

**\*Make a copy of this document as a personal working/living document “Equity Portfolio”**

# Equity Leadership Screener Guide (DRAFT)

## Disposition 1: Data-Driven Equity Solutions

➤ Leader identifies and utilizes school data to confront inequities and improve outcomes for students of color through action

Equitable Descriptors	Implementation Plan and Linked Evidence								
<ul style="list-style-type: none"><li>❖ Confronting behavior that openly or covertly promotes inequity, color blindness, and deficit thinking. (PSEL 3e)</li></ul>	GAP/issue/concern  Action towards the “issue” (include your role in the implementation)  The Impact of the solution  Link your evidence!								
<ul style="list-style-type: none"><li>❖ Regularly examining district data for signs of inequity with the district leadership team. Utilize the Racial Equity Scorecard. (PSEL 10g)</li></ul>	Link Evidence under Action and/or Impact Example Format (Not required) <table><tr><th>Gap/Issue/Concern</th><th>Action</th><th>Impact/Solution</th></tr><tr><td></td><td></td><td></td></tr></table>			Gap/Issue/Concern	Action	Impact/Solution			
Gap/Issue/Concern	Action	Impact/Solution							
<ul style="list-style-type: none"><li>❖ Purposefully building the capacity of others to examine their own assumptions, beliefs, and personal biases. (PSEL 2f, 3h, 7g)</li></ul>									
<ul style="list-style-type: none"><li>❖ Establishing high expectations (performance and behavioral) for adults and students in our school(s), regardless of identity or background (walk-through, coaching, observation data). (PSEL 1a, 2c, 2e)</li></ul>									
<ul style="list-style-type: none"><li>❖ Regularly engaging in conversations with stakeholders about data related to racial equity and access, even in the face of risk and pushback. (PSEL 3e, 3h, 8b, 8c, 8f, 8i, 8j, 9k, 10i)</li></ul>									

### Consider:

1. How have you made equity-focused discussions and learning, particularly those associated with race, part of your staff’s professional learning experiences?
2. Consider a time when you identified and confronted practices or interactions that were based on race or culturally biased assumptions. How did you manage that situation? What was the outcome?

Overall Impact Statement (500 words or less):

--

DRAFT

## Disposition 2: Culturally Competent Practice

➤ Leader practices decision-making and responsiveness to ensure alignment to culturally competence school-wide

Equitable Descriptors	Implementation Plan and Linked Evidence		
❖ Actively seeking and making use of diverse perspectives in decision-making. (PSEL 2a, 3g, 8b, 8c, 10d)	Link Evidence under Action and/or Impact		
	Gap/Issue/Concern	Action	Impact/Solution
❖ Considering the intended and unintended consequences of decisions on all stakeholder groups. (PSEL 3g, 10i)			
❖ In group discussions, paying close attention to which voices aren't being heard and inviting them to express their perspective. (PSEL 2d, 3g, 8d)			
❖ Actively seeking to learn about the identities and communities of students in our school(s). (PSEL 3a, 5f)			
❖ When decisions are being made, pushing the decision-maker to question which groups are benefitting or being left out, and why. (PSEL 2a, 2e, 3g, 8b, 8c, 10d)			

### Consider:

1. What have you said and/or done to address racial inequities in your school(s)?
2. What proven and positive impact have you had on improving racial equity in the school?
3. How are the decisions you are making as a leader reflecting the needs and priorities of students, families, and stakeholders?
4. How do you need to change your decision-making process to better reflect the needs of the various stakeholders?
5. What trainings have you attended with regard to cultural competence?

Overall Impact Statement (500 words or less):

--

DRAFT

### Disposition 3: Disruptive Equity Leadership

➤ Leader demonstrates actions and judgements that disrupts inequities in school(s)

Equitable Descriptors	Implementation Plan and Linked Evidence		
❖ Creating the conditions and common language for regular courageous conversations around equity ( <a href="#">REAP</a> , Racial Equity Plan, Racial Equity Committee). (PSEL 3c, 3d, 3g, 3h, 9h, 10a, 10g)	Link Evidence under Action and/or Impact		
	Gap/Issue/Concern	Action	Impact/Solution
❖ Building others’ capacity to learn and practice language and behaviors that are responsive to differences across lines of race, ethnicity, language, class, religion, ability, gender identity and expression, sexual orientation, and other aspects of identity. (PSEL 2d, 3a, 3b, 3c, 3g, 7a)			
❖ Providing the space, tools, and support for staff to reflect on their own personal beliefs, biases, assumptions, and behavior, especially those who have been historically minoritized. (PSEL 3c, 6d, 6i, 7d, 7g, 7h)			
❖ Providing structured and consistent professional learning opportunities to develop and deepen culturally responsive teaching practices. (PSEL 3c, 6a, 6c, 6f, 6g)			

#### Consider:

1. How have you created a coalition of leaders around you who all have the capacity to act through a lens of equity (e.g., Racial Equity Committee, school inclusion committee, instructional leadership team)?
2. Have you created opportunities for others to lead conversations on equity and receive critical feedback from peers? If so, how? Who was involved (e.g., Diversity Department, community partners, guest speaker/consultant, internal leadership )?

Overall Impact Statement (500 words or less):

--

DRAFT

Disposition 4: Reflection & Growth on Equity Practice		
➤ Leader reflects on personal and professional growth as an equitable educator to influence practice		
Equitable Descriptors	Implementation Plan and Linked Evidence	
❖ Seeking feedback and looking for evidence to help reflect on how you are leading for equity. (PSEL 1g, 2f, 3h, 6i, 10j)	Link Evidence under Action and/or Impact	
	Gap/Issue/Concern	Action
❖ Continuously reflecting and examining how your role might contribute to inequitable practices. (PSEL 1g, 2f, 3c, 3d, 3e, 3h, 6i, 10j)		
❖ Actively seeking to learn how privilege, power, and oppression operate historically and currently in education. (PSEL 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 10f)		
❖ Recognizing the privileges you might hold based on position, identity, or background. (PSEL 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h)		

Consider:

1. What is your personal vision and belief system around race, equality, and equity?
2. How has race intersected with your leadership journey?
3. How are your experiences similar to or different from the student populations in JCPS?

Overall Impact Statement (500 words or less):