** demonstrate cultural competence in their practice.

6. Principal validates the learning benefits of, hires and supports a diverse and culturally competent staff.

- a. Unsatisfactory-Principal has **limited networks and structures** to recruit, hire, support and retain culturally competent staff.
- b. Satisfactory- Principal **utilizes established networks and structures** to recruit, hire, support and retain culturally competent staff.
- c. Proficient- Principal utilizes established networks and structures to recruit, hire, support and retain **a diverse** and culturally competent staff.
- d. Distinguished- Principal **expands** established networks and **improves** structures to recruit, hire, support and retain a diverse and culturally competent staff.

7. Principal connects to community resources within and outside the school in a way that supports equity and cultural competence

- a. Unsatisfactory- Principal makes **few attempts to engage** a representative diversity of community members in supporting the school.
- b. Satisfactory- Principal **attempts to access** community resources, but those resources are **limited in scope and/or serve only a portion of the student population**.
- c. Proficient- Principal **consistently seeks out a wide variety** of community resources and engages community members to enhance equity and cultural competence.
- d. Distinguished-Principal **consistently utilizes** a variety of community resources to enhance equity and cultural competence, and are **seamlessly woven** into all practices of the school.