

Power Standard #1 - Equity Driven Principalship

Transforming Systems to Achieve Equity in All We Do

Overview

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

Other practices of an equity driven principal include:

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

In order to consistently apply an equity lens, Roseville Area Schools developed the **Roseville Educational Equity Analysis Framework. When making a decision or reviewing existing practices, policies and procedures Roseville staff should consider the following questions.*

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

The following descriptors are intended to create a district-wide common understanding of what it means for the principal to be an equity driven principal. The descriptors are not intended to be all inclusive, but rather a summary of the most critical principalship tasks/attributes. It should also be noted that descriptors of an equity-driven principal are included in many of the other Power Standard Rubrics.

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

from different cultures on the impact of the principal's identity on building culture, classroom practices and student success.

2. **Principal leads through an equity lens with a knowledge of student, family and staff cultures.**
 - a. Unsatisfactory-Principal **lacks an understanding** of student, family and staff cultural backgrounds. Principal **does not monitor and adjust** school practices, policies, procedures to maximize benefit and minimize disadvantage within the school community.
 - b. Satisfactory-Principal articulates a **general understanding** of student, family and staff cultural backgrounds. Principal **occasionally monitors and adjusts** school practices, policies, procedures to maximize benefit and minimize disadvantage within the school community.
 - c. Proficient- Principal articulates a **thorough understanding** of student, family and staff cultural backgrounds. Principal **consistently monitors and adjusts** school practices, policies, procedures to maximize benefit and minimize disadvantage within the school community.
 - d. Distinguished-Principal articulates a thorough understanding of student, family and staff cultural backgrounds. Principal consistently monitors and adjusts school **and district** practices, policies, procedures to maximize benefit and minimize disadvantage within the school community.
3. **Principal inspires and ensures culturally responsive school relationships and expectations.**
 - a. Unsatisfactory- Principal seems reluctant or unable to establish caring relationships with students, families and staff whose cultural background is different from principal's own. Principal permits lower academic expectations for some students.
 - b. Satisfactory- Principal **attempts to build cross-cultural relationships** with students, families, and staff. Principal **acknowledges the importance of holding high academic expectations** for all students, but cites external factors as barriers to some students' success.
 - c. Proficient- Principal **builds cross-cultural relationships that demonstrate trust and mutual respect** with students, families, and staff. Principal **holds, and consistently communicates**, high expectations for all students. This is demonstrated through the **progress toward closure of achievement gaps**.
 - d. Distinguished-Principal builds cross-cultural relationships that demonstrate trust and mutual respect with students, families, and staff. Principal **holds and ensures** high expectations for all students from all staff. This is demonstrated through the **closure of achievement gaps**.
4. **Principal creates and maintains a school culture that interrupts inequities and demonstrates cultural responsiveness.**
 - a. Unsatisfactory- Principal **seldom** initiates conversations that address inequities and demonstrate cultural responsiveness. Principal **does not create conditions** for students, families, and staff to engage in equity-oriented dialogue.
 - b. Satisfactory- Principal **regularly initiates** conversations that address inequities and demonstrate cultural responsiveness. Principal **creates conditions** for students, families, and staff to engage in equity-oriented dialogue.
 - c. Proficient- Principal **consistently initiates and facilitates** conversations that interrupt inequities and demonstrate cultural responsiveness. Principal creates and **maintains** conditions for students, families, and staff to engage in **on-going** equity-oriented dialogue that **includes varied perspectives and experiences**.
 - d. Distinguished-Principal consistently initiates and facilitates conversations that interrupt

inequities and demonstrate cultural responsiveness **at the building and district level**. Principal creates and maintains conditions for students, families, and staff to **initiate** and engage in on-going equity-oriented dialogue that includes varied perspectives and experiences.

5. Principal inspires and ensures culturally responsive teaching

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

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

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

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

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