

Principal Induction and Mentoring Handbook





This document was prepared by the Massachusetts Department of Elementary and Secondary Education.

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Acknowledgments



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Dear Educators,

Across the Commonwealth, educators strive to reach all students with effective instruction, to create safe and engaging classroom learning environments, and to ensure that all students have exceptional, culturally responsive learning experiences.

The *Principal Induction and Mentoring Handbook and Mentor Supplement* are designed to support all novice principals and their mentors as instructional leaders as they serve richly diverse student bodies with diverse educational needs. Specifically, the Handbook and Supplement are designed to disrupt historical patterns of racial inequity by equipping current and aspiring district and school leaders with the tools, resources, and supports to successfully fulfill key strategic priorities. Both resources also promote meaningful application of standards-aligned educator professional learning through the lens of equity-focused leadership. Because the tools are designed to support existing educator leadership standards, the tools will not feel like “one more thing,” rather they should help educators attain higher levels of professional growth and satisfaction.

More than XX educators in Massachusetts advised in the creation of modules and tools within this *Handbook and Mentor Supplement*. We reviewed, field tested, and advised on the revision of each module and tool to ensure they were conducive to culturally relevant teaching and learning. The tools are designed to enhance mentoring, teaching and leadership, promote a professional and inclusive culture, and provide our students with the best possible education. This *Handbook and Mentor Supplement* will create a positive impact on all of our schools, educators, and students in Massachusetts.

Sincerely,
PRAC Team

These educators wrote, reviewed, and field tested each tool to ensure the tools were high quality and conducive to teaching and learning.

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Overview



Purpose

The Department of Elementary and Secondary Education (DESE) believes that school leaders are integral to student achievement and school success and every school and student benefit from having an effective principal. Significant research over the past fifteen years has confirmed that effective school leadership is associated with better outcomes for students, teachers, and schools.¹ In particular, district and school leaders who align with DESE's anti-racist leadership competencies to focus on culturally responsive teaching and curricula while recruiting, retaining, and supporting teachers of color, will benefit all students, especially Black, Latinx, Asian, Indigenous, and multiracial students.²

Across the nation and the Commonwealth, policy makers have prioritized the principal's role as an instructional leader — with expectations that potentially exceed any single individual's time, ability, and capacity. While the principal should remain the primary instructional leader, how they operationalize that role will need to shift for sustainability.³ DESE believes that principals function as instructional leaders, in part, by effectively managing and supporting the educator talent within their buildings.

This Principal Induction and Mentoring Handbook is designed to support all novice principals and their mentors as instructional leaders as they serve a diverse range of students with diverse educational needs. Specifically, it is designed to disrupt historical patterns of racial inequity by equipping districts and leaders with the tools, resources, and supports to successfully fulfill the following strategic priorities for aspiring and current principals to:

- Continually provide educators with the knowledge, strategies, and actions designed to **recognize and foster racial equity in instructional practices** and one's own leadership **practices through the practice and acquisition of the anti-racist leadership competencies**,
- Effectively **manage, support, and retain educator talent** within their buildings, including recruiting, retaining, and supporting educators of color, and
- Focus on **culturally responsive teaching, leading, and curricula** that are high quality and evidence based.

DESE recognizes that successfully implementing the three strategic priorities for novice principals and mentors requires a clear, cohesive, and compelling **vision, theory of action**, and set of **guiding principles** for how the Principal Induction and Mentoring Handbook can support effective induction and mentoring programs.

¹ K. Leithwood, K. Seashore Louis, S. Anderson, & K. Wahlstrom, *How Leadership Influences Student Learning* (The Wallace Foundation, 2004); R. Herman, S. Gates, A. Arifkhanova, M. Barrett, A. Bega, E. Chavez-Herrerias, E. Han, M. Harris, K. Migacheva, K., R. Ross, J. Leschitz, & S. Wrabel, *School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review — Updated and Expanded* (Rand, 2017).

² *Ten Ways to Fight Hate* (Southern Poverty Law Center, 2017); D. Carver-Thomas, *Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color* (Learning Policy Institute, 2018).

³ *Strengthening School Leadership in Massachusetts* (Barr Foundation, 2019).

Vision

The Principal Induction and Mentoring Handbook supports all novice principals in completing a rigorous and cohesive induction and mentoring program that develops, supports, accelerates, and sustains effective, equitable leadership practices, skills, and dispositions to improve outcomes for all students and educators. This is accomplished in collaboration with highly skilled mentors who provide meaningful and sustained strategic planning support and consistent, ongoing feedback to help novice principals build a repertoire of equitable and culturally responsive strategies, content knowledge, and skills to maximize teacher and student learning.

Theory of Action

IF novice principals, with the support of highly skilled mentors, complete a rigorous and cohesive induction program centered on the Principal Induction and Mentoring Handbook Learning Modules that are research-based and aligned with the Professional Leadership Standards and anti-racist leadership competencies,

THEN novice principals will be more prepared and better supported to:

- Continually provide educators with the knowledge, strategies, and actions designed to **recognize and foster racial equity** in instructional and leadership practices through the **acquisition and demonstration** of the anti-racist leadership competencies;
- Effectively **manage, support, and retain educator talent** within their buildings, including recruiting, retaining, and supporting educators of color; and
- Focus on **culturally responsive teaching, leading, and curricula that are high quality and evidence based**.

SO THAT novice principals build individual and collective capacity to demonstrate:

- Improved outcomes and experiences for each student, with a focus on Black, Latinx, Indigenous, and Asian students;
- Improved experiences, performance, and retention of culturally responsive educators; and
- Improved school policies, practices, and programs that uphold anti-racist competencies and disrupt systemic racism.

Guiding Principles

An effective induction and mentoring program for novice principals:

1. Equips novice principals to serve as drivers for equity-driven teaching and leading in their buildings.
2. Reflects a learning continuum from principal preparation through selection, placement, development, evaluation, and retention.
3. Represents a core element of school and district improvement that facilitates the development of leaders who build effective school leadership teams invested in the profession, their teachers, their students, and public schools.
4. Requires the commitment of district and state leaders to support, fund, and manage such a program by embedding it into school, district, and state strategic priorities.
5. Utilizes mentors who build upon and improve anti-racist leadership skills by employing a comprehensive and advanced set of evidence-based skills and dispositions, evaluation, and retention policies and programs at state and district levels.

Using This Handbook



State Requirements

The Principal Induction and Mentoring Handbook is designed to help districts meet and fulfill the annual requirements in *Regulation 7.13: Standards for Induction Programs for Administrators* that states:

(1) **Application.** All school districts are required to provide an induction program for all administrators in their first year of practice. Guidelines based on the following Standards will be provided by the Department.

(2) **Standards.** All induction programs shall meet the following requirements:

- (a) An orientation program for first-year administrators and all other administrators new to the district.
- (b) Assignment of first-year administrators to a trained mentor within the first two weeks of working.
- (c) Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate administrators.
- (d) Provision for adequate time for the mentor and beginning administrator to engage in professional conversations on learning and teaching as well as building leadership capacity within the school community and other appropriate mentoring activities.
- (e) Provision for adequate time and resources to learn how to use effective methods of personnel selection, supervision, and evaluation that are included in the Professional Standards for Administrators (603 CMR 7.10 (2)).

(3) **Additional Requirements.** All induction programs shall submit an annual report to the Department that includes information on:

- (a) Program activities.
- (b) Number and complete list of beginning administrators served.
- (c) Number and complete list of trained mentors involved in the program.
- (d) Number of site-based visits made by mentors.
- (e) Number of hours that mentors and beginning administrators spent with each other.
- (f) Hiring and retention rates for first-year administrators.
- (g) Participant satisfaction.
- (h) Partnerships developed with other districts, professional associations, and institutions of higher education to support the administrator induction program.

Mentor Benefits and Roles

Mentoring is the relationship established between a novice principal and a skillful, experienced mentor. It focuses on strengthening the principal's ability to create equitable, inclusive learning environments that impact student learning. A strong relationship with a highly-qualified mentor is essential to facilitating growth in beginning principals. Research on induction suggests that the most effective mentor models support greater frequency and length of the contact between mentor and mentee.⁴

Mentoring expert John Daresh (1995), in *Leaders Helping Leaders*, describes the many benefits of mentoring to potential mentors, mentees, and districts:

- Mentors report greater overall job satisfaction, increased recognition from their peers, greater opportunities for career advancement, and renewed enthusiasm for the profession.
- For mentees, benefits include increased confidence about their professional competence, the ability to see theory translated into practice, the creation of a collegial support system, and a sense of belonging. According to Daresh, principals with active mentors learn more about their professional lives and personal needs from mentoring than any other learning experience. Furthermore, school districts report higher motivation levels and job satisfaction among staff members, increased productivity, and an attitude of lifelong learning among administrators.

Effective mentoring must be understood as a process that is much more sophisticated than simply sharing craft knowledge when called upon by organizational newcomers. It must be seen as a proactive instructional process in which a learning contract is established between the mentor and the protégé.

— John C. Daresh, *Leaders Helping Leaders: A Practical Guide to Administrative Mentoring*

⁴ R. Ingersoll & M. Strong, "The Impact of Induction and Mentoring Programs for Beginning Teachers," *Review of Educational Research* 81, (2011), 201-233.

Roles of an Effective Principal Mentor

A skilled and culturally competent mentor is key to an effective induction and mentoring program for novice principals, especially in supporting and coaching anti-racist administrators. These mentor competencies are informed by research and best practices from effective principal mentoring programs across the country.

Equity-focused expertise	1. Engage novice principals in ongoing reflection to strengthen classroom and school practices for all students, teachers, and staff that advance student learning and promote educator growth.
	2. Foster equitable and culturally responsive policies, practices, and programs and openly interrogate bias and systemic inequities to advance student learning and promote educator growth.
	3. Support novice principals in building a repertoire of equitable and culturally responsive strategies, content knowledge, and skills to maximize teacher and student learning.
	4. Practice ongoing self-learning and reflection using the anti-racist leadership competencies and key actions.
Interpersonal skills	5. Utilize and apply effective feedback processes, including effective oral, listening, modeling, and written, skills.
	6. Respect confidentiality and a code of ethics in the mentor-mentee relationship.
	7. Enhance novice principals' self-worth and support their professional growth.
	8. Share ideas, reflections, stories, and successes in a balanced appropriate, and non-evaluative manner.
	9. Connect the novice principal with professional organizations and other administrators.
	10. Provide resources and tools to support novice principal development.
	11. Serve as a trusted, effective, and influential role model.
School and system conditions	12. Ask reflective questions and apply active listening skills that lead the novice principal to solutions to problems of practice.
	13. Differentiate support based on the diverse experiences and needs of their adult learners, while recognizing that learning happens in developmental stages and can look different for white and BIPOC (Black, Indigenous, and People of Color) leaders.
	14. Navigate multiple layers of organizational systems and facilitate novice principals' connections to learning systems and learning communities.
	15. Set high expectations for self-reflective practices through engagement in high-quality professional growth opportunities that address the needs of diverse learners.



Structure of Learning Modules

The Principal Induction and Mentoring handbook is a two-year program composed of four learning modules aligned to the Standards of Effective Leadership and anti-racist leadership competencies. The four modules follow a recommended sequence over the two years (one semester per module), but novice principals and their mentors can select a different sequence based on individual and school learning needs. Each research-based learning module features DESE's anti-racist competencies aligned with selected indicators for each of the Commonwealth's four leadership standards. The tight focus on a subset of indicators gives novice principals and their mentors an opportunity to learn, implement, and assess effective and equitable leadership strategies throughout the year.

Such an approach is not intended to discount the relevance of other Indicators within the standards, which remain important to overall effective leadership. Rather, the focused approach deliberately deepens and extends critical skills from preparation into employment by emphasizing key tenets of equity: Novice principals provide all students with access to high-quality, culturally relevant instruction; engage with students and families in meaningful, inclusive learning; and promote culturally responsive, anti-racist teaching and leading practices that disrupt patterns of inequities and systems of oppression against Black, Latinx, Asian, Indigenous, and mixed-race communities.

The learning modules share a common framework:

- An **Overview** with a clearly defined rationale purpose, and set of learning goals. Additionally, there is a description of the relevant standard, equity focus indicators, anti-racist competencies, and key actions.
- **A four-stage Learning Team Cycle**⁵:
 1. Collect and analyze data
 2. Set micro goals
 3. Learn individually and collaboratively
 4. Implement continuous learning plan

Novice principals with their mentors will apply the four-stage learning cycle using a sequential set of activities and tools during 18-week time frames within a school year to support deep study of their practices relative to the equity focus indicators and anti-racist competencies. Modules include an example calendar for principals and their leadership teams to use as a guide (see the beginning of each stage).



- **Tools are available** in each stage in the Learning Cycle. A list of Resources is also included at the end of the Handbook.

⁵ Based on research from S. Hirsh & T. Crow, *Becoming a Learning Team: A Guide to a Teacher-Led Cycle of Continuous Improvement*, 2nd ed. (Learning Forward, 2018) that builds upon the research base of effective collaborative learning and inquiry cycles, including B. Jensen, J. Sonnemann, K. Roberts-Hull, & A. Hunter, *Beyond PD: Teacher Professional Learning in High-Performing Systems* (NCEE, 2016); R. Dufour, R. Dufour, R. Eaker, & T. Many, *Learning by Doing A Handbook for Professional Learning Communities at Work*, 2nd ed. (Solution Tree, 2010); Protocols (National School Reform Faculty, 2014).

Anti-racist Leadership Definitions and Competencies

These competencies were developed to outline the guiding principles of anti-racist leadership, which informed the *Principal Induction Handbook* as well as the updated Indicators in the Guidelines for the Preparation of Administrative Leaders. Collectively, they serve to provide a learning trajectory that sustains effective and equitable leadership practices, skills, and dispositions to improve outcomes for all students and educators. Each of these competencies is well-aligned with the Professional Standards for Administrative Leadership and used to inform the design of each module.

Key Definitions

As they relate to the work of supporting administrative leaders, DESE has created the following definitions to promote common understanding for key terms:

- **Anti-racist Leader** — Believes racial groups are equals in all their differences and continually engages in self-reflective work that leads to educational policies, practices, conditions, and cultures that resist and dismantle inequities due to individual and systemic racism to advance racial equity.
- **Bias** — A disproportionate weight that may be created intentionally or unintentionally in favor of or against an idea, thing, individual, or group.
- **Culturally Responsive** — Actively draws upon students' diverse backgrounds, identities, strengths, and challenges to deepen learning and examine the systems in which they operate. (Also see [DESE's Definition for Culturally Responsive and Sustaining Schools and Classrooms](#)).
- **Culturally Sustaining** — Fosters and supports students' diverse backgrounds, identities, strengths, and challenges, and leverages them to address systemic inequities. (Also see [DESE's Definition for Culturally Responsive and Sustaining Schools and Classrooms](#)).
- **High-Quality Curriculum** — Any materials rated as partially meets or meets in CURATE, or is eligible to be reviewed by CURATE. Here are links to the CURATE [reports](#) and [rubric](#).
- **Racial Equity** — Exists when one's racial identity (specifically Black, Latinx, Asian, Indigenous, and Multiracial) can no longer be used to predict social, economic, and educational outcomes. Enacting steps towards racial equity means ensuring that opportunities and supports to eliminate bias and structural barriers are operationalized at every level of society.
- **Sociopolitical Consciousness** — Educators understand the social, economic, and political factors that influence their and their students' experiences, and view education as a pathway to liberation from systems of oppression.

Anti-racist Leadership Definitions and Competencies, continued

An anti-racist leader exhibits the following competencies:	
1.	Eliminates racial gaps within the school or district in student access, opportunities, and outcomes so that all children experience high-quality, rigorous and culturally relevant, grade-level instruction.
2.	Acknowledges and reflects on the historical and social role of schools and schooling in perpetuating causal inequities due to individual and systemic racism.
3.	Continually provides educators with access to current research; pedagogical content knowledge; and capacity to recognize, challenge, and actively eliminate racial bias in the classroom.
4.	Continually uses current research; pedagogical content knowledge; and capacity building to recognize, challenge, and eliminate racial bias in the school or district and in one's own leadership practices.
5.	Continually engages families and students to provide feedback on their experiences in school and to continue to recognize, challenge, and promote anti-racism in the school experience.
6.	Ensures curriculum and curricular materials are high quality, standards aligned, rigorous, and culturally responsive and sustaining for all students, especially Black, Latinx, Asian, Indigenous, and multiracial students. High-quality curricular materials exhibit a coherent sequence of target skills and understandings that are standards aligned. Culturally relevant curricular materials are grounded in culturally responsive and sustaining pedagogy. This approach is holistic and incorporates diverse perspectives and identities. This approach draws on students' backgrounds, identities, strengths, and challenges while also fostering and supporting the development of students' sociopolitical consciousness.
7.	Ensures educators are held accountable for implementing evidence-based, culturally responsive and sustaining instructional practices through observation and feedback that support ongoing reflection on eliminating racial bias in the classroom.
8.	Strategically builds a racially diverse team of educators and supports all educators to contribute to the development of an anti-racist school or district culture.
9.	Continually commits to develop and retain a greater percentage of Black, Latinx, Asian, Indigenous, and multiracial educators, while elevating their voices and perspectives in daily and critical decision-making. This includes actively dismantling barriers that prevent Black, Latinx, Asian, Indigenous, and multiracial educators from being supported and successful.
10.	Designs, implements, and monitors ongoing professional learning for all educators that builds educators' critical consciousness and results in improved outcomes and experiences especially for Black, Latinx, Asian, and Indigenous students.
11.	Holds all staff accountable to measurable outcomes that reflect anti-racist practice and builds capacity for other school or district educators to lead professional learning opportunities.
12.	Allocates human and fiscal resources based on need to promote equity, recognizing that the "equal" distribution of resources is not enough within the context of historical and structural racism that is present in our education system.
13.	Actively acknowledges, develops, and sustains family partnerships in ensuring positive outcomes for students by critiquing current practices while collaboratively revising and monitoring existing outreach initiatives and structures that perpetuate racial inequities. Builds all staff's skills in meaningfully collaborating with families, students, and the broader community.
14.	Builds allyship with community organizations, educators, and other school or district leaders to collectively navigate political resistance.

*"PRAC Quote — Insert Quote here
from PRAC on anti-racist leadership
competencies"*

— Author

Scope and Sequence

This scope and sequence reflects the standard, focus indicators, anti-racist competencies, key actions, and cadence of learning for each learning module over the course of an academic year.

SY1: First half (18 weeks)	SY1: Second half (18 weeks)	SY2: First half (18 weeks)	SY2: Second half (18 weeks)
Learning Module 1: Leading for Equity: Professional and Inclusive Culture			
Standard IV: Professional Culture Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.			
Standard Indicator	Anti-racist Competency	Key Action	
<ul style="list-style-type: none"> Indicator IV-A: Commitment to High Standards. Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all. 	<ul style="list-style-type: none"> Anti-racist Competency #10: Designs, implements, and monitors ongoing professional learning for all educators that builds educators' critical consciousness and results in improved outcomes and experiences especially for Black, Latinx, Asian, and Indigenous students. 	<ul style="list-style-type: none"> Key Action: Develop learning experiences for staff that provide them the opportunity to identify and interrogate systemic inequities in school policies and practices using current research, empathy interviews, equity pause frameworks, and/or protocols (e.g., Race Equity Toolkit) to reflect on student and educator data. 	
<ul style="list-style-type: none"> Indicator IV-D: Continuous Learning. Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice. 	<ul style="list-style-type: none"> Anti-racist Competency #4: Continually uses current research, pedagogical content knowledge, and capacity building to recognize, challenge, and eliminate racial bias in the school or district and in one's own leadership practices. 	<ul style="list-style-type: none"> Key Action: Identify or design a walk-through tool for gathering quantitative and qualitative data aligned to professional practice micro goal. 	

Scope and Sequence, continued



SY1: First half (18 weeks)	SY1: Second half (18 weeks)	SY2: First half (18 weeks)	SY2: Second half (18 weeks)
Learning Module 2: Leading for Equity: Instructional Leadership			
Standard One: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.			
Standard Indicator	Anti-racist Competency	Key Action	
<ul style="list-style-type: none"> • Indicator I-A: Curriculum. Ensures that all teachers implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. 	<ul style="list-style-type: none"> • Anti-racist Competency #6: Ensures curriculum and instructional materials are rigorous and culturally relevant for all students, especially those in marginalized groups. 	<ul style="list-style-type: none"> • Key Action: Develop or use a tool to conduct, in collaboration with your school leadership team, a review of one set of current curricular materials to explicitly identify the primary voices informing the design. Include opportunities to note race, class, and gender of the authors and contributors. Use the following questions as a guide: <ul style="list-style-type: none"> • What information has been centered within the curricular resource and what has been left out? • Does the curricular resource accurately convey the knowledge, experiences, and contributions of marginalized groups? If not, identify ways to supplement and extend the resource to ensure a holistic representation of the content. 	



Scope and Sequence, continued

Learning Module 2: Leading for Equity: Instructional Leadership, continued

Standard Indicator	Anti-racist Competency	Key Action
<ul style="list-style-type: none"> • Indicator I-B: Instruction. Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. 	<ul style="list-style-type: none"> • Anti-racist Competency #1: Eliminates racial gaps in student access, opportunities, and outcomes so that all children experience high-quality, rigorous, and culturally relevant, grade-level instruction. 	<ul style="list-style-type: none"> • Key Action: Review the access, opportunity, and success of students in advanced academics as well as general courses. Note which students are enrolled in advanced academics. How are students selected for advanced academics? Is there a holistic review or are selections based only on student achievement levels and grades? What supports are given struggling students enrolled in advanced academics? How are students of color performing compared to their white peers? If there is a disparity, why? What adjustments are needed to ensure that systems and structures adequately support students rather than place the weight of student success on student motivation and work ethic?
	<ul style="list-style-type: none"> • Anti-racist Competency #7: Ensures educators are held accountable for implementing evidence-based, culturally responsive and sustaining instructional practices through observation and feedback that support ongoing reflection about eliminating racial bias in the classroom. 	<ul style="list-style-type: none"> • Key Action: Include anti-racist metrics in classroom walk-through tools. Specifically, equip school administrators to surface educator bias through educator actions. Notice which students engage in the class and which do not. Notice what types of questions are posed to various student groups. Notice which students are carrying the cognitive lift within the classroom and which are allowed to opt out. Notice classroom seating charts and grouping strategies: Do they equally support all student's success? Consider whether high expectations exist for all students within the classroom and what is supporting evidence.

Scope and Sequence, continued



SY1: First half (18 weeks)	SY1: Second half (18 weeks)	SY2: First half (18 weeks)	SY2: Second half (18 weeks)
Learning Module 3: Leading for Equity: Human Capital Development			
Standard Two: Management and Operations Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.			
Standard Indicator	Anti-racist Competency		
<ul style="list-style-type: none"> • Indicator II-B: Human Resources Management and Development. Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice. 	<ul style="list-style-type: none"> • Anti-racist Competency #8: Strategically builds a racially diverse team of educators and supports all educators to contribute to the development of an anti-racist school/district culture. • Anti-racist Competency #9: Continually commits to developing and retaining a greater percentage of Black, Latinx, Asian, Indigenous, and multiracial educators, while elevating their voices and perspectives in daily and critical decision-making. This includes actively dismantling barriers that prevent Black, Latinx, Asian, Indigenous, and multiracial educators from being supported and successful. • Anti-racist Competency #12: Allocates human and fiscal resources based on need to promote equity, recognizing that the “equal” distribution of resources is not enough within the context of historical and structural racism that is present in our education system. 		



Scope and Sequence, continued

SY1: First half (18 weeks)	SY1: Second half (18 weeks)	SY2: First half (18 weeks)	SY2: Second half (18 weeks)
Learning Module 4: Leading for Equity: Inclusive and Responsive Engagement			
Standard Three: Family and Community Engagement Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district			
Standard Indicator	Anti-racist Competency		
<ul style="list-style-type: none"> • Indicator III-A: Engagement. Welcomes and encourages every family to become active participants in the classroom and school community. 	<ul style="list-style-type: none"> • Anti-racist Competency #13: Actively acknowledges, develops, and sustains family partnerships in ensuring positive outcomes for students by critiquing current practices while collaboratively revising and monitoring existing outreach initiatives and structures that perpetuate racial inequities. 		
<ul style="list-style-type: none"> • Indicator III-B: Sharing Responsibility. Continuously collaborates with families to support student learning and development both at home and at school. 	<ul style="list-style-type: none"> • Anti-racist Competency #5: Continually engages families and students to provide feedback on their experiences in school and to continue to recognize, challenge, and promote anti-racism in the school experience. • Anti-racist Competency #14: Builds allyship with community organizations, educators, and other school/district leaders to collectively navigate political resistance. • Anti-racist Competency #2: Acknowledges and reflects on the historical and social roles of schools and schooling in perpetuating causal inequities due to individual and systemic racism. 		

Module 1



Leading for Equity: Professional and Inclusive Culture



Overview

Learning Module 1 focuses on Standard IV: Professional Culture in the Standards of Effective Leadership. This focus is intentional in signaling to novice principals the importance of a strong and inclusive school culture for all students and educators. Such a learning culture also supports school leadership and faculty in working through the other three learning modules and corresponding leadership standards.

The four-stage learning cycle gives novice principals an opportunity to understand and apply selected indicators and anti-racist competencies to deepen individual and collective leadership capacity. Throughout the modules, specific tools and resources promote rigorous self-examination of racial equity mindsets and practices. As a result of interrogation and reflection, principals and leadership teams can decide which practices they will acquire, refine, or discard to disrupt patterns and policies of inequity.

The final stage in this module guides principals and their mentors in implementation of a professional practice micro goal within a continuous learning plan.

Purpose

This learning module features two of DESE's anti-racist competencies aligned with selected indicators in leadership Standard IV: Professional Culture. Tightening the focus on a subset of indicators (i.e., Indicator IV-A: Commitment to High Standards; Indicator IV-D: Continuous Learning) and aligned anti-racist competencies, allows novice principals and their mentors to analyze, develop, learn, and implement impactful and equitable leadership practices related to building educator capacity and professional learning. Research shows that **building educator capacity** through high-quality professional learning is a key lever for creating a professional and inclusive school culture.

Such an approach is not intended to discount the relevance of other Indicators within the leadership standards, which remain important to overall effective leadership. Rather, the focused approach deliberately deepens and extends critical skills from preparation into employment by emphasizing the key tenet of equity in the anti-racist competencies and selected indicators: promoting culturally responsive, anti-racist teaching and leading practices that disrupt patterns of inequity and systems of oppression against Black, Latinx, Asian, Indigenous, and mixed-race communities.

Goals

After completing Learning Module 1, novice principals will be able to:

- Collect and analyze key educator and student data using a set of equity tools to deepen their understanding of student and staff experiences so they can lead the improvement of culturally responsive instructional practices to achieve racial equity.
- Use the SMARTIE Goal process to create a professional practice micro goal aligned to the selected anti-racist competencies. This professional practice micro goal provides an important opportunity to design and implement a smaller goal to inform the development of a full-fledged professional practice goal for the following school year.
- Acquire new self-understanding, knowledge, and strategies related to the anti-racist competencies and key actions with Standard IV: Professional Culture by viewing and reading three selected resources independently and collaboratively with the school leadership team.
- Implement, in collaboration with leadership teams, a professional practice micro goal using the continuous Learning Plan Template.

Module 1 Scope and Sequence



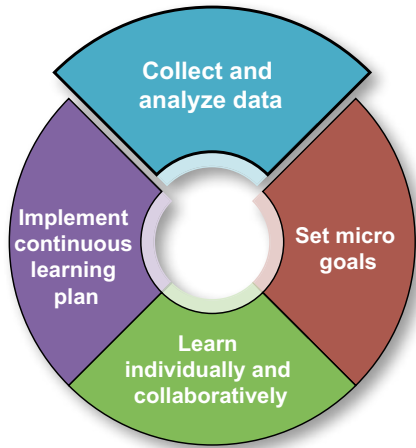
This scope and sequence reflects the standard, focus indicators, anti-racist competencies, key actions, and cadence of learning module 1.

Learning Module 1: Leading for Equity: Professional and Inclusive Culture		
Standard IV: Professional Culture Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.		
Standard Indicator	Anti-racist Competency	Key Action
<ul style="list-style-type: none"> Indicator IV-A: Commitment to High Standards. Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all. 	<ul style="list-style-type: none"> Anti-racist Competency #10: Designs, implements, and monitors ongoing professional learning for all educators that builds educators' critical consciousness and results in improved outcomes and experiences especially for Black, Latinx, Asian, and Indigenous students. 	<ul style="list-style-type: none"> Key Action: Develop learning experiences for staff that provide them the opportunity to identify and interrogate systemic inequities in school policies and practices using current research, empathy interviews, equity pause frameworks, and/or protocols (e.g., Race Equity Toolkit) to reflect on student and educator data.
<ul style="list-style-type: none"> Indicator IV-D: Continuous Learning. Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice. 	<ul style="list-style-type: none"> Anti-racist Competency #4: Continually uses current research, pedagogical content knowledge, and capacity building to recognize, challenge, and eliminate racial bias in the school or district and in one's own leadership practices. 	<ul style="list-style-type: none"> Key Action: Identify or design a walk-through tool for gathering quantitative and qualitative data aligned to professional practice micro goal.

Stage 1



Collect and Analyze Data



Overview	
Purpose	Collect and analyze key educator and student data using Equity Lens Focus tools and the Empathy Interview Protocol with students and staff. Use findings from data to deepen your understanding of student and staff experiences as well as improve culturally responsive instructional practice to achieve racial equity.
Process	Use the Equity Lens Focus tools and the Empathy Interview Protocol, respectively, to: <ol style="list-style-type: none"> 1. Identify, interrogate, and reflect on existing student and educator data to reveal trends and patterns to foster deeper understanding and create a set of action informed summary statements. 2. Conduct an empathy interview with a select group of teachers to learn about and understand each group member’s perspective on implementing anti-racist strategies and actions in your school.

Module 1: Leading for Equity: Professional and Inclusive Culture	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Stage 1: Collect and analyze data																		
Stage 2: Set micro goals																		
Stage 3: Learn individually and collaboratively																		
Stage 4: Implement continuous learning plan																		

Stage 1 • Tool 1 • Equity Lens Focus: Interrogate, Reflect, Act



Step 1: Identify key data sources	
<p>Examples of Educator Data</p> <ul style="list-style-type: none"> • Discipline data including suspension and expulsion rates by teacher and grade level • Student attendance data by grade level and demographic groups • Staff retention by evaluation ratings, race, and experience levels • Staff school culture survey results by race and experience levels • Staff professional learning survey results for racial equity content • Number of teacher leaders by race and experience levels • Number of professional learning sessions led by teachers or teacher leaders of color 	<p>Examples of Student Data</p> <ul style="list-style-type: none"> • Student attendance data by grade level and demographic groups, including suspension and expulsion rates • Percentage of students of color who have access and opportunities for advanced classes and enrichment programs • Percentage of students of color who have access and opportunities for effective teachers at all grade levels • Extracurricular activity participation rates for students of color • Grade distribution and promotion rates for student of color • School survey results about safe and supportive culture for students of color
<p>Select three pieces of key educator and student data that are aligned with the selected focus indicators and aligned anti-racist competencies. Record them below:</p>	
<p>Indicator IV-A: Commitment to High Standards. Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all.</p> <p>Anti-racist Competency #10: Designs, implements, and monitors ongoing professional learning for all educators that builds educators' critical consciousness and results in improved outcomes and experiences especially for Black, Latinx, Asian, and Indigenous students.</p> <p>Indicator IV-D: Continuous Learning. Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.</p> <p>Anti-racist Competency #4: Continually uses current research, pedagogical content knowledge, and capacity building to recognize, challenge, and eliminate racial bias in the school or district and in one's own leadership practices.</p>	
<p>Educator Data</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Student Data</p> <ol style="list-style-type: none"> 1. 2. 3.

Stage 1 • Tool 1 • Equity Lens Focus: Interrogate, Reflect, Act, continued



Step 2: Interrogate and reflect on key pieces of data	
Equity Lens: Interrogate	Equity Lens: Reflect
<p>Interrogating data through an anti-racist lens is designed to reveal trends and patterns that foster deeper understanding of systemic inequities and drive informed action.</p> <p>Use these guiding questions to analyze your three data examples:</p> <ul style="list-style-type: none"> • Are there data gaps? What additional data would be helpful in analyzing the initiative? If gaps exist, how can we obtain better data? • What do quantitative and qualitative data tell us about existing inequities? Which groups, particularly racial groups, are currently most advantaged and most disadvantaged by the issues this initiative seeks to address? • What does the data tell us about strengths to build upon? Does the initiative take an assets-based approach? If not, how could it? 	<p>Reflection provides a powerful opportunity to examine one's own depth of understanding, biases, and perceptions about race and how to engage in continuous learning around the competencies of anti-racist leadership.</p> <p>Use this space to record and reflect on your key takeaways from the group empathy interviews and three pieces of key educator and student data. How have these pieces of data informed your understanding of the following:</p> <ul style="list-style-type: none"> • What biases or assumptions may exist in my interpretation(s) of the data, and how might they impact perceptions of my staff, students, families, and culture? • Where is there an opportunity for me to better support learning experiences for staff that are key to building an inclusive culture? • Which areas could I benefit from additional coaching or mentorship around enacting the anti-racist leadership competencies?

Stage 1 • Tool 1 • Equity Lens Focus: Interrogate, Reflect, Act, continued



Step 3: Act — Develop data summary statements

Equity Lens: Act

Informed action with an equity focus lens ensures that anti-racist policies, practices, and programs are not only planned for students and educators, but also implemented into the culture and practices of the school community to ensure positive changes in educator practices and student outcomes.

Writing Data Summary Statements

Make sense of the data by summarizing and synthesizing your findings. Try to generate as many summary statements as possible based on your data analysis and reflection in the previous step. Look for connections between data sources to provide you with a deeper level of understanding using the focus indicators and anti-racist leadership competencies.

Examples:

1. Our 7th-grade African American female students are being suspended at three times the rate of all other students.
2. 42% of teachers believe that our schoolwide professional learning sessions are not effective in growing their equity-focused instructional practices.

Selected Focus Indicators and Anti-racist Competencies:

Indicator IV-A: Commitment to High Standards. Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all.

Anti-racist Competency #10: Designs, implements, and monitors ongoing professional learning for all educators that builds educators' critical consciousness and results in improved outcomes and experiences especially for Black, Latinx, Asian, and Indigenous students.

Indicator IV-D: Continuous Learning. Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.

Anti-racist Competency #4: Continually uses current research, pedagogical content knowledge, and capacity building to recognize, challenge, and eliminate racial bias in the school or district and in one's own leadership practices.

Write your data summary statements below:

Stage 1 • Tool 2 • Empathy Interview Protocol



Empathy interviews are the foundation of design thinking practiced by organizations and taught at institutions such as Stanford Design School. Empathy interviews are used to gather insights that otherwise might not be apparent. These insights can then be used to identify issues and generate potential solutions.

An empathy interview uses a human-centered approach to understand the feelings and experiences of others.

Norms for Empathy Interviews	
Use a beginner's mindset: Never assume you know the answer. Always ask why.	
Ask Neutral Questions	<ul style="list-style-type: none"> • <i>Subjective</i>: What frustrations do you have about the new school policy? • <i>Neutral (Objective)</i>: What do you think about the new school policy? <p>When conducting empathy interviews, it is important to build trust through objectivity and strong listening skills. Avoid formulating assumptions or judgments based on interviewee's answers, and instead ask more questions to deepen your own understanding of staff and student experiences.</p>
Encourage Storytelling	<p>Storytelling allows you to dig deeper and learn more about another person's perspective. Different perspectives are valuable because they can shape, strengthen, or challenge our own opinions and values. Additionally, our lived experiences shape the decisions we make, so empathy protocols can help us gain a better understanding about how past experiences and events helped mold others' current perceptions of the world, especially related to systemic racism.</p>
Observe Body Language	<p>Certain gestures and movements can tell you how someone feels without them needing to say it. Some common nonverbal cues to look for:</p> <ul style="list-style-type: none"> • Crossed arms • Facial expressions (e.g., smiles, frowns) • Tilted head • Moving closer • Eye contact • Fidgeting or adjusting in their chair <p>If you see the interviewee using these nonverbal as a reaction to a specific question, leverage it in your interview. Use these nonverbal cues to formulate your next set of questions to move the conversation forward.</p>
Avoid Binary Questions	<p>Binary questions can be answered in one word. As a best practice, asking questions that encourage storytelling allows you to delve deeper into the thoughts, ideas, and emotions of others and can provide more insight into their experiences.</p>

Stage 1 • Tool 2 • Empathy Interview Protocol, continued

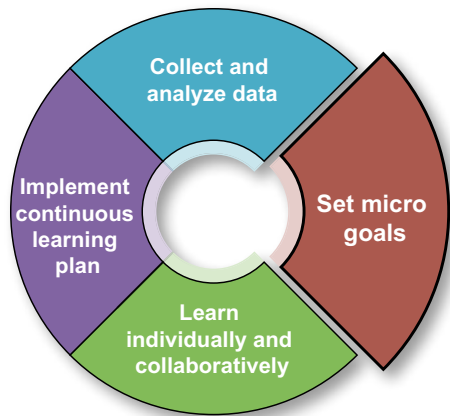


Design interviews with educators		
<ul style="list-style-type: none"> As you prepare for an empathy interview, select up to five teachers who represent multiple perspectives related to race, gender, years of experience, and grade level/content expertise for a group empathy interview. Follow a similar grouping structure for students and families. Use the protocol to develop or adapt a set of neutral questions for the group to share their professional and personal experiences or memories related to the four anti-racist competencies and equity focus indicators. Set up focus group norms/agreements to ensure an inclusive, safe, and confidential participant experience. 	<p>Example Empathy Interview Questions for Teachers</p> <ol style="list-style-type: none"> If you could describe how you feel about racial equity in one word or phrase, what is it? How would you describe the current culture in our school between staff and students? Among staff members? Tell me about a professional learning experience that provided you with strategies, resources, or tools to be successful in implementing culturally responsive instructional practices: <ul style="list-style-type: none"> What made it successful for you? If you have not had a professional learning experience centered on culturally responsive instructional practices, what ideas and strategies need to be included for you to feel successful? What do you wish others in our school community knew about your experience as it relates to your identity? Tell me about a time when you felt it was hard to combat racial bias in your classroom: <ul style="list-style-type: none"> How did that feel to struggle? Why was that hard for you? What do you wish would have happened? Tell me about a time where you felt successful in combating racial bias in your classroom: <ul style="list-style-type: none"> Why do you think you were successful? What did others do to help and support you (colleagues, leadership, students)? 	<p>Interview Reflections</p> <ul style="list-style-type: none"> What did you learn about each group member's perspective on implementing anti-racist strategies and actions in your school? What did you learn about the root causes that contribute to the challenges with anti-racism?



Stage 2

Set Micro Goals



Overview	
Purpose	Create one draft professional practice micro goal that can be accomplished in the second half of the semester (9 weeks) aligned to feedback from the empathy interviews and data summary statements.
Process	<ol style="list-style-type: none"> 1. Review data summary statements using the Equity Pause Protocol. 2. Using the SMARTIE Goal process, create one draft professional practice micro goal specifically aligned to the anti-racist competencies. This professional practice micro goal provides an important opportunity to design and implement a smaller goal to inform the development of a full-fledged professional practice goal for the following school year.

Module 1: Leading for Equity: Professional and Inclusive Culture	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Stage 1: Collect and analyze data																		
Stage 2: Set micro goals																		
Stage 3: Learn individually and collaboratively																		
Stage 4: Implement continuous learning plan																		

Stage 2 • Tool 3 • Equity Pause Protocol



Copy and review your data summary statements using an equity pause

According to Public Design for Equity, **an equity pause** “is a time to pause the [design/planning] process to **reflect**, remind ourselves of our shared goals/practices, and name what we might do better in the support of racial equity and inclusion.”⁶

As you review your data summary statements, use the equity pause questions below to reflect on your findings:

- Are there missing perspectives in my summary statements that should be considered?
- How do my summary statements acknowledge the complex history of the school and its culture?
- Are my summary statements framed in a way that is deficit based? How have the data I collected affirm the identities, experiences, and perspectives of everyone?
- Where might my summary statements reflect my own blind spots or biases as a leader?

Data Summary Statements

Equity Pause Reflections

⁶From “Equity Pause Questions,” (2nd paragraph), <https://www.publicdesignforequity.org/blog/2020/5/25/equity-pause-questions>

Stage 2 • Tool 4 • Micro Goal Planner

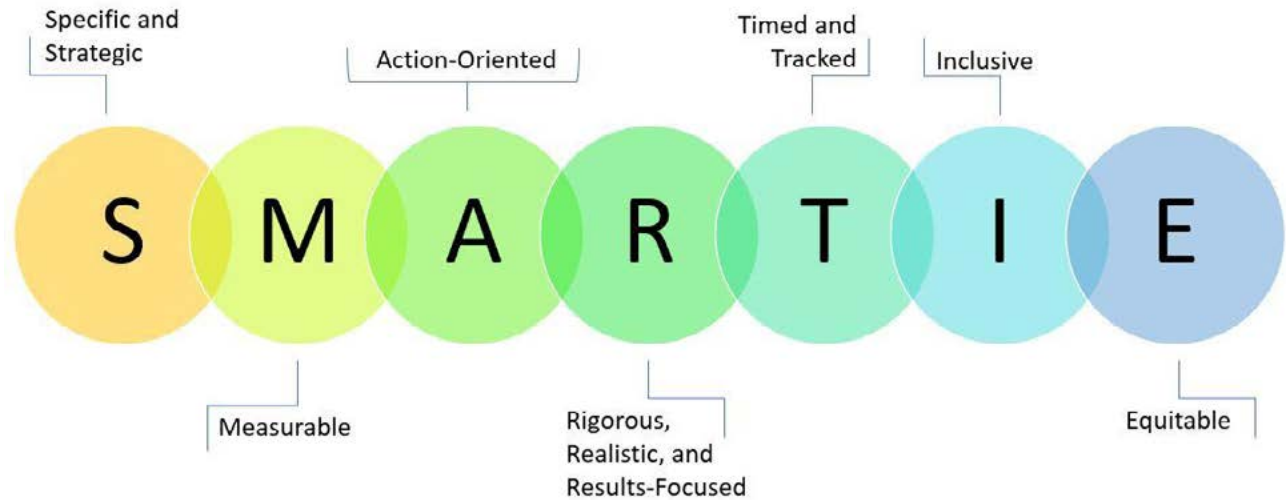


Using the SMARTIE Goal process create one professional practice micro goal specifically aligned to the anti-racist competencies

Creating SMARTIE Goals

SMARTIE goals intentionally center two additional components relative to SMART goals:

- **Inclusivity:** The extent to which a goal brings traditionally marginalized people into processes, activities, and decision making, and
- **Equity:** The extent to which the goal includes an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression.



Selected Anti-racist Competencies

- **Anti-racist Competency #10:** Designs, implements, and monitors ongoing professional learning for all educators that builds educators' critical consciousness and results in improved outcomes and experiences especially for Black, Latinx, Asian, and Indigenous students.
- **Anti-racist Competency #4:** Continually uses current research, pedagogical content knowledge, and capacity building to recognize, challenge, and eliminate racial bias in the school or district and in one's own leadership practices.

Example Micro Goal

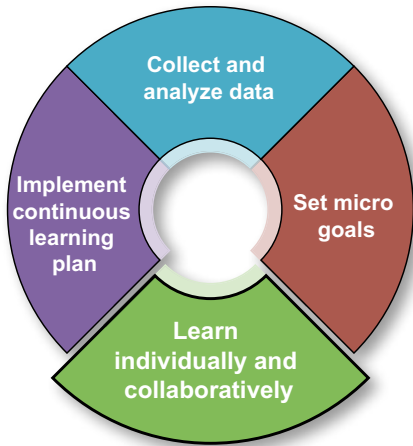
Identify and read three research studies on racial equity and anti-racism from diverse authors. Use that knowledge to inform the collaborative development of a schoolwide professional learning plan that builds faculty and staff members' critical consciousness about and capacity for racial equity.

Your Draft Professional Practice Micro Goal

Stage 3



Learn Individually and Collaboratively



Overview	
Purpose	Acquire new self-understanding, knowledge, and strategies related to the anti-racist competencies and key actions with Standard IV: Professional Culture. Share collaboratively with your leadership team to deepen their self-understanding, knowledge, and strategies.
Process	<ol style="list-style-type: none"> 1. Watch the videos <i>How Strong Relationships Improve School Outcomes</i> and <i>Culturally Responsive Leadership in Action</i> and read <i>One School's Commitment to Equity Using Student-Centered Learning</i> to identify and reflect on the anti-racist competencies and key actions that are most impactful and relevant for your school. 2. Share these three resources in a collaborative setting with your leadership team to discuss and gather feedback about the anti-racist competencies and key actions you have identified from Step 1. 3. Reflect on individuals' responses and leadership team feedback to create a final draft of your professional practice micro goal that will inform your continuous learning plan.

Module 1: Leading for Equity: Professional and Inclusive Culture	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Stage 1: Collect and analyze data																		
Stage 2: Set micro goals																		
Stage 3: Learn individually and collaboratively																		
Stage 4: Implement continuous learning plan																		

Stage 3 • Tool 5 • Learning Planner





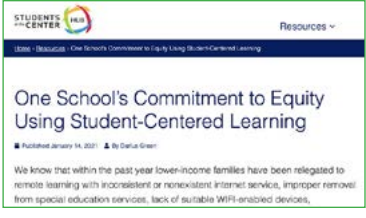
Step 1: Review resources to inform anti-racist practices

While you watch the videos and read the article, consider the questions, competencies, and key actions below. Write your reflections on the next page.

Questions	Anti-racist Competencies	Key Actions
<ol style="list-style-type: none"> 1. Which of the anti-racist competencies and key actions were visible and effective in this resource? 2. Which of the anti-racist competencies and key actions that you identified in the resource could be outside of your comfort zone and/or knowledge base but are compelling enough to implement as part of a continuous learning plan in your school? 3. What type of supports (e.g., resources, personnel, funding) would you need to effectively implement the anti-racist competencies and key actions identified? 	<ul style="list-style-type: none"> • Anti-racist Competency #10: Designs, implements, and monitors ongoing professional learning for all educators that builds educators' critical consciousness and results in improved outcomes and experiences especially for Black, Latinx, Asian, and Indigenous students. • Anti-racist Competency #4: Continually uses current research, pedagogical content knowledge, and capacity building to recognize, challenge, and eliminate racial bias in the school or district and in one's own leadership practices. 	<ul style="list-style-type: none"> • Key Action: Develop learning experiences for staff that provide them the opportunity to identify and interrogate systemic inequities in school policies and practices using current research, empathy interviews, equity pause frameworks, and/or protocols (e.g., Race Equity Toolkit) to reflect on student and educator data. • Key Action: Identify or design a walk-through tool for gathering quantitative and qualitative data aligned to professional practice micro goal.

Stage 3 • Tool 5 • Learning Planner, continued



Step 1, continued		
Resource	Synopsis	Reflections
<p>How Strong Relationships Improve School Outcomes</p> 	<p>A Nashville, Tennessee high school, Pearl-Cohn Entertainment Magnet School led by principal Dr. Sonia Stewart, works to accommodate the academic needs of all students with trauma-informed practices and pedagogy grounded in social and emotional learning to create a supportive and equitable culture for all.</p>	
<p>Culturally Responsive Leadership in Action</p> 	<p>The Leadership Academy shares the story of its work in Des Moines Public Schools, Iowa where they have been partnering with school and district leaders to take a comprehensive approach to identifying and disrupting systemic inequities.</p>	
<p>One School's Commitment to Equity Using Student-Centered Learning</p> 	<p>Dr. Darius Green, associate principal at Lincoln-Sudbury (Massachusetts) Regional High School describes his school's equity journey followed by identifying four significant barriers to equity and recommending ways to overcome such barriers.</p>	

Stage 3 • Tool 5 • Learning Planner, continued



Step 2: Share resources and learning with colleagues	
Share these three resources (2 videos and article) in a collaborative setting with your leadership team and use the following guiding questions to discuss and gather feedback about the anti-racist competencies and key actions identified from Step 1.	
Guiding Questions	Identified Anti-racist Competencies and Key Actions
<ol style="list-style-type: none"> 1. Which of these anti-racist competencies and key actions were visible and effective in the resources? 2. Which of these anti-racist competencies and key actions could be outside of your comfort zone and/or knowledge base but are compelling enough to implement as part of a continuous learning plan in our school? 3. What type of supports (e.g., resources, personnel, funding) would our school need to effectively implement these anti-racist competencies and key actions? 4. How do the anti-racist competencies and key actions in the resources make us think about starting, stopping, or continuing current policies and practices in our school such as: <ul style="list-style-type: none"> • Structures that build healthy, positive relationships between students and their peers, and between students and educators? • The communication and reinforcement of our core values? • Structures to ensure that students and staff are physically, emotionally, and psychologically safe at school? • Restorative practices for students to repair harm with their peers and teachers? • Ensuring every student has a positive relationship with at least one adult in our school? • Explicitly teaching students SEL competencies such as self-management, social awareness, relationship skills, and responsible decision making? 	

Stage 3 • Tool 5 • Learning Planner, continued

**Step 3: Create final draft of professional practice micro goal**

Reflect on your individual and leadership team responses and feedback to create the final version of your professional practice micro goal.

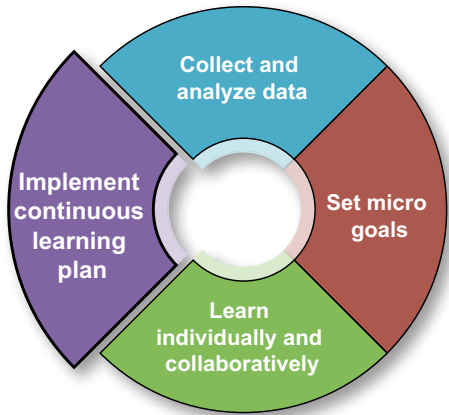
Individual/Leadership Team Feedback**Revised Professional Practice Micro Goal**

Individual/Leadership Team Feedback	Revised Professional Practice Micro Goal



Stage 4

Implement Continuous Learning Plan



Overview	
Purpose	Implement, in collaboration with your leadership team, your professional practice micro goal over a 45-day period.
Process	Use the Continuous Learning Plan Template to plan, do, check, and act on your professional practice micro goal.

Module 1: Leading for Equity: Professional and Inclusive Culture	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Stage 1: Collect and analyze data																		
Stage 2: Set micro goals																		
Stage 3: Learn individually and collaboratively																		
Stage 4: Implement continuous learning plan																		

Stage 4 • Tool 6 • Continuous Learning Plan Template



Copy final draft of your professional practice micro goal			
Plan What action steps will you identify to address your micro goal?	Do How will you implement your micro goal?	Check What structures will you establish to monitor progress toward implementing the micro goal? How will you measure effectiveness? How effective were you in achieving the micro goal?	Act After you analyze the outcomes of implementing the micro goal, what adjustments will you make to professional culture?

Module 2



Leading for Equity: Instructional Leadership

Overview

Learning Module 2 focuses on administrator leadership **Standard I: Instructional Leadership**. This focus is intentional in signaling to novice principals the importance of ensuring high-quality curriculum and culturally responsive instructional practices for all students and educators.

The four-stage learning cycle gives novice principals an opportunity to understand and apply selected Indicators and anti-racist competencies related to Instructional Leadership to deepen individual and collective leadership capacity. Throughout the modules, specific tools and resources promote rigorous self-examination of racial equity mindsets and practices. As a result of interrogation and reflection, principals and leadership teams can decide which practices they will acquire, refine, or discard to disrupt patterns and policies of inequity.

The final stage in this module guides principals and their mentors in implementation of a professional practice micro goal specific to instructional leadership within a continuous learning plan.

Purpose

This learning module features three of DESE's anti-racist competencies aligned with selected Indicators in Standard I: Instructional Leadership. Tightening the focus on a subset of Indicators (i.e., Indicator I-A: Curriculum and I-B: Instruction) and aligned anti-racist competencies allows novice principals and their mentors to analyze, develop, learn, and implement impactful and equitable leadership practices related to ensuring rigorous and inclusive instruction using high-quality instructional materials practices for all students.

Such an approach is not intended to discount the relevance of other Indicators within the leadership Standards, which remain important to overall effective leadership. Rather, the focused approach deliberately deepens and extends critical skills from preparation into employment by emphasizing the key tenet of equity in the anti-racist competencies and selected Indicators: promoting culturally responsive, anti-racist teaching and leading practices that disrupt patterns of inequity and systems of oppression against Black, Latinx, Asian, Indigenous, and mixed-race communities.

Goals

After completing Learning Module 2, novice principals will be able to:

- Collect and analyze key educator and student data using a set of equity tools to deepen their understanding of student and staff experiences so they can support teachers in the effective implementation of high-quality curriculum and culturally responsive instructional practices.
- Use the SMARTIE Goal process to create a professional practice micro goal aligned to the selected anti-racist competencies. This professional practice micro goal provides an important opportunity to design and implement a smaller goal to inform the development of a full-fledged professional practice goal for the following school year.
- Acquire new self-understanding, knowledge, and strategies related to the anti-racist competencies and key actions with Standard I: Instructional Leadership, both independently and collaboratively with the school leadership team.
- Implement, in collaboration with leadership teams, a professional practice micro goal using the continuous Learning Plan Template.



Module 2 Scope and Sequence



This scope and sequence reflects the standard, focus indicators, anti-racist competencies, key actions, and cadence of learning module 2.

SY1: First half (18 weeks)	SY1: Second half (18 weeks)	SY2: First half (18 weeks)	SY2: Second half (18 weeks)
Learning Module 2: Leading for Equity: Instructional Leadership			
Standard One: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.			
Standard Indicator	Anti-racist Competency	Key Action	
<ul style="list-style-type: none"> Indicator I-A: Curriculum. Ensures that all teachers implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. 	<ul style="list-style-type: none"> Anti-racist Competency #6: Ensures curriculum and instructional materials are rigorous and culturally relevant for all students, especially those in marginalized groups. 	<ul style="list-style-type: none"> Key Action: Develop or use a tool to conduct, in collaboration with your school leadership team, a review of one set of current curricular materials to explicitly identify the primary voices informing the design. Include opportunities to note race, class, and gender of the authors and contributors. Use the following questions as a guide: <ul style="list-style-type: none"> What information has been centered within the curricular resource and what has been left out? Does the curricular resource accurately convey the knowledge, experiences, and contributions of marginalized groups? If not, identify ways to supplement and extend the resource to ensure a holistic representation of the content. 	

Module 2 Scope and Sequence, continued



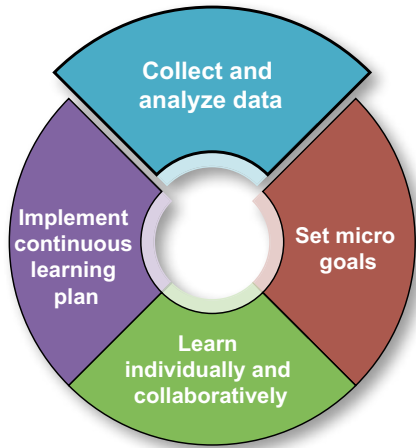
Learning Module 2: Leading for Equity: Instructional Leadership, continued

Standard Indicator	Anti-racist Competency	Key Action
<ul style="list-style-type: none"> • Indicator I-B: Instruction. Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. 	<ul style="list-style-type: none"> • Anti-racist Competency #1: Eliminates racial gaps in student access, opportunities, and outcomes so that all children experience high-quality, rigorous, and culturally relevant, grade-level instruction. 	<ul style="list-style-type: none"> • Key Action: Review the access, opportunity, and success of students in advanced academics as well as general courses. Note which students are enrolled in advanced academics. How are students selected for advanced academics? Is there a holistic review or are selections based only on student achievement levels and grades? What supports are given struggling students enrolled in advanced academics? How are students of color performing compared to their white peers? If there is a disparity, why? What adjustments are needed to ensure that systems and structures adequately support students rather than place the weight of student success on student motivation and work ethic?
	<ul style="list-style-type: none"> • Anti-racist Competency #7: Ensures educators are held accountable for implementing evidence-based, culturally responsive and sustaining instructional practices through observation and feedback that support ongoing reflection about eliminating racial bias in the classroom. 	<ul style="list-style-type: none"> • Key Action: Include anti-racist metrics in classroom walk-through tools. Notice which students engage in the class and which do not. Notice what types of questions are posed to various student groups. Notice which students are carrying the cognitive lift within the classroom and which are allowed to opt out. Notice classroom seating charts and grouping strategies: Do they equally support all student's success? Consider whether high expectations exist for all students within the classroom and what is supporting evidence.

Stage 1



Collect and Analyze Data



Overview	
Purpose	Collect and analyze key educator and student data using Equity Lens Focus tools and the Equity Learning Walk Protocol with students and staff. Use findings from data to deepen your understanding of student and staff experiences, and work toward ensuring high-quality curriculum and culturally responsive instructional practices to achieve racial equity.
Process	Use the Equity Learning Walk and Equity Lens Focus tools, respectively, to: <ol style="list-style-type: none"> 1. Identify, communicate, and strengthen specific classroom equity criteria by having feedback conversations with faculty and staff. 2. Identify, interrogate, and reflect on existing student and educator data to reveal trends and patterns to foster deeper understanding and create a set of action informed summary statements.

Module 2: Leading for Equity: Instructional Leadership	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Stage 1: Collect and analyze data																		
Stage 2: Set micro goals																		
Stage 3: Learn individually and collaboratively																		
Stage 4: Implement continuous learning plan																		



Stage 1 • Tool 1 • Equity Learning Walk Protocol

The purpose of the Equity Learning Walk is to sharpen and focus the instructional leadership equity lens and provide for the gathering of observational data in the classroom to affirm, support, and develop equitable instructional practices. This protocol is designed to:

1. Help principals and teachers develop a more concrete understanding of what it means to practice equity, and
2. Reflect on whether classroom practices and policies are equitable.

Guidelines:

- Identify two to four classrooms, which represent a diverse cross-section of your school population, and visit them individually or with your leadership team.
- Be sure to schedule follow-up conversations with the teachers whose classrooms you visited. Share feedback based on the evidence and artifacts you collected or observed during your classroom visits.

Step 1: Review criteria for an equitable classroom

Select three to four equity criteria that are most relevant and aligned with your draft data summary statements.

Equity Criteria*

1. An inclusive climate and environment;
2. Culturally responsive and high-quality pedagogy, instruction, curricula, and instructional materials for all students;
3. Leverages classroom lessons and units to increase awareness and counter the historical effects of bias, discrimination, and racism;
4. A wide variety of evidence-based instructional strategies to meet differing learning styles, second language acquisition, and backgrounds;
5. Utilization of student and family knowledge and outside resources to provide diverse tools, strategies, and role models;
6. Encouraging student ownership in learning by incorporating student voice, choice, and feedback with classroom assignments and activities;
7. Availability of extracurricular activities to enrich the curricula and provide culturally-rich experiences, as health and safety guidelines permit;
8. Building and sustaining partnerships with all families and communities, including racially, culturally, and linguistically diverse families and communities, that are linked to student learning and involve varied aspects of the educational program;
9. Provides regular and meaningful opportunities for all student and their families to discuss and collaborate on student social-emotional well-being; and
10. Recognition of multiple student strengths through academic opportunities, honors, leadership roles, and creative options.

*Adapted from the Mid-Atlantic Equity Consortium Equity Audit, 2021: <https://maec.org/equity-audit/>

Stage 1 • Tool 1 • Equity Learning Walk Protocol, continued

**Step 2: Record evidence and artifacts**

During the two to four classroom visits, record evidence and artifacts you observe for each of these criteria.

Evidence in classroom you see . . .

Step 3: Reflect on classroom policies and practices

Write your comments and questions about the selected criteria and evidence below. Use in follow-up conversations with your teachers about affirming and furthering these equity criteria and their professional learning.

To promote learning conversations . . .

Stage 1 • Tool 2 • Equity Lens Focus: Interrogate, Reflect, Act



Step 1: Identify teacher data and student data sources	
How is your school ensuring high-quality curriculum and culturally responsive instructional practices for all students?	
<p>Examples of Teacher Data</p> <ul style="list-style-type: none"> • Teacher grade distribution and failure rates • Common summative assessment and AP Test proficiency rates • School and Teacher achievement rates, disaggregated by student group • School and Teacher growth rates, disaggregated by student group (if available) • Teacher evaluation ratings for Standards I and II and related evidence (e.g., observations data, student feedback) • Curriculum in use by grade level (core and supplemental) • Access to instructional coaching and/or job-embedded, curriculum-specific professional development 	<p>Examples of Student Data</p> <ul style="list-style-type: none"> • Student grade distribution and failure rates by student groups • Student proficiency rates by student groups • Student growth rates by student groups (if available) • Retention rates by student groups • Graduation rates by student groups • Student enrollment rates in advanced academics by student group • Student industry certifications by student group
<p>Select three pieces of key educator and student data that are aligned with the selected focus indicators and aligned anti-racist competencies. Record them below:</p>	
<p>Indicator I-A: Curriculum. Ensures that all teachers implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.</p> <p style="padding-left: 20px;">Anti-racist Competency #6: Ensures curriculum and instructional materials are rigorous and culturally relevant for all students, especially those in marginalized groups.</p> <p>Indicator I-B: Instruction. Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.</p> <p style="padding-left: 20px;">Anti-racist Competency #1: Eliminates racial gaps in student access, opportunities, and outcomes so that all children experience high-quality, rigorous, and culturally relevant, grade-level instruction.</p> <p style="padding-left: 20px;">Anti-racist Competency #7: Ensures educators are held accountable for implementing evidence-based, culturally responsive and sustaining instructional practices through observation and feedback that support ongoing reflection about eliminating racial bias in the classroom.</p>	
<p>Teacher Data</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Student Data</p> <ol style="list-style-type: none"> 1. 2. 3.

Stage 1 • Tool 2 • Equity Lens Focus: Interrogate, Reflect, Act, continued



Step 2: Interrogate and reflect on key pieces of data	
Equity Lens: Interrogate	Equity Lens: Reflect
<p>Interrogating data through an anti-racist lens is designed to reveal trends and patterns that foster deeper understanding of systemic inequities and drive informed action.</p> <p>Use these guiding questions to analyze your three data examples:</p> <ul style="list-style-type: none"> • Are there data gaps? What additional data would be helpful in analyzing these examples? If gaps exist, how can we obtain better data? • What do quantitative and qualitative data tell us about existing inequities? Which groups, particularly racial groups, are currently most advantaged and most disadvantaged by the issues that these examples seek to address? • What does the data tell us about strengths to build upon? Do these examples take an assets-based approach? If not, how could it? • How do these data examples align with your curricular and instructional priorities going forward, given the curriculum in use in the district? • What are some potential high-quality curricular and instructional tools that you could provide for your faculty and staff? Learn more about the resources here and here. 	<p>Reflection provides a powerful opportunity to examine one's own depth of understanding, biases, and perceptions about race and how to engage in continuous learning around the competencies of anti-racist leadership.</p> <p>Use this space to record and reflect on your key takeaways from the Equity Learning Walk Protocol and three pieces of key educator and student data. How have these pieces of data informed your understanding of the following:</p> <ul style="list-style-type: none"> • What biases or assumptions may exist in my interpretation(s) of the data, and how might they impact perceptions of my staff, students, families, and culture? • Where is there an opportunity for me to better support learning experiences for staff that are key to building an inclusive culture? • Areas that are related to enacting the anti-racist leadership competencies and in which I could benefit from additional coaching or mentorship.

Stage 1 • Tool 2 • Equity Lens Focus: Interrogate, Reflect, Act, continued



Step 3: Act — Develop data summary statements

Equity Lens: Act

Informed action with an equity focus lens ensures that anti-racist policies, practices, and programs are not only planned for students and educators, but also implemented into the culture and practices of the school community to ensure positive changes in educator practices and student outcomes.

Writing Data Summary Statements

Make sense of the data by summarizing and synthesizing your findings. Try to generate as many summary statements as possible based on your data analysis and reflection in the previous step. Look for connections between data sources to provide you with a deeper level of understanding using the focus indicators and anti-racist leadership competencies.

Examples:

1. A majority of our school's instructional materials are not culturally relevant (accurately convey the knowledge, experiences, and contributions) of the students and families we serve.
2. About one third of our academically struggling students do not have access to a system or structure of sustained supports designed to provide asset-based, targeted interventions to ensure their success.

Selected Focus Indicators and Anti-racist Competencies:

Indicator I-A: Curriculum. Ensures that all teachers implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

Anti-racist Competency #6: Ensures curriculum and instructional materials are rigorous and culturally relevant for all students, especially those in marginalized groups.

Indicator I-B: Instruction. Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

Anti-racist Competency #1: Eliminates racial gaps in student access, opportunities, and outcomes so that all children experience high-quality, rigorous, and culturally relevant, grade-level instruction.

Anti-racist Competency #7: Ensures educators are held accountable for implementing evidence-based, culturally responsive and sustaining instructional practices through observation and feedback that support ongoing reflection about eliminating racial bias in the classroom.

Write your data summary statements below:



Stage 2

Set Micro Goals



Overview	
Purpose	Create one draft professional practice micro goal that can be accomplished in the second half of the semester (9 weeks) aligned to feedback from the empathy interviews and data summary statements.
Process	<ol style="list-style-type: none"> 1. Review data summary statements and Equity Learning Walk reflections using the Equity Pause Protocol. 2. Using the SMARTIE Goal process, create one draft professional practice micro goal specifically aligned to the anti-racist competencies. This professional practice micro goal provides an important opportunity to design and implement a smaller goal to inform the development of a full-fledged professional practice goal for the following school year.

Module 2: Leading for Equity: Instructional Leadership	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Stage 1: Collect and analyze data																		
Stage 2: Set micro goals																		
Stage 3: Learn individually and collaboratively																		
Stage 4: Implement continuous learning plan																		

Stage 2 • Tool 3 • Equity Pause Protocol



Copy and review your data summary statements using an equity pause

According to Public Design for Equity, **an equity pause** “is a time to pause the [design/planning] process to **reflect**, remind ourselves of our shared goals/practices, and name what we might do better in the support of racial equity and inclusion.”⁶

As you review your data summary statements, use the equity pause questions below to reflect on your findings:

- Are there missing perspectives in my summary statements that should be considered?
- How do my summary statements acknowledge the complex history of the school and its culture?
- Are my summary statements framed in a way that is deficit based? How have the data I collected affirm the identities, experiences, and perspectives of everyone?
- Where might my summary statements reflect my own blind spots or biases as a leader?

Data Summary Statements

Equity Pause Reflections

⁶From “Equity Pause Questions,” (2nd paragraph), <https://www.publicdesignforequity.org/blog/2020/5/25/equity-pause-questions>

Stage 2 • Tool 4 • Micro Goal Planner

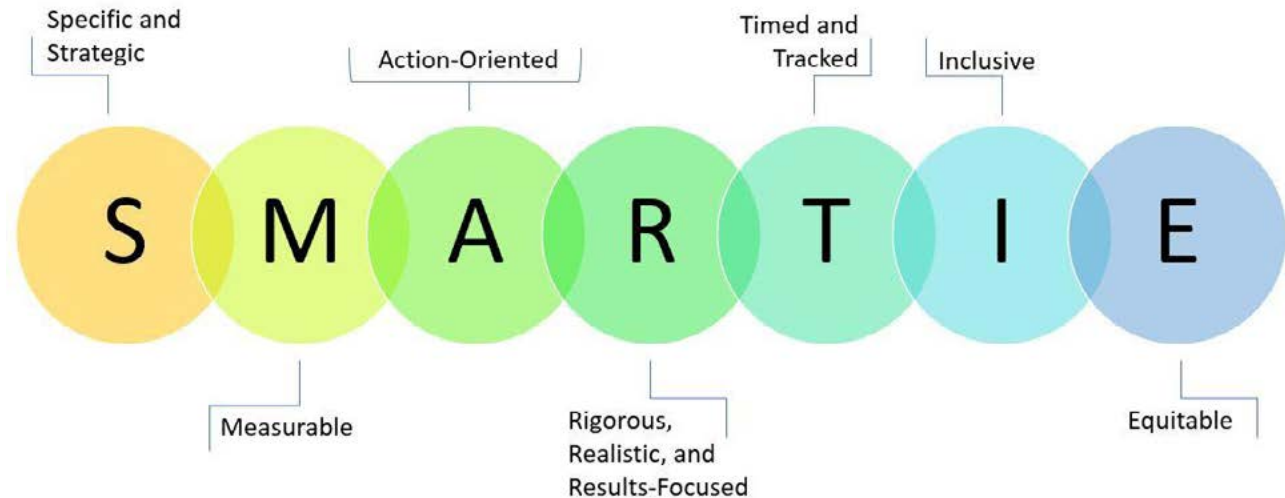


Using the SMARTIE Goal process create one professional practice micro goal specifically aligned to the anti-racist competencies

Creating SMARTIE Goals

SMARTIE goals intentionally center two additional components relative to SMART goals:

- **Inclusivity:** The extent to which a goal brings traditionally marginalized people into processes, activities, and decision making, and
- **Equity:** The extent to which the goal includes an element of fairness or justice that seeks to address systemic injustice, inequity, or oppression.



Selected Anti-racist Competencies

- **Anti-racist Competency #6:** Ensures curriculum and instructional materials are rigorous and culturally relevant for all students, especially those in marginalized groups.
- **Anti-racist Competency #1:** Eliminates racial gaps in student access, opportunities, and outcomes so that all children experience high-quality, rigorous, and culturally relevant, grade-level instruction.
- **Anti-racist Competency #7:** Ensures educators are held accountable for implementing evidence-based, culturally responsive and sustaining instructional practices through observation and feedback that support ongoing reflection about eliminating racial bias in the classroom.

Example Micro Goal

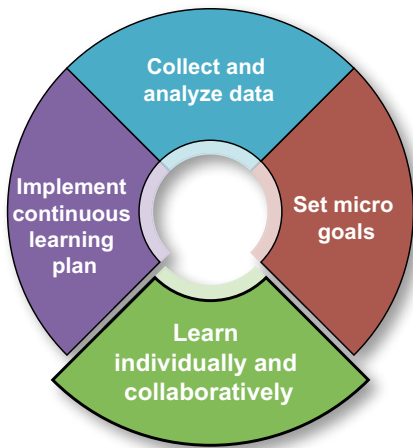
In collaboration with your leadership team and informed by feedback from your staff, identify a list of school policies and instructional practices that should be reviewed and revised to reflect anti-racist competencies and culturally responsive instructional strategies.

Your Draft Professional Practice Micro Goal

Stage 3



Learn Individually and Collaboratively



Overview	
Purpose	Acquire new self-understanding, knowledge, and strategies related to the anti-racist competencies and key actions with Standard I: Instructional Leadership. Share collaboratively with your leadership team to deepen their self-understanding, knowledge, and strategies.
Process	<ol style="list-style-type: none"> 1. Read the interactive presentation <i>The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down — and How to Fix It</i>, read <i>Culturally Responsive Teaching: A Reflection Guide</i>, and respond to <i>The 4 Dimensions of School Leadership</i> to identify and reflect on the anti-racist competencies and key actions that are most impactful and relevant for your school. 2. Share these three resources in a collaborative setting with your leadership team to discuss and gather feedback about the anti-racist competencies and key actions you have identified from Step 1. 3. Reflect on individuals' responses and leadership team feedback to create a final draft of your professional practice micro goal that will inform your continuous learning plan.

Module 2: Leading for Equity: Instructional Leadership	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Stage 1: Collect and analyze data																		
Stage 2: Set micro goals																		
Stage 3: Learn individually and collaboratively																		
Stage 4: Implement continuous learning plan																		

Stage 3 • Tool 5 • Learning Planner



Step 1: Review resources to inform anti-racist practices

While you watch the video and read the article and presentation, consider the questions below and the competencies, and key actions here and continued on the next page. Then write your reflections.

Questions

1. Which of the anti-racist competencies and key actions were visible and effective in this resource?
2. Which of the anti-racist competencies and key actions that you identified in the resource could be outside of your comfort zone and/or knowledge base but are compelling enough to implement as part of a continuous learning plan in your school?
3. What type of supports (e.g., resources, personnel, funding) would you need to effectively implement the anti-racist competencies and key actions identified?

Anti-racist Competencies	Key Actions
<ul style="list-style-type: none"> • Anti-racist Competency #6: Ensures curriculum and instructional materials are rigorous and culturally relevant for all students, especially those in marginalized groups. 	<ul style="list-style-type: none"> • Key Action: Develop or use a tool to conduct, in collaboration with your school leadership team, a review of one set of current curricular materials to explicitly identify the primary voices informing the design. Include opportunities to note race, class, and gender of the authors and contributors. Use the following questions as a guide: <ul style="list-style-type: none"> • What information has been centered within the curricular resource and what has been left out? • Does the curricular resource accurately convey the knowledge, experiences, and contributions of marginalized groups? If not, identify ways to supplement and extend the resource to ensure a holistic representation of the content.
<ul style="list-style-type: none"> • Anti-racist Competency #1: Eliminates racial gaps in student access, opportunities, and outcomes so that all children experience high-quality, rigorous, and culturally relevant, grade-level instruction. 	<ul style="list-style-type: none"> • Key Action: Review the access, opportunity, and success of students in advanced academics as well as general courses. Note which students are enrolled in advanced academics. How are students selected for advanced academics? Is there a holistic review or are selections based only on student achievement levels and grades? What supports are given struggling students enrolled in advanced academics? How are students of color performing compared to their white peers? If there is a disparity, why? What adjustments are needed to ensure that systems and structures adequately support students rather than place the weight of student success on student motivation and work ethic?

Stage 3 • Tool 5 • Learning Planner, continued






Anti-racist Competencies and Key Actions, continued

- | | |
|---|---|
| <ul style="list-style-type: none">• Anti-racist Competency #7: Ensures educators are held accountable for implementing evidence-based, culturally responsive and sustaining instructional practices through observation and feedback that support ongoing reflection about eliminating racial bias in the classroom. | <ul style="list-style-type: none">• Key Action: Include anti-racist metrics in classroom walk-through tools. Notice which students engage in the class and which do not. Notice what types of questions are posed to various student groups. Notice which students are carrying the cognitive lift within the classroom and which are allowed to opt out. Notice classroom seating charts and grouping strategies: Do they equally support all students' efforts to learn successfully? Consider whether high expectations exist for all students within the classroom. If so, what is the evidence for student success? |
|---|---|

Write your reflections on the next page.

Stage 3 • Tool 5 • Learning Planner, continued



Step 1, continued	
Resource and Synopsis	Reflections
<p>The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down</p>  <p>The New Teacher Project (TNTP) followed nearly 4,000 students in five diverse school systems to learn more about their experiences. What they found was startling: classroom after classroom filled with students whose big goals for their lives were slipping away each day unbeknownst to them and their families. Students were losing — not because they couldn't master challenging material, but because they were rarely given a chance to try.</p>	
<p>Culturally Responsive Teaching: A Reflection Guide</p>  <p>New America has developed a set of eight core competencies that describe what culturally responsive teachers know and do (see Figure 1 on p. 3). This resource is intended for leaders to support the reflective practice and ongoing learning of culturally responsive teachers.</p>	
<p>The 4 Dimensions of School Leadership</p>  <p>Mentors and their principals will read this leadership framework from the Center for Educational Leadership. Next, they will discuss the guiding questions in Dimension 2: Learning and Teaching Environment. Finally, they will record their reflections at right.</p>	

Stage 3 • Tool 5 • Learning Planner, continued



Step 2: Share resources and learning with colleagues	
Share the previous four resources in a collaborative setting with your leadership team. Use the following guiding questions to discuss and gather feedback about the anti-racist competencies and key actions identified from Step 1.	
Guiding Questions	Identified Anti-racist Competencies and Key Actions
<ol style="list-style-type: none"> 1. Which of these anti-racist competencies and key actions were visible and effective in the resources? 2. Which of these anti-racist competencies and key actions could be outside of your comfort zone or knowledge base but are compelling enough to implement as part of a continuous learning plan in our school? 3. What type of supports (e.g., resources, personnel, funding) would our school need to effectively implement these anti-racist competencies and key actions? 4. How do the anti-racist competencies and key actions in the resources make us think about starting, stopping, or continuing current policies and practices in our school such as: <ul style="list-style-type: none"> • Curricular resources that accurately convey the knowledge, experiences, and contributions of marginalized groups? • How are students selected for advanced academics? Is there a holistic review or are selections based only on student achievement levels and grades? • Supports provided for struggling students enrolled in advanced academics? • Additional supports to ensure that all students experience success? • Adjustments to ensure that systems and structures adequately support students rather than placing the primary weight of student success on student motivation and work ethic? • Developing visible and formal teacher leader roles and pathways that leverage educator talent, representation, and expertise to build the instructional capacity of all faculty and staff. 	

Stage 3 • Tool 5 • Learning Planner, continued

**Step 3: Create final draft of professional practice micro goal**

Reflect on your individual and leadership team responses and feedback to create the final version of your professional practice micro goal.

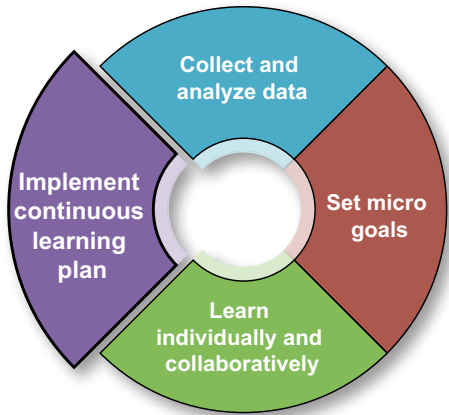
Individual/Leadership Team Feedback**Revised Professional Practice Micro Goal**

Individual/Leadership Team Feedback	Revised Professional Practice Micro Goal



Stage 4

Implement Continuous Learning Plan



Overview	
Purpose	Implement, in collaboration with your leadership team, your professional practice micro goal over a 45-day period.
Process	Use the Continuous Learning Plan Template to plan, do, check, and act on your professional practice micro goal.

Module 2: Leading for Equity: Instructional Leadership	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Stage 1: Collect and analyze data																		
Stage 2: Set micro goals																		
Stage 3: Learn individually and collaboratively																		
Stage 4: Implement continuous learning plan																		

Stage 4 • Tool 6 • Continuous Learning Plan Template



Copy final draft of your professional practice micro goal			
Plan What action steps will you identify to address your micro goal?	Do How will you implement your micro goal?	Check What structures will you establish to monitor progress toward implementing the micro goal? How will you measure effectiveness? How effective were you in achieving the micro goal?	Act After you analyze the outcomes of implementing the micro goal, what adjustments will you make to professional culture?

Resources



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<i>Assessing Bias in Standards & Curriculum Materials</i> , Midwest and Plains Equity Assistance	https://greatlakesequity.org/resource/assessing-bias-standards-and-curricular-materials
<i>Black Lives Matter Resolution</i> Indianapolis Public Schools	https://go.boarddocs.com/in/indps/Board.nsf/files/BR4S7871421D/\$file/Res.%20No.%207863%20-%20Black%20Lives%20Matter.pdf
<i>Courageous Conversations Protocol</i> Institute for Courageous Conversation	http://iel.org/sites/default/files/G10-courageous-conversation-protocol-overview.pdf
<i>Developing Community Agreements</i> National Equity Project	http://nationalequityproject.org/wp-content/uploads/Community-Agreements-Developing.pdf
<i>Empathy Interviews</i> Learning Forward	https://learningforward.org/wp-content/uploads/2020/10/tool-empathy-interviews.pdf
<i>Enhancing Cultural Competence</i> Community Tool Box	https://ctb.ku.edu/en/enhancing-cultural-competence
<i>Liberatory Design Framework</i> Stanford University	https://static1.squarespace.com/static/57c6b79629687fde090a0fdd/t/58c8319bb3db2b-7f6a7a22f0/1489514961988/Liberatory+Design+Cards.pdf
<i>Louisiana State Equity Plan</i> Louisiana Department of Education	https://www.louisianabelieves.com/docs/default-source/equity/2019-louisiana-equity-report-presentation.pdf?sfvrsn=d9d29a1f_4
<i>Race for Results: Building a Path to Opportunity for All Children</i> , Annie E. Casey Foundation	https://www.aecf.org/resources/race-for-results/#toc
<i>Racial Equity Impact Assessment Toolkit</i> Race Forward	https://www.raceforward.org/practice/tools/racial-equity-impact-assessment-toolkit
<i>Standards for Professional Learning</i> Learning Forward	https://learningforward.org/standards-for-professional-learning/
<i>State Regulations</i> , Massachusetts Department of Elementary and Secondary Education	https://www.doe.mass.edu/lawsregs/603cmr7.html
<i>Tennessee Leaders for Equity Playbook</i> Tennessee Department of Education	https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf
<i>Tools for Thought: Using Racial Equity Impact Assessments for Effective Policymaking</i> Annie E. Casey Foundation	https://www.aecf.org/resources/tools-for-thought-a-race-for-results-case-study/
<i>What is Resource Equity?</i> Education Resource Strategies	https://www.erstrategies.org/cms/files/4039-what-is-resource-equity-oct-2018.pdf